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State Superintendent of Schools

TO: Members of the Maryland State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: March 26, 2019

SUBJECT: Educator Preparation Program Requirements
Regulations - For Discussion Only

PURPOSE:

The purpose of this item is to provide draft regulatory language to the State Board of Education (SBOE) members for discussion pertaining to program requirements. This regulatory language is aligned to the Maryland State Department of Education's (MSDE) comprehensive plan to increase the rigor and accountability of educator certification and teacher preparation programs in Maryland.

HISTORICAL BACKGROUND:

On January 22, 2019, the SBOE established requirements for educator preparation programs leading to initial Maryland teacher certification and tasked the MSDE with developing regulatory language for review and discussion at the March 26, 2019, SBOE meeting. The proposed language includes requirements for entry, standards and competencies, clinical experiences, and exit.

EXECUTIVE SUMMARY:

The regulatory language provided for discussion establishes the program requirements for educator preparation programs leading to initial Maryland teacher certification.

ACTION:

For discussion only.

Attachment

KBS: sds

13A.07.06.XX Program Requirements

- A. Entry Requirements. Programs shall establish rigorous entry requirements for Program entrance.
 - (1) Traditional Programs shall require Candidates to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale during the most recent two years of the candidate's general education, whether secondary or post-secondary; or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the State Board of Education (SBOE), on a basic skills assessment or presenting
 - (2) Alternative Programs shall require Candidates to have a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale at the post-secondary level; or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the State Board of Education (SBOE), on a basic skills assessment or presenting
 - (a) Alternative Program Candidates must present a conferred bachelor's degree or higher with a major related to the Program licensure area; and
 - (b) Evidence of a qualifying score on an approved content assessment, as established by the State Superintendent of Schools and as approved by the SBOE.
- B. Waiver of Entry Requirements.
 - (1) A Program may waive these entrance requirements for up to 10% of the Candidates admitted in an annual cohort.
 - (2) Programs shall implement strategies to ensure that Candidates admitted under such a waiver receive assistance to successfully demonstrate the standards and competencies and meet requirements for licensure upon exit from program.
- C. Standards and Competencies
 - (1) Programs for all educators shall provide instruction and experiences aligned with Maryland approved National Content Standards and Maryland P-12 curriculum standards.
 - (2) Programs for all educators shall provide instruction and experiences aligned with Maryland-approved competencies as defined in the Maryland-approved Competencies Manual.
 - (3) Programs for all teachers shall provide instruction in pedagogy that is aligned with Maryland approved pedagogy standards.
 - (4) Programs for all educators shall provide instruction in the Maryland approved Model Code of Ethics.
 - (5) Programs for all teachers shall provide instruction in teaching in high poverty, culturally, and linguistically diverse schools.
 - (6) Programs preparing Candidates for elementary education shall provide a minimum of twelve semester hours in each of the following: Social studies, English language arts, math, and science.

- (7) Programs preparing Candidates for early childhood education, elementary education, special education, and English for Speakers of Other Languages (ESOL) shall provide instruction on research and evidence-based best practices and strategies for teaching childhood literacy.
- (a) Programs shall include instruction aligned to the Candidate's certification area in content and pedagogy, and to national standards for literacy, designed to provide Candidates a deep conceptual understanding of the content, beyond basic procedural understanding.
- (b) Instructional topics shall include but not be limited to:
- (i) Foundational concepts of oral and written learning;
 - (ii) Knowledge of the structure of language including: phonology, orthography, morphology, semantics, syntax, discourse organization;
 - (iii) Developmental understanding and knowledge of learning disabilities and their impact on literacy and learning;
 - (iv) Explicit research and evidence-based instructional strategies for teaching phonemic awareness, phonics and word recognition, fluent and automatic reading of text, vocabulary, text comprehension, conventions of language, and written and spoken expression; and
 - (v) Language acquisition, specifically as it relates to learners of English language learners.

D. Clinical Experiences. Provisions in this subsection shall be applicable to Candidates in Programs beginning July 1, 2025.

- (1) Traditional Programs shall include Pre-Practicum experiences incorporated throughout the program that:
- (a) Align with Program curriculum, National content standards and Maryland approved competencies;
 - (b) Align with the area, subject, and grade band of licensure being sought by the Candidate;
 - (c) Begin in the first year of the program;
 - (d) Vary across school settings and student populations; and
 - (e) Provide Candidates the opportunity to reflect on experiences within the classroom setting.
- (2) Programs leading to a licensure in an area of teaching, shall include a Practicum experience that:
- (a) Is located in a Maryland public school, State operated school, or approved Nonpublic School that is organized in a manner approved by the MSDE;

- (b) Is aligned with Program curricula that meet State approved National content standards and Maryland competencies that align with the area, subject, or category of licensure being sought by Candidates;
 - (c) Provide Candidates on-site supervision by a Supervising Teacher and ongoing support by a Clinical Supervisor from the Provider
 - (i) A minimum of three documented observations shall be completed;
 - (ii) Clinical Supervisors and Supervising Teachers shall collaborate to evaluate Candidates to ensure demonstration of required competencies;
 - (iii) Observations and evaluations of Candidates shall be aligned to a Maryland State-approved educator evaluation system;
 - (iv) Results of Candidate evaluations shall inform Program interaction with the Candidate, including feedback, placement, remediation, or supports.
 - (d) Ensures Candidates are responsible for the instruction and classroom management of a roster of students for a minimum 100 hours;
 - (e) Totaling a minimum of:
 - (i) 100 days for Programs leading to a Master's of Arts in Teaching.
 - (ii) One full school year for all other Programs leading to licensure in a teaching area.
 - (3) Programs for administrators must include a supervised Clinical Experience totaling a minimum of two-hundred and forty (240) hours equitably distributed within the Program to include observations and evaluations of Candidates aligned to a Maryland State-approved administrator evaluation system.
 - (4) Programs for Specialists must include a supervised Clinical Experience in the specialty area being pursued.
- E. Special Provisions.
- (A) Prior to July 1, 2025, Traditional Programs are required to provide a Candidate with a Practicum experience of no less than 100 days where the Candidate is responsible for the instruction and classroom management of a roster of students for no less than 40 hours.
 - (B) Prior to July 1, 2025, Alternative Programs are required to provide a Candidate with a Practicum experience of no less than 100 hours where the Candidate is responsible for the instruction and classroom management of a roster of students for no less than 40 hours.
- F. Exit Requirements. Traditional and Alternative Program Practicums shall establish rigorous exit requirements that demonstrate evidence that Candidates are licensure-ready. Upon exit, Candidates must:
- (1) Demonstrate successful completion of required coursework that is based upon State approved National content standards and Maryland competencies;

- (2) Demonstrate successful completion of the Clinical Experience as defined by COMAR 13A.07.06.xx;
- (3) Obtain a qualifying score on a specific content assessment in the appropriate area, subject and grand band or specialty area as established by the State Superintendent of Schools and as approved by the SBOE; and
- (4) Obtain a qualifying score on a pedagogy assessment, as established by the State Superintendent of Schools and as approved by the SBOE (teaching areas only).
 - (i) Beginning July 1, 2025, the pedagogy assessment shall be a performance-based measure.
 - (ii) The performance assessment may not be scored by any employees of the educator preparation program or unit, and shall be scored by certified reviewers.

G. Credit Requirement. Programs leading to a bachelor's degree should be developed to be completed within 4-years and 120 credits. Programs may show cause to expand the Program by no more than 12 semester hours of credit.