

# MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street  
Baltimore, MD 21201

## PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

### Informal Meeting Summary

August 4, 2022

The 471st meeting of the Professional Standards and Teacher Education Board (PSTEB) was held on August 4, 2022. Ms. Maleeta Kitchen called the meeting to order at 9:37 a.m.

**The following members were in attendance:** Dr. Jacob Bauer-Zebley, Mr. Corey Gaber, Mr. Darren Hornbeck, Ms. Maleeta Kitchen, Dr. Kristine McGee, Ms. Kelly Meadows, Ms. Debra Poese, Ms. Monica Roebuck, Ms. Sandra Skordalos, and Ms. Karen Yoho.

**The following members were absent:** Dr. Patricia Saelens, Ms. Janill A. Bobbitt, Dr. Dionne Curbeam, Mr. Louis M. D'Ambrosio, Dr. Debi Gartland, Ms. Kelli Midgley, Dr. Kindel Nash, Mr. James Scott Smith, Ms. Joy Lee Spain, Dr. Winona Taylor, Ms. Geralda V. Thompson, Ms. Amy Wilson, and Mr. David Kehne.

**The following Maryland State Department of Education (MSDE) staff members were present:** Ms. Alexandra Cambra, Ms. Karla Henriquez, and Ms. Brej'ae Green (Recorder).

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

### PRELIMINARY ITEMS

#### Recognition of Guests

Ms. Deborah Euzebio, MSEA  
Ms. Lauren Lamb, MSEA

#### Announcements

Ms. Meadows announced that the PSTEB has two new members, Ms. Janill Bobbitt, Baltimore Teachers Union, and Mr. James Scott Smith, Maryland Public School Superintendents' Association.

#### Public Comment

None

#### State Board Update

Ms. Meadows informed the board members that the State Board update would be presented by Mr. Choudhury.

#### Communication Update

Ms. Kitchen informed the Board that she and Mr. Hornbeck were able to sit with Mr. Choudhury to discuss updates and gather information. Ms. Kitchen informed the board that Mr. Hornbeck and herself attended an Accountability and Implementation Board (AIB) work Group on June 30<sup>th</sup>, 2022. Ms. Kitchen also informed the board that they are requesting representation from PSTEB for the teacher preparation work group for AIB that will be held on August 12<sup>th</sup>, 2022.

#### Approval of April 7, 2022, Minutes

The approval of June minutes is tabled until September's meeting.

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### **BREAK**

#### **Maryland's Teacher Workforce: Supply, Demand, and Diversity presented by Mr. Mohammed Choudhury**

Mr. Choudhury provided a presentation on Maryland's Teacher Workforce: Supply Demand and Diversity. In the presentation, Mr. Choudhury provided information regarding the supply and demand of the teacher workforce in Maryland. Below are the key takeaways from the presentation.

#### **1. Teacher Workforce Demand**

- Attrition has held steady in Maryland over the five years
- Nearly all LEAs started the 2021-2022 school year with more vacancies than in previous years
- Teacher shortages are driven by local conditions, leading to variance across the State
- The most common vacancies are in single-subject secondary options
- Special education continues to be a struggle to properly staff
- Teachers of color tend to leave their position more frequently

#### **2. Teacher Workforce Supply**

- The number of people completing teacher-education programs across the country is steadily declining
- Enrollment in Maryland educator preparation programs has decreased by 33% since 2012
- The issuance of Conditional Certificates has increased by 136% in Maryland over the last 5 years
- Teacher Licensure exams are not a strong predictor of teacher effectiveness and can be a barrier to the supply of teachers of color
- Requiring alternative program candidates who have a 3.0 GPA or higher to pass a basic skills assessment limits an opportunity to diversify the profession

#### **3. Diversity of the Teacher Workforce and Pipeline**

- Many students of color may never have a teacher of the same race
- The teaching workforce in Maryland has remained persistently white even as the student population has grown more diverse
- Alternative Preparation Programs are a mechanism to diversify teaching in Maryland
- Alternative Preparation Programs can be developed within a district or with an educator preparation partner
- The conditional certificate offers an opportunity to recruit a diverse pool of candidates into the teaching profession

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- Increased diversity among teachers and broader sets of school professionals benefits student test-score performance, and – in several instances- also leads to improved school behaviors
  - Black students having just one black teacher by third grade were 13 percent more likely to enroll in college – and those have two were 32 percent more likely

#### 4. National Initiatives to Remove Barriers

##### - *Research Review: Teacher Effectiveness Predictors*

- Many states are taking actions to create multiple rigorous pathways to certification that do not solely rely on certification exams
- The Interstate Teacher Mobility Compact creates an opportunity for seamless reciprocity between member states
- Limiting teacher certification to licensure tests does not fully grasp the early career elements (i.e., induction or mentoring) that shape a teacher’s long-term effectiveness
- High-quality induction and mentoring are critical to teacher development and future

#### 5. Maryland Initiatives and Opportunities

##### - *Teacher Workforce and Maryland Regulations*

- State Board of Education – Recent Waivers of Regulations
  - Effective July 26, 2022, local education agency, State-operated school, or nonpublic approved, may renew a conditional teacher certificate with an expiration date between July 1, 2020, and July 1, 2023. The entity has hired the certificate holder to serve as a teacher of record in the subject area that is listed on the conditional certificate. The entity must attest to the certificate’s ability to serve in that position on a department-approved attestation form.
  - Effective July 26, 2022, a local education agency, State-operated school, or nonpublic school approved, may renew a conditional teacher certificate with an expiration date between July 1, 2020, and July 1, 2023. The entity has hired the certificate holder to serve as a teacher of record for the subject area on the person’s conditional teacher certificate. The entity must attest to the certificate holder’s ability to serve in that position on a department-approved attestation form. The certificate will be valid for two years and is not eligible for subsequent renewal
  - Effective July 26, 2022, a local education agency, State-operated schools, and nonpublic schools approved may issue a Resident teacher Certificate if the applicant meets the requirements. This will include a minimum overall GPA of 3.0 on their most recently earned degree. Also, qualifying score on department-approved basic skills assessment. If the approved alternative educator preparation program attests to the candidate’s ability to serve as a resident t on a department-approved attestation form.
- Educator Preparation and Licensure Regulations
  - These regulations are an opportunity to take a long-term approach to establish a comprehensive and systematic set of flexible strategies to build a diverse stable high-quality profession. Provide alternative ways to measure knowledge of basic skills and content to determine entrance into a preparation program. Prescribe instruction in the science of reading and require candidates to demonstrate effectiveness through multiple measures. Ensure

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a high-quality internship that includes quality mentoring by a compensated mentor who has a track record of improving student outcomes. Provide a variety of criteria to determine a candidate's readiness to enter the classroom, including portfolios, observations, and attestations

- Induction regulation
  - Promulgate regulations to establish an evidence-based framework for induction that supports new teachers and provides the opportunity to increase effectiveness during the first year of teaching. Establish requirements for participation in the program, including a minimum of one full school year of mentorship for teachers new to the profession. Incorporate professional learning for mentees and mentors. Standardize minimum qualifications for high-quality mentors. Requirements for formative and summative assessment of mentees' teaching practice. Ensure school leadership programs include an approach for overseeing teacher induction and mentoring systems. Require the continuous evaluation of induction and mentoring programs by local education agencies and MSDE.
- *Flexible Pathways to Licensure Proposal*
- Diversifying the Teacher Workforce: In-District Pathways to Licensure
  - Modifying the performance review pathways from a portfolio-based process that requires a review from an independent organization to a regulated, Maryland-specific pathway that provides the opportunity to be prepared on the job in a Maryland school district. This includes department-approved district training programs that are proposed for conditional licenses, content coursework, the department-approved induction program, department-approved sequence of pedagogical coursework, and attestation.
  - Identifying alternative exams of teaching ability for out-of-state applicants. This will include an effective rating on a year-end evaluation may be accepted as an examination of teaching ability.

### Adjourned

Note- The PSTEB monthly meeting was informally adjourned by Ms. Kitchen at 12:37 p.m.

Meeting informally adjourned at 12:37 p.m.