



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

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

**December 7, 2017
Minutes**

The 419th 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 December 7, 2017. Dr. Alyssia James called the meeting to order at 9:30 a.m.

The following members were in attendance: Dr. Mae Alfree, Ms. Jennifer Berkley, Ms. Linda Chinnia, Mr. Charles Hagan, Dr. Kandace Hoppin, Mr. Darren Hornbeck, Dr. Alyssia James, Ms. Maleeta Kitchen, Mr. Christopher Lloyd, Ms. Kelli Midgley, Ms. Debra Poese, Ms. Karen Saar, and Ms. Sarah Spross.

The following members were absent: Mr. Peter Baily, Dr. John Mayo, Dr. Kristine McGee, and Ms. Geralda Thompson.

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

Ms. Kelly Meadows, Ms. Ruth Downs (Recorder), and Mr. Derek Simmons, Esq., Attorney General's Office.

PRELIMINARY ITEMS

Recognition of Guests

Ms. Geraldine Duval, MSEA

Ms. Tina Dove, MSEA

Ms. Sandra Skordalos, BCPS-TABCO/MSEA

Public Comment

My name is Jaelyn Paris. I am a member of Right to Read – Maryland. According to the PARCC 2017 Reading Scores, 59% of students are reading below grade level. This means that only 41% of students are meeting or exceeding proficiency in Maryland. It doesn't have to be this way! Our English language is based on an alphabetic code. To be proficient readers, we need to be able to decode our language. In 2000, the National Reading Panel, after conducting over 100,000 research studies, provided us with the guidelines for the most effective reading instruction. Unfortunately, this scientific research is not guiding teacher preparation in reading instruction in many of Maryland's colleges and universities.



In fact, Dr. Fran Bowman, from Bowman Educational Services is currently training 600 teachers, including Reading Specialists as well as Special Educators in Baltimore County Public Schools because they do not have this knowledge. Baltimore County Supervisors and Resource Teachers take the course with the Special Educators and Reading Specialists, every time, so they can answer administrative questions during the sessions, offer support and encouragement during the class, and provide follow-up and supervision with the teachers in their classrooms. Dr. Bowman is providing a full-60-hour course!

Wouldn't it be wonderful if all General Education Teachers were taught Structured Literacy or evidence-based reading instruction at Maryland's colleges and universities? We could prevent our children from experiencing failure year after year and many would not ever need Special Education! All teachers would be fully prepared to teach every child to read!

Did you know that when children, who have fallen behind, are taught using Structured Literacy or evidence-based reading programs they can improve several grade levels in one year? Again, if we just began teaching all children in Kindergarten using a Structured Literacy approach, we could prevent reading failure! Structured literacy is effective because it is sequential and systematic. Progress is continuously monitored so that children are experiencing success! Some children will advance quickly, while others will require more time. BUT, EVERYONE WILL GET THERE!

Having the cure for illiteracy and not providing it hurts more than just a child and a child's family. It hurts society as a whole. All of the untapped potential of functionally illiterate individuals is staggering; "85% of all juveniles who interface with the juvenile court system are functionally illiterate" (National Assessment of Adult Literacy, 2003). Many students who struggle to read and write drop out of school and are at risk for unemployment, drugs, crime and ultimately incarceration. According to the US. Department of Education, 60% of America's inmates read below a 4th grade reading level.

We ask the Professional Standards Board as well as the State Board to set standards for the delivery of evidence-based reading instruction in our colleges and universities and require candidates to pass a test of evidence-based reading instruction for certification, so that all of our children can learn to read.

Thank You!

State Board

Dr. Miya Simpson presented a summary of December 4th and 5th State Board Meetings. The report included the following items:

The following information items were presented to the State Board on Monday, December 4th (Information and Discussion Only):

- Bridge Plan for Academic Validation
- Social Studies Middle School Test/Review Standards



The following information items were presented to the State Board on Tuesday, December 5th:

- Proposed Action Plan for Teacher Induction, Retention, and Advancement (TIRA) Act of 2016
- Update on Personal Financial Literacy Education
- Overview of the MSDE’s State and Federal Grants Process
- Superintendent’s Spotlight on Innovation: Robotics Utilization, Anne Arundel Public Schools
- Kindergarten Readiness (KRA) Data
- Recognition of Blue Ribbon Schools

The following actions were taken by the State Board:

- Granted permission to publish proposed amendments to COMAR 13A.05.02.04 *State Administration*, which governs the identification of significant disproportionality under the Individuals with Disabilities Education Act.
- Granted permission to publish amendments to COMAR 13A.02.02.03-.04 *Emergency Plans*, which incorporates by reference the MSDE Emergency Planning Guidelines for Local School Systems and Schools to accommodate students, staff, and visitors with disabilities on public school grounds, in accordance with the federal American with Disabilities Act.
- Granted permission to publish amendments to COMAR 13A.08.04 *Student Behavior Interventions* to add and clarify definitions and strengthen provisions which require a continuum of behavior interventions to be a part of a student’s Behavior Intervention Plan (BIP) or Individualized Education Plan (IEP).
- Granted permission to publish amendments to COMAR 13A.15 - .18 (includes *Family Child Care, Child Care Centers, Child Care – Letters of Compliance, and Large Family Child Care Homes*). The amendments address the following and apply to all subtitles, unless otherwise indicated: background clearances; child abuse and neglect information; reasonable accommodations; medical information for child care providers and staff of child care centers; reasons to deny an applicant/application and health and safety training requirements for staff; lead testing; counting students; swimming pool security; care of children; child discipline; and reasons and procedures to suspend a registration or license.
- Granted permission to publish amendments to COMAR 13A.08.01.11(C) – *Disciplinary Actions – Suspension and Expulsion*, which reflect the provisions of Senate Bill 651, enacted by the Maryland General Assembly on July 1, 2017. The provisions of the law prohibit suspension or expulsion for students in prekindergarten, kindergarten, first, or second grade, except as provided in §C(1)(b) of this regulation, and lists specific interventions and steps that school personnel will take before implementing a suspension or expulsion.
- Granted permission to publish amendments to COMAR 13A.06.07.07 *School Vehicle Driver*



Disqualifying Conditions and Termination, based on substantive changes need to .07 *School Vehicle Driver and Trainee Disqualifying Conditions and Termination*, and .08 *School Vehicle Attendance Qualifications and Disqualifications*. The proposed changes modify the inclusion of “assault in the second degree” to “a conviction of assault in the second degree within the past 10 years” for both School Vehicle Drivers and School Vehicle Attendants.

The following Opinions and Orders were rendered:

- *Frederick Classical Charter School v. Frederick County Board of Education* - charter school funding – Opinion No. 17-41
- *Kristine Lockwood v. Howard County Board of Education* – attendance area adjustment review – Opinion No. 17-42
- *Christine Smith v. Baltimore County Board of Education* – reclassification of position – Opinion No. 17-43
- *Nakia S. v. Baltimore City Board of School Commissioners* – early K entry – Order No. OR17-19

Meeting materials, Opinions, and Orders can be found at: www.msde.maryland.gov/stateboard/index.html

The next meeting of the Maryland State Board of Education will be held on Tuesday, December 5, 2017, at the Nancy S. Grasmick State Education Building, 200 West Baltimore Street, 7th Floor Board Room, Baltimore, Maryland 21201.

DISCUSSION

SB493 Update

Ms. Sarah Spross provided the Professional Standards and Teacher Education with a brief summarization of SB493 and where it stands at the present. Ms. Spross presented the board members with a copy of the proposed Action Plan for SB493 starting January 2018 through June 2019. She informed the Board members that the information will be put on the website as soon as it has been approved and that she would keep the Board members update on the process.

ACTION ITEMS

COMAR 13A.12.03.04 – Pupil Personnel Worker (Proposed Regulatory Change)



Purpose:

The purpose of this item is to request permission to publish amendments to COMAR 13A.12.03.04 Pupil Personnel Worker (Attachment I). Amendments are being proposed to clarify regulatory language and align it with current Maryland State Department of Education policy.

Regulation Promulgation Process:

Under Maryland Law, a state agency such as the State Board or Professional Standards and Teacher Education Board (PSTEB), may propose a new regulation whenever the circumstances arise to do so. The State Board shares joint authority with PSTEB to develop regulations governing teacher certification and preparation. When PSTEB initiates a regulatory change, the State Board must review the proposed regulation. In order to reject a proposed regulation, a super-majority of the State Board (three-fourths of its members) must vote against the change. Otherwise, the regulation moves forward in the regulation promulgation process.

After the State Board and PSTEB have voted to propose a regulation, the proposed regulation is sent to the Administrative, Executive, Legislative Review Committee (AELR) for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, the Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. Thereafter, MSDE staff will present that recommendation to PSTEB to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) revise the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption.

Historical Background:

Currently, COMAR 13A.12.03.04 Pupil Personnel Worker requires that an applicant has three years of satisfactory teaching experience, or, at the recommendation of a local superintendent of schools, two years of related experience may be substituted for two years of teaching experience, and a master's degree in pupil personnel or a related field such as education, counseling, or social work. This requirement became effective on January 1, 1989.

Candidates seeking certification as a pupil personnel worker are often certified in specialist areas, and as a result do not have teaching experience. This has led to an overwhelming number of waiver requests from local school systems asking that experience in one of the specialist areas (e.g., school counseling, social work) be accepted in

