

# MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street  
Baltimore, MD 21201

## PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

### Meeting Minutes December 2, 2021

The 464<sup>th</sup> meeting of the Professional Standards and Teacher Education Board (PSTEB) was held, via Web Ex, on December 2, 2021. Ms. Maleeta Kitchen called the meeting to order at 9:09 a.m.

**The following members were in attendance:** Mr. Louis D'Ambrosio (left meeting at 12:30 p.m.), Dr. Dionne Curbeam, Mr. Corey Gaber, Dr. Debi Gartland, Mr. Darren Hornbeck, Ms. Maleeta Kitchen, Ms. Kelly Meadows, Ms. Kelli Midgley, Dr. Kindel Nash, Ms. Debra Poese, Ms. Monica Roebuck, Dr. Patricia Saelens (left meeting at 11:30 a.m.), Ms. Sandra Skordalos, Ms. Joy Lee Spain, Dr. Winona Taylor, Ms. Geralda Thompson, Ms. Amy Wilson, and Ms. Karen Yoho.

**The following members were absent:** Dr. Jacob Bauer-Zebley

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

Dr. Deann Collins, Ms. Alexandra Cambra, Ms. Nicole Obregon, Mr. Robert Eccles, Dr. Hsin-Yuan Chen and Ms. Ruth Downs (Recorder).

**The following Attorney General Staff members were present:** Mr. Sean Fitzgerald, Esq. - Assistant Attorney General.

### PRELIMINARY ITEMS

#### Recognition of Guests via Web Ex

Ms. Geraldine Duval, MSEA  
Ms. Deborah Euzebio, MSEA  
Ms. Queen Nwafor, MSEA

#### Public Comment

None

#### State Board Update

The summary of the Maryland State Board Meeting for October 26, 2021, was given to the board members in writing. Ms. Meadows asked the PSTEB members to review the report. She stated to the members that if there were any questions, to please send her an email and she would work with Dr. Simpson to provide an answer.

#### Communication Update

None

### ACTION ITEMS

#### Approval of November 4, 2021, Minutes

Ms. Kitchen entertained a motion to approve the November 4, 2021, minutes with no additions or corrections.

**MOTION:** Ms. Debra Poese/Mr. Corey Gaber to approve the November 4, 2021, minutes with no additions or corrections. The minutes were approved without objection.

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### Approval of Proposed Agenda Items for January 6, 2022

- Approval of Minutes
- State Board Update
- Communication Update
- COMAR 13A.07.08 *Incentive Program for National Board Certification*
- Teacher Staffing Update/Educator Preparation Annual Reports
- Regulations, as appropriate with discussion

Ms. Kitchen entertained a motion to adopt the January agenda items.

**MOTION:** Dr. Winona Taylor/Ms. Karen Yoho to approve the tentative items for the January 6, 2021, meeting agenda. The agenda was approved without objection.

Note- the January meeting will be held virtually from 9:30 a.m. to 12:30 p.m. The February and March meetings will be held from 9:30 a.m. to 4:00 p.m.

### PSTEB Procedural Manual

Ms. Meadows sent out the final copy of the PSTEB Procedural Manual to the Board members for their final review and vote.

Ms. Kitchen entertained a motion to adopt the final version of the PSTEB Procedural Manual.

**MOTION:** Dr. Debi Gartland/Dr. Winona Taylor to approve the final version of the PSTEB Procedural Manual. The Procedural Manual was approved without objection.

### Educator Preparation Regulation Overview

Ms. Kelly Meadows and Mr. Robert Eccles presented to the Board members an overview of the timeline and milestones associated with the development of the repeal and replacement of Code of Maryland Regulations 13A.12 and 13A.07.06, Educator Preparation and Licensure.

The objectives of the presentation were as follows:

- Review the background, purpose, and timeline associated with the development of regulations. Pertaining to educator preparation and licensure
- Develop an understanding of the scope of regulation being promulgated
- Identify the key changes in each chapter/regulation
- Discuss the alignment of the regulations to the Blueprint for Maryland's Future

### Programs for Professionally Licensed Personnel – COMAR 13A.07.06

#### Key Changes

- Standards and competencies
- Entrance and exit requirements
- Practicum requirements
- Approval process and monitoring schedule
- National Accreditation Process
- Reporting requirements

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### **Regulations .01 & .02: Purpose and Definitions**

- Added Blueprint-driven language to **align with** the **Maryland Curriculum Frameworks**
- Inserted Blueprint definitions for alternative teacher preparation program, mentor teacher, partner school, and practicum
- Removed professional development schools

### **Regulation .03: Incorporation by Reference**

- Encompasses all national content and pedagogy standards that are to be present in respective approved programs
- The Maryland State Department of Education (MSDE) has been advised that national content and pedagogy standards, as well as any other document that Educator Preparation Programs (EPPs) must align to, must be incorporated by reference
- Ensures transparency
- MSDE cannot point to an “MSDE approved list of standards” or state that EPPS will “align to national content and pedagogy standards”

### **Regulations .04, .06, and .07: State Consent, Application, and Approval**

- Drafted based on current procedures associated with seeking state consent to operate and submitting an application for approval
- Distinguishes two pathways to approval: State vs. National Accreditation • Includes specific requirements for alternative preparation program
- Provide at least four weeks of professional development prior to the candidate assuming full responsibility of the classroom
- Professional development shall include, but not be limited to, pre-employment training, initial coursework, pedagogy, and pre-practicum experiences
- Establishes process for approval when no national content standards are available

### **Regulation .05: National Accreditation**

- Aligned to Education Article §11-208 allowing an EPP to choose either State approval or National Accreditation by an entity that is jointly recognized by MSDE and Maryland Higher Education Commission (MHEC)
- The MSDE may investigate complaints regarding any aspect of a program separate from any review conducted by the national accrediting agency
- Programs that hold national accreditation shall submit State reporting requirements
- The MSDE is responsible for paying:
- Any fee that a national accrediting agency charges an institution of higher education in connection with the accreditation process
- Any training fee that a national accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in Maryland
- One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of a national accrediting agency

### **Regulation: .08: Entry Requirements**

- Comprised of a combination of Blueprint and State Board Sub-committee priorities
- 3.0 Grade Point Average or passing scores on a basic skills battery
- A Program may waive the entrance requirement for up to 10% of the candidates admitted in an annual cohort
- 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

### **Regulation: .08: Standards and Competencies**

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- Instruction and experiences aligned with Maryland-recognized national content and pedagogy standards, and Maryland competencies
- Incorporation of the Model Code of Ethics for Educators • 12 semester hours in each academic content area for elementary education (math, English language arts, social studies, science)
- Instruction in research-based literacy instruction for the grade level the individual will be teaching to include:
- Phonological and phonemic awareness including emergent literacy;
- Vocabulary and fluency;
- Phonics and decoding;
- Written expression, spelling and grammar;
- Comprehension of literary and informational text; and
- Assessment and instructional decision-making.
- Programs for Specialists
- Align to national standards
- Programs for Administrators
- Align to national standards
- A program that offers courses in School Administration shall develop a method for evaluating the potential of candidates to be effective school leaders
- A program that offers courses in School Administration shall develop a curriculum to enable candidates to organize and manage schools to achieve:
- Management of highly skilled professionals in a professional work environment
- Effective peer observations and effective evaluations of other personnel
- Include clinical experiences and assessments that measure competencies established in the program curriculum

### **Regulation .08: Clinical Experiences**

- Incorporates specific language from the Blueprint regarding practicums located in partner schools
- Allows out-of-state school practicums to occur with permission from the State Superintendent
- Prior to July 1, 2025, all teacher preparation programs shall have a required practicum of a minimum of 100 days
- Beginning on July 1, 2025:
- 180-day practicum for undergraduate teacher preparation programs
- 100-day practicum for graduate teacher preparation programs
- 180-day practicum for alternative teacher preparation programs\*
- Except that alternative teacher preparation programs operating in the State on or before July 1, 2021, that provide effective and diverse teachers in schools and local school systems, as approved by the State Superintendent, that have high rates, relative to other public schools in the State of teacher vacancies, teacher turnover, and new teachers, shall have a required practicum of a minimum of 100 days.
- Programs for Administrators shall include a supervised clinical experience totaling a minimum of 240 hours
- Programs for Specialists shall include a supervised clinical experience in the specialty area being pursued

### **Regulation.08: Exit Requirements**

- Aligned to Blueprint assessment requirements
- Candidates must be “licensure-ready”
- Coursework completed • Practicum completed
- Passing scores on content, reading instruction, and performance assessments

### **Regulation.09: Clinical Experience Placements**

- Incorporates Blueprint language regarding practicums, mentor teachers, and the career ladder
- Written partnership agreement between a partner school and a provider
- Variety of school environments with diverse student populations

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- EPP and partner school have to collaborate on providing the practicum in a setting with diverse student population and well-qualified mentor teachers
- Mentor selected from career ladder, once well-established, and have important skills in curriculum, instruction, and action research to help mentor new teachers
- Mentors need 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
- Mentors will be compensated

### **Regulation .10: State Program Reporting**

- Majority of data required is already being collected
- Annual reports provided to a national accreditation agency must be submitted to MSDE
- All programs (regardless of approval vs accreditation) must submit:
- Program completion rates, including number and demographics of completers, non-completers, degrees granted and demographics.
- Placement in partner schools by subject-area, grade-level, and LSS employer.
- Performance, including passing rates and cut scores on Department approved performance assessments and content-exams.
- Enrollment trends, including past and projected enrollment in each program.
- Employment of graduates/completers; and
- Retention of program completers through the first 5 years of employment.

### **Regulation .11: Renewal, Oversight, Revocation**

- State approved programs reviewed every five years
- If an approved Program fails to meet all of the standards and competencies, reporting, or compliance requirements, it may be approved with conditions for a period of two years (extension an option for good cause)
- A Program that has not made satisfactory progress toward meeting State requirements after two years may be placed on probation or the approval may be revoked
- Probation, revocation, and hearing procedures outlined in this regulation

### **Regulations .12-.15: Competencies**

- General Teaching
  - Developed in collaboration with EPP Advisory Committee and PSTEB
  - Apply to teacher candidates across all content areas and grade levels, including students with learning differences, to determine readiness to enter the profession
- Literacy
  - Developed from state-wide workgroups that included significant P-20 involvement
  - Aligned to scientific-based reading instruction
- Math
  - Developed by MSDE and aligned to P-20 initiatives
  - Candidates seeking mathematics licensure should demonstrate the competencies applicable to the grade band of licensure
- Culturally Responsive
  - Developed by MSDE; PSTEB took leading role to insert academic and research-based language

### **Educator Licensure COMAR 13A.12.01-.07**

#### **Educator Licensure: Planned Phases of Promulgation**

- Phase 1- Current Promulgation
- Review and amendments to the following sections:

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- General Provisions
- Teachers
- Renewal Requirements
- Disciplinary Action
- Elimination or Amendment of Outdated Language and/or Requirements
- Corrections

### Phase 2- Begin After Adoption of Current Promulgation

- Review and amendments to the following sections:
  - Specialists • Administrators and Supervisors
  - PSTEB Promulgation Process
  - Amendments Required by Statute Changes

### Phase 3- Ongoing After Adoption of Phase 2 Promulgation

- Maintenance, Adjustment, and Amendments as Required

### Educator Licensure: Key Changes

- “Certificate” to “License”
- Reorganization of chapters to group requirements by type of educator
- Restructure of license types and progression
- Distinction between requirements for academic teachers and professional technical/specialized fine arts teachers
- Additions and deletions to initial pathways for certification
- Emphasis on renewal requirements that are based on individual needs, identified jointly by the educator and supervisor, and require specific areas of development
- Additional information regarding disciplinary action processes
- Updated language/requirements for Reading Specialist licensure

### COMAR 13A.12 Educator Licensure

- Chapter 01- General Provisions
  - General in nature and apply to all licensed educators
  - Include information related to the application, issuance, validity, and types of educator licenses
  - Identifies who needs to be licensed based on employment
  - Comprehensive set of definitions for the subtitle
  - Requirements for reinstatement of an expired license
  - Information pertaining to the waiver of regulations, to include the “senior teacher waiver” established in statute
- Chapter 02- Teachers
  - Requirements for teachers of most academic subject areas (does not include professional technical education and specialized areas of fine arts)
  - In-State vs. Out-of-State pathways to initial licensure • Defines requirements of teachers assigned to teach more than two classes outside of their licensure area
  - Options for adding an endorsement to an existing teaching license
    - Types of Licenses
      - Conditional
      - Resident Teacher
      - Temporary Professional
      - Initial Professional
      - Professional
      - Advanced Professional
      - Adjunct
    - Assignment

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

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- 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.
- Class means a period allocated for lessons during a school day.
- 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.

### **Chapter 03- Professional and Technical Education and Specialized Areas for Fine Arts**

- Establishes requirements for Professional and Technical Education (PTE) and Specialized Areas for Fine Arts (SAFA) teachers
- Only issued for instruction in a specialized program or at a specialized school (e.g., CTE program, school for the arts)
- Licenses requested by the employer and driven by assignment
- Holder is governed by current licensure, certification, or registration regulations administered by professional organizations or legally constituted authorities in MD, if applicable
- License holders may continue to renew when no longer • Exempt from taking the basic skills assessment battery
  - Pathways
    - Maryland approved program
    - Out-of-State approved program
    - Out-of-State license holder
    - National Board Certification
    - Occupational Experience
  - Types of Licenses
    - Conditional
    - Adjunct
    - Temporary Professional
    - Initial Professional
    - Professional
    - Advanced Professional
  - All Teachers: Renewal
    - Individual Professional Development Plan (IPDP) required for the Initial Professional, Professional, and Advanced Professional licenses
    - IPDPs must be approved by a supervisor, or designee, if employed
    - Completed IPDPs must be reviewed and signed by supervisor/designee
    - Minimum of 90 Professional Development Points (PDPs) required to renew (1 PDP = 1 clock hour)
    - PDPs must include:
      - Content related to an area on the educator's license
      - Pedagogy
      - English as a Second Language, Sheltered English, or Bilingual Education
      - Strategies for teaching students with disabilities or diverse learning styles
      - Culturally Responsive Teaching or diversity in education
    - PDPs may be earned through:
      - College credit (earned or taught)
      - MSDE approved Continuing Professional Development courses (earned or taught)
      - Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency
      - Professional conference
      - Curriculum development
      - Publication of an article or book
      - Mentorship
      - Micro-credentials
      - Professional development activities approved by the MSDE, Maryland district, State agency,

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- approved non-public school, or another state department of education
- A National Board Certificate may be used to renew in lieu of the requirements outlined in this regulation
- PTE and SAFA teachers may earn up to 15 PDPs for occupational experience related to the career area being taught

### **Chapter 04- Specialists**

- Retained requirements for initial licensure from current regulations for most specialist areas
- Updated pathways for Reading Specialist
- Out-of-state program completer pathway added
- Experienced Professional pathway added
- Professional coursework pathway updated
- Updated pathways for Library Media Specialist
- Out-of-state program completer pathway added
- Experienced Professional pathway added
- National Board Certification pathway added
- Initial Professional, Professional, and Advanced Professional licenses available for specialist areas
- IPDP required
- 90 PDPs due at renewal, to include:
  - Content related to an area on the educator's license
  - Students with disabilities
  - Culturally Responsive Teaching or diversity in education.

### **Chapter 05- Administrators and Supervisors**

- Retained requirements for initial licensure from current regulations for most areas
- Elimination of the Resident Principal and Resident Assistant Principal
- Designed for an individual without an educational background as an alternative pathway to school building leadership if appointed by a local board
- Only issued twice in the past 7 years
- Initial Professional, Professional, and Advanced Professional licenses available
- IPDP required
- 90 PDPs due at renewal, to include:
  - Administration and supervision
  - Students with disabilities
  - Culturally Responsive Teaching or diversity in education
  - If employed and assigned in an administrator or supervisor position, PDPs submitted must include the completion of a department-approved evaluator training.

### **Chapter 06- Disciplinary Action and Denials**

- Updated definitions
- Amendments and additions to causes for disciplinary action/denial
- Describes the process of placing an alert on a record of someone who is being investigated for a potential cause for action/denial
- Clarifies timeline requirements associated with taking action on a license
- Includes information regarding the National Association of State Directors of Teacher Education and Certification Educator Identification Clearinghouse

### **Chapter 07- Professional Standards and Teacher Education Board**

- No changes in this phase of promulgation
- Includes • Promulgation process
- Review Board appeals, findings, exceptions, and determinations



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### Next Steps

1. Prioritize and Categorize any potential changes that need to occur prior to adoption in Phase 1.
2. Identify any language that must be amended prior to adoption due to misalignment with Blueprint, or an identified critical issue.
3. Identify language that requires further development/refining that can be done in Phase 2.
4. Recommend amended language that addresses those areas of prioritized as critical in Phase 1 by April 2022; and
5. Be prepared to vote to grant permission to publish May 2022 once identified changes are drafted.

### **2022 PSTEB Calendar**

Mr. Hornbeck entertained a motion to adopt the 2022 PSTEB Meeting Calendar with the exception for changes.

**MOTION:** Ms. Kelli Midgley/Dr. Debi Gartland to approve the adoption of the 2022 PSTEB Meeting Calendar with the exception for changes. The 2022 PSTEB Meeting Calendar was approved without objection.

### **Adjourned**

Mr. Hornbeck entertained a motion to adjourn from the PSTEB monthly meeting at 12:49 p.m. The motion was approved without objection.

Meeting adjourned at 12:49 p.m.