



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the Maryland State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: May 22, 2018

SUBJECT: The Maryland State Department of Education Proposed Action Plan for Certification and Educator Preparation Programs

PURPOSE:

The purpose of this item is to provide a proposed action plan to address the recommendations of 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:

In the 2016 Maryland General Assembly, legislation was passed concerning teacher retention and induction. Chapter 740 (Senate Bill 493) - Teacher Induction, Retention and Incentive Act (TIRA) of 2016 altered incentives provided for teachers and created a new, voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring. Additionally, the Act required the MSDE to facilitate a workgroup of stakeholders, including representatives of primary and secondary education, higher education, and education policy experts, to determine effective ways to recruit, retain, and promote quality educators at all levels. The workgroup was required to deliver an interim report to the Governor and the General Assembly on November 1, 2016, and to submit a final report on November 1, 2017. On October 24, 2017, the MSDE provided State Board of Education (SBOE) members an overview of the workgroup's final report.

On December 1, 2017, the MSDE submitted a proposed action plan to address the recommendations from the TIRA workgroup. Since December 2017, the MSDE has conducted research on various state requirements for certification and educator preparation, and participated in the State Board of Education (SBOE) and the Professional Standards Teacher Education Board (PSTEB) meetings. Based on this information, the MSDE amended the December 2017 action plan to focus on teacher certification and educator preparation.

EXECUTIVE SUMMARY:

This update provides a revised action plan focused on teacher certification and the approval of educator preparation programs that lead to certification in Maryland. The plan provides specific action items for completing the necessary steps to develop policy and/or regulations related to activities identified by the MSDE, the SBOE, the PSTEB and recommendations of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup. The main goal of the plan is to increase educator effectiveness in Maryland.

Please note: information in bold and italics provides additional clarification and detail that represents the recommendations of the SBOE certification and educator preparation sub-committee.

ACTION:

For discussion only.

Attachments (3)

KBS: sds

Proposed Certification Action Plan: January 2018– June 2019

National Board Certification (NBC): Develop regulation creating a direct pathway for initial certification for those individuals that hold NBC																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
SBOE to grant permission for publication	1.30.18																	
PSTEB to grant permission for publication		2.1.18		Publish date 4.27.18	Comment ends 5.29.18													
SBOE to adopt regulation																		
PSTEB updated																		
Regulation in Effect																		

Adjunct Certificate: Create regulation for the Adjunct Certificate																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
SBOE to grant permission for publication	1.30.18		2.27															
PSTEB to grant permission for publication		2.1.18		Publish date 4.27.18	Comment ends 5.29.18													
SBOE to adopt regulation																		
PSTEB updated																		
Regulation in Effect																		

Professional Technical Area Teachers: Amend regulation to allow individuals seeking certification in Professional and Technical Areas to present credit bearing coursework to fulfill the basic skills requirement																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
SBOE to grant permission for publication	1.30.18																	
PSTEB to grant permission for publication		2.1.18		Publish date 4.27.18	Comment ends 5.29.18													
SBOE to adopt regulation																		
PSTEB updated																		
Regulation in Effect																		

Superintendent Certificate: Amend Superintendent certification regulation																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Formation of Workgroup	11.28.17																	
SBOE to grant permission for publication				4.24.18														
PSTEB to grant permission for publication					5.3.18													
SBOE to adopt regulation																		
PSTEB updated																		
Regulation in Effect																		

Reporting Requirements: Review and amend, as appropriate, reporting procedures requirements in COMAR 13A.12.05.03.																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Formation of Workgroup				4.12.18														
SBOE to grant permission for publication																		
PSTEB to grant permission for publication																		
SBOEto adopt regulation																		
SPTEB updated																		
Regulation in Effect																		

Maryland Test Requirements: Determine appropriate certification testing requirements for Maryland educators																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Conduct research regarding current Maryland tests, alternative options and amend as necessary	Initiated 11/2017																	
SBOE to adopt Elementary Education: Content Knowledge Test and cut scores for each subtest																		
SBOE to adopt new cut scores for all certification tests that Maryland Candidates are passing above 95% to +1 Standard Error of Measurement (SEM)																		
SBOE to adopt a new cut score for the SAT to fulfill the basic skills assessment																		
SBOE to accept a BA or MA Degree with a minimum GPA of 3.0 (Maybe a 3.5) to fulfill the basic skills assessment (TIRA)																		
SBOE to accept the EdTPA and the PPAT to fulfill the pedagogy test requirement for certification (TIRA)																		
Adopt the National Certification in unified English Braille (NCUEB) test for Teachers of the Blind and Visually Impaired																		
Implementation date for all Adopted Test Scores																		

Certification Regulation Revisions: Amend certification regulations to reflect changes to structure and content (5 Parts)																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Part I: Restructure organization of certification regulations to be user friendly and more intuitive.																		
MSDE Identify Possible Options (input from certification community)																		
Update PSTEB regarding the restructuring of the certification regulations																		
Update SBOE regarding the restructuring of the certification regulations																		

Part II All Certification Regulations will be submitted as a “package” for Regulatory Repeal and Replace. *(exception suspension and revocation)																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
SBOE to grant permission for publication																		
PSTEB to grant permission for publication																		
SBOE to adopt regulation																		8/19
PSTEB updated																		9/19
Regulations in Effect																		10/19

Part IIA: General Provisions: Review and Revise, as appropriate Options for Obtaining Initial Certification and General Requirements																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Formation of stakeholder workgroup																		
Recommendations presented to SBOE																		
Recommendations from subcommittee presented to PSTEB																		

Part IIB: General Provisions

- Definitions
 - Updated throughout whole process
- Renewal Requirements
 - Update Reading language to reflect move to Literacy
 - Consolidate specific regulatory requirements
- Reinstatement Requirements and Issuance Dates
 - Assure alignment with new format
- Endorsements
 - Consolidate specific regulatory requirements
 - Ensure every area is included
- Waivers
 - Clarify what components of certification should be waived
 - Eliminate Senior Teacher Waiver (may require a statutory change)

Part IIC: General Provisions: Revise Certificate Types

- Eliminate Professional Eligibility (PEC)
- Redefine Standard Professional Certificate I (SPC I) to be known as the Initial Certificate (IC) issued to those individuals new to the profession
 - Certificate may be renewed as many times as necessary
- Redefine Standard Professional Certificate II (SPC II) as the Standard Professional Certificate (SPC) issued to those individuals who have received tenure. (note: we have to address the issues with our nonpublic special education programs that do not offer tenure)
 - Require all educators to successfully complete a performance assessment (determined by SBOE) to move to this certificate
 - Once tenured all teachers must maintain an active SPC
 - Eliminate the requirement to move to an APC
 - This certificate may be renewed as many times as necessary
- Eliminate the SPC II and the extended SPC II
- Redefine Advance Professional Certificate (APC) for those individuals that that either:
 - holds national board certification
 - has completed the requirements to be a mentor teacher
 - has completed the requirements to be a content leader
- Certificate may be renewed as many times as necessary
- Conditional Certificate
 - Initial issuance
 - Renewal
- Determine if the Resident Teacher Certificate (RTC) can be incorporated into the Conditional Certificate. This certificate is used only by those individuals in an alternative preparation program

Part III: Administrator/Supervisor and Specialist (21 Chapters [11 Admin/Supervisors and 10 specialists] to review and amend)																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Formation of stakeholder workgroup																		

Part IV: Teacher (21 chapters to review and amend)																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Formation of stakeholder workgroup																		

Part V: Suspensions and Revocations																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
SBOE to grant permission for publication																		
PSTEB to grant permission for publication																		
SBOE to adopt regulation																		
PSTEB updated																		
Regulation in Effect																		

Miscellaneous																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Educator Information System																		
<ul style="list-style-type: none"> ▪ Obtain Funding source to evaluate current certification business needs and recommendation of appropriate system ▪ Obtain funding source to secure new Educator information system 																		
Staffing Needs																		
<ul style="list-style-type: none"> ▪ One full time education specialist to handle all waivers, suspensions and revocations ▪ One full time administrative assistant 																		

Proposed Educator Preparation Action Plan

Educator Preparation Standards: Adoption of the Maryland Educator Preparation Standards to replace the Institutional Performance Criteria																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Formation of SBOE subcommittee	10/24/17																	
Formation of PSTEB subcommittee	11/3/17																	
Conduct Research																		
Formation of stakeholder workgroup																		
Convene workgroup																		
Finalize Standards and promulgate Regulations																		
<p>4 Standards used for Approval of EPPs each standard to include Indicators and evidence expectations</p> <p>I. Strong Instruction Framework</p> <ul style="list-style-type: none"> ▪ Entrance and Exit Requirements ▪ Alignment of instruction with Local and National Standards) ▪ Inclusion of cultural competency and ethics ▪ Provision of interventions and supports for struggling teacher candidates ▪ Development of specific subject and grade level competencies ▪ Development of competencies for special education and English language learners <p>II. Extensive Pre-Professional Field and Clinical Experiences</p> <ul style="list-style-type: none"> ▪ Include multiple extended and diverse field experiences move to yearlong residency ▪ Annual PDS assessment <p>III. Performance Assessment</p> <ul style="list-style-type: none"> ▪ All data to be aggregated or disaggregated by program and to be used for ongoing program improvement ▪ Use program performance data to assure a candidates acquisition of required competencies <p>IV: State Approval Process</p> <ul style="list-style-type: none"> ▪ Traditional and Alternative Routes ▪ Recruitment of high quality candidates from a broad range of backgrounds ▪ Efforts to address shortage areas ▪ Program Reviews (5-year cycle as opposed to 7) 																		
SBOE to grant permission for publication																		
PSTEB to grant permission for publication																		

	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
PSTEB to adopt regulation																		
SBOE to adopt regulation																		
Regulation in Effect																		7/1/19
Establish EPP Guide Based on Standards and Regulation																		
IHEs amend programs to meet new requirements																		
Pilot Program Approval Standards																		7/1/19 6/30/20
MSDE Begins Program Reviews																		7/1/19
Amend and Approve Program Approval Standards																		7/1/20 1/1/21
Alternative Preparation Standards: Align Maryland Approved Alternative Preparation (MAAPP) Standards to EPP Standards																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Convene workgroup																		
Establish Standards and Regulations <i>to align with EPP requirements</i>																		
SBOE to grant permission for publication																		
PSTEB to grant permission for publication																		
PSTEB to adopt regulation																		
SBOE to adopt regulation																		
Regulation in Effect																		7/1/19
Establish MAAPP Guide																		
Pilot MAAPP Standards																		7/1/19 6/30/20
Amend & Approve MAAPP Standards																		7/1/20 1/1/21

Professional Development School Standards: Revise the Professional Development School Standards, Implementation Manual, and Framework

	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Convene workgroup																		
Conduct cost analysis of introducing a yearlong residency requirement <ul style="list-style-type: none"> To include stipend to student intern 																		
Revise Standards, Manual, and Framework (to include rubrics) <ul style="list-style-type: none"> assure competencies are integrated in to the internships Develop model protocols for EPPs and LSSs for internship expectations Include training modules for EPP faculty and LSS Supervising teachers 																		
SBOE to approve Standards Manual and Framework																		
PSTEB to approve Standards Manual and Framework																		
Pilot PDS Standards																		7/1/19 6/30/20
Amend & Approve PDS Standards																		7/1/20 1/1/21

Educator Preparation Report Card and Dashboard: Develop Educator Preparation Program Report and Dashboard																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Determine Costs and Funding																		
Go through Requisition process																		
Develop dashboard																		
Formation of SBOE, PSTEB and Stakeholder Workgroup																		
Convene Workgroup																		
Determine domains to be evaluated <i>Metrics to include:</i> <ul style="list-style-type: none"> • <i>% of graduates who go on to teach in high needs schools and or high needs subjects</i> • <i>% of minority candidates enrolled in a given program</i> • <i>VAM data by program cohort, or each epp</i> 																		
Determine Scoring Rubric																		
Develop Technical Assistance Manual																		
SBOE approves domains and scoring rubric																		12/19
PSTEB approves																		1/20
Implement Dashboard																		7/20

Miscellaneous																		
	2018												2019					
	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.
Staffing Needs																		
<ul style="list-style-type: none"> 1-2 full time education specialists to complete State reviews (1 if MSDE/MHEC recognize national accrediting agencies and IHEs choose that course) 																		



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the Maryland State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: May 22, 2018

SUBJECT: The Maryland State Board of Education Certification and Educator Preparation Sub-committee Report

PURPOSE:

The purpose of this item is to provide an update regarding the final recommendations of the Maryland State Board of Education (SBOE) Certification and Educator Preparation Sub-committee.

HISTORICAL BACKGROUND:

In the 2016 Maryland General Assembly, legislation was passed concerning teacher retention and induction. Chapter 740 (Senate Bill 493) - Teacher Induction, Retention, and Incentive Act (TIRA) of 2016 altered incentives provided for teachers and created a new, voluntary pilot program for first-year teachers to allow more time for planning, peer observation, and mentoring. Additionally, the Act required the Maryland State Department of Education (MSDE) to facilitate a workgroup of stakeholders, including representatives of primary and secondary education, higher education, and education policy experts, to determine effective ways to recruit, retain, and promote quality educators at all levels. The workgroup was required to deliver an interim report to the Governor and the General Assembly on November 1, 2016, and to submit a final report on November 1, 2017. On October 24, 2017, the MSDE provided SBOE members an overview of the workgroup's final report.

On December 1, 2017, the MSDE submitted a proposed action plan to address recommendations from the TIRA workgroup. At that meeting, the SBOE identified three members, Ms. Stephanie Izard, Dr. David Steiner, and Dr. Chester Finn to review the current state of teacher preparation in Maryland and recommend changes to ensure that teachers in Maryland are prepared to be effective in the classroom from the beginning of their professional career.

EXECUTIVE SUMMARY:

This update presents recommendations of the SBOE Certification and Educator Preparation Sub-committee. Recommendations from the sub-committee fall into the following categories:

- Traditional and Nontraditional Program Requirements
 - Rigorous entrance requirements
 - Teacher competencies linked to program approval
 - Piloting and adopting the Educative Teacher Performance Assessment (EdTPA0 and Praxis Performance Assessment for Teachers (PPAT)
- Extending and professionalizing the clinical internship
 - Move to a year-long residency
 - Introduction of teacher competencies into the internship
 - Development of rubrics and model protocols to be used by educator preparation programs and local school systems
- Review and adopt educator assessments as a certification requirement
 - Content/subject matter
 - Pedagogical knowledge
 - Performance-based (EdTPA and PPAT)
- Develop an accountability system for Maryland's educator preparation programs that uses multiple measures to present a comprehensive review of each program
 - Percentage of graduates who go on to teach in high-needs schools and or high-needs subjects
 - Percentage of minority candidates enrolled in a given program
 - Value-added measures by program cohort, of each educator preparation program

ACTION:

For discussion only.

KBS: sds

The Maryland State Board of Education Teacher Preparation Subcommittee



STATE BOARD MEETING

May 22, 2018

Charge of the Committee

Review the current state of teacher preparation in Maryland and recommend changes to ensure that teachers in Maryland are prepared to be effective in the classroom from the very start of their professional careers

Committee Members:

- Ms. Stephanie Izsard
- Dr. David Steiner
- Dr. Chester Finn

Staffed by:

- Ms. Sarah Spross

Background

Committee Members:

- Reviewed Maryland statutes, regulations, data, practices from other states, research findings, and briefings related to educator preparation programs (EPPs).
- Recognized that educator preparation involves many stakeholders.
- Assured all deliberations and recommendations put students first and foremost.
- Agreed research on teacher impact is clear. The benefits to a student in a class led by an effective teacher are as dramatically positive as the setbacks to being in a class led by an ineffective teacher are negative.

All Preparation Program Recommendations

Establish Rigorous Entrance Requirements

- Traditional and nontraditional programs.

Link Program Approval

- Assure that programs are using teacher competencies and evaluating their candidates' ability to master those competencies prior to recommending an individual for certification.

Extend and Professionalize the Clinical Internship

- Provide extensive internship opportunities so these competencies can be adequately developed, practiced, and assessed.

Pilot and Adopt the Educative Teacher Performance Assessment (EdTPA) and Praxis Performance Assessment for Teachers (PPAT)

- Require passing levels on the EdTPA or PPAT as a mandatory condition for teacher certification.

Undergraduate Recommendations

Entry Grade Point Average (GPA) *(EPP Action Plan: Page 1)*

- 3.00 GPA or testing equivalent
 - Waiver of up to 10% of candidates with strong exit requirements
- Phased in over a 5-year period
- Testing equivalent to be determined

Course Requirements *(EPP Action Plan: Page 1)*

- Course content must bear directly on knowledge required for teaching
 - Example: Louisiana General Education—54 semester hours. Requirements provide the prospective elementary grades 1 - 5 teacher with basic essential knowledge and skills.

	Louisiana	Maryland
English	12 semester hours	12 semester hours
Mathematics	12 semester hours	12 Semester hours
Sciences	15 semester hours	12 Semester hours
Social studies	12 semester hours	
Arts	3 semester hours	

Financial Incentives *(Dec. 2017 Incentives Action Plan: Page 1)*

- Support legislation that would strengthen the financial supports linked explicitly to years of teaching service and made available to those embarking on the teaching profession

Nontraditional Recommendations

Graduate and Alternative Preparation Programs *(EPP Action Plan: Page 2)*

- Masters of Arts of Teaching (MAT)
- Masters Certification Program (MCert)
- Non-Degree Programs , etc.

Entry GPA *(EPP Action Plan: Page 2)*

- 3.00 GPA or testing equivalent
 - Consideration of a 3.00 GPA in the last 60 credit hours of a completed baccalaureate degree
- Graduate Record Examinations (GRE) score to be considered

Teacher Competency Recommendations

State Board of Education (SBOE) and the Maryland State Department of Education (MSDE) will initiate the process of developing specific subject and grade level competencies for adoption as part of revised Maryland teacher preparation regulations. *(EPP Action Plan: Page 1)*

- Stakeholder workgroup to include educator input and expert guidance

Competencies for teaching special education and English language learners will be included. *(EPP Action Plan: Page 1)*

- These competencies are essentially pedagogical, and are not in any way intended to replace requirements for teachers to possess the relevant content knowledge

Example: Louisiana has developed two sets of competencies which are linked competencies.

- Teacher preparation competencies as described above
- Teacher performance evaluation rubric

Clinical Internship Recommendations

Maryland will move to a year-long residency. *(EPP Action Plan: Page 1)*

- Complete within the four year undergraduate program or as part of a five year BA-MA program
- Require a multi-year initiative requiring a funding analysis
- Develop unique partnerships between EPPs and local school systems (LSSs)
- Train for both EPP faculty and LSS supervising teachers

MSDE will develop a plan to integrate the new teacher competencies into the practicum. *(EPP Action Plan: Page 3)*

- Demonstrate and evaluate the intergradation of competencies in the practicum

MSDE will create a model set of rubrics for EPPs. *(EPP Action Plan: Page 3)*

MSDE will develop model protocols for the development of Memorandum of Understandings (MOUs) between EPPs and LSSs regarding practicum/resident experience. *(EPP Action Plan: Page 3)*

- Include the supervision, outcomes, and evaluation of candidates
- MSDE to evaluate the Massachusetts on-line calibration tool used by EPP faculty and LSS supervising teachers

Performance Assessment: EdTPA and PPAT Recommendations

MSDE will support the pilot and use of both the EdTPA and/or PPAT as EPP program and certification requirement (*Certification Action Plan: Page 3*)

- Evaluate key dimensions including correlation of results, if possible, to future teacher evaluations
- Number of states currently using EdTPA and/or PPAT
 - EdTPA: 18 states with policies in place or are considering such policies
 - PPAT: 17 states with policies in place or are considering such policies

Educator Certification Recommendations

MSDE will review educator assessments to include passing standards on *(Certification Action Plan: Page 3)*

- Content/subject matter assessments
- Pedagogical knowledge assessments
- Performance based assessments

MSDE will explore the use of an educator characteristics assessment

MSDE will complete comprehensive review of the educator certification regulations *(Certification Action Plan: Pages 1-2 and 4-6)*

Educator Program Accountability Recommendations

MSDE will develop a transparent accountability system for Maryland's EPPs that uses multiple measures to present comprehensive review of each program. *(EPP Action Plan: Page 4)*

- Metrics to include:
 - Percentage of graduates who go on to teach in high-needs schools and or high-needs subjects
 - Percentage of minority candidates enrolled in a given program
 - Value-added measures (VAM), by program cohort, of each EPP
- Consider Delaware dashboard model as an example

State Educator Preparation Program Approval Recommendations

MSDE will develop the process of State approval of EPPs to include a program evaluation. (*EPP Action Plan: Pages 1 and 4*)

- Teacher candidates' success on new performance assessments
- VAM data and other dashboard metrics
- Demonstrated mastery of the teacher competencies
- Candidates' levels of content knowledge

Maryland will delay recognition of Council for Accreditation of Educator Preparation (CAEP) as a national accrediting agency recognized by the State.

- New EPP standards will be developed and approved for use in the recognition process

Comments from Committee Members

Ms. Stephanie Izsard

Dr. David Steiner

Dr. Chester Finn