

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

Meeting Minutes

January 6, 2022

The 465th meeting of the Professional Standards and Teacher Education Board (PSTEB) was held, via Web Ex, on January 6, 2022. Ms. Maleeta Kitchen called the meeting to order at 9:33 a.m.

The following members were in attendance: Dr. Jacob Bauer-Zebley, Mr. Louis D'Ambrosio, 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: None

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

Ms. Alexandra Cambra, Mr. Robert Eccles, Dr. Hsin-Yuan Chen, Karla Henriquez 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. Queen Nwafor, MSEA

Dr. Nancy Shapiro, UMBC

Dr. Laura Stapleton, UMCP

Ms. Laurie Mullen, Towson University

Announcements

Ms. Monica Roebuck announced that she planned to run for State Delegate in Area #24.

Ms. Kelly Meadows informed the Board that the AELR had a hearing yesterday regarding the regulations for masking. The State Board decided to amend the regulation. Ms. Meadows also informed the Board that the regulations for Program Approval were published on December 31, 2021 and are in the Maryland Registrar. The certification regulations are not finished yet, but hoping that they will be out in time for the next Maryland Registrar.

Public Comment

None

State Board Update

There was no State Board Report. The State Board meeting was held earlier in the month of December.

Communication Update

None

MARYLAND STATE BOARD OF EDUCATION
200 W. Baltimore Street
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PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

ACTION ITEMS

Approval of December 2, 2021, Minutes

Ms. Kitchen entertained a motion to approve the December 2, 2021, minutes with one minor correction.

MOTION: Dr/Winona Taylor/Dr. Debi Gartland to approve the December 2, 2021 minutes with one minor correction. The minutes were approved without objection.

Approval of Proposed Agenda Items for February 3, 2022

- Approval of Minutes
- State Board Update
- Communication Update
- Public Comment Review and Discussion
 - COMAR 13A.12 *Educator Licensure*
 - COMAR 13A.07.06 Programs for *Professional Licensed Personnel*

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

MOTION: Dr. Winona Taylor/Ms. Geralda Thompson to approve the tentative items for the February 3, 2022 meeting agenda. The agenda was approved without objection.

COMAR 13A.07.08 Incentive Program for Certification by the National Board for Professional Teaching Standards (Consultation Only)

Ms. Kelly Meadows did a presentation on COMAR 13A.07.08 Incentive Program for Certification.

Purpose:

The purpose of this item is to provide the Professional Standards and Teacher Education Board (PSTEB) with the opportunity to review the proposed amendments to Code of Maryland Regulations (COMAR 13A.07.08 Incentive Program for Certification by the National Board of Professional Teaching Standards. The amendments reflect changes made to Md. Code, Education Article §6-112 during the 2020 legislative session.

Executive Summary:

The purpose of this item is to provide the Professional Standards and Teacher Education Board (PSTEB) with the opportunity to review the proposed amendments to Code of Maryland Regulations (COMAR) 13A.07.08 Incentive Program for Certification by the National Board for Teaching Standards per Md. Code, Education Article §6-1013. The amendments reflect changes made to Md. Code, Education Article §6-112 by the *Blueprint for Maryland's Future*.

See attachment to view the changes that were made to COMAR 13A.07.08 - *Subtitle 07 – School Personnel*.

Questions/Comments:

1. Could the Diverse Committee have a different function than applied?
2. Assessments – A liaison at every school handles the grant, collect and verify the information.
3. Diversity within National Board Certification – tracking the data and leaving it up to the schools' districts to track.
4. Three years of successful teaching – It is basically up to the Boards of Education to define what that means?
5. If I am an elementary school teacher seeking certification for middle school, could I use National Board to change

MARYLAND STATE BOARD OF EDUCATION

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PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

my license?

6. The Board members voiced concern that the grant does not cover funding for world language candidates to take the ACTFL assessment, which is required to apply for candidacy.

Ms. Kitchen brought closure to the discussion and asked the Board Members to submit all concerns to her by January 14th and within the next two-week period, hopefully the Communication team can come together to meet and review your comments/concerns.

BREAK

Mapping Regulations of the Blueprint Public Comment – Discussion

Ms. Kitchen presented to the Board members public comment from Ms. Cheryl Bost, President of the Maryland State Education Association (MSEA). The topic of her public comment was the mapping of the regulations of the Blueprint. The following topics were outline in her comment.

- Mentors as defined in the proposed regulations
- Testing requirements
- Out of endorsement area assignments
- Professional Development Points

After a brief discussion, Ms. Kitchen brought closure to the discussion and asked the Board Members to submit all concerns to her, so that the Communication team can review your comments/concerns.

Annual Teacher Supply Report (See Attachment)

Mr. Robert Eccles and Ms. Karla Henriquez presented to the PSTEB members an overview of the Maryland Teacher Supply and Demand.

Purpose:

The purpose of this item is to provide the Professional Standards and Teacher Education Board (PSTEB) with an overview of the annual data collected from the approved traditional and alternative educator preparation programs leading to licensure in Maryland, as well as staffing data collected from local school systems. This data provides a synopsis of the current teacher supply and demand in Maryland.

Executive Summary:

The purpose of this item is to provide the PSTEB with the opportunity to review data collected from Maryland approved educator preparation programs and local school systems. This data is collected in an effort to inform current and projected teacher supply and demand.

Overview

1. Overview of demand:
 - a. Vacancy data and projected shortage areas
 - b. Conditional certificate data
2. Overview of supply:
 - a. Numbers of “certificate-eligible” completers of educator preparation programs
 - b. Assessment results of teacher candidates, and demographics
 - c. Workforce placement/retention data

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

Teacher Pipeline: Demand

- At the start of the 2021-2022 school year, there were a total of 1,922 vacancies, or 3.1% of the state's 2020-2021 teaching positions. At the system level, the share of vacant positions was between 0.4 and 7.9%.
- Vacancies include classroom and non-classroom areas, with the greatest number in special education, elementary education, speech/language pathology, secondary mathematics, early childhood, and guidance counselors.
- During the 2020-2021 school year, 3,658 or 5.8% of Maryland Teachers were conditional certificate holders. Between 0 and 14.3% of each system's teaching positions were conditional certificate holders.

Vacancy, Shortage, and Conditional Data Sources

- Vacancy data are reported as of the first day of the 2021-2022 school year.
 - Data are based on a new formal vacancy data collection, begun by MSDE in September 2021.
 - "Vacancy" is defined as unfilled position or filled with a substitute teacher who is not reported in the MSDE October Staffing Data Collection.
- Shortage areas are projected for the 2022-2023 school year using federal guidelines.
- Conditional certificate holder data are most recently reported for the 2020-2021 school year.

2021-2022 Teaching Vacancies by School System (See presentation for additional information)

- At the start of 2021-2022 school year, there were a total of 1,922 vacancies, representing between 0.4 and 7.9% of each system's 2020-2021 certificated positions.

2021-2022 Vacancies by Certification Area (See presentation for additional information)

- Vacancies include classroom and non-classroom areas.
- The greatest number of vacancies are in special education (446.7), elementary education (254), speech/language pathology (117.1), secondary mathematics (111), early childhood (104), and school counselors (96.5).

2022-2023 Projected Teacher Shortage Areas (Areas are listed in order of need)

- Elementary Education (1-6)
- Special Education – All Exceptionalities (PK-12)
- Mathematics (7-12)
- Early Childhood Education (PK-3)
- ESOL (PK-12)
- English (7-12)
- English (4-9)
- Technology Education (7-12)
- Middle School Mathematics (4-9)
- Music (PK-12)
- Spanish (PK-12)
- Art (PK-12)
- Physical Education (PK-12)
- Middle School Science (4-9)
- Social Studies (7-12)
- Biology (7-12)
- Computer Science (7-12)
- Family and Consumer Science (7-12)
- Social Studies (4-9)
- Health (PK-12)
- Chemistry (7-12)
- Business Education (7-12)
- Physics (7-12)
- French (PK-12)
- Earth and Space Science (7-12)
- Dance (PK-12)
- Theatre (7-12)
- Argo-Science and Natural Resources (7-12)
- Physical Science (7-12)
- Chinese (PK-12)

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

2020-2021 Conditional Certificate Holders (See presentation for additional information)

- During the 2020-2021 school year, 3,658 Maryland teachers were conditional certificate holders, representing between 0 and 14.3% of each system's teaching positions.

Teacher Pipeline Data: Supply

- Teacher "supply" (certificate-eligible completers of traditional and alternative preparation programs) is below "demand" (defined by number of vacancies)
 - The actual number of certificate-eligible completers of traditional programs is below the numbers projected by preparation programs
 - Some certification areas have over- or under-supply
 - Certificate-eligible completers are predominately female and white, with some variation by certification area
- "Certificate-eligible" is defined as a candidate who has completed all of the EPP exit requirements AND has passed the required certification assessments.
 - Assessment results differ by candidate demographics
 - Preparation programs are able to designate candidates who have not passed assessments but who do meet other criteria
 - Not all completers enter Maryland public schools

Traditional and Alternative Educator Preparation Programs: "Certification-Eligible" Completers

- Certification-eligible program completer is defined as a candidate who has completed all of the EPP exit requirements AND has passed the required certification assessments.
- Data are collected via the Traditional Preparation Annual Report (TPAR) and Alternative Preparation Annual Report (APAR)
- Most recent available data are for candidates who tested during the 2019-2020 school year

Projected and Actual Certificate-Eligible Completers by Year, Traditional Programs (See presentation for additional information)

- "Certificate-eligible" program completers have met all assessment requirements:
 - Approved basic skills assessment measures
 - Praxis subject assessments
 - Praxis Teaching Reading: Elementary assessment (if required)
 - Approved pedagogy assessment
- Educator preparation programs provide MSDE with projected figures
- The actual number of certificate-eligible completers of traditional programs is below the numbers projected by preparation programs

Certificate-Eligible Completers, 2020-2021

- Certificate-eligible completers may also complete alternative preparation programs
- However, the combined number of certificate-eligible completers from 2020-2021 is still below the 2021-2022 start-of-year vacancies
- 2020-2021 Certificate-Eligible Completers and Vacancies
 - 239 – Certificate Eligible Completers, Alternative Programs*
 - 1,354 – Certificate Eligible Completers, Traditional Programs
 - 1,922 – 2021-2022 Start-of-Year Vacancies

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

Certificate-Eligible Completers: Traditional Programs (2020-2021) and Vacancies (2021-2022) (See presentation for additional information)

- Some areas have an under- or over-supply of recent certificate-eligible completers
- Greatest areas of under-supply: special education, secondary mathematics, technology education, middle school English language arts, and English for speakers of other languages.
- Greatest areas of over-supply: elementary education, early childhood education
- Over supplied areas are still areas of shortage in several districts.

Demographics of Certificate-Eligible Traditional Program Completers (See presentation for additional information)

- 1362 Total Certification-Eligible Completers from Traditional Programs
- Race/Ethnicity of Certification-Eligible Program Completers 2020-2021
 - 70% -- White
 - 6% -- Hispanic/Latino of Any Race
 - 2% -- 2 or More Races
 - 11% -- Black/African American
 - 6% -- Asian
 - 5% -- Unknown
- Gender Breakdown 2020-2021
 - Male 270 19.8%
 - Female 1090 80.0%
 - Non-binary 2 0.1%
- **Certificate-eligible completers are predominantly female and white.**

Demographics by Certification Area: Traditional Programs (See presentation for additional information)

- Certificate-eligible completers are predominantly female and white, with some variation by certification area.

Traditional Preparation Programs Entrance Requirements: Basic Skills Assessments

- An approved basic skills assessment measure is required to enter an educator preparation program:
 - 3.0 GPA; or
 - Praxis Core; or
 - GRE; or
 - ACT; or
 - SAT
- Effective Sept. 2019, State Board approved acceptance of 3.0 Grade Point Average (GPA) in lieu of passing scores on basic skills assessment battery
- GPA pathway is used by nearly all EPPS and likely has contributed to an increase in admission into programs
- Number of Entrants to EPP, by Basic Skills Measure used for Admittance (Graduate and Undergraduate)
 - 2019-2020
 - 280 – Praxis Core
 - 237 – SAT/ACT/GRE
 - 1708 – 3.0 GPA
 - 2020-2021
 - 95 – Praxis Core
 - 167 – SAT/ACT/GRE

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

- 2117 – 3.0 GPA

Alternative Preparation Program Entrance Requirements – Basic Skills Assessments (See presentation for additional information)

- COMAR requires RTC candidates to present a basic skills assessment; therefore, the GPA option is not available to these candidates
- Most alternative preparation program candidates meet the basic skill requirement by taking the Praxis CORE

Basic Skills Assessment* Used for Admission	# Admitted for 2019-2020 Cohort	# Admitted for 2020-2021 Cohort
Praxis Core Academic Skills	186 (55%)	120 (42%)
SAT	90 (27%)	90 (32%)
ACT	40 (12%)	41 (14%)
GRE	21 (6%)	34 (12%)
TOTAL	337	285

Praxis Core Academic Skills Pass Rates: Alternative Programs

Praxis CORE Pass Rates Broken Down by Race/Ethnicity 2019-2020

Race/Ethnicity Subgroup	Total #	# Passed First Attempt	# Passed Multiple Attempts	# Did not Pass
White	76	64	6	6
Black/African American	92	52	18	22
Asian	9	8	1	0
Hispanic	7	4	3	0
2 or More Races	12	8	1	3
TOTAL	194	136	29	29

Praxis Subject Assessments Pass Rates: Traditional Programs

- 1487 total test-takers from 22 EPPS
 - 1105 passed all certification assessments on first attempt
 - 1362 passed all certification assessments after multiple attempts

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

- 125 did not pass all required certification assessments
- Pass rates vary greatly by candidate demographics

	Passed First-attempt	Passed Best-attempt	Did not Pass
Asian	80%	90%	10%
Black/African American	42.7%	63.3%	36.7%
Hispanic	57.7%	85.9%	14.1%
White	78.7%	93.3%	6.7%
2 or more Races	55.6%	81.5%	18.5%

Praxis Subject Assessments: Key Points

- Pass rates improved when including all attempts; however, a number of teacher candidates (especially in elementary education) did not pass the required certification assessments.
- In a National Council on Teacher Quality (NCTO) analysis, a quarter of elementary test takers who failed on their first attempt did not retake the test in the three-year window analyzed, and this rate increased to a third of all test takers of color.
- With testing costs cited as a barrier to program completion, EPPs must continue to offer effective methods to prepare candidates to pass exams on the first attempt.

Performance Assessments: Traditional and Alternative Programs

- Beginning July 1, 2022, all teacher certification applicants must present an approved performance assessment in addition to the basic skills and subject assessments.
 - No passing score will be required until July 1, 2025.
 - EPPs may choose to require either the edTPA (Pearson) or PPAT (Educational Testing Service) to meet this requirement.
 - 17 traditional programs have chosen to use edTPA, 3 have chosen PPAT, and 2 are undecided.
 - 6 alternative programs have chosen edTPA, 2 have chosen PPAT, and 3 are undecided.
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MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street

Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

2020-2021 Completers of Traditional Programs by EPP

	Interns	Completer, EPP Definition	Certificate-eligible Completers	Difference in Completers
Bowie State	46	46	12	34
Coppin State	11	4	4	0
Frostburg State	108	108	67	41
Goucher	41	38	37	1
Hood	32	32	32	0
Johns Hopkins	29	22	22	0
Loyola	44	34	34	0
McDaniel	36	26	26	0
MICA	12	12	12	0
Mt. St. Mary's	54	54	27	27
Morgan State	40	40	3	37
Notre Dame	143	139	139	0
Peabody (JHU)	2	2	2	0
Salisbury	175	175	162	13
St. Mary's College	21	21	20	1
Stevenson	30	30	30	0
Towson	668	519	377	142
UMBC	91	69	69	0
UMCP	264	238	238	0
UMES	16	11	11	0
UMGC	30	29	29	0
Washington	14	13	9	4
Washington Adventist	12	12	0	12
TOTAL	1919	1674	1362	312

Some EPPs do not require candidates to pass certification assessments to be considered a “completer”. These “completers” are not eligible to receive a Maryland Educator Certificate.

2020-2021 Completers of Alternative Programs by EPP

	Admission	Internship	Residency	Certificate-Eligible Completers
Anne Arundel/AACC	15	15	12	9
Anne Arundel/NDMU	16	16	16	6
Baltimore/Board	5	5	5	4
Baltimore/BCTR	152	152	108	64
Baltimore/TFA	99	91	82	64
Baltimore/Urban Teachers	88	83	71	56
Baltimore County/Goucher	14	13	12	0
Montgomery/MC	15	11	11	9
Prince George's/NDMU	13	13	13	12
Prince George's (PGCRT)	0	0	0	0

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

Prince George's/TFA	45	21	18	15
TOTAL	462	420	348	239

Alternative EPPs have 4 distinct phases of candidacy: Admission, Internship, Residency, and Completion. To complete an alternative program, one must be eligible for a professional certificate.

Post-Program Employment: Traditional Programs

- Reflects 2019-2020 data
- Completers may not have been eligible for certification
- Not all completers go on to teach in Maryland

Total Completers	1638
# Completers with Known Status	1285
# Teaching and employed in MD	966
#Teaching in Title I/TSI/CSI	448
# Teaching but not employed in MD	63
# Not Teaching	78
# Completers with Unknown Status	353

Post-Program Employment: Alternative Programs

- First data point represents first-year of the residency phase of the candidacy
- Alternative programs are required to report retention for five successive years from entrance into the residency.

Resident Cohort Start Date	2014-2015	2015-2016	2016 - 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 - 2021
2014-2015	400	318	337	195	176	168	
2015-2016		322	214	186	162	141	
2016-2017			329	262	180	148	137
2017-2018				268	222	164	146
2018-2019					285	234	167
2019-2020						354	288
2020-2021							341

Questions & Discussion

- How does the school differentiate between vacancies?
- Do they factor in nurses in this report?
- Is there any data that puts us at percentages?

February PSTEB Meeting Logistics

The February will be held virtually from 9:30 a.m. to 4:00 p.m. Ms. Kitchen, Mr. Hornbeck and Ms. Meadows will meet after the meeting to discuss the details of the meeting.

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street

Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

Adjourned

Ms. Kitchen entertained a motion to adjourn from the PSTEB monthly meeting at 12:28 p.m. The motion was approved without objection.

Meeting adjourned at 12:28 p.m.