



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 21, 2019

SUBJECT: COMAR 13A.07.06
Programs for Professionally Certificated Personnel
Regulations- for Discussion Only

PURPOSE:

The purpose of this item is to request permission to publish the repeal and replacement of amendments to the Code of Maryland Regulations (COMAR) 13A.07.06 *Programs for Professionally Certificated Personnel* (Attachment I). Amendments are being proposed to increase the rigor and accountability of educator preparation programs that lead to an initial Maryland license.

HISTORICAL BACKGROUND:

On January 22, 2019, the SBOE established requirements for educator preparation programs leading to initial Maryland teacher certification and tasked the MSDE with developing regulatory language for review and discussion at the March 26, 2019, and April 23, 2019, SBOE meetings. These same requirements have been reviewed and discussed by the PSTEB during their February 7, April 4, and May 2, 2019 meetings.

PROPOSED AMENDMENTS:

The regulatory language provided for discussion establishes the program requirements for educator preparation programs leading to initial Maryland teacher certification. The proposed regulations include:

- Entrance requirements;
- Standards and competencies;
- Clinical experiences;
- Exit requirements;
- Approval process;
- Program approval status and requirements;
- Reporting requirements; and
- Revocation procedures.

EXECUTIVE SUMMARY:

Amendments to COMAR 13A.07.06 *Programs for Professionally Certificated Personnel* are being recommended to increase the rigor and accountability of educator preparation programs leading to an initial Maryland license. The regulatory language provided for discussion establishes the requirements for educator preparation programs leading to initial Maryland teacher licensure and is aligned to the recommendations made by the SBOE subcommittee and Commission of Innovation and Education Excellence.

ACTION:

For discussion only.

Attachment

KBS: sds

.01 Purpose and Scope

- A. This chapter sets the standards that MSDE will use to issue an approval document to an entity that is responsible for governing and operating an Educator Preparation Program, either Traditional or Alternative, for the training of educators to be licensed in this State.

- B. No individual, public or private educational association, corporation or institution, including any Institution of Higher Education, shall offer an Educator Preparation Program without first having obtained the permission of the Maryland Higher Education Commission and meeting the requirements of this chapter.

.02 Definitions

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Accreditation", also referred to as "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department and the Commission.

(2) "Alternative Program" means a program provided by any public or private educational association, local school system, corporation or institution that includes coursework, assessment, clinical experiences and training, and which upon participation and/or completion renders candidates eligible for licensure in Maryland, but does not confer a degree.

(3) "Annual Cohort" means the set of individuals who matriculate into a Program or exit a Program in the same year.

(4) "Approval" means a Program has met all requirements set by the Department and may operate for a period of 5 years from the date of the review.

(5) "Approval with Conditions" means a Program has met some, but not all, requirements set by the Department and may operate under certain conditions for a period of 2 years from the date of the review.

(6) "Candidate" means an individual enrolled in an educator preparation program who is preparing for or serving in a position as an educator in schools that educate students in preschool through grade twelve.

(7) "Clinical Experience" means guided, hands-on, practical applications and demonstrations of a Candidate's professional knowledge and the application of theory through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings.

(8) "Clinical Supervisor" means a supervisor of a candidate who is employed by the Education Preparation Provider, trained or experienced in the field in which the individual is supervising, and is trained to work with and provide feedback to candidates.

(9) "Commission" means the Maryland Higher Education Commission.

(10) "Department" means the Maryland State Department of Education.

(11) "Educator Preparation Program (Program)" means a Maryland Approved Program, either traditional or alternative that offers a sequence of courses and experiences required by an Education

Preparation Provider for the preparation of candidates to become educators in a specific area, subject, or category.

(12) "Educator Preparation Provider (Provider)" means a regionally accredited college, university, or other post-secondary institution, public or private educational association, local school system, corporation or institution approved to operate a traditional or alternative educator preparation program in the State of Maryland.

(13) "Entrance" means matriculation into a Program.

(14) "Exit" means completion of a Program.

(15) "Focused Revisit" means the subsequent review by the Department of a Program that holds the status of Approved with Conditions or Probation.

(16) Institute of Higher Education (IHE) means an accredited college or university that meets one of the following standards:

- (a) It is accredited by an accrediting commission in one of the regional association of colleges and schools;
- (b) It participates in the Interstate Certification Compact (ICC) or the Department-recognized accrediting programs; or
- (c) Its course work is accepted by the State in which the institution is located for teacher certification purposes

(17) "Interstate Certification Compact (ICC)" means a legal agreement with other states to facilitate the certification of out-of-state teachers and other professional educational personnel as authorized by Education Article, Title 6, Subtitle 6, Annotated Code of Maryland, or as otherwise provided by law.

(18) "Local School System (LSS)" means a Maryland public school system, a State-operated school, or a nonpublic school.

(19) "Maryland Teacher-Principal Evaluation" means an evaluation framework for the performance of teachers administered annually by the local school system and recommended by the State.

(20) "Probation" means a Program has seriously failed to meet program requirements or has demonstrated a pattern of noncompliance and has been designated with this status by the Department for a period of 1 year.

(21) "Professional Development" means a variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

(22) “Satisfactory Progress” means a teacher candidate is on track to satisfy all Program requirements within the required timeframe.

(23) “Self-Study Report” means the report resulting from the process that a Provider and its Programs conduct to evaluate themselves against national standards, in a format specified and accepted by the Department.

(24) “Supervising Teacher” means an educator employed by the local school system, State-sponsored school or nonpublic school, and collaboratively selected and trained by the employer and the Provider, who oversees the candidates’ clinical residency and who has:

(a) At a minimum, received an Effective rating on all components of the Maryland Teacher-Principal Evaluation;

(b) Satisfactorily completed training in mentoring or supervision of clinical interns; and

(c) Met the regulatory requirements set forth in COMAR 13A.07.01.06.

(25) “Traditional Program” means an educator preparation program offered by an IHE that includes general education and content coursework, professional coursework, clinical experiences, and demonstration of standards and competencies required to prepare educators for teaching students in the classroom environment.

.03 State Consent to Offer Programs

- A. In order to offer an Educator Preparation Program, a provider must obtain Department consent.
- B. The Department may grant consent to a provider if:
 - (1) The Commission has granted the institution preparing the educators approval to operate in the State of Maryland; and
 - (2) The provider obtains and continues to hold accreditation from a national accreditation organization recognized by the Department and the Commission; or
 - (3) The provider meets the approval requirements as outlined in this chapter.

.04 National Accreditation

- A. A provider does not need to meet State approval standards if it holds and maintains accreditation from a national accrediting organization recognized by the Department and the Commission.
- B. The provider shall notify the Department when it applies to a national accreditation organization.
- C. A provider shall operate its Program in a manner that is consistent with the requirements of the accrediting body.
- D. Providers shall submit to the Department the accreditation report with documentation within 90 calendar days after receiving it.
- E. A provider shall notify the Department within 15 calendar days of any change in the Program's accreditation status.
- F. Programs that have chosen national accreditation are subject to full review from their accrediting organization at the request of the Department.
- G. The Department may investigate complaints regarding any aspect of a Program separate from any review conducted by the national accrediting body.
- H. A provider shall inform the Department in writing at least 90 calendar days before a Program ceases operating and provide an exit plan for current students.

.05 Application for State Approval

A. Application for State Approval for Traditional and Alternative Programs.

(1) The Provider applying for approval to operate a Program shall submit all required documentation.

(2) The information shall be submitted in accordance with timelines established by the Department.

(3) Providers must submit an application for new Program approval to the Department to include the following:

(a) A description of the Program for which approval is sought and other administrative information, including the plan for implementing Department-mandated Program components as defined in §.06 of this chapter;

(b) Documentation that the Program is aligned to national content standards, or documentation of the process required in §C of the regulation when national content standards are not available, including:

(i) A needs assessment demonstrating the demand for Program graduates in the employment market and demand by potential candidates. Providers may submit documentation provided to the Commission;

(ii) The curriculum for the Program and a course sequence chart including syllabi for any new courses;

(iii) Descriptions of the expected outcomes of the Programs and of how those outcomes will be assessed;

(iv) Identified key assessments in the Program, using rubrics aligned to Maryland-recognized national standards and Maryland-approved PK-12 competencies

(v) Vitae for all faculty delivering instruction in or administering the Program; and

(vi) Descriptions of materials, media and resources available for the Program, and how technology is integrated into the curriculum or Program.

B. The Department shall issue a Letter of Approval to the Provider to begin operation of a Program(s) when the Department is satisfied that the Provider's proposed Program has met the requirements of this chapter.

C. The approval letter shall include the following specifications:

(1) Name of the Provider;

(2) Location of the Provider;

(3) List of Programs leading to certification as identified in COMAR (insert citation);

(4) Description of degree or degrees awarded upon completion of the Program; and

(5) Length of approval.

D. A Provider shall operate its Program in a manner that is consistent with the specifications in its approval letter.

E. If a Provider is planning a change in operation that is inconsistent with the specifications in its approval letter, the Provider shall notify the Department in writing at least 6 months before the intended change and include a letter from the Commission indicating approval of the change.

F. A Provider may not implement a change in the operation of its Program until the Department has issued an amended approval letter reflecting the change.

G. The Department shall not approve a change in an approval letter under any of the following circumstances:

(1) The Program status is Approval with Conditions, unless the provider provides sufficient evidence that the change is necessary to meet all approval requirements;

(2) The Program is on Probation;

(3) The Program has not filed its annual report with the Department;

(4) The Department is investigating a written complaint alleging that the provider's Program is in violation of one or more regulations under this chapter, unless the change is necessary to bring the Program into compliance with this chapter; or

(5) The Department is implementing procedures and sanctions as specified in §08 of this chapter.

H. A Provider shall inform the Department in writing at least 90 calendar days before a Program ceases operating and provide an exit plan for current students.

I. The approval letter is void if:

(1) The provider ceases operating a Program; or

(2) The State Superintendent issues a final order requiring the Program to cease operations.

.06 State Program Approval Process

A. Traditional and Alternative Programs.

(1) Providers may seek approval for a new specialization in a currently operating Program area provided the documentation submitted contains sufficient justification to warrant the new specialization, and has been pre-approved by the Commission.

(2) Providers seeking first-time approval will be subject to annual monitoring and a full review of Program(s) within the first two years of operation.

(3) The Department will review submitted reports and approve or reject the proposal, notifying representatives of the Program and Provider.

(4) New Programs shall not admit candidates to the Program until the Department has provided approval.

B. Alternative Programs. In addition to meeting the requirements found in §A of this regulation, Alternative Programs shall provide at least four weeks of professional development, prior to the teacher assuming full responsibility of the classroom, including but not limited to pre-employment training, initial coursework, and pre-practicum experiences

C. Program Approval Process Where No National Content Standards Are Available. The approval process for proposed Programs for which there are no national content standards shall consist of Department review of an application, and may also include an on-site review if deemed necessary by the Department to confirm information in the application.

(1) All Programs approved pursuant to this section must complete all requirements in §A to receive Program approval.

(2) At least 6-months before Program approval is required, Providers seeking approval for proposed Programs for which there are no national content standards, shall notify the Department of their intent to initiate the review process.

(3) At least six months before the approval is required the Provider shall submit the application for approval to the Department.

(4) The application shall include, but not be limited to:

(a) Description of the proposed Program;

(b) A detailed description and outline of proposed Program content and coursework; and

(c) Alignment with content standards relevant to the proposed Program.

.07 Program Requirements

A. Entry Requirements.

- (1) Traditional Programs shall require Candidates to have a grade point average (GPA) of at least 3.0 on a 4.0 scale during the most recent two years of the candidate's general education, whether secondary or post-secondary; or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the State Board of Education (SBOE), on a basic skills assessment.
- (2) Alternative Programs shall require Candidates to submit:
 - (a) A GPA of at least 3.0 on a 4.0 scale at the post-secondary level; or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the SBOE, on a basic skills assessment; and
 - (b) Evidence of one of the following:
 - (i) A conferred bachelor's degree or higher with a major related to the Program licensure area; or
 - (ii) A conferred bachelor's degree or higher with a minimum of 30 semester hours of credit related to the licensure area; or
 - (iii) Evidence of a qualifying score on an approved content assessment, as established by the State Superintendent of Schools and as approved by the SBOE.

B. Waiver of Entry Requirements.

- (1) A Program may waive the 3.0 GPA entrance requirement for up to 10% of the Candidates admitted in an annual cohort.
- (2) Programs shall implement strategies to ensure that Candidates admitted under such a waiver receive assistance to successfully demonstrate the standards and competencies and meet requirements for licensure upon exit from the program.

C. Standards and Competencies.

- (1) Programs shall provide the following for all educators:
 - (a) Instruction and experiences aligned with Maryland-recognized national content standards and Maryland approved PK-12 curriculum standards.

(b) Instruction and experiences aligned with Department-approved competencies as defined in the Maryland-approved *Competencies Manual*.

(c) Instruction in pedagogy that is aligned with Department-recognized national standards.

(d) Instruction in the Department-approved *Model Code of Ethics*.

(e) Instruction in teaching in high poverty, culturally, and linguistically diverse schools.

(2) Programs 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.

(3) Programs preparing candidates for early childhood education, elementary education, special education, and English for Speakers of Other Languages shall provide instruction aligned to national standards for literacy that includes evidence-based best practices and strategies for teaching childhood literacy.

(a) Programs shall include instruction aligned to the Candidate's certification area in content and pedagogy, and to national standards for literacy, designed to provide Candidates a deep conceptual understanding of the content.

(b) Instructional topics shall include but not be limited to:

(i) Foundational concepts of oral and written learning;

(ii) Knowledge of the structure of language including phonology, orthography, morphology, semantics, syntax, discourse organization;

(iii) Developmental understanding and knowledge of learning disabilities and their impact on literacy and learning;

(iv) Explicit research and evidence-based instructional strategies for teaching phonemic awareness, phonics and word recognition, fluent and automatic reading of text, vocabulary, text comprehension, conventions of language, and written and spoken expression; and

(v) Language acquisition, specifically as it relates to English language learners.

D. Clinical Experiences.

(1) The provisions in this subsection shall be applicable to Programs beginning July 1, 2025.

- (2) Traditional Programs shall include Pre-Practicum experiences incorporated throughout the program that:
- (a) Align with Program curriculum, national content standards and Department-approved competencies;
 - (b) Align with the area, subject, and grade band of licensure being sought by the Candidate;
 - (c) Begin in the first year of the program;
 - (d) Vary across school settings and student populations; and
 - (e) Provide Candidates the opportunity to reflect on experiences within the classroom setting.
- (3) Programs leading to licensure in an area of teaching shall include a year-long practicum experience that encompasses an academic year, to include the opening of the school year and:
- (a) Is located in a Maryland public school, State-operated school, or Nonpublic School;
 - (b) Is aligned with Program curricula that meet Department-approved National content standards and Maryland competencies that align with the area, subject, or category of licensure being sought by Candidates;
 - (c) Provides candidates on-site supervision by a Supervising Teacher and ongoing support by a Clinical Supervisor from the Provider, which includes:
 - (i) A minimum of four documented observations;
 - (ii) Collaboration between Clinical Supervisors and Supervising Teachers to evaluate Candidates for demonstration of required competencies;
 - (iii) Observations and evaluations of Candidates, aligned to a Department-approved educator evaluation system;
 - (iv) Feedback, placement, remediation, or supports, informed by candidate evaluations.
 - (d) Ensures Candidates are responsible for the instruction and classroom management of a roster of students for a minimum of 100 hours during the year-long practicum;
 - (e) Totals a minimum of:

- (i) 100 days across two consecutive semesters for Programs leading to a Master's of Arts in Teaching.
 - (ii) One full school year for all other Programs leading to licensure in a teaching area.
- (f) Programs for administrators shall include a supervised Clinical Experience totaling a minimum of two-hundred and forty (240) hours equitably distributed within the Program to include observations and evaluations of Candidates aligned to a Department-approved administrator evaluation system.
- (g) Programs for Specialists shall include a supervised Clinical Experience in the specialty area being pursued.

E. Special Provisions.

- (1) Prior to July 1, 2025, Traditional Programs shall provide a Candidate with a Practicum experience of no less than 100 days across two consecutive semesters during which the Candidate is responsible for the instruction and classroom management of a roster of students for no less than 40 hours.
- (2) Prior to July 1, 2025, Alternative Programs shall provide a Candidate with a Practicum experience of no less than 100 hours in which the Candidate is responsible for the instruction and classroom management of a roster of students for no less than 40 hours.

F. Exit Requirements. Traditional and Alternative Program Practicums shall establish exit requirements that demonstrate evidence that Candidates are licensure-ready. Upon exit, Candidates shall:

- (1) Demonstrate successful completion of required coursework that is based upon Department-recognized national content standards and Department-approved competencies;
- (2) Demonstrate successful completion of the Clinical Experience as defined by COMAR 13A.07.06.D;
- (3) Obtain a qualifying score on a specific content assessment in the appropriate area, subject and grade band or specialty area as established by the State Superintendent of Schools and as approved by the SBOE, if applicable; and
- (4) Obtain a qualifying score on a pedagogy assessment, as established by the State Superintendent of Schools and as approved by the SBOE (in teaching areas only).

G. Pedagogy Assessment Effective 2025 Forward.

(1) Beginning July 1, 2025, the pedagogy assessment shall be a performance-based measure.

(2) The performance-based assessment may not be scored by any employees of the educator preparation program or unit, and shall be scored by certified reviewers.

G. Credit Requirement.

(1) A program leading to a bachelor's degree shall be a 4-year program and award 120 credits.

(2) Providers may expand the Program by no more than 12 semester hours of credit or an additional semester only with the permission of the Department and the Commission.

.08 Program Review and Reporting

A. Compliance with Program Requirements.

- (1) Providers shall provide evidence of adherence to Program requirements as outlined in this regulation.
- (2) If Providers submit annual reporting to a national accreditation agency recognized by the Department and the Commission, the Provider shall submit a copy to the Department within 30 calendar days.
- (3) Providers shall submit data and annual reports demonstrating each Program's compliance with requirements.
- (4) The annual reports shall include, but not be limited to, documentation of compliance with the following measures:
 - (a) Entry requirements as stated in §.07A of this chapter;
 - (b) Clinical experience requirements as stated in §.07D of this chapter;
 - (c) Standards and competencies requirements as stated in §.07C of this chapter;
 - (d) Exit requirements as stated in §.07F of this chapter, including Candidate passing rates on content exams and performance assessments, as well as rate of Program completion and attrition data; and
 - (e) Candidate evaluation requirements as stated in §.07D(2)(c) of this chapter, including documentation of evaluation processes and remediation policies as defined by the Program.
- (5) Providers shall compile and report data to the Department for each graduating cohort and for the most recent five years of Program cohorts on a selection of Department-identified metrics that may include but are not limited to:
 - (a) Program completion, including number and demographics of completers, non-completers and demographics;
 - (b) Placement in Maryland schools by Subject-area, grade-level, and LSS employer;
 - (c) Performance including passing rates and cut scores on Department approved performance assessments and content-exams,
 - (d) Performance on the Teacher-Principal Evaluation or other Maryland-approved evaluation tool; and
 - (e) Retention of program completers through the first 5 years of employment.

(6) The Department may monitor or conduct an interim review of an approved Program at any time.

.09 Renewal, Oversight, and Revocation

A. Review.

- (1) The Department shall review Programs every five years.
- (2) Programs that meet the requirements and standards set by the Department shall be approved for a period of for five years.
- (3) Programs that fail to meet all the requirements and standards addressed in §.06 of this chapter may be approved with conditions or placed on probation.
- (4) Providers may request an extension of the Department's 5-year review. Requests must be in writing and be submitted at least 180 calendar days before the five-year review cycle. The Department may grant up to a one-year extension based on documentation submitted to justify the extension.

B. Approval with Conditions.

- (1) Following the process detailed in §.04 of this chapter, if the approved Program fails to meet all the standards and competencies, reporting or compliance requirements, it may be approved with conditions.
- (2) If a program has received Approval with Conditions, the Department shall conduct a focused review within two years of the original review.
- (3) The Department may, at its discretion, continue a program's approval with conditions status and extend approval for good cause beyond the original 24-month period.
- (4) Programs may continue to accept Candidates for entry while approved with conditions.
- (5) Approval with Conditions shall last two years unless, through its annual reports, the Program provides significant and sufficient evidence to substantiate meeting full Program approval requirements. If a Program provides such evidence, it may be removed from Approval with Conditions after one year, granted approval, and returned to its original five-year review cycle.
- (6) A Program Approved with Conditions shall continue to provide all annual reporting.
- (7) If a Program has not made satisfactory progress toward meeting Department requirements and national standards, reporting and/or compliance requirements after two years, the Program may be placed on Probation or revoked.

C. Probation.

- (1) Programs that have seriously failed to meet the standards and benchmarks, reporting or compliance requirements or have demonstrated a pattern of noncompliance may be placed on probation.

(2) Programs that do not submit data or required reports to the Department, or who lose national accreditation status, by revocation or by expiration, may be placed on probation status or may face immediate revocation of Department approval.

(3) If a Program is on Probation, the Department may conduct a full review within one year of the last Focused Revisit unless, through annual reporting requirements, the Program provides significant and sufficient evidence to substantiate meeting full Program approval requirements.

(4) Programs may not accept candidates for entry while on probation.

(5) A Program on probation shall continue to provide all annual reporting to the Department.

(6) Within 30 calendar days of the notification of probation to the Program, the Provider must notify each Candidate individually in writing of the probation of Program, explain what probation means, and provide documentation of the notification to the Department.

(7) The Department shall monitor Program progress towards meeting the Department requirements and national standards for the Program throughout the probationary period, including review of required reports and monitoring visits as deemed necessary. If a Program provides evidence of meeting all Program requirements, it may be removed from probation. The Department may request an annual follow-up report with an annual re-visit for institutions removed from Probation.

(8) If, after the one-year probation cycle, a Program has not made satisfactory progress toward meeting Program standards, reporting and/or compliance requirements, the Department may revoke its approval.

D. Revocation.

(1) The Department shall revoke a Program if a Provider fails to meet the standards, reporting or compliance requirements set forth by this chapter.

(2) The Department shall notify the Provider, the Program, and appropriate representatives of the Provider in writing of a decision to revoke.

(3) Upon provision of such notification, the Program must cease operating.

(4) A revoked Program may not recruit or accept new Candidates.

(5) Within 30 calendar days of the notification of revocation to the Program, the Provider shall notify each Candidate individually, in writing, of the revocation of Program approval, explain what revocation means, and provide documentation of the notification to the Department.

(6) Candidates enrolled in the Program who have accumulated enough credits to be on track for graduation within the current academic year may exit.

(7) A Provider must wait two years after approval of a Program has been revoked before it may apply to the Department for approval of a Program that is substantively the same as the one revoked.

E. Appeal.

(1) A Provider may request a hearing to challenge the revocation if the Provider files a written request with the State Superintendent within 20 calendar days of receipt of the notice of revocation.

(2) The State Superintendent shall promptly refer the case to the Office of Administrative Hearings.

F. Hearing Procedures.

(1) The hearing procedures for appeals referred to the Office of Administrative Hearings are in accordance with the Administrative Procedure Act, State Government Article, §§10-201—10-226, Annotated Code of Maryland, and with COMAR 28.02.

(2) The Office of Administrative Hearings shall prepare an official case record as provided in COMAR 28.02.01.23.

(3) The administrative law judge shall submit in writing to the State Superintendent a proposed decision containing findings of fact, conclusions of law, and recommendations, and distribute a copy of the written proposed decision to the parties.

(4) A party objecting to the administrative law judge's proposed decision may file exceptions with the State Superintendent within 15 calendar days from the date of the decision. A party may respond to the exceptions within 15 calendar days of the date of the exceptions.

(5) If exceptions are filed, any party may request an opportunity for oral argument before the State Superintendent before a final decision is rendered. Oral argument before the State Superintendent shall be limited to 15 minutes per side.

(6) The State Superintendent shall make a final decision in writing containing findings of fact and conclusions of law.

(7) A Provider may seek judicial review of a State Superintendent's determination under this regulation as provided by the Administrative Procedure Act, State Government Article, §10-222, Annotated Code of Maryland.

Summary of Regulatory Changes
COMAR 13A.07.06 Programs for Professionally Certificated Personnel
For Discussion Only

Educator Preparation: This document represents the entire chapter pertaining to the approval of educator preparation programs. The State Board of Education (SBOE) has reviewed this regulatory language in March and April and the Maryland State Department of Education (MSDE) is now providing the most recent revision in one cohesive document for review and discussion. It includes the process for approval, placement on probation, and revocation of a Program's ability to operate as well as all of the program entrance and exit requirements, approval standards, and clinical experience requirements that have to be met in order to operate a program leading to educator certification.

Change: After legal review, the MSDE has removed all references to *The Guide* as it was determined that this is a technical assistance manual and does not contain additional requirements.



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 21, 2019

SUBJECT: Licensure of Specialists
Regulations- For Discussion Only

PURPOSE:

The purpose of this item is to provide draft regulatory language to the State Board of Education (SBOE) members for discussion pertaining to the licensure of Specialists. This regulatory language is aligned to the Maryland State Department of Education's (MSDE) comprehensive plan to increase the rigor and accountability of educator certification and preparation programs in Maryland.

HISTORICAL BACKGROUND:

Beginning in January 2019, the SBOE identified pathways leading to initial Maryland licensure and types of Maryland licenses, and tasked the MSDE with developing regulatory language for review and discussion. The regulations presented today concern Specialists. The chapter presented for discussion includes the following:

- Purpose
- Licenses
- Specialist Areas
 - School Counselor
 - Library Media Specialist
 - Pupil Personnel Worker
 - Reading Specialist
 - Reading Teacher
 - Psychometrist
 - School Psychologist
 - Therapists
 - School Social Worker
 - Gifted and Talented Specialist

- License Renewal
- Individual Professional Development Plans
- Professional Development Points

EXECUTIVE SUMMARY:

The regulatory language provided for discussion identifies requirements pertaining to the licensure of Specialists, including initial licensure pathways, types of licenses, and renewal.

ACTION:

For discussion only.

Attachment

KBS: sds

Title 13A State Board of Education

Subtitle 12 Certification

Chapter 04 Specialists

COMAR 13A.12.04.01

Purpose.

Specialists who have direct contact with students shall meet the requirements for licensure. The pathways to licensure for each Specialist area are set forth in COMAR 13A.12.04.xx-xx.

Licenses for Specialists.

A. Types of Specialist Licenses

(3) Initial Professional

(a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under §13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under §.03-.12 of this chapter is eligible for an Initial Professional License.

(4) Professional

(a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under §.13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under §.03-.12 of this chapter may be eligible for a Professional License if they submit the following requirements:

(i) Verification of 3 years of effective performance as a specialist; and

(ii) Completion of a Maryland induction program, if applicable.

B. Credits from institutions in other countries shall be evaluated for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

School Counselor

A. School Counselor. To qualify for a license, a candidate must meet the requirements of one of the following pathways:

(1) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a school counselor.

(2) National Board of Certified Counselors (NBCC). Candidates who possess a master's degree in school counseling or school guidance and counseling, a valid National Board of Certified Counselors certificate, and two years of satisfactory performance as a teacher or school counselor in a school setting.

(3) *National Board for Professional Teaching Standards (NBPTS). Candidates who possess a master's degree in school counseling or school guidance and counseling and present a valid National Board Certificate in the area of School Counseling.*

(4) Out of State Program. Candidates who possess a master's degree in school counseling or school guidance and counseling from an out of state approved program and 2 years of satisfactory performance as a teacher or school counselor or 500 clock hours in a supervised practicum in school counseling.

([4]5) Council for Accreditation of Counseling and Related Educational Programs (CACREP). Candidates who possess a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs.

([5]6) Experienced Professional. Candidates who possess a master's degree and a valid, professional certificate from another state and verification of at least 27 months of satisfactory performance as a school counselor.

Library Media Specialist.

A. Definitions.

(1) [In this regulation, the following terms have the meanings indicated.

(2) Terms Defined.

(a) "Library media specialist" means an individual who has developed knowledge, understanding of, and competency in the broad range of library media services, with particular emphasis on those competencies related to the development and administration of a comprehensive school library media program.

(b) "Library media" means a variety of communication and information formats and their accompanying technologies appropriate to learning and instruction.

B. Pathways to licensure. To qualify for a Professional Specialist License, a candidate must meet the requirements of one of the following pathways:

(1) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a library media specialist.

(2) Out of State Preparation Program. Candidates who possess a master's degree and complete an approved program leading to licensure as a library media specialist in another state.

(3) Experienced Professional. Candidates who possess a master's degree, hold a valid professional library media license from another state or country, and submit verification of 3 years of full time effective experience as a library media specialist.

(4) National Board Certification. Candidates who possess a master's degree and a National Board Certificate in the area of Library Media.

(5) Master's Equivalent. The applicant shall have a bachelor's or higher degree from an IHE to include a program of 36 semester hours of post-baccalaureate credit with 15 semester hours completed at one institution and a minimum of 24 semester hours of graduate credit in the content coursework listed in §B(5)(a) of this regulation.

(a) Content course work shall include:

(i) Administration of library media programs, including an understanding of State and national library media standards and technology standards;

(ii) Materials for children in all formats, including concepts related to the teaching and learning of reading;

(iii) Materials for young adults in all formats, including concepts related to the teaching and learning of reading;

(iv) Selection, evaluation, and use of materials in all formats to meet student curriculum and instructional needs;

(v) Access and delivery of information, including reference and bibliographic systems in all formats;

(vi) Organization of knowledge, including cataloging and classification, and information retrieval in all formats;

(vii) Principles of communication, including dissemination and use of information in all formats; and

(viii) The design, creation, and implementation of library media in all formats for instructional use.

(b) Professional education coursework shall include:

(i) History and philosophy of education

(ii) Student developmental levels, learning theory, and strategies for identifying student information and learning needs;

(iii) Theory, principles, and methods of instructional design and delivery; and

(iv) Inclusion of special needs student populations.

(c) The professional education course work listed in §B(5)(b) of this regulation may be met by course credits earned in addition to, or as part of, the undergraduate degree program. The total number of post-baccalaureate credits needed for licensure will not be reduced for course requirements that are met in the applicant's bachelor's degree program. Additional post-baccalaureate or graduate courses may be substituted.

(d) An applicant shall satisfactorily complete a school library media practicum, 1 year of full-time teaching experience, or 1 year of full-time school library media-related experience.

Pupil Personnel Worker

The requirements for [certification] *licensure* as a pupil personnel worker are that the applicant shall have:

A. A master's degree from the IHE in pupil personnel or a related field, such as:

- (1) Counseling or guidance services, or both,
- (2) Early childhood, elementary, or secondary education,
- (3) Human growth and development,
- (4) Sociology, social work, or psychology,
- (5) Special education,
- (6) Administration and supervision;

B. In addition to or as part of §A of this regulation, 21 semester hours of graduate credit or State-approved CPDs, *to include school law and* [selected from] at least *six* [even] of the following [eight] *seven* areas:

- (1) [School law (required),
- (1)] Counseling methods,
- ([3]2) Early childhood or adolescent psychology, or both,
- ([4]3) Multicultural issues,
- ([5]4) Family systems/dynamics,
- ([6]5) Delivery of pupil personnel services and programs,
- ([7]6) Abnormal psychology or juvenile delinquency, or both,
- ([8]7) Educational assessment interpretation;

C. 3 years of satisfactory teaching experience, or, at the recommendation of a local superintendent of schools, related experience may be substituted for teaching experience; and

D. 3 semester hours of credit or State-approved CPDs in inclusion of special needs student populations.

Reading Specialist.

The requirements for certification as a reading specialist are that the applicant shall:

A. Meet the requirements for [certification] licensure in early childhood education, elementary education, or a secondary education area;

B. [Have a master's degree or equivalent of post-baccalaureate graduate credit from an IHE in reading and related areas to include:] *Submit verification of 3 years of effective teaching or clinical experience; and*

C. *Meet the requirements of one of the following pathways:*

(a) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a reading specialist.

(b) Out of State Preparation Program. Candidates who possess a master's degree and complete an approved program leading to licensure as a reading specialist in another state.

(c) Professional Coursework. Candidates who possess a master's degree or equivalent of 33 post-baccalaureate graduate credits from an IHE in reading and related areas to include:

(1) 1[2]5 semester hours of reading course work with at least one course in each of the following areas:

- (a) Foundation or survey course,*
- (b) Diagnosis and correction of reading difficulties,*
- (c) Clinical or laboratory practicum,*
- (d) Assessment or evaluation, or both;*

(2) [At least one course in each] The remaining coursework shall be selected from at least four of the following areas:

- (a) [Measurement or evaluation, or both] Emergent literacy,*
- (b) [Personality or mental hygiene, or both] Literacy Leadership,*
- (c) [Education psychology or human development education, or both] English Language Learners,*
- (d) Content area literacy,*
- (e) Writing,*

- (f) Effective use of technology in the literacy classroom,*
- (g) Early Childhood, Elementary, or Adolescent literacy,*
- (h) Literacy research,*
- (i) Linguistics,*
- (j) Special education.*

[(3) The remaining semester hours in reading or related areas, such as speech, phonetics, special education, and human development education;]

[C. Have 3 years of successful teaching or clinical experience, or both.]

13A.12.04.07

.06 Reading Teacher.

The requirements for [certification] *licensure* as a reading teacher are that the applicant shall:

- A. Meet the requirements for [certification] *licensure* in early childhood education, elementary education, or a secondary education area;
- B. Have 12 semester hours of post-baccalaureate graduate credit from an IHE in reading, including a foundation or survey course and a course in diagnosis and correction of reading difficulties; and
- C. Have 2 years of successful teaching experience.

Psychometrist

A. Definition. "Psychometrist" means an individual who works directly under the professional supervision of a school psychologist or supervisor of school psychological services. The purpose of this position is limited to providing assistance to the school psychologist by administering psychological tests and other related psychometric tasks.

B. Education. The education requirements for [certification] *licensure* as a psychometrist are that the applicant shall have the following:

(1) A master's degree from an IHE in psychology or education; and

(2) 45 semester hours of graduate and undergraduate course work from an IHE which shall include the following areas:

- (a) Tests and measurements[*],
- (b) Individual intelligence testing of children,
- (c) Individual educational assessment of children, reading assessment, curriculum-based assessment,
- (d) Assessment of personality (including social, emotional, and behavioral assessment of children),
- (e) Practicum in psychological testing of children,
- (f) Developmental psychology child and adolescent psychology,
- (g) Statistics/research methods, research design,
- (h) Personality theory[*],
- (i) Learning process/theory[*],
- (j) Abnormal psychology[*], psychopathology[*],
- (k) Educational psychology[*],
- (l) Curriculum and instruction[*],
- (m) Intervention techniques, consultation, counseling,
- (n) Social bases of behavior[*], social psychology[*], multicultural psychology[*], and
- (o) Physiological and neurological bases of behavior.

(3) Coursework required in §B(2)(a), (h)-(l), and (n) may be taken at the undergraduate level.

[* Course work may be at the undergraduate level.]

C. Experience. The experience requirements for [certification] *licensure* as a psychometrist are that the applicant shall comply with §C(1) or (2) of this regulation.

(1) Option I.

(a) 500 clock hours of field experience in school psychology which is approved by and under the direction of an institution of higher education that has an approved program in psychology.

(b) The field experience shall include experience in regular and special education programs and shall emphasize assessment.

(c) The field supervision shall be under an individual [certified] *licensed* as a school psychologist.

(2) Option II.

(a) 2 years of successful experience of at least 600 clock hours per year providing psychometric services to children in an educational setting under the supervision of an individual [certified] *licensed* as a school psychologist.

(b) The supervision requirement may be waived if an applicant has previously provided these services as a licensed psychologist.

School Psychologist.

A. Definition. "School psychologist" means an individual who is [certified] *licensed* to provide psychological services to children in a public or State-approved nonpublic school setting *and* [. The school psychologist] supervises interns and psychometrists.

B. Education. The education requirements for [certification] *licensure* as a school psychologist are that the applicant shall meet one of the following:

(1) Option I:

(a) Submit a master's or higher degree in school psychology from a Maryland-approved program;
and

(b) Qualifying scores on the Maryland-approved test for school psychologist.

(2) Option II:

(a) Submit a master's or higher degree and complete [a State] *an out-of-state*-approved program in school psychology, culminating a minimum of a 1,200-hour internship in school psychology; and

(b) Submit qualifying scores on the [State] *Maryland* - approved test for school psychologist.

(3) Option III: Submit a valid Nationally Certified School Psychologist certificate issued by the National School Psychology Certification Board.

(4) Option IV:

(a) Submit a master's or higher degree from an IHE; and

(b) Submit a valid professional [certificate] *license* in school psychology from another state and verification of at least 27 months of satisfactory performance as a school psychologist during the past 7 years on the basis of which application is being made for a comparable Maryland [certificate] *license*.

COMAR 13A.12.04.10

Therapists (Occupational Therapists, Physical Therapists, Speech-Language Pathologists, or Audiologists).

An occupational therapist, physical therapist, speech-language pathologist, or audiologist holding a current and valid license issued by the State Board of Occupational Therapy Practice, the State Board of Physical Therapy Examiners, or the State Board of Audiologists, Hearing Aid Dispensers, and Speech-Language Pathologists in accordance with the relevant provisions of the Health Occupations Article, Annotated Code of Maryland, shall be considered professionally [certificated] *licensed*.

COMAR 13A.12.04.11

School Social Worker.

To obtain [certification] *licensure* as a school social worker, the applicant shall be licensed by the Maryland State Board of Social Work Examiners as a:

- A. [Graduate] *Masters* Social Worker;
- B. Certified Social Worker; or
- C. Certified Social Worker — Clinical.

Gifted and Talented Education Specialist.

To be [certified] *licensed* as a Gifted and Talented Education Specialist, an applicant shall:

A. Earn a master's degree from one of the following:

(1) A Department-approved master's program that leads to [certification] *licensure* in Gifted and Talented Education;

(2) An out-of-State approved master's program that leads to Gifted and Talented [Certification] *licensure*; or

(3) An IHE and:

(a) Complete 15 semester hours of graduate course work in Gifted and Talented Education from an IHE, which includes a balance of content in the following competencies:

(i) Understanding the foundations of gifted education, including historical perspectives, key philosophies and theories, social, cultural, and economic influences, key issues, and trends;

(ii) Understanding the unique cognitive and affective characteristics of gifted and talented students, including the learning differences of gifted and talented students with disabilities and those from diverse backgrounds;

(iii) Understanding processes and procedures for the identification of gifted and talented students, including the use of equitable approaches for identifying gifted and talented students from diverse backgrounds and those with disabilities;

(iv) Understanding evidence-based instructional strategies for differentiating instruction for gifted and talented students, including strategies that enhance acquisition of knowledge and skills in specific domains, critical and creative thinking, problem solving, and metacognition;

(v) Understanding theories and models for developing and implementing curriculum, instruction, and assessments for gifted and talented students; and

(vi) Understanding how to create learning environments that foster the social and emotional well-being of gifted and talented students, including the development of self-awareness, coping skills, positive peer relationships, and leadership; and

(b) Complete at least 3 semester hours in a clinical/laboratory internship; and

B. Present verification of 27 months of satisfactory teaching experience or clinical experience.

Renewal of a Specialist License

A. General

- (1) An applicant who receives a license is responsible for initiating the renewal of the license.
- (2) Renewal requirements must be received prior to the expiration date of the license in order to be considered continuous.
- (3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license.

B. Professional Development Requirements. The Initial Professional and Professional License may be renewed for successive five year terms upon the successful completion of the requisite number of Professional Development Points (PDPs) as set forth in §.15 of this chapter based on an Individual Professional Development Plan as set forth in §.14 of this chapter that is designed to improve student learning and that is approved, if required, by the educator's supervisor.

C. Application Process. An educator may renew their License by submitting the Individual Professional Development Plan, renewal application, fee, and verification of completion of all renewal requirements under this chapter.

(a) Persons employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, shall submit documentation directly to the employer.

(b) Persons who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

D. Hardship Waiver or Modification.

(1) Upon a showing of extreme hardship, the Superintendent may waive or modify the requirement of completion of the requisite number of PDPs, as set forth in §.15 of this chapter.

(2) A showing of extreme hardship may include serious illness or other catastrophic circumstances that are beyond the control of the educator.

(3) No modification or waiver will be granted without satisfactory evidence that the educator has made a good faith effort to obtain the required number of PDPs but that extreme hardship has prevented the educator from doing so.

E. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

- (1) The professionally licensed employee is:
 - (a) 55 years old or older; or
 - (b) Employed in public or approved nonpublic school service for at least 25 years.

(2) The request is recommended by the county superintendent, executive director, or chief office of the legal authority having jurisdiction over the employee.

F. Renewal Requirements that May Not Be Waived. School counselors are required to present one semester hour of coursework from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(1) Depression;

(2) Trauma;

(3) Violence;

(4) Youth Suicide;

(5) Substance Abuse; and

(6) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

Individual Professional Development Plans

A. Individual Professional Development Plans.

- (1) An Individual Professional Development Plan must be in place for each of the five years of validity for each Initial Professional and Professional license issued to an educator.
- (2) An Individual Professional Development Plans must include a minimum of 90 Professional Development Points, as set forth in §.15 of this chapter, to renew the educator's License.
- (3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own Individual Professional Development Plan.

B. Approval of an Individual Professional Development Plan. Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 must obtain approval of their proposed Individual Professional Development Plan from their supervisors.

- (1) Approval for proposed Individual Professional Development Plans shall be from the educator's direct supervisor or an appropriate designee.
- (2) Educators must obtain initial approval of their Individual Professional Development Plan within six months of issuance of the license to be renewed.
- (3) A supervisor shall review the existing Individual Professional Development Plan of any educator new to the district or school within three months of the educator's beginning employment in the new position. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any Professional Development Points that were earned consistently with an approved plan shall be deemed approved in applying for license renewal.
- (4) Signatures. Prior to applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.
 - (a) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved Individual Professional Development Plan.
 - (b) The educator remains responsible for the final accounting of Professional Development Points applied towards license renewal.
 - (c) An educator whose supervisor refuses to sign an Individual Professional Development Plan may follow the review procedures set forth in §B(5) of this regulation.
- (5) Approval of an Individual Professional Development Plan shall not be unreasonably withheld by a supervisor. In the event that a plan is rejected by a supervisor, an educator may seek review of the denial from:

- (a) The superintendent of schools, or designee, if employed with a local school system;
- (b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or
- (c) The Executive Director, or comparable position, if employed with a State-operated school.

COMAR 13A.12.04.15

Professional Development Points.

A. Professional Development Point (PDP). A unit of measurement of professional development activities.

- (1) One clock hour is equivalent to one PDP.
- (2) One semester hour is equivalent to 15 PDPs.
- (3) One Department approved Continuing Professional Development credit is equivalent to 15 PDPs.
- (4) One continuing education unit is equivalent to ten PDPs.

B. Specialists applying to renew a Professional License are required to complete a minimum of 90 Professional Development Points (PDPs) to include:

- (1) Content related to an area on the educator's license;
- (2) Students with disabilities; and
- (3) Culturally Responsive Teaching or diversity in education.

C. Additional requirements.

(1) An educator who is licensed as a School Counselor must present one semester hour of coursework from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

- (i) Depression;
- (ii) Trauma;
- (iii) Violence;
- (iv) Youth Suicide;
- (v) Substance Abuse; and
- (vi) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

(2) An educator who holds a license in the area of the Blind/Visually Impaired must present a minimum of 15 PDPs in braille maintenance.

D. Professional Development Points may be accrued by the completion of one or more of the following:

- (1) College credit earned or taught at a regionally accredited institution of higher education.

(2) Continuing Professional Development (CPD) credits, earned or taught, approved by the Department.

(3) 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.

(4) Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

(5) Curriculum development.

(a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.

(b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

(c) For each curriculum developed, the educator will be awarded 30 PDPs.

(6) Publication of a book or article.

(a) The book or article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.

(b) An article shall be published in a recognized professional journal.

(c) Books shall be published for purchase.

(d) For each book published, the educator will be awarded 75 PDPs. For each article published, the educator will be awarded 10 PDPs.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance.

(b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.

(c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.

(d) For each mentorship, the educator will be awarded 30 PDPs.

(8) Micro-credentials.

(a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.

(b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.

(c) Micro-credentials can be earned by non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.

(d) For each micro-credential earned, the educator will be awarded 10 PDPs.

(9) Professional development activity.

(a) Professional development activities offered by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or approved by another state department of education, will be accepted.

(b) Each activity must be a minimum of one contact hour.

**Summary of Regulatory Changes
COMAR 13A.12.04 Specialists
For Discussion Only**

Specialists: The regulations presented today concern Specialists. The Maryland State Department of Education (MSDE) has aligned existing regulatory language for Specialists to the changes already discussed at previous State Board of Education (SBOE) meetings. Specifically, language concerning licenses, renewal, individual professional development plans, and professional development points is the same regulatory language that has already been discussed for teachers. Over the next year, we will review each of the specialist areas to assure that they remain current and necessary. Many have been recently updated.

Change: Due to the importance of reading and literacy, the Division of Educator Certification and Program Approval has worked with the Division of Instruction to make sure the Reading Specialist requirements reflect current standards and requirements as they are outdated. The MSDE is recommending significant changes to the Reading Specialist license (Pages 8-9 COMAR 13A.12.04.06C.), which are reflected in the proposed regulatory language. All changes noted in italics represent new language and brackets represent language that is being removed.



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 21, 2019

SUBJECT: Licensure of Administrators
Regulations- For Discussion Only

PURPOSE:

The purpose of this item is to provide draft regulatory language to the State Board of Education (SBOE) members for discussion pertaining to the licensure of Administrators. This regulatory language is aligned to the Maryland State Department of Education's (MSDE) comprehensive plan to increase the rigor and accountability of educator certification and preparation programs in Maryland.

HISTORICAL BACKGROUND:

Beginning in January 2019, the SBOE identified pathways leading to initial Maryland licensure and types of Maryland licenses, and tasked the MSDE with developing regulatory language for review and discussion. The regulations presented today concern Administrators, including those who have direct contact with students, who have responsibility for curriculum development, or who have responsibility for supervision of instruction. The chapter presented for discussion includes the following:

- Purpose
- Licenses
- Administrator Areas
 - Supportive Services Personnel
 - Superintendents
 - Supervisors of Instruction, Assistant Principals, and Principals
 - Library Media Administrators
 - Supervisors of School Counseling
 - Supervisors of School Psychological Services
 - Supervisors of Pupil Personnel
 - Supervisors of Special Education
 - Supervisors of Speech Pathologists and Audiologists
 - Supervisors of Teachers of the Deaf and Hard of Hearing

- License Renewal
- Individual Professional Development Plans
- Professional Development Points

EXECUTIVE SUMMARY:

The regulatory language provided for discussion identifies requirements pertaining to the licensure of Administrators, including initial licensure pathways, types of licenses, and renewal.

ACTION:

For discussion only.

Attachment

KBS: sds

**Summary of Regulatory Changes
COMAR 13A.12.05 Administrators
For Discussion Only**

Administrators: The regulations presented today concern Administrators, who have direct contact with students, who have responsibility for curriculum development, or who have responsibility for supervision of instruction. The Maryland State Department of Education (MSDE) has aligned existing regulatory language for Administrators to the changes already discussed at previous State Board of Education (SBOE) meetings. Specifically, language concerning licenses, renewal, individual professional development plans, and professional development points is the same regulatory language that has already been discussed for teachers to include language specific to administrators. Over the next year, we will review each of the administrator areas to assure that they remain current and necessary.

Changes: Proposed language eliminates the Resident Principal and Resident Assistant Principal Certificate areas (pages 9 –12). These regulations were designed for an individual without an educational background as an alternative pathway to school building leadership if appointed by a local board. In light of the recent superintendent discussions, as well as, the overall goal to increase the rigor of certification requirements, we are recommending the removal of these certificate areas. According to the MSDE's Educator Information System, in the past five years, only two Resident Principal Certificates have been issued and no Resident Assistant Principal Certificates have been issued. All changes noted in italics represent new language and brackets represent language that is being removed.

Title 13A State Board of Education

Subtitle 12 Certification

Chapter 05 Administrators

COMAR 13A.12.05.01

Purpose.

Administrators and supervisors who have direct contact with students, who have responsibility for curriculum development, or who have responsibility for supervision of instruction shall meet the requirements for a professional license under COMAR 13A.12.05.01-15, as applicable.

Licenses for Administrators.

A. Types of Administrator Licenses

(1) Initial Professional

(a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under §.15 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under §.03-.12 of this chapter is eligible for an Initial Professional License.

(2) Professional

(a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under §.15 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under §.03-.12 of this chapter may be eligible for a Professional License if they submit the following requirements:

(i) Verification of 3 years of effective administrative or supervisory performance;
and

(ii) Completion of a Maryland induction program, if applicable.

B. Credits from institutions in other countries shall be evaluated for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

Supportive Services Personnel.

A. Purpose. The State Superintendent of Schools may [certify] *license* as Supportive Services Personnel a qualified employee of a local school system who is assigned to administrative or supervisory responsibilities not otherwise covered in these regulations, and who has responsibilities comparable to those assigned to persons who hold specific supervisory [certificates] *licenses*.

B. Education. An applicant for [certification] *licensure* as Supportive Services Personnel shall have a bachelor's degree or higher appropriate to the area of responsibility from an IHE.

C. This [certificate] *license* is issued at the request of a local school [superintendent], *State-operated school, or nonpublic school approved under COMAR 13A.09.10.*

[D. Special Provision. An individual [certified] *licensed* as Supportive Services Personnel must meet the certificate requirements as specified in 12.01.06B—E. An individual with this certification may renew the Advanced Professional Certificate by presenting 6 semester hours of acceptable credit from an IHE or Department-approved Continuing Education Units (CEUs), a list of which is maintained by the Department.]

Superintendents.

A. Superintendent I.

(1) This [certificate] *license* qualifies an individual to be assigned as a county deputy superintendent, assistant superintendent or associate superintendent through either Traditional or Reciprocal [Certification] *Licensure*.

(2) An applicant for Traditional [Certification] *Licensure* shall meet the education and experience requirements.

(3) Education Requirements for Traditional [Certification] *Licensure*. The applicant shall have:

(a) A master's degree from an IHE; and

(b) Completed one of the following:

(i) An MSDE-approved program which leads to [certification] *license* as a superintendent;

(ii) A program offered by an IHE leading to [certification] *license* as a superintendent in the state in which the institution is located; or

(iii) 45 semester hours of graduate course work, including a minimum of 15 semester hours in education administration taken at an IHE. Graduate course work earned under §A(3)(a) of this regulation may be applied toward the 45 required semester hours.

(4) Experience Requirements for Traditional [Certification] *Licensure*. The applicant shall have:

(a) 27 months of satisfactory teaching performance or satisfactory performance as a [certified] *licensed* specialist as defined in COMAR 13A.12.03 in a PreK—12 setting; and

(b) 24 months of satisfactory administrative or supervisory experience in a PreK—12 setting.

(5) Requirements for Reciprocal [Certification] *Licensure*. A deputy, associate, or assistant superintendent who enters Maryland from another state may obtain a Superintendent I [certification] *license* if that individual:

(a) Holds a valid professional state [certificate] *license* in a like or comparable area; and

(b) Presents verification of at least 36 months of satisfactory performance as a deputy, associate, or assistant superintendent during the past 7 years.

B. Superintendent II.

(1) This certificate qualifies an individual to be a county superintendent through either Traditional or Reciprocal [Certification] *Licensure*.

(2) An applicant for Traditional [Certification] *Licensure* shall meet the education and experience requirements.

(3) Education Requirements for Traditional [Certification] *Licensure*. The applicant shall have:

(a) A master's degree from an IHE; and

(b) Have completed one of the following:

(i) An MSDE-approved program which leads to [certification] *licensure* as a superintendent to include course work covering public school administration, supervision, and methods of teaching;

(ii) A program offered by an IHE leading to [certification] *licensure* as a superintendent in the state in which the institution is located to include course work covering public school administration, supervision, and methods of teaching; or

(iii) 60 semester hours of graduate course work, including a minimum of 24 semester hours in education administration taken at an IHE, to include public school administration, supervision, and methods of teaching. Graduate course work earned under §B(3)(a) of this regulation may be applied toward the 60 required semester hours.

(4) Experience Requirements for Traditional [Certification] *Licensure*. The applicant shall have:

(a) 27 months of satisfactory teaching performance or satisfactory performance as a [certified] *licensed* specialist as defined in COMAR 13A.12.03 in a PreK—12 setting; and

(b) 24 months of satisfactory administrative or supervisory experience in a PreK—12 setting.

(5) Requirements for Reciprocal [Certification] *Licensure*. A superintendent who enters Maryland from another state may obtain a Superintendent II [certification] *license* if that individual:

(a) Holds a valid professional state [certificate] *license* in a like or comparable area;

(b) Presents verification of at least 36 months of satisfactory performance as a superintendent during the past 7 years; and

(c) Presents verification of 2 years of graduate work at an IHE to include course work covering public school administration, supervision, and methods of teaching.

Supervisors of Instruction, Assistant Principals, and Principals.

A. Application of Regulation.

(1) This regulation applies to obtaining [certification] *licensure* as an Administrator I or Administrator II.

(2) If a principal [in a regular school] transfers to become a principal in a special education school, the principal shall *hold a Supervisor of Special Education* [have special education certification] *license* as set forth in Regulation xx of this chapter.

[(3) If a principal in a special education school transfers to become a principal in a regular school, no additional certification requirements are applicable.]

B. Administrator I.

(1) This [certificate] *license* qualifies an individual to be assigned as a supervisor of instruction or assistant principal.

(2) The applicant shall have:

(a) A master's degree from an IHE;

(b) 27 months of satisfactory teaching performance [or satisfactory performance on a professional certificate] or satisfactory performance as a certified specialist as defined in COMAR 13A.12.04; and

(3) Completed one of the following:

(a) A Department-approved program which leads to [certification] *licensure* as a supervisor of instruction, assistant principal, or principal [that includes the Professional Standards for Educational Leaders];

(b) An approved *out-of-state* program which leads to [certification] *licensure* as a supervisor of instruction, assistant principal, or principal *and includes a supervised clinical practicum* [in accordance with the interstate agreement]; or

(c) 18 semester hours of graduate course work taken at an IHE at the post-baccalaureate level to include a balance of content in the following categories:

(i) Curriculum, instruction, and assessment;

(ii) Development, observation, and evaluation of staff;

(iii) Legal issues and ethical decision-making;

(iv) School leadership, management and administration; and

(v) Practicum, internship, or a collaboratively designed and supervised experience by the local school system and IHE to include Department approved instructional leadership outcomes with verification of this experience submitted by the applicant.

C. Administrator II.

(1) This [certificate] *license* qualifies an individual to be assigned as a school principal.

(2) The applicant, before initial appointment as principal, shall:

(a) Complete the requirements for Administrator I; and

(b) Present evidence of a qualifying score as established by the State Board on a Department-approved principal [certification] *licensure* assessment.

(3) A principal who enters Maryland from another state may obtain an Administrator II [certificate] *license* if that principal held a valid professional state [certificate] *license* and verification of at least 27 months of satisfactory performance as a principal [during the past 7 years on the basis of which application is being made for a like or comparable Maryland certificate].

D. Special Provision[s].

(1) [An applicant who successfully completes the requirements under Regulation .05D of this chapter for the resident principal [certificate] may obtain an Administrator II certificate.

(2) An [Standard] *Initial* Professional [certificate] *license* or [Advanced] Professional [certificate] *license* shall be considered valid for service as principal of an elementary school of not more than six teachers if the principal teaches at least 50 percent of the school day.

[(3) A person who holds the position of assistant principal on the date this regulation becomes effective shall meet the requirements of §B of this regulation not later than the end of the first full validity period after the renewal of the currently held certificate.]

[Resident Principal (Certification)].

A. Application of Regulation.

- (1) This regulation applies to individuals pursuing a Resident Principal certificate.
- (2) An applicant for the Resident Principal certificate shall be recommended for a certificate by the local superintendent of schools.
- (3) The certificate qualifies the applicant to serve as school principal for 2 years at a specific school in that school system.
- (4) The certificate is not transferable to another school.
- (5) The certificate is renewable for an additional 2-year period based upon satisfactory performance.
- (6) After four years as a resident principal, the holder of the certificate must qualify for an Administrator II certification as defined in §D of this regulation.

B. The applicant shall:

- (1) Have a minimum of a master's degree or its equivalent from an IHE;
- (2) Have professional experience, as defined in §C(2) of this regulation, which has been verified by the local superintendent of schools; and
- (3) Be appointed by a local board of education or the State Board of Education.

C. For the initial issuance of the Resident Principal certificate, the local board of education upon the advice of the local superintendent of schools or the State Board of Education upon the advice of the State Superintendent shall have:

- (1) Publicly announced the search for a specific school principalship which will be open to candidates who qualify for either a traditional or a Resident Principal certificate;
- (2) Defined written qualification which shall include at least the following:
 - (a) A scope and level of leadership experience comparable to the responsibilities of the principalship to include at a minimum an understanding of teaching and learning and the role of education in a democratic society, strategic planning, supervision and evaluation of personnel, budget and allocation of resources, and employee professional development; and
 - (b) A consistent record of satisfactory performance in previous employment.
- (3) Selected a candidate based on the above qualifications and provided documentation to the State Superintendent that the candidate meets the qualifications;
- (4) Submitted the request for Resident Principal certificate to the State Superintendent of Schools; and

(5) Appointed a mentor who will meet regularly with the Resident Principal until receipt of the Administrator II certification to provide assistance and support, particularly in the area of instructional leadership.

D. An individual holding a Resident Principal certificate may obtain an Administrator II certificate as provided in Regulation .04 of this chapter upon presenting the following:

(1) Verification from a local school system superintendent of at least 4 consecutive years of satisfactory job performance under Resident Principal certificate as measured by continuous school improvement consistent with state performance standards; and

(2) Presentation of an official transcript of a master's degree from an IHE.]

[Resident Assistant Principal (Certification)].

A. Application of Regulation.

(1) This regulation applies to individuals pursuing a Resident Assistant Principal certificate.

(2) An applicant for the Resident Assistant Principal certificate shall be recommended for a certificate by the local superintendent of schools.

(3) The certificate qualifies the applicant to serve as school assistant principal for 2 years at a specific school in that school system.

(4) The certificate is not transferable to another school.

(5) The certificate is renewable for an additional 2-year period based on satisfactory performance.

(6) After 4 years as a Resident Assistant Principal, the holder of the certificate shall qualify for Administrator I certification as defined in §D of this regulation.

B. The applicant shall:

(1) Have a minimum of a bachelor's degree from an IHE;

(2) Have professional experience, as defined in §C(1) of this regulation, that has been verified by the local superintendent of schools; and

(3) Be appointed by a local board of education or the State Board of Education.

C. For the initial issuance of the Resident Assistant Principal certificate, the local board of education, on the advice of the local superintendent of schools, or the State Board of Education, on the advice of the State Superintendent of Schools, shall have:

(1) Defined written qualifications that shall include at least the following:

(a) 27 months of satisfactory teaching performance or satisfactory performance on a professional certificate or satisfactory performance as a certified specialist as defined in COMAR 13A.12.03; and

(b) Presentation of at least six acceptable credits from one or more of the following categories required for the Administrator I certificate as provided in Regulation .04B(3)(c) of this chapter:

(i) Curriculum, instruction, and assessment;

(ii) Development, observation, and evaluation of staff;

(iii) Legal issues and ethical decision making; and

(iv) School leadership, management, and administration;

(2) Selected a candidate based on the above qualifications and provided documentation to the State Superintendent of Schools that the candidate meets the qualifications;

(3) Submitted the request for Resident Assistant Principal certificate to the State Superintendent of Schools; and

(4) Appointed a mentor who will meet regularly with the Resident Assistant Principal to provide assistance and support, particularly in the area of instructional leadership, until receipt of the Administrator I certification.

D. An individual holding a Resident Assistant Principal certificate may obtain an Administrator I certificate as provided in Regulation .04B(3)(a) of this chapter on presenting the following:

(1) Completion of one of the following:

(a) A Department-approved program that leads to certification as a supervisor of instruction, assistant principal, or principal, that includes the outcomes in the Maryland instructional leadership framework;

(b) An approved program that leads to certification as a supervisor of instruction, assistant principal, or principal in accordance with the Interstate Certification Compact; or

(c) 18 semester hours of graduate course work taken at an IHE at the post-baccalaureate level that include a balance of content in the following categories:

(i) Curriculum, instruction, and assessment;

(ii) Development, observation, and evaluation of staff;

(iii) Legal issues and ethical decision making; and

(iv) School leadership, management, and administration;

(2) Verification from a local school system superintendent of at least 2 consecutive years of satisfactory job performance under a Resident Assistant Principal certificate; and

(3) An official transcript of a master's degree from an IHE.]

Library Media Administrator.

A. In this regulation, "Library media administrator" means a person designated by the local superintendent of schools as having responsibility for the:

(1) Administration and supervision of the library media program, including the supervision of the library media program in the individual schools; and

(2) Development of policies, programs, budgets, and procedures for the library media services of the school system and its schools.

B. Education and Experience. To be [certified] *licensed* as library media administrator, the applicant shall:

(1) Meet the requirements for [certification] *licensure* as a library media specialist;

(2) Have a master's degree from an IHE;

(3) Have 3 years of satisfactory library media program experience, but, at the recommendation of the local school superintendent, 2 years of related satisfactory experience may be substituted for 2 years of library media program experience; and

(4) Complete one of the options listed under Regulation .05 of this chapter that would lead to certification as Administrator I.

[C. Certificate Renewal. In addition to meeting the requirements of COMAR 13A.12.01.11B, a library media administrator or a holder of a valid certificate for an education media administrator (Level III) shall satisfy the required reading course work contained in COMAR 13A.12.01.11A(5)(c) to renew the certificate.]

13A.12.05.07

Supervisor of [Guidance] *School Counseling*.

The requirements for certification as a supervisor of [guidance] *school counseling* are that the applicant shall:

- A. Meet the requirements for [certification] *licensure* as a [guidance] *school* counselor;
- B. Have 3 years of satisfactory performance as a [guidance] *school* counselor; and
- C. Have 12 semester hours of graduate credit from an IHE in any of the following areas with at least 6 semester hours in school supervision or school administration:
 - (1) Management,
 - (2) School supervision,
 - (3) School administration,
 - (4) Program development,
 - (5) Program evaluation.

13A.12.05.08

Supervisor of School Psychological Services.

The requirements for [certification] *licensure* as a supervisor of school psychological services are that the applicant shall:

A. Meet the requirements for [certification] *licensure* as a school psychologist under COMAR 13A.12.03.07;

B. Have a doctoral degree:

(1) From a state or regionally accredited school psychology program, *a national educator preparation accreditation organization* [or NCATE], National Association of School Psychologists, or American Psychological Association accredited school psychology program, or

(2) In psychology or education or human development;

C. As part of or in addition to §B. of this regulation, have 9 semester hours of graduate credits including 3 semester hours in school law and 6 semester hours in supervision, management, or administration of schools; and

D. Have 3 years experience as a school psychologist under COMAR 13A.12.04.09[3.07].

13A.12.05.09

Supervisor of Pupil Personnel.

The requirements for [certification] *licensure* as a supervisor of pupil personnel are that the applicant shall:

- A. Meet the requirements for [certification] *licensure* as a pupil personnel worker;
- B. Have a master's degree from an IHE;
- C. As part of or in addition to §B of this regulation, have a graduate course in the area of administration and supervision; and
- D. Have 3 years of successful teaching experience. At the recommendation of the local superintendent of schools, [2 years of related experience may be counted for 2 years of] *related experience may be substituted for teaching experience.*

13A.12.05.10

Supervisor of Special Education.

A. Principal ([Handicapped F] *public separate school*). The requirements for certification as a principal ([handicapped facility] *public separate school*) are that the applicant shall:

- (1) Meet the requirements for [certification] *licensure* in special education; and
- (2) Meet the requirements for [certification] *licensure* as an Administrator II.

B. Supervisor of Special Education (Sole Assignment). The requirements for [certification] *licensure* as a supervisor of special education are that the applicant shall:

- (1) Meet the requirements for [certification] *licensure* in special education; and
- (2) Meet the requirements for [certification] *licensure* as an Administrator I.

C. Special Provision. Supervisors with multiple area assignments shall meet the requirements set forth in Regulation .0[4]5 of this chapter.

13A.12.05.11

Supervisor of Speech Pathologists and Audiologists.

The requirements for a [certificate] *license* as a supervisor of speech pathology and audiology are that the applicant shall:

A. Meet the requirements for certification or licensure as otherwise provided in Health Occupations Article, §2-301, Annotated Code of Maryland, as a speech pathologist or audiologist;

B. Have a master's degree from an institution with an approved program at the time of graduation with at least one course in administrative and supervisory techniques and one course in the development of school curriculum; and

C. Have 4 years full-time paid experience or its equivalent as a speech and hearing clinician, 2 years of which shall have been in a school setting.

13A.12.05.12

Supervisor of Teachers of *Deaf and Hard of Hearing* [the Hearing Impaired].

The requirements for [certification] *licensure* as a supervisor of teachers of the *deaf and hard of hearing* [impaired] are that the applicant shall:

A. Meet the requirements for [certification] *licensure* as a teacher of the *deaf and hard of hearing* [impaired];

B. Have a master's degree from an IHE with at least one course in administrative and supervisory techniques and one course in curriculum development; and

C. Have experience [which] *that* includes:

(1) Three years of successful teaching experience with the *deaf and hard of hearing* [impaired], or

(2) Four years paid experience or its equivalent in a school setting with 2 years successful teaching experience with the *deaf and hard of hearing* [impaired].

Renewal of an Administrator License

A. General

- (1) An applicant who receives a license is responsible for initiating the renewal of the license.
- (2) Renewal requirements must be received prior to the expiration date of the license in order to be considered continuous.
- (3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license.

B. Professional Development Requirements. The Initial Professional and Professional License may be renewed for successive five year terms upon the successful completion of the requisite number of Professional Development Points (PDPs) as set forth in §.15 of this chapter based on an Individual Professional Development Plan as set forth in §.14 of this chapter that is designed to improve student learning and that is approved, if required, by the educator's supervisor.

C. Application Process. An educator may renew their License by submitting the Individual Professional Development Plan, renewal application, fee, and verification of completion of all renewal requirements of this chapter.

- (a) Persons employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, shall submit documentation directly to the employer.
- (b) Persons who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

D. Hardship Waiver or Modification.

- (1) Upon a showing of extreme hardship, the Superintendent may waive or modify the requirement of completion of the requisite number of PDPs, as set forth in §.15 of this chapter.
- (2) A showing of extreme hardship may include serious illness or other catastrophic circumstances that are beyond the control of the educator.
- (3) No modification or waiver will be granted without satisfactory evidence that the educator has made a good faith effort to obtain the required number of PDPs but that extreme hardship has prevented the educator from doing so.

E. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

- (1) The professionally licensed employee is:
 - (a) 55 years old or older; or

(b) Employed in public or approved nonpublic school service for at least 25 years.

(2) The request is recommended by the county superintendent, executive director, or chief office of the legal authority having jurisdiction over the employee.

Individual Professional Development Plans

A. Individual Professional Development Plans.

- (1) An Individual Professional Development Plan must be in place for each of the five years of validity for each Initial Professional and Professional license issued to an educator.
- (2) An Individual Professional Development Plans must include a minimum of 90 Professional Development Points, as set forth in §.15 of this chapter, to renew the educator's License.
- (3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own Individual Professional Development Plan.

B. Approval of an Individual Professional Development Plan. Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 must obtain approval of their proposed Individual Professional Development Plan from their supervisors.

- (1) Approval for proposed Individual Professional Development Plans shall be from the educator's direct supervisor or an appropriate designee.
- (2) Educators must obtain initial approval of their Individual Professional Development Plan within six months of issuance of the license to be renewed.
- (3) A supervisor shall review the existing Individual Professional Development Plan of any educator new to the district or school within three months of the educator's beginning employment in the new position. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any Professional Development Points that were earned consistently with an approved plan shall be deemed approved in applying for license renewal.
- (4) Signatures. Prior to applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.
 - (a) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved Individual Professional Development Plan.
 - (b) The educator remains responsible for the final accounting of Professional Development Points applied towards license renewal.
 - (c) An educator whose supervisor refuses to sign an Individual Professional Development Plan may follow the review procedures set forth in §B(5) of this regulation.
- (5) Approval of an Individual Professional Development Plan shall not be unreasonably withheld by a supervisor. In the event that a plan is rejected by a supervisor, an educator may seek review of the denial from:
 - (a) The superintendent of schools, or designee, if employed with a local school system;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

COMAR 13A.12.05.15

Professional Development Points.

A. Professional Development Point (PDP). A unit of measurement of professional development activities.

- (1) One clock hour is equivalent to one PDP.
- (2) One semester hour is equivalent to 15 PDPs.
- (3) One Department approved Continuing Professional Development credit is equivalent to 15 PDPs.
- (4) One continuing education unit is equivalent to ten PDPs.

B. Administrators applying to renew a Professional License are required to complete a minimum of 90 Professional Development Points (PDPs) to include:

- (1) Administration and supervision;
- (2) Students with disabilities;
- (3) Culturally Responsive Teaching or diversity in education; and
- (4) If employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, thirty of the PDPs submitted must be earned through the completion of a Department- approved evaluator training.

C. Additional requirements.

(1) An educator who is licensed as a School Counselor must present one semester hour of coursework from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

- (i) Depression;
- (ii) Trauma;
- (iii) Violence;
- (iv) Youth Suicide;
- (v) Substance Abuse; and
- (vi) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

(2) An educator who holds a license in the area of the Blind/Visually Impaired must present a minimum of 15 PDPs in braille maintenance.

D. Professional Development Points may be accrued by the completion of one or more of the following:

- (1) College credit earned or taught at a regionally accredited institution of higher education.
 - (2) Continuing Professional Development (CPD) credits, earned or taught, approved by the Department.
 - (3) 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.
 - (4) Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.
 - (5) Curriculum development.
 - (a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.
 - (b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.
 - (c) For each curriculum developed, the educator will be awarded 30 PDPs.
- (6) Publication of a book or article.
 - (a) The book or article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.
 - (b) An article shall be published in a recognized professional journal.
 - (c) Books shall be published for purchase.
 - (d) For each book published, the educator will be awarded 75 PDPs. For each article published, the educator will be awarded 10 PDPs.
- (7) Mentorship.
 - (a) Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance.
 - (b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.
 - (c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.
 - (d) For each mentorship, the educator will be awarded 30 PDPs.

(8) Micro-credentials.

- (a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.
- (b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.
- (c) Micro-credentials can be earned by non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.
- (d) For each micro-credential earned, the educator will be awarded 10 PDPs.

(9) Professional development activity.

- (a) Professional development activities offered by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or approved by another state department of education, will be accepted.
- (b) Each activity must be a minimum of one contact hour.



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 21, 2019

SUBJECT: Professional and Technical Education and Specialized Areas of Fine Arts
Licensure
Regulations- For Discussion Only

PURPOSE:

The purpose of this item is to provide draft regulatory language to the State Board of Education (SBOE) members for discussion pertaining to the licensure of Professional and Technical Education (PTE) and Specialized Areas of Fine Arts (SAFA) teachers. This regulatory language is aligned to 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:

Beginning in January 2019, the SBOE identified pathways leading to initial Maryland teacher licensure and types of Maryland licenses, and tasked the MSDE with developing regulatory language for review and discussion. The regulations presented today concern teachers of Professional and Technical Education and Specialized Areas of Fine Arts. The chapter presented for discussion includes the following:

- Purpose
- Licenses and Pathways
- License Renewal
- Individual Professional Development Plans
- Professional Development Points
- Additional Licenses

Members of the Maryland State Board of Education

May 21, 2019

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EXECUTIVE SUMMARY:

The regulatory language provided for discussion identifies requirements pertaining to the licensure of Professional and Technical Education (PTE) and Specialized Areas of Fine Arts (SAFA) teachers, including initial licensure pathways, types of licenses, renewal, and adding multiple licenses.

ACTION:

For discussion only.

Attachment

KBS: sds

Summary of Regulatory Changes
COMAR 13A.12.03 Professional and Technical Education & Specialized Areas of Fine Arts
For Discussion Only

Professional and Technical Education & Specialized Areas of Fine Arts

(PTE/SAFA): These regulations pertain to our trades and industry teachers; as well as, our fine arts teachers working in specialized programs. As you will recall, when discussing new requirements for teachers, the State Board of Education (SBOE) and the Commission on Innovation and Excellence in Education separated highly specialized areas from that of academic teachers. This separation is due to the specialized nature of each position, as well as, the fact that these teachers may enter the teaching profession with professional experience.

The Maryland State Department of Education (MSDE) has aligned existing regulatory language for teachers of PTE/SAFA to the changes already discussed at previous SBOE meetings. Specifically, language concerning licenses, renewal, individual professional development plans, and professional development points is similar to regulatory language that has already been discussed for teachers. Pathways for initial certification and renewal requirements are specific to PTE/SAFA teachers and continue to allow professional experience.

Changes: Recently, the SBOE adopted new regulatory language removing the basic skills testing requirement for all PTE teachers that do not hold a bachelor's degree. This has set up a bifurcated process, requiring only those individuals with a bachelor's degree to pass the basic skills assessment. Basic skills tests have been designed to determine a candidate's readiness for entry into a post-secondary school program. As such, the MSDE is recommending the removal of the basic skills requirement for all PTE/SAFA teachers. New language can be found on page 6, COMAR 13A.12.03E.

Title 13A State Board of Education

Subtitle 12 Certification

Chapter 03 Professional and Technical Education and Specialized Areas for Fine Arts

COMAR 13A.12.03.01

Purpose.

A. Professional and Technical Education and Specialized Areas for Fine Arts teachers shall meet the requirements for a professional license under §.02 of this chapter.

B. A Professional and Technical Education or Specialized Areas for Fine Arts license may only be used for instruction in a specialized program or at a specialized school.

C. An initial Professional and Technical Education or Specialized Areas for Fine Arts license shall be requested by a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10.

D. An individual licensed in Professional and Technical Education or Specialized Areas for Fine Arts who is no longer employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request the renewal of that license directly from the Department.

COMAR 13A.12.03.02

Licenses and Pathways for Professional and Technical Education and Specialized Areas for Fine Arts

A. Types of Professional and Technical Education and Specialized Areas for Fine Arts Licenses.

(1) Conditional

- (a) The Conditional License is valid for 5 years and may not be renewed.
- (b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Conditional License if:
 - (i) The school is unable to fill a position with a person who qualifies for a license under §A(2)-(4) of this regulation;
 - (ii) The person presents verification of 3 years of occupational experience in the career area to be taught as defined in §C(5)(a) of this regulation.
- (c) An applicant who is issued a Conditional License must pursue a pathway to professional licensure under §C of this regulation.

(2) Temporary Professional

- (a) The Temporary Professional License is valid for 2 years and may not be renewed.
- (b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an applicant who has completed an out of state teacher preparation program or holds a valid out of state professional license but has not submitted passing scores on Maryland teacher licensure tests.
- (c) An educator may be issued a Temporary Professional License under COMAR 13A.12.03.03A(3) as a result of failure to meet the renewal requirements of a professional license.

(3) Initial Professional

- (a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under §.03 of this chapter.
- (b) An applicant who is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and has met the requirements of one of the pathways to licensure under §C of this regulation is eligible for an Initial Professional License.

(4) Professional

- (a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under §.03 of this chapter.
- (b) An applicant who is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and has met one of the pathways

to licensure under §C of this regulation may be eligible for a Professional License if they submit the following requirements:

- (i) Completion of a Maryland induction program under COMAR 13A.07.01; and
- (ii) Verification of 3 years of effective teaching performance.

(5) Adjunct Teacher

(a) The Maryland State Department of Education may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.

(b) The request for adjunct license must include:

- (i) The name and credentials of the individual;
- (ii) The course name and content to be taught; and
- (iii) An explanation as to why the position cannot be filled by a qualified certificate holder.

(c) The adjunct license is nontransferable between local school systems.

(d) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.

(e) An applicant for an adjunct license shall:

- (i) Hold a high school diploma or its equivalent;
- (ii) Hold an industry license, when applicable for the profession; and
- (iii) Have 5 years of satisfactory occupational experience in the field to be taught.

(f) An individual who is issued an adjunct license shall be provided with the following, by the employing local school system or nonpublic school:

- (i) A professionally licensed mentor;
- (ii) Side-by-side coaching or co-teaching with a professionally licensed teacher;
- (iii) A minimum of 45 hours of professional development, with 30 hours delivered prior to entry to the classroom and the remainder to be delivered throughout the school year; and
- (iv) Evaluations of the individual's teaching effectiveness.

(g) The adjunct license issued in accordance with this regulation is valid for a 1-year period and may be renewed upon the request of the local school system or nonpublic school.

B. In addition to holding an educator license, the applicant shall be governed by current licensure, certification, or registration regulations administered by professional organizations or legally constituted authorities in the State, in the career area to be taught, if applicable.

C. Pathways to Professional and Technical Education/ Specialized Areas for Fine Arts Licensure.

(1) Maryland Approved Program. Candidates who complete a Maryland approved educator preparation program as set forth in COMAR 13A.07.06 shall meet the following requirements:

- (a) Bachelor's degree or higher;
- (b) Completion of an approved program as set forth in COMAR 13A.07.06; and
- (c) Passing score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education.

(2) Out-of-State Preparation Program. Candidates who complete a state-approved educator preparation program leading to licensure in that state shall meet the following requirements:

- (a) Bachelor's degree or higher;
- (b) Complete a preparation program, approved to lead to professional and technical education licensure in another state, in the license area being sought; and
- (c) Passing score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education.

(3) Out-of-State License. Candidates who hold a license/certificate from another state or foreign country shall meet the following requirements:

- (a) Valid, professional license/certificate from another state or foreign country in the license area being sought; and
- (b) Passing score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education or verification of 3 years of effective teaching experience, verified by the employer, in the license area being sought.

(4) National Board Certificate (Professional and Technical Education only). Candidates who hold a National Board Certificate shall meet the following requirements:

- (a) National Board Certificate issued from the National Board for Professional Teaching Standards in the area of Career and Technical Education; and

(b) Valid or expired professional license/certificate from another state or foreign country in the license area being sought.

(5) Occupational Experience. Candidates with occupational experience in a Professional and Technical area or Specialized Area of Fine Arts shall meet the following requirements:

(a) Occupational experience.

(i) Verification of 3 years of occupational experience in the area to be taught that may include satisfactory post-secondary teaching experience in the area to be taught; and/or satisfactory occupational employment.

(ii) The applicant may substitute a Department-accepted, current industry recognized credential for 1 year of the occupational experience requirement.

(iii) The applicant may substitute a bachelor's or associate's degree in the area to be taught for 1 year of the occupational experience requirement.

(b) Completion of 12 credits of professional education coursework from an IHE or through Department-approved Continuing Professional Development credits to include the following topics:

(i) Planning, delivering, and assessing instruction;

(ii) Classroom management;

(iii) Differentiating Instruction to accommodate students with special needs; and

(iv) Teaching literacy in the content area.

(c) Passing score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education.

D. Special Provision. Credits from institutions in other countries shall be evaluated for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

E. Exception. An individual applying for licensure in a Professional and Technical or Specialized Area of Fine Arts is exempt from submitting evidence of qualifying scores, as established by the State Superintendent of Schools, on the basic skills teacher certification tests approved by the State Board of Education.

Renewal of a Professional and Technical Education/ Specialized Areas for Fine Arts License.

A. General

- (1) An applicant who receives a license is responsible for initiating the renewal of the license.
- (2) Renewal requirements must be received prior to the expiration date of the license in order to be considered continuous.
- (3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license. A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License pursuant to §03 of this chapter for an employee who fails to meet the renewal requirements of the Initial Professional or Professional License.

B. Professional Development Requirements. The Initial Professional and Professional License may be renewed for successive five year terms upon the successful completion of the requisite number of Professional Development Points (PDPs), as set forth in §.05 of this chapter, based on an Individual Professional Development Plan, as set forth in §.04 of this chapter, that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.

C. Application Process. An educator may renew their Initial Professional or Professional License by submitting the Individual Professional Development Plan, renewal application, fee, and verification of completion of all renewal requirements of this chapter.

- (1) Persons employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, shall submit documentation directly to the employer.
- (2) Persons who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

D. Hardship Waiver or Modification.

- (1) Upon a showing of extreme hardship, the Superintendent may waive or modify the requirement of completion of the requisite number of PDPs, as set forth in §.15 of this chapter.
- (2) A showing of extreme hardship may include serious illness or other catastrophic circumstances that are beyond the control of the educator.
- (3) No modification or waiver will be granted without satisfactory evidence that the educator has made a good faith effort to obtain the required number of PDPs but that extreme hardship has prevented the educator from doing so.

E. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

- (1) The professionally licensed employee is:
 - (a) 55 years old or older; or

- (b) Employed in public or approved nonpublic school service for at least 25 years.
- (2) The request is recommended by the county superintendent, executive director, or chief office of the legal authority having jurisdiction over the employee.

Individual Professional Development Plans- Professional and Technical Education/ Specialized Areas for Fine Arts

A. Individual Professional Development Plans.

- (1) An Individual Professional Development Plan must be in place for each of the five years of validity for each Initial Professional and Professional license issued to an educator.
- (2) An Individual Professional Development Plan must include a minimum of 90 Professional Development Points, as set forth in §.05 of this chapter, to renew the educator's license.
- (3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own Individual Professional Development Plan.

B. Approval of an Individual Professional Development Plan. Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 must obtain approval of their proposed Individual Professional Development Plan from their supervisors.

- (1) Approval for proposed Individual Professional Development Plans shall be from the educator's direct supervisor or an appropriate designee.
- (2) Educators must obtain initial approval of their Individual Professional Development Plan within six months of issuance of the license to be renewed.
- (3) A supervisor shall review the existing Individual Professional Development Plan of any educator new to the district or school within three months of the educator's beginning employment in the new position. A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any Professional Development Points that were earned consistently with an approved plan shall be deemed approved in applying for license renewal.
- (4) Signatures. (a) Prior to applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.
 - (b) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved Individual Professional Development Plan.
 - (c) The educator remains responsible for the final accounting of Professional Development Points applied towards license renewal.
 - (d) An educator whose supervisor refuses to sign an Individual Professional Development Plan may follow the review procedures set forth in §B(5) of this regulation.
- (5) Approval of an Individual Professional Development Plan shall not be unreasonably withheld by a supervisor. In the event that a plan is rejected by a supervisor, an educator may seek review of the denial from:
 - (a) The superintendent of schools, or designee, if employed with a local school system;
 - (b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

Professional Development Points- Professional and Technical Education/ Specialized Areas for Fine Arts

A. Professional Development Point (PDP). A unit of measurement of professional development activities.

- (1) One clock hour is equivalent to one PDP.
- (2) One semester hour is equivalent to 15 PDPs.
- (3) One Department approved Continuing Professional Development credit is equivalent to 15 PDPs.
- (4) One continuing education unit is equivalent to ten PDPs.

B. Educators applying to renew an Initial Professional or Professional License are required to complete a minimum of 90 Professional Development Points (PDPs) to include:

- (1) Content related to an area on the educator's license;
- (2) Pedagogy;
- (3) English as a Second Language, Sheltered English, or Bilingual Education;
- (4) Strategies for teaching students with disabilities or diverse learning styles; and
- (5) Culturally Responsive Teaching or diversity in education.

C. Special Requirement. A teacher who holds a license in the area of the Blind/Visually Impaired must present a minimum of 15 PDPs in braille maintenance.

D. Professional Development Points may be accrued by the completion of one or more of the following:

- (1) College credit earned or taught at a regionally accredited institution of higher education.
- (2) Continuing Professional Development (CPD) credits, earned or taught, approved by the Department.
- (3) 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.
- (4) Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.
- (5) Curriculum development.
 - (a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.
 - (b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

(c) For each curriculum developed, the educator will be awarded 30 PDPs.

(6) Publication of a book or article.

(a) The book or article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.

(b) An article shall be published in a recognized professional journal.

(c) Books shall be published for purchase.

(d) For each book published, the educator will be awarded 75 PDPs. For each article published, the educator will be awarded 10 PDPs.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance.

(b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.

(c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.

(d) For each mentorship, the educator will be awarded 30 PDPs.

(8) Micro-credentials.

(a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.

(b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.

(c) Micro-credentials can be earned by non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.

(d) For each micro-credential earned, the educator will be awarded 10 PDPs.

(9) Professional development activity.

(a) Professional development activities offered by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or approved by another state department of education, will be accepted.

(b) Each activity must be a minimum of one contact hour.

(10) Occupational Experience. Occupational experience related to the career area being taught may be used to earn PDPs. For every 10 hours worked, the educator may earn 1 PDP. Occupational experience is limited to 15 PDPs. My

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Additional Professional and Technical Education/ Specialized Areas for Fine Arts.

A. An individual who holds a Professional and Technical Education/ Specialized Areas for Fine Arts license may add an additional Professional and Technical Education/ Specialized Areas for Fine Arts license by meeting one of the following requirements:

- (1) Present a valid, Department-recognized industry credential in the area to be taught; or
- (2) Meet the requirements for initial licensure under §.02 of this chapter.

B. An additional Professional and Technical Education/ Specialized Areas for Fine Arts license area shall be requested by a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10.