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State Superintendent of Schools

EDUCATOR PREPARATION/CERTIFICATION ADVISORY COMMITTEE

December 11, 2019

Meeting Summary

The second 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 10:05 a.m.

ATTENDANCE: Dr. Karen Salmon (MSDE), Ms. Sarah Spross (MSDE), Ms. Alex Cambra (MSDE), Mr. Robert Eccles (MSDE), Dr. Hsin-Yuan Chen (MSDE), Ms. Ruth Downs (MSDE), Ms. Amy Alvord (MANSEF), Dr. Linda Gronberg-Quinn (MADTECC), Dr. Thurman Bridges (Morgan State University), Mr. Tavon Lawrence (TNTP), Mr. Joshua Smith (MICUA), Dr. Barbara Marinak (MICUA), Ms. Laila Richman (Towson State University), Ms. Kathy Angeletti (University of Maryland), Dr. Daniel Curry (PSSAM), Ms. Jamie Aliveto (FCPS), Ms. Marie Bercaw (MCPS), Dr. Dale Farrell (SMCPS), Mr. Jeffrey Grafton (DCPSMD) and Ms. Sarah Ianacone (MASPA).

OBSERVERS: Dr. Emily Dow (MHEC), Dr. Tina Bjarekull (MICUA) and Ms. Tina Dove (MSEA)

Introduction

Dr. Salmon welcomed everyone to the meeting and facilitated introductions. Dr. Salmon opened the meeting by sharing the highlights of article titled, “*Enrollment In Teacher Preparation Programs Down A Third In this Decade: Six Troubling Trends.*”

- Enrollment declines were widespread.
 - Nationally, one-third fewer students enrolled in teacher preparation programs in 2018 than in 2010.
- The number of completers of teacher preparation programs also fell.
 - Between 2010 and 2018, 28% fewer students completed teacher preparation programs.
- Traditional programs, based at accredited institutions of higher education (IHE), suffered the biggest declines.
 - Overall enrollment in traditional IHE-based teacher preparation programs decreased by 43% from 2010 to 2018, and alternative programs in IHEs dropped 19%.
- Enrollment declines varied by race and ethnicity.
 - More than half for students identified as Native Hawaiians or Pacific Islanders and American Indian or Alaska Native.
 - Whites 45%; Asian 33%; Hispanic or Latino 27% and African Americans 27%.
- Most states had larger enrollment declines for men.
 - Enrollment by women dropped 38% across the decade, compared to a 44% decrease for men.
- Program completions also varied by fields of concentration.
 - Completions were down by 29% in elementary education.
 - Content areas with shortages: science, technology, engineering, and math (STEM) - 27%; Special education – 14%.
 - One exception was those who earned credentials for English-language learners or bilingual education – 30% increase.

Ms. Spross provided a brief regulatory update and shared that today was the first of two meetings (additional meeting scheduled January 22, 2020) during which MSDE is seeking feedback and recommendations from the committee on the pertinent issues raised concerning the Educator Preparation and Licensure regulations. Relevant documentation pertaining to the discussion was disseminated. The committee was reminded that the recommendations needed to reflect

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the recommendations made by the Commission on Innovation and Education Excellence (Kirwan Commission) and the core values of the State Board of Education (SBOE). The four identified issues address the concerns expressed through public comment pertaining to the educator preparation regulations.

Challenge #1: Standards and Competencies:

Background:

Verbal testimony provided to the SBOE and Professional Standards and Teacher Education Board (PSTEB) expressed concern that proposed regulations require providers to comply with the national standards of over 30 professional organizations. Some of the national standards are not consistent with Maryland competencies. Regulations will need to be amended each time the national standards are updated or revised. Competencies are taken from unattributed sources, some of which are offensive.

Charge:

Identify any standards in which the MSDE identified an outdated version for which there is a newer set of standards available. Provide suggested language changes to specific competencies that are concerning.

Considerations Provided by MSDE:

- The Division of State Documents requires that all non-state documents cited in regulations be incorporated by reference.
- The competencies may not be incorporated by reference given the length; therefore, they must be included in the regulation itself.
- Developing competencies is a Commission recommendation (Element 2a, Design Assumption 1).
- Currently, educator preparation programs are required to comply with national standards through the use of Specialized Professional Associations (SPAs).
- The Teacher Induction, Retention, and Advancement Act workgroup reviewed the cultural competencies found in the *Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals* (2014) and recommended the competencies be required for all educator preparation programs.
- Cultural Competencies were enriched with information and recommendations from the Kirwan Commission, the SBOE Educator Preparation Subcommittee, and the standards identified in the *Region X Equity Assistance Center at Education Northwest Manual Culturally Responsive Teaching: A Guide to Evidence Based Practices for teaching all Students* (2016).
- Two workgroups consisting of literacy experts independently recommended literacy competencies at the elementary and secondary levels.
- Proposed competencies aim to pinpoint specific skills identified as necessary to teach in Maryland, not to duplicate or replace national standards

Discussion:

- How frequently will the standards be updated? Member suggestions ranged from yearly to every 4 years. Ms. Spross clarified that this was an implementation issue and would not affect an approval that is in process, nor should it require regulatory language. Workgroup members agreed.
- IHEs cannot rely on SPAs any longer as they are diminishing rapidly. Multiple areas in the competencies overlap and may benefit from streamlining (see 1st bullet). Members agreed that standards and competencies could be grouped in subject clusters.
- Important to give IHEs flexibility in the implementation of the standards and competencies. Do not want the standards and competencies to become a checklist. Members agreed that the rubrics used for State visits should be discussed and shared with the Advisory Committee.
- Group members acknowledge the difficulty individuals have discussing race and cultural competencies, but agreed that it was important to prepare teachers to be culturally responsive.

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- Members agreed that additional issues related to the development of evaluative rubrics and demonstration of compliance with national standards are implementation issues. Once the regulations are moved towards adoption, the next step will be developing the rubrics and tools used to review programs. All agreed that this advisory committee would be a good place to review those tools.
- SPA process – use 2015 standards, cannot change process mid-stream of a state review. Members agreed that the standards used for a review would not change mid-stream.
- Could the TRE Assessment be used as evidence of meeting the literacy competencies.
- Review of the 2017 amendments to Education Article 11-208 and clarification of State review team membership to include: MSDE, IHE's and the Maryland Higher Education Commission (MHEC).

Committee Recommendations:

1. Align the national content standards by placing all like standards under subject headings (math, science, etc.).
2. Assure all national content standards are current and comprehensive
3. Group literacy and cultural competencies into larger headings so they do not read like a checklist
4. Use the advisory committee to review the rubrics and tools used for demonstration of compliance with the standards and competencies.

Challenge #2: Clinical Experience

Background:

Verbal testimony provided to the SBOE and PSTEB expressed concern that the regulations requiring four years of clinical experience are viewed as too prescriptive in terms of when the clinical experiences occur, and do not allow programs the flexibility they need to design practicum experiences aligned to their programs. Maryland's Teacher Preparation programs have "serious concerns" with the year-long practicum requirement aligned to the K-12 school year. Specifically, housing, financial aid eligibility, and delayed graduation to align with the P-12 school calendar are considered barriers.

Charge:

Identify solutions to enable candidates to participate in a year-long internship and suggest language that clarifies that the clinical experiences may be designed according to individual programs as this has been the intent of this proposed regulation.

Considerations Provided by MSDE:

- A year-long clinical experience is a Kirwan Commission recommendation (Element 2a , Design Assumption 2a and Element 2b Design Assumption 6).
- Kirwan Commission also recommends clinical experiences early in the program (Element 2a , Design Assumption 2c).
- Proposed regulatory language states, "...shall include a year-long practicum experience ... to include the opening of the school year." This language was deliberately chosen to allow programs the flexibility with the design of their programs. As the current language allows, programs may choose not to include periods when the IHE's are not in session, such as January, post-graduation.
- Proposed regulations require multiple placements in diverse settings. Only the pre-clinical phase (observation) is required to occur in the first year.
- Teacher Induction, Retention, and Advancement Act (TIRA) Workgroup from 2016 recommended multiple placements in diverse settings through a scaffolded approach to provide candidates with different experiences in teaching.

Discussion:

- Focused on language used in the regulations pertaining to the year-long experience, which reads, "yearlong to include the beginning of the school year." Language was purposefully and deliberately written to allow

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flexibility. MSDE acknowledge that colleges have cohorts that are on varying schedules (May, August, and December graduations). Key is for interns to experience the opening, middle and end of a school year.

- The regulations allow educator preparation programs to be creative with the scheduling of the internship and coursework. The regulations do not require 180 days, but do require a specific number of hours the intern must in responsible for the class as a whole.
- Discussed the language requiring supervising teachers to spend approximately 50% of their working hours teaching, and spend most of the additional time mentoring candidates. This language is consistent with Kirwan Commission expectations for Lead Teachers who will be responsible for mentoring new and struggling teachers, as well as leading workshops and demonstrations at the school level.
- IHE's expressed concern that local school systems (LSS) do not allow action research. It was presented that action research is a current requirement of all student internships, that IHEs and LSS have found ways to make it work, and that it is a critical component. All agreed that action research was important and that it should remain. LSS representative indicated that it is incumbent for them to work with the IHEs to assure interns have these
- Members agreed that the language pertaining to pre-practicum placements is too restrictive.
- Request to assure all clinical placement language included nonpublic schools and state-operated facilities as well as LSSs.
- IHEs request that clinical placement continue to allow outside of Maryland such as Pennsylvania, Delaware, and West Virginia.

Committee Recommendations:

1. Assure all references to the internship reads "yearlong to include the beginning of the school year" and that placement can be in LSS, Nonpublic Schools, or State Operated programs
2. Action Research: Committee members agreed this is a current requirement and needs to remain a requirement. LSSs and IHEs need to continue to work collaboratively to ensure action research is occurring.
3. Internship Placement in Maryland Schools: The IHEs would like to be able to continue to place teacher candidates outside of Maryland. While the MSDE indicated the importance of internship placements occurring in Maryland schools, we did agree to explore this option further.
4. Supervising Teacher: Committee members expressed concern regarding the supervising teachers requirements which state, "... spend approximately 50% of their working hours teaching and additional time mentoring candidates." This language is aligned to the recommended Kirwan Commission Career Ladder. Teacher candidates should not receive mentoring from an individual that would not be eligible to mentor new or struggling teachers on the proposed career ladder.
5. Pre-Practicum Experiences: Language was too restrictive by requiring pre-practicum experiences to be aligned with licensure area being sought. Removed regulation D.(4)(b). (page 7)

Challenge #3: Credit Requirements

Background:

Verbal testimony provided to the SBOE and PSTEB expressed concern that two new course requirements have been added and regulations establish a standard credit hour cap of 120 hours.

Charge:

Review regulatory language pertaining to the ability to request for permission to expand a program by 12 credits, understanding that it was intended to encourage educator preparation programs to think strategically about construction of programs with regard to credits. In addition, review the language that has already been amended to assure that is sufficient as not to conflict with MHEC's regulations.

Considerations Provided by MSDE:

- Code of Maryland Regulations 13B.02.02.16B: This regulation is under the purview of MHEC. It says that programs may not be Less than 120 and that the standard is 120 with exceptions of 5 year programs, or if

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professional accreditation requires more than 120 or if certification requires more and that the Kirwan Commission and governing boards may approve additional exceptions.

- Kirwan Commission Interim Report recommendations Element 2a, Design Assumption 2d and 2e establish the 120 credit hour requirement and allow for a program to be expanded by 12 credits.
- MSDE has indicated that it will consider adding clarifying language to reflect other credit amounts may be allowed only in a manner consistent with law.
- Some programs already exceed 120 credit hours.
- There are a number of programs operating on a 4-credit course system, so once the regulations go into effect, programs will immediately be out of compliance.
- In addition, dual programs expect they will need to seek exceptions due to number of required credits for dual program completers.
- IHE's are encouraged to identify courses that may be eliminated from individual programs to allow for the additional required credits but do not require exceptions to the 120 credit limit and think about the phase-in timing required to modify credit requirements in order to become compliant with the proposed Kirwan Commission requirement, required in the proposed regulations.

Discussion:

- Clarified that regulatory language allows IHEs preparing candidates for elementary education shall provide a minimum of twelve semester hours in each of the following: English language arts, social studies, math, and science. This does not represent an increase and the regulations allow IHEs to design their programs how they choose.
- EPPs are encouraged to be creative in designing programs, to eliminate courses that are redundant or extraneous.
- It was agreed that all programs can look different, and that we want IHEs to be innovative and reimagine how courses are offered.
- What happens to programs that are already operating above 120 credits? This will be an implementation issue to be further explored by the committee.
- Private colleges/universities have never had a 120 credit limit.
- MHEC is aware of the Kirwan Commission recommended 120 +12 credit hour limit, which may be in conflict with existing regulations. MHEC is awaiting advice from the Attorney General's office.

Committee Recommendations:

1. 120 Credit Hour Limit: Regulations do allow the ability to add 12 more credit hours with the approval of MSDE and MHEC. Furthermore, the MSDE had already amended language to include "unless otherwise permitted by law." MHEC is currently working with their Attorney General to determine if this language is sufficient to comply with their regulations and if their regulations need to be changed based on the Kirwan Commission recommendations. MHEC plans to have language ideas by the next meeting.

Challenge #4: edTPA with dual program completers

Background:

Candidates enrolled in dual major educator preparation programs currently take both Principles of Teaching and Learning Praxis assessments (i.e., pedagogy). With the adoption of a performance assessment, EPPs are concerned that those candidates will need to participate in two versions of the edTPA if that assessment is chosen (in lieu of PPAT).

Charge:

Identify policy recommendations regarding dual program completers who participate in the edTPA, to include how a program should decide which content rubric is chosen if only one version of the edTPA is required.

Considerations provided by MSDE

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- Pearson does not recommend candidates participate in two rubrics of the edTPA.
- Current certification regulations state that one may pass a content assessment to add a teaching endorsement to an existing teaching certificate, meaning that the second area in the “dual” program could be earned by endorsement by taking only a content assessment.
- Kirwan Commission Interim Report recommendation (Element 2b Design Assumption 1).

Discussion:

- Both Pearson and Educational Testing Service recommend only taking one performance based assessment.
- Committee agrees that a candidate’s internship placement should be the determining factor.

Committee Recommendations

1. Committee agreed that individuals enrolled in a dual completer program (i.e., special education/elementary education) will take the assessment for the area in which they are placed for their internship.
2. MSDE will provide a policy memo to IHEs and LSSs.

Miscellaneous Committee Discussion and Recommendations

1. **5 year Cycle vs. 7 year cycle:** Concerns that the 5 year requirement conflicts with the 7 year Council for the Accreditation of Educator Preparation accreditation cycle. The MSDE explained that these are two separate procedures and Education Article 11-208 was amended in 2017 to remove the current bifurcated process. The 5-year recommendation aligns with the current alternative preparation program review cycle, which produces more accountability and program feedback to improve the program.
2. **Program Reporting Requirements:** Concern that regulations require teacher performance data, which is not available. Removed regulation .10A.(5)(f). (page 11)

The next meeting date will be January 22, 2020.

The meeting was adjourned at 11:55 a.m.