

**MARYLAND STATE BOARD OF EDUCATION**  
200 W. Baltimore Street  
Baltimore, MD 21201

**PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD**

**June 1, 2017**  
**Minutes**

The 417<sup>th</sup> meeting of the Professional Standards and Teacher Education Board (PSTEB) was held at the Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201 on June 1, 2017. Dr. Alyssia James called the meeting to order at 9:35 a.m.

**The following members were in attendance:** Dr. Mae Alfree, Ms. Jennifer Berkley, Mr. Charles Hagan, Dr. Kandace Hoppin, Mr. Darren Hornbeck, Dr. Alyssia James, Ms. Kathleen Kelbaugh, Ms. Maleeta Kitchen, Mr. Christopher Lloyd, Dr. Barbara Martin-Palmer, Dr. John Mayo, Ms. Dawn Pipkin, Ms. Debra Poesse, Ms. Karen Saar, Ms. Sarah Spross, and Ms. Geralda Thompson.

**The following members were absent:** Mr. Peter Baily, Dr. Kristine McGee, and Dr. Jamey Tobery-Nystrom.

**The following Maryland State Department of Education staff members were present:**

Dr. Miya Simpson, Ms. Kelly Meadows, Ms. Ruth Downs (Recorder), and Mr. Derek Simonsen, Esq., Attorney General's Office.

**PRELIMINARY ITEMS**

**Recognition of Guests**

Ms. Geraldine Duval, MSEA

**Public Comment**

Barbara Donick, Right to Read – Maryland

In 2015, the Nation's Report Card (NAEP) reported that in Maryland, 63% of 4<sup>th</sup> grade students were below proficient in reading, and in Baltimore City, 89% of 4<sup>th</sup> grade students were below proficient. In addition, in 2015, the National Council of Teacher Quality (NCTQ), regarding the Policy Issue of Teacher Preparation in elementary reading, ranked Maryland as one of the states that only met a small part of the goal.

It is fiscally beneficial to prepare our elementary school teachers with the research-based foundational skills necessary to teach reading. Many of the students we teach become "special needs" students because they are victims of ineffective teaching in the general classroom. It is a fact that cost per pupil in the general education classroom is significantly lower than in special education. In Baltimore City, special education costs account for nearly a quarter of the district's \$1.31 billion budget.

Professional development dollars could also be used more efficiently because we would not need to spend the money on teaching information, which teachers should have learned in their pre-service courses.

Research studies regarding teacher retention indicate that teachers leave the profession because they feel unprepared to do their job. Teachers who are successful with their students would be more likely to stay in the classroom leading to lower teacher turnover, another cost savings.

Fifteen states now require that teacher candidates pass a reading instruction specific assessment prior to licensure.

Requiring rigorous, content specific assessments prior to licensure is required in all other professions and is now part of a growing trend to hold teachers to higher standards. MSDE has already approved such a test (Teaching Reading: Elementary Education – 5203) but is not requiring it for certification.

The Professional Standards Education Board and the Maryland State Board of Education would be instrumental in improving teacher preparation by setting standards for the delivery of evidence based reading instruction for pre-service teachers as well as by requiring the assessment of this knowledge for certification.

### **State Board**

Dr. Miya Simpson presented the Maryland State Board of Education report from Tuesday, May 23, 2017. The report included the following items:

### **INFORMATION AND DISCUSSION**

#### **ESSA Accountability Plan**

Ms. Mary Gable, Assistant State Superintendent, Dr. Dara Shaw, Director of Research and Ms. Chandra Haislet, Director of Accountability and Data Systems, provided an update on the work of the ESSA Internal and External Committees, specifically related to the types of achievement models, growth models, and measures for the student success/school quality indicator as part of Maryland's Accountability Program.

#### **Recognition of Maryland's 2016-2017 Teachers of the Year (TOY)**

The Superintendent welcomed Maryland's Teachers of the Year (TOY) and introduced Dr. Darla Strouse, Executive Director, Partnerships and Development, to brief the Board on the TOY Program.

Dr. Strouse thanked the Board, her staff, local superintendents of schools, TOY Coordinators and the many corporate sponsors who make this program possible and provided background on the TOY Program. Dr. Strouse told the teacher recipients that they are provided leadership and friendship opportunities through this Program. She presented a Citation and inscribed Portfolio to each TOY and photos were taken. The State Board members attended the Teachers of the Year (TOY) luncheon with the teacher recipients.

### **STATE SUPERINTENDENT'S UPDATE**

#### **District-Level Assessments Survey Results**

Dr. Salmon provided a District-Level Assessments Survey Report on results of a survey administered to Local Accountability Coordinators in March of 2017 regarding the amount of testing done in each school system at each grade level. She noted that few areas were shown to be over two percent and that staff is working with local school system (LSS) personnel on this issue. Dr. Salmon stated that she would keep the Board apprised of any changes.

#### **Opinions and Orders:**

- ✚ *Tynetta H. v. Montgomery County Board of Education* – student suspension (affirmed the local board's decision) Opin. No. 17-18
- ✚ *Meilander and Carrollton Ridge Community Association v. Baltimore City Board of School Commissioners* – school closing (affirmed the local board's decision) Opin. No. 17-19
- ✚ *Jon N. v. Charles County Board of Education* – participation in extracurricular activities and athletics (affirmed the local board's decision) Opin. No. 17-20

#### **Mr. Schoen announced the following Order:**

- *Beverly Beard* – teaching certificate revocation (affirmed the local board's and decision) OR 17-07

Meeting materials, Opinions, and Orders can be found at <http://marylandpublicschools.org/stateboard/Pages/default.aspx>

The next meeting of the Maryland State Board of Education will be held on Tuesday, **June 27, 2017**, at the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, 7<sup>th</sup> Floor Board Room, Baltimore, Maryland 21201.

## **DISCUSSION**

### **SB493 Update: Certification**

Ms. Kelly Meadows gave the Board a brief update on Committee 1 – Certification Restructuring.

#### **Regulations Discussed**

- Routes to Initial Certification
- Conditional Certificate Requirements
- PTE Certification

#### **Routes to Initial Certification**

##### **Discussed:**

- **National Board Certification**
  - The applicant shall present a current National Board Certificate issued by the National Board for Professional Teaching Standards.

##### **Further Discussion Required:**

- Additional alternative routes to certification
- Adjunct Certificate
- Minimum professional coursework required for initial certification

#### **Conditional Certificate**

##### **Discussed:**

- Basic Skills requirement
  - Not required for those who have a conferred Bachelor's degree
  - Opportunity to provide coursework in lieu of assessment for those without Bachelor's

##### **Further Discussion Required:**

- Term of certificate
- Renewal Requirements
- Exploration of a composite score for Praxis CORE
  - ETS is not recommending
  - Opportunity for LSSs to accept an alternate measure for basic skills such as an evaluation/teaching experience

#### **Adjunct Certificate**

##### **Benefits:**

- Ability to staff classroom with experts in the content field rather than a long term sub or conditional certified teacher
- Ability for LSS to provide courses not otherwise available without a content expert
- Exposure to STEM courses that are not currently required

##### **Concerns:**

- Concerned this is seen as lowering pedagogy standards for someone who is a content expert
- Allowing someone with this certificate to teach indefinitely without requiring professional development

##### **Discussed:**

- Limited to certain areas
- Part time (no more than 2 classes)

- Non transferrable
- One year term
- Renewable
- Must have a mentor
- Qualifications
  - Bachelor's degree and 5 years' experience
  - Industry credential if applicable

**Further Discussion Required:**

- What areas would/would not apply?
- Requirements
  - Initial
  - Renewal
  - LSS Driven

**PTE Certification**

**Discussed:**

- Pedagogy requirements appear appropriate
  - Pedagogy courses may be offered at the community college level and therefore be easier to find
  - LSSs have the ability to develop CPD coursework to fulfill pedagogy requirements
- Need to develop alternate ways to show knowledge of basic skills

**Further Discussion Required:**

- Will extending term of conditional certificate solve the issue?
- Opportunity for LSSs to accept an alternate measure for basic skills such as an evaluation/teaching experience
- Opportunity to provide coursework in lieu of assessment for those without Bachelor's

**SB493 Update: IPC**

Ms. Michelle Dunkle gave the Board a brief update on Committee 4 – Institutional Performance Criteria

**Component I: Strong Instructional Foundation**

This standard is designed to identify all of the standards and outcomes-based instructional and testing requirements in an educator preparation and affirm fidelity to their implementation across programs.

**Component II: Extensive Pre-Professional Field and Clinical Experiences Aligned with Program Instruction and PreK-12 Priorities**

This standard is designed to establish with local school system partners a system of identification of Professional Development Schools based on school capacity to offer opportunities for teacher candidates to meet one or more required identified Competencies based on the InTASC Standards. Field experiences should build their competencies through a program of scaffolded experiences culminating in a full-semester internship. All competencies identified in Standard 1 as performance requirements must now be documented through the scaffolded field experiences.

**Component III: Performance Assessment**

This Standard requires that all data collected from instructional standards-based requirements and related performance in Standard 1, and implementation of those instructional and standards-based requirements from Standard II be housed, aggregated or disaggregated by program and unit as required, analyzed in an integrated assessment system and reflect use of the system to inform ongoing program and unit improvement.

**Component IV: State Approval**

This Standard assures that all programs in the unit hold State Program Approval and that required annual reporting informs the state of continuous and ongoing improvement efforts.

**BREAK** (11:20 – 11:25 a.m.)

**ACTION ITEMS**

**Approval of May Minutes**

Dr. Alyssia James entertained a motion to approve May 4 minutes.

**MOTION:** Ms. Geralda Thompson/Mr. Christopher Lloyd To approve the May 4 minutes.

**VOTE:** UNANIMOUS

**Approval of Proposed Agenda Items for August**

- Approval of Minutes
- SBOE Updates
- Elementary Reading Panel Update/ESSA
- SB 493 Panel Update
- Kirwan Commission Update
- Testing Commission Update

Dr. Alyssia James entertained a motion to adopt the items that Ms. Spross mentioned with flexibility for the August Agenda.

**MOTION:** Mr. Christopher Lloyd/Ms. Kathleen Kelbaugh To approve the August Agenda.

**VOTE:** UNANIMOUS

**Meeting Adjourned**

Dr. Alyssia James entertained a motion to adjourn the meeting.

**MOTION:** Ms. Geralda Thompson/Ms. Maleeta Kitchen To adjourn the meeting.

**VOTE:** UNANIMOUS

**Meeting adjourned 12:00 p.m.**