

EDUCATOR PREPARATION/CERTIFICATION ADVISORY COMMITTEE

January 22, 2020

Meeting Summary

The Third meeting of the Educator Preparation/Certification Advisory Committee was held at the Maryland State Department of Education, 200 W. Baltimore Street, Baltimore, MD 21201. Dr. Karen Salmon called the meeting to order at 9:05 a.m.

IN ATTENDANCE: Dr. Karen Salmon (MSDE), Ms. Sarah Spross (MSDE), Ms. Alex Cambra (MSDE), Ms. Kelly Meadows (MSDE) Ms. Ruth Downs (MSDE), Dr. Amy Alvord (MANSEF), Dr. Thurman Bridges (Morgan State University), Ms. Garima Bhatt Handley (TNTP), Mr. Joshua Smith (MICUA), Dr. Jennifer Frank (MICUA), Dr. Laurie Mullen (Towson State University), Dr. Jennifer Rice (University of Maryland), Dr. Theresa Alban (PSSAM), Ms. Marie Bercaw (CAP, MCPS), Dr. Dale Farrell (CAP, SMCPs), Mr. Jeffrey Grafton (MASPA) and Ms. Sarah Ianacone (MASPA).

ABSENT: Dr. Linda Gronberg-Quinn (MADTECC), Dr. Daniel Curry (PSSAM),

OBSERVERS: Mr. Tavon Lawrence (TNTP)

Introduction

Dr. Salmon welcomed everyone to the meeting and facilitated introductions. Dr. Salmon opened the meeting by sharing the highlights of article titled, ***“Amid Shortages, Schools Settle for Underprepared Special Education Teachers.”***

- In California due to the teacher shortage, 800,000 special education students are being taught by teachers with substandard credentials.
- There were more special education teachers with substandard credentials than in any other subject area in 2017-2018.
- About 60 percent of first-year special education teachers were working without a full special education teaching credential, according to the California Commission on Teacher Credentialing.
- The number of first-year special education teachers without full credentials totaled 5,196.
- The majority of the first-year special education teachers without a credential is about 3,000 of the 5,000 or so underprepared teachers are working with short-term staffing or provisional intern permits that require only a bachelor’s degree, completion of basic skills test and nine semester units of coursework in a combination of special education and general education.
- To earn a full educational credential, teachers must have a bachelor’s degree, pass credentialing tests and complete a teacher preparation program in a specialty area. (i.e. early childhood special education, physical and health impairments, visual impairments, deaf and hard of hearing, language and academic development, mild/moderate disabilities or moderate/severe disabilities.)
- About 2,100 of the special education teachers who started teaching in 2017-2018 had an intern credential and were required to have 120 hours of preparation, typically in classes over the summer before they enter the classroom.

Ms. Spross provided a brief summary of the purpose of the meeting. Today’s meeting was the second of two meetings during which MSDE seeks feedback and recommendations from the committee on the pertinent issues raised concerning the Educator Preparation and Licensure regulations being promulgated. Relevant documentation pertaining to the discussion was disseminated. The committee was reminded that the recommendations needed to reflect the recommendations made by the Commission on Innovation and Excellence in Education (Kirwan Commission) and the core values of the State Board of Education (SBOE). The identified issues address the concerns expressed through public and written comment pertaining to the educator licensure regulations and one additional item identified by MSDE staff while revising the educator preparation regulations.

EDUCATOR LICENSURE

Challenge #1: Advanced Certificate/License (master's degree):

Background:

Verbal testimony provided to the Professional Standards and Teacher Education Board (PSTEB) expressed concern that elimination of the master's degree is lowering standards.

Charge:

The certificate structure has traditionally been used to develop pay scales in Maryland local school systems; therefore, educators associate their employment status as a direct result of their certification status. Additionally, educators have worked hard to obtain a master's degree and do not like the idea of not having a credential that does not include "advanced" in the title given they were required to earn it.

Considerations Provided by MSDE:

- Empirical results suggest that there is no positive significant relationship between the teacher education level and student test scores. This empirical finding appears to be robust as this absence of a relationship is found by both older and more recent studies, across different grade levels and for different subjects.
- There are subject-specific effects for math and science; however, not significant enough to warrant the requirement of an advanced degree.
- Only 5 states require a master's degree for purposes of certification.
- Potentially contributes to the decrease in the educator pipeline as teachers may leave due to master's degree requirement.

Discussion:

- Proposed Educator Licenses:
 - Conditional License – Is a nonrenewable license valid for a period not to exceed 5 years issued only for academic teachers and PTE teachers.
 - Temporary Professional License – Is a nonrenewable license valid for a period not to exceed 2 years and issued only for academic teachers and PTE teachers.
 - Initial Professional License – Is a renewable license valid for a period not to exceed 5 years.
 - Professional License – Is a renewable license valid for a period not to exceed 5 years.
 - Adjunct Teacher License – Is a renewable, nontransferable (across districts) license valid for a period not to exceed 1 year.
- State licensure allows you to practice in Maryland.
- Advanced credential is not proposed in regulations.
 - Not aligning is a concern.
 - Tried to separate certification from pay scale.

Committee Recommendations:

1. Discontinue the Advanced Professional Certificate and maintain regulatory language as proposed by the SBOE in June 2019.

Challenge #2: Renewal Requirements

Background:

Verbal testimony provided to the SBOE and PSTEB expressed concern that the Professional Development Points (PDP) are too prescriptive and the requirement that a principal sign off on all professional development plans is too onerous and may not be done in a timely fashion.

Charge:

Identify ways in which supervisors could incorporate this policy within existing processes to make it meaningful and efficient. Determine if there are additional ways in which an educator may earn professional development that is not included in the proposed regulation.

Considerations Provided by MSDE:

- Current regulations require 6 semester hours of “acceptable credit”, which is limited to credit earned or taught from a regionally accredited college or university or through MSDE approved Continuing Professional Development (CPD) credits.
- Proposed regulations require 90 contact hours of professional development (i.e., 6 semester hours) that must include specific topics (content, pedagogy, ELL, diverse learners, culturally responsive teaching).
- Proposed regulations require that the individual professional development plan created for educators be done in conjunction with a direct supervisor (not a principal) and be customized based on the educator’s assignment, areas of strength and areas that need improvement.
- The proposed regulations broaden the type of professional development that can be used to renew to include,
 - *College credit earned or taught at a regionally accredited institution of higher education.*
 - *Continuing professional development (CPD) credits, earned or taught, approved by the Department.*
 - *Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.*
 - *Professional conference.*
 - *Curriculum development.*
 - *Publication of a book or article.*
 - *Mentorship.*
 - *Micro-credentials*
 - *Professional development activities approved by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or another state department of education, will be accepted.*

Discussion:

- Educator not listed in the definition. Add definition for educator. Be consistent, transparent and clear.
- Renewal of Administrator- is the 30 hours of PD concentrated on providing evaluations necessary? Perhaps the number of hours can be removed.
- Look at renewal requirements in conjunction with removal of master’s degree. Having meaningful professional development is critical and more effective than attaining a master’s degree for the sake of the degree, not the content.
- Only the educator and supervisor understands what the educator’s needs are at that time.
- The educator is responsible for maintaining and doing what they need to do for their PDP.
- Educators renewing an Initial Professional or Professional License are required to complete a minimum of 90 PDPs to 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; and
 - Culturally Responsive Teaching or diversity in education.
- There should be an outline on ways to earn PDPs.

- Professional development plans are not a new requirement. Currently, anyone who had a Standard Professional II or Advanced Professional Certificate already had a PDP plan.
- Add specific language to make clear that National Board Certification is a pathway to renewal.

Committee Recommendations:

1. Involvement of a supervisor in the development of Individual Professional Development Plans is appropriate. Committee members recommended removing the word “direct” to allow a broad range of supervisors to fulfill this role.
2. The categories of Professional Development Points are appropriate and committee members liked the flexibility for the individual and supervisor to tailor the professional Development plan to the individual’s needs. Committee Members recommended amending the language to establish a minimum number of PDPs. Amend language in Individual Professional Development Plan to clarify that only 90 points are required regardless of the number of licensure areas one holds.

Challenge #3: Basic Skills Assessment

Background:

The PSTEB drafted proposed regulatory language indicating an alternative measure (coursework) should be provided to potential teacher candidates to demonstrate mastery on a basic skills assessment due to the number of individuals that struggle to pass this required assessment.

Charge:

The Maryland State Education Association members of PSTEB recommended regulatory language adding literacy and math coursework, developed and implemented by MSDE, as an alternative to presenting a passing score on a basic skills assessment.

Considerations Provided by MSDE:

- MSDE is not in the business of designing and offering coursework.
- In April 2019, the SBOE approved a policy allowing a 3.0 GPA on the most recently earned degree to be used in lieu of a basic skills assessment battery.

Discussion:

- Concerns about developing and administering coursework.
- What were their concerns with the 3.0 Grade Point Average (GPA)?
- Would the individual need additional coursework or just the 3.0?

Committee Recommendations:

1. The current measures in place for basic skills mastery (Praxis Core, SAT, GRE, ACT, 3.0 GPA) are sufficient. No course option should be added.

Miscellaneous Committee Discussion and Recommendations

1. **National Board Certification (NBC):** Add language to the renewal requirements to ensure educators know that the NBC may be used toward the renewal the Maryland Educator License.

EDUCATOR PREPARTION

Challenge #1- Internship:

Background:

On December 11, 2019, the Educator Preparation Advisory Committee discussed .08 State Program Approval Requirements, including Section D. Clinical Experiences. Proposed language only requires 100 hours for which a candidate must be responsible for instruction and classroom management during the clinical internship. Based on a 6 hour school day this would only account for 16 days. The MSDE is proposing an intern be responsible for a roster of students for a minimum of 150 hours (25 days).

Charge:

Discuss the proposed minimum of 150 hours and determine whether this is an appropriate amount of time for a candidate to be responsible for instruction and classroom management. Determine if this minimum (approximately 4-5 weeks of full-time responsibility during the internship) is sufficient.

Considerations provided by MSDE

- Requiring hours rather than days allows programs more flexibility than counting time in days (may be full days or may be partial days).
- A school may require additional time as they deem appropriate.
- Does this allow for ample time for a candidate to demonstrate professional teaching practices and expected growth?
- Language does not require “continuous” responsibility; not a “one size fits all” approach; simply a standard, minimum benchmark for the practicum experience.

Discussion:

- 100 hours (16 days) – recommended to increase to 150 hours.
- Year-long internship - to include “opening” of school year. This may be flexible- opening is not defined and may look different across school systems.
- IHEs requested that the regulations be expanded to permit Internship placements outside of Maryland.

Committee Recommendations

1. Committee agreed that interns should be responsible for the instruction and management of the classroom for a minimum of 150 hours during the clinical internship.

The next meeting date: April 15, 2020.

The meeting was adjourned at 11:15 a.m.