



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: January 26, 2021
SUBJECT: COMAR 13A.07.06 *Programs for Professionally Licensed Personnel*
REPEAL AND REPLACE – PERMISSION TO PUBLISH

PURPOSE:

The purpose of this item is to request permission to publish the repeal and replacement of the Code of Maryland Regulations (COMAR) 13A.07.06 *Programs for Professionally Licensed Personnel*. 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 State Board of Education (SBOE) established requirements for educator preparation programs leading to initial Maryland teacher licensure and tasked the MSDE with developing regulatory language. The regulations presented today represent discussions with the SBOE, the Professional Standards and Teacher Education Board (PSTEB), Superintendent's Educator Preparation and Certification Advisory Group, and the Commission of Innovation and Excellence in Education. The regulatory language provided establishes the program requirements for educator preparation programs leading to initial Maryland teacher licensure. The proposed regulations include:

- Purpose;
- Definitions;
- Incorporation by Reference;
- State Consent to Offer Programs;
- National Accreditation;
- Application for State Approval;
- State Program Approval Process;
- State Program Approval Requirements;
- Clinical Experience Placements;
- State Program Review and Reporting;
- Teacher Preparation Competencies.

The SBOE granted permission to publish these regulations at their August 25, 2020 meeting, and as such, the regulations were subsequently presented to the PSTEB at their September 17, 2020, October 8, 2020, November 5, 2020, November 12, 2020, November 20, 2020, and December 3, 2020, meetings.

On December 3, 2020, the PSTEB voted 13 to 2 to oppose the proposed regulatory language, COMAR 13A.07.06, and agreed to send a letter to the SBOE President providing an update on the PSTEBs discussions and decisions. That letter, dated December 6, 2020, (Attachment A) included suggested regulatory language.

At the request of the SBOE, the MSDE reviewed PSTEB's suggested regulatory language and has proposed language to amend the regulations. A summary of PSTEB's proposed language and MSDE recommendations can be found in the chart titled, Comments from PSTEB to the SBOE (Attachment B). The attached regulations reflect changes proposed by PSTEB, some blended language incorporating the SBOE's and PSTEB's proposed language, and in some cases retains the language originally proposed by the SBOE (Attachment C).

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the SBOE, may propose a new regulation whenever the circumstances arise to do so. The SBOE shares joint authority with the PSTEB to develop regulations governing teacher certification and preparation. When the SBOE initiates a regulatory change concerning certification, the PSTEB must review the proposed regulation. If a majority of the PSTEB members approve of the regulation, the regulation promulgation process continues. If a majority of the PSTEB members disapprove of the proposed regulation, the regulation will not move forward unless approved by a super-majority of the SBOE (three-fourths of its members).

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

EXECUTIVE SUMMARY:

In December 2018, the SBOE approved an action plan to address the recommendations of the MSDE's comprehensive plan to increase the rigor and accountability of educator licensure and program approval. The amended regulations presented incorporate recommendations by the SBOE subcommittee, PSTEB, the Commission on Innovation and Excellence in Education, and the Superintendent's Educator Preparation and Certification Advisory Committee and are designed to increase educator effectiveness in Maryland.

REGULATORY ACTION INFORMATION:

All regulations involving teacher certification or educator preparation programs must be approved by both the SBOE and the PSTEB prior to publication. If the PSTEB does not approve a regulation for publication, the SBOE may still send the regulation for publication, so long as three fourths of its members vote to do so. In addition, the SBOE may also make revisions to the proposed regulations and

those changes would need to go back to the PSTEB for review. The MSDE is recommending that the State Board make the proposed changes as presented and restart the two-board approval process again.

ACTION:

Request permission to publish the repeal and replacement of the Code of Maryland Regulations (COMAR) 13A.07.06 *Programs for Professionally Licensed Personnel*.

Attachments

KBS: sds

December 6, 2020

President Crawford,

Thank you for reaching out to the Professional Standards and Teacher Education Board (PSTEB), so that our Boards might better engage with each other in the critical work before us. As we discussed, these are unusual times, and the more opportunity we have for dialogue, the more benefit comes to the young scholars in our care.

I write today, following the PSTEB meeting on December 3, 2020, to provide an update on the Board's discussion and decisions. In addition to this letter, I look forward to providing public comment at the State Board of Education meeting on December 8, 2020. I think we can agree that communication is essential to the success of any board. With that in mind, PSTEB established a communication plan last fall. As part of that plan, we will be increasing our opportunities to share with your board our work. As you know, we have also engaged in dialogue as president and chair, and that has proven helpful to begin our work together.

The PSTEB is disappointed that the desire to form a joint conference committee is not shared at this time but remains hopeful that such a committee might be formed in the near future for the purpose of enhanced dialogue to move the regulatory process forward.

In a good faith effort to build a better working relationship between our Boards, I transmit to you today the document requested by the State Board (Attachment A). The PSTEB decided at its last meeting not to introduce its own regulatory language based upon this document, in the hope that we might work through a process that allows for joint dialogue, rather than simply sequential votes and isolated debate at either Board table.

While the document captures specific ideas and areas for discussion, the PSTEB also believes the following are critical elements for consideration:

The Blueprint for Maryland's Future

With the legislature scheduled to convene in January, the uncertainty surrounding the disposition of the Blueprint for Maryland's Future presents a unique challenge. As you are aware, there is discussion among the legislators about the possibility of a veto override. If such an override takes place, the implications for regulatory language in the areas of licensure and educator preparation programs are significant.

The legislative branch's interest in such language and the Kirwan Commission's work was evident when Dr. Salmon and I were called before the Kirwan Commission last year, with the direction of the Commission being to pause the regulatory work underway at the time, in an effort to better align the work with the pending legislation. The Commission expressed an interest in having both of our Boards work in a more collaborative fashion. Re-engaging with regulatory language at this time, with the disposition of the Blueprint undetermined, could result

in significant regulatory revision based upon the legislation and upon the legislative branch's keen interest in these areas.

Economic Uncertainty

The current pandemic has presented a myriad of economic challenges, which have a direct impact on LEAs, institutions of higher education, and county governments. At this time, the state and local projections for the coming years provide significant concern related to simply maintaining programs and services for the benefit of children. The introduction of new requirements for licensure and educator preparation programs during this time produce a level of anxiety in LEAs and higher education.

While such institutions would comply with any new regulations, investment is preferable to said compliance. Those closest to the work understand the fierce urgency of addressing many of the issues related to licensure and preparation programs. We can do this work in the midst of a once-in-a-century pandemic, but we must do it together for it to be successful in the uncertain economic environment.

Communication and Collaborative Processes

Recognizing the importance of improved communication and collaboration between the State Board of Education and the PSTEB, the PSTEB created and adopted the previously referenced communication plan. Both the State Board and the PSTEB exist through legislation and have a significant responsibility to the students in our care. Our shared failure to have direct communication in the recent past has not served the regulatory process well, and by extension, has not served our schools in the best way we can. We know the State Board of Education is acting with honorable intent, as are we.

We seek to avoid playing "ping pong" with regulations, having regulations pass between Boards without such direct communication. We believe a better collaborative process in both creating and implementing regulations leads to a better work product, recognizing there will be differences along the way, and that we can have robust disagreement on language and ideas, but that we act to try and resolve such differences in a manner that honors both Boards and the young scholars throughout the state.

Thank you again for reaching out and for the dialogue thus far. We ask that prior to publication of the regulations in front of us, that we establish a joint conference committee, where each of us can lead by listening.

Christopher Lloyd, NBCT
Chair, PSTEB

Attachment A – Specific Regulatory Suggestions

Attachment A

Area #1

13.A.07.06.08.D5(a)

Suggested language from PSTEB in blue

(5) Programs leading to licensure in an area of teaching shall include a year-long practicum experience in a partner school or professional development school, to include the [opening] beginning of the school year, and shall:

(a) Be located in a Maryland public school, State-operated school, or nonpublic school, or an out-of-state school with the permission of the State Superintendent.

Area #2

13.A.12.02.02.B.1a(iii)

13.A.12.02.02.B.1b(vii)

13.A.12.02.02.B.1c(iii)

13.A.12.02.02.B.2a(iii)

13.A.12.02.02.B.2b(iii)

Suggested language from PSTEB in blue

B. Pathways to Teacher Licensure.

(1) In-State Pathways to Initial Teacher Licenses.

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

(i) Bachelor's degree or higher;

(ii) Completion of an approved program as set forth in COMAR 13A.07.06; and

(iii) Passing scores as established by the State Superintendent of Schools on the basic skills test approved by the State Board of Education or a candidate may:

1. Present a minimum Grade Point Average of 3.0 on the most recent degree; or

2. Successfully complete a minimum of one 3-credit course in each of the areas of English and mathematics at an accredited 2- or 4-year institution of higher education.

Area #3

13.A.12.01.04.C.4

Suggested language from PSTEB in blue

- (1) ~~Professional License. The Professional License is a renewable license valid for a period not to exceed 5 years.~~ Master Professional License. The Master Professional License is a renewable license valid for a period not to exceed 5 years. For purposes of transition, an educator who possesses an APC shall upon meeting any renewal requirements be issued a Master Professional License.

13.A.12.02.02A.(new 4 inserted between “professional and conditional licenses)

Suggested language from PSTEB

4) Master Professional

(a) The Master 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 educator with a professional license may be eligible for a Master Professional License if they submit the following additional requirements:

(i) Completion of master’s degree or master’s equivalency in subject matter knowledge or pedagogy based on the subject matter knowledge of the Professional license sought; these may include credits earned prior to application for the license; or

(ii) Completion of a program leading to eligibility for advanced teacher status on the career lattice, such as those sponsored by the National Board for Professional Teaching Standards and other accepted or approved by the Department.

Area #4

13.A.07.06.10.A.2

Suggested language from PSTEB in blue

.10 State 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 of the annual report to the Department within 30

calendar days. Seeking national accreditation and national annual reporting satisfies all state requirements.

Area #5

13.A.07.06.03.A.11

Suggested language from PSTEB in blue

.03 Incorporation by Reference.

11. General Teaching

- (a) Standards for Educators, International Society for Technology in Education (ISTE), 2017.*
 - (b) Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Interstate Teacher Assessment and Support Consortium (InTASC), 2013.*
 - (c) Model Code of Ethics for Educators (MCEE), National Association of State Directors of Teacher Education and Certification, 2015.*
 - (d) Social Justice Standards: The Teaching Tolerance Anti-Bias Framework (2016)*
-

Area #6

13.A.07.06.13.B.4

Suggested language from PSTEB in blue

.13 Teacher Preparation Competencies: Literacy Competencies.

- (4) Research-based literacy instruction as outlined in the MSDE Literacy Competencies for Early Childhood, Elementary, Special Education and TESOL (2020) to include:*
 - (a) Phonological and Phonemic awareness*
 - (b) Phonics and decoding*
 - (c) Fluency*
 - (d) Vocabulary*
 - (e) Comprehension of literary and informational text*
 - (f) Written expression, spelling, and grammar*
 - (g) Assessment and instructional decision-making*
 - (h) Long term planning aligned with the literacy curriculum, student needs, instructional histories, school/grade level needs*

- i) *Effective methods for promoting the reciprocal relationship between writing and reading*
- j) *Strategies that foster connections to students' homes and communities*
- k) *Multiple opportunities for incorporating oral language variation*

Area #7

13.A.07.06.15.A

Suggested language from PSTEB in blue

.15 Teacher Preparation Competencies: Cultural Responsiveness.

A. Cultural Responsiveness:

~~(1) All educator candidates seeking certification shall be trained to support diverse students.~~

~~(2) Demonstration of required knowledge and skills shall include application of principles and demonstration of competencies in racial awareness and cultural competence, addressing how to teach students, and manage teaching faculty, from different racial, ethnic, and socioeconomic backgrounds as well as implementation of restorative practices.~~

B. Cultural Competencies. The teacher candidate shall:

~~(1) Acknowledge their own biases and inequitable actions~~

~~(a) Identify cultural responsiveness issues such as racism, prejudice, white privilege, and the impact of race, socioeconomics, gender, and other types of diversity, and how they impact students, families, and educators;~~

~~(b) Demonstrate awareness of their own assumptions, values, and biases that may impact responses to a diverse student population, to include gender;~~

~~(c) Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;~~

~~(2) Make effort to learn about their students' cultural backgrounds~~

~~(a) Demonstrate respect for students' cultures;~~

~~(b) Seek purposeful immersion experiences;~~

~~(c) Incorporate a variety of culturally sensitive visual aids to support student learning, including children of color and families of immigrants;~~

~~(3) Examine curriculum and learning materials for bias;~~

~~(a) Differentiate instruction with consideration of cultural and linguistic diversity;~~

~~(b) Provide strategies to students to support them with responses to discrimination and negative attitudes associated with cultural differences;~~

~~(4) Build a safe environment, respectful of all individuals~~

- ~~(a) Determine learning environments for diverse student populations that facilitate active participation in individual and group activities;~~
- ~~(b) Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;~~
- ~~(c) Demonstrate respect for students' cultures;~~
- ~~(d) Identify values and expectations of the school with different perspectives of students and colleagues;~~
- ~~(5) Build relationships with families and communities~~
 - ~~(a) Incorporate the parent's point of view related to school culture to determine strategies for improving interaction between the school and families~~
 - ~~(b) Provide opportunities for families to be involved in their child's educational experiences~~
 - ~~(c) Integrate the role of family and community into teaching and learning;~~
 - ~~(d) Provide information regarding school and community resources that are available for students, educators, and families.~~
- ~~(6) Demonstrate knowledge of instructional implications of cultural and linguistic diversity of children at all developmental levels~~
 - ~~(a) Understands the lived experiences of students are fundamental in connecting and teaching each learner;~~
 - ~~(b) Identifies the impact of poverty on a student's learning and the sociological, physical, and psychological development with the human and brain development;~~
 - ~~(c) Recognizes students' internal and external stressors, and provides constructive outlets for responses to those stressors;~~
 - ~~(d) Understands the developmental learning process.~~

A. Culturally Responsive Teaching

(1) All teacher candidates seeking certification shall be prepared to support culturally, racially, linguistically, and otherwise diverse populations of students through providing culturally responsive instruction in order to meet its goals of increasing academic achievement, critical consciousness, and knowledge of self and culture.

(2) Teacher candidates shall demonstrate required knowledge and skills to include application of competencies in teaching that promote social justice and equity

B. Cultural Competencies. The teacher candidate shall:

(1) Identify and apply the elements of culturally responsive teaching including academic achievement, critical consciousness, and knowledge of self and culture

(2) Identify and assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact and marginalize students, families, and educators on multiple levels

(a) Assess how their own assumptions, values, biases may impact their responses to students and families and result in inequitable actions and practices, and identify equitable actions and practices

(3) Demonstrate respect for students' cultures;

(a) Learn about students' cultural backgrounds

(b) Seek purposeful immersion experiences within cultural groups different from their own

(c) Communicate high expectations for students of all identities including gender, race and ethnicity, language, socioeconomics, and disability

(d) Incorporate a variety of culturally responsive materials that represent and support learning for diverse populations of children and families

(e) Differentiate instruction with consideration for cultural, linguistic, and academic diversity;

(4) Examine curriculum and learning materials for bias and replace them with materials that center the perspectives and lived experiences of historically marginalized people

(5) Build a safe and accessible environment, respectful of all individuals

(a) Provide strategies to support students with responses to discrimination and negative attitudes associated with cultural or other differences;

(b) Create learning environments that facilitate the active engagement of diverse populations of students

(c) Co-construct the values and expectations of the school to incorporate different perspectives, including students, families, and colleagues

(6) Build relationships with families and communities

(a) Incorporate families' perspectives about school culture to create an environment that is inclusive and respects their values, beliefs and hopes for their child(ren)

(b) Provide opportunities for families to be involved in their child's educational experiences by communicating regularly, in multiple ways, and including them in the curriculum

(c) Integrate family and community-based funds of knowledge into teaching and learning

(d) Provide information regarding school and community resources that are available for students, educators, and families including multilingual resources reflecting students and families' heritage languages.

(7) Demonstrate the ability to build upon students' cultural and linguistic strengths at all developmental levels

(a) Understand that the lived experiences of students are fundamental in connecting and teaching each learner;

(b) Understand how systems of oppression contribute to disparate health and social outcomes that can adversely affect academic achievement and seek out resources to ameliorate these disadvantages

(c) Recognize students' internal and external stressors, and provide constructive outlets for responses to those stressors;

(d) Understand the developmental learning process.

**COMAR 13A.12.07.06 Programs for Professionally Licensed Personnel
Comments from PSTEB to SBOE**

| Regulation as found in proposed regulations approved for publication by SBOE | Proposed Language from PSTEB | Recommended change to | Comments |
|--|---|---|--|
| <p>COMAR 13A.07.06.03.A.11 Incorporation by Reference Page 4 (11) General Teaching (a) Standards for Educators, International Society for Technology in Education (ISTE), 2017. (b) Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Interstate Teacher Assessment and Support Consortium (InTASC), 2013. (c) Model Code of Ethics for Educators (MCEE), National Association of State Directors of Teacher Education and Certification, 2015.</p> | <p>11. General Teaching (a) Standards for Educators, International Society for Technology in Education (ISTE), 2017. (b) Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Interstate Teacher Assessment and Support Consortium (InTASC), 2013. (c) Model Code of Ethics for Educators (MCEE), National Association of State Directors of Teacher Education and Certification, 2015. <i>(d) Social Justice Standards: The Teaching Tolerance Anti-Bias Framework (2016)</i></p> | <p>11. General Teaching (a) Standards for Educators, International Society for Technology in Education (ISTE), 2017. (b) Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Interstate Teacher Assessment and Support Consortium (InTASC), 2013. (c) Model Code of Ethics for Educators (MCEE), National Association of State Directors of Teacher Education and Certification, 2015. <i>(d) Social Justice Standards: The Teaching Tolerance Anti-Bias Framework (2016)</i></p> | <p>Adopt language as recommended by PSTEB</p> |
| <p>COMAR 13A.07.06.08D5(a) Clinical Experiences Page 8 <i>5) Programs leading to licensure in an area of teaching shall include a year-long practicum experience in a partner school or</i></p> | <p><i>(5) Programs leading to licensure in an area of teaching shall include a year-long practicum experience in a partner school or professional development school, to include the beginning of the school year, and shall:</i></p> | <p><i>(5) Programs leading to licensure in an area of teaching shall include a year-long practicum experience in a partner school or professional development school, to include the beginning of the school year, and shall:</i></p> | <p>Adopt language as recommended by PSTEB</p> <p>MSDE will need to draft policies to determine how permission will be granted.</p> |

| | | | |
|---|--|---|---|
| <p><i>professional development school, to include the beginning of the school year, and shall:</i></p> <p><i>(a) Be located in a Maryland public school, State-operated school, or nonpublic school;</i></p> | <p><i>(a) Be located in a Maryland public school, State-operated school, or nonpublic school, or an out-of-state school with the permission of the State Superintendent.</i></p> | <p><i>(a) Be located in a Maryland public school, State-operated school, or nonpublic school, or an out-of-state school with the permission of the State Superintendent.</i></p> | |
| <p>COMAR 13A.07.06.10A.2 State Program Review and Reporting Page 11</p> <p><i>A. Compliance with Program Requirements.</i></p> <p><i>(2) If Providers submit annual reporting to a national accreditation agency recognized by the Department and the Commission, the provider shall submit a copy of the annual report to the Department within 30 calendar days.</i></p> | <p><i>A. Compliance with Program Requirements.</i></p> <p><i>(2) If Providers submit annual reporting to a national accreditation agency recognized by the Department and the Commission, the provider shall submit a copy of the annual report to the Department within 30 calendar days. Seeking national accreditation and national annual reporting satisfies all state requirements.</i></p> | | <p>Adopt language as approved for publication by SBOE.</p> <p>MSDE must maintain the ability to collect pertinent data from the approved educator preparation programs and this data must be the same.</p> |
| <p>COMAR 13A.07.06.13B.4 Teacher Preparation Competencies: Literacy Competencies Page 16</p> <p><i>(4) Researched-based literacy instruction as determined by the National Reading Panel Report (NICHD, 2000) to include:</i></p> <p><i>(a) Phonological and Phonemic awareness</i></p> | <p><i>(4) Research-based literacy instruction as outlined in the MSDE Literacy Competencies for Early Childhood, Elementary, Special Education and TESOL (2020) to include:</i></p> <p><i>(a) Phonological and Phonemic awareness</i></p> <p><i>(b) Phonics and decoding</i></p> <p><i>(c) Fluency</i></p> <p><i>(d) Vocabulary</i></p> <p><i>(e) Comprehension of literary and informational text</i></p> | <p><i>(4) Researched-based literacy instruction as [determined by the National Reading Panel Report (NICHD, 2000) to include:</i></p> <p><i>(a) Phonological and Phonemic awareness</i></p> <p><i>(b) Phonics and decoding</i></p> <p><i>(c) Fluency</i></p> <p><i>(d) Vocabulary</i></p> <p><i>(e) Comprehension of literary and informational text</i></p> <p><i>(f) Written expression, spelling, and grammar[; and]</i></p> | <p>Adopt a hybrid of language approved for publication by SBOE and recommended by PSTEB.</p> <p>Remove the areas of certification as they are stated in the section. This is duplicative.</p> <p>Add the additional research based literacy instructional requirements as recommended by PSTEB (h-k).</p> |

| | | | |
|---|--|---|--|
| <p>(b) Phonics and decoding (c) Fluency (d) Vocabulary (e) Comprehension of literary and informational text (f) Written expression, spelling, and grammar; and (g) Assessment and instructional decision-making</p> | <p><i>(f) Written expression, spelling, and grammar</i> <i>(g) Assessment and instructional decision-making</i> <i>(h) Long term planning aligned with the literacy curriculum, student needs, instructional histories, school/grade level needs</i> <i>i) Effective methods for promoting the reciprocal relationship between writing and reading</i> <i>j) Strategies that foster connections to students' homes and communities</i> <i>k) Multiple opportunities for incorporating oral language variation</i></p> | <p><i>(g) Assessment and instructional decision-making</i> <i>(h) Long term planning aligned with the literacy curriculum, student needs, instructional histories, school/grade level needs</i> <i>(i) Effective methods for promoting the reciprocal relationship between writing and reading</i> <i>(j) Strategies that foster connections to students' homes and communities</i> <i>(k) Multiple opportunities for incorporating oral language variation</i></p> | <p>Remove reference to the National Reading Report as it will continually need to be updated as new reports are published.</p> |
| <p>COMAR 13A.07.06.15 Teacher Preparation Competencies: Cultural Responsiveness Page 17 A. Cultural Responsiveness. (1) All educator candidates seeking certification shall be trained to support diverse students. (2) Demonstration of required knowledge and skills shall include application of principles and demonstration of competencies in racial awareness and cultural competence, addressing how to</p> | <p><i>A. Culturally Responsive Teaching</i> <i>(1) All teacher candidates seeking certification shall be prepared to support culturally, racially, linguistically, and otherwise diverse populations of students through providing culturally responsive instruction in order to meet its goals of increasing academic achievement, critical consciousness, and knowledge of self and culture.</i> <i>(2) Teacher candidates shall demonstrate required knowledge</i></p> | | <p>Adopt language as approved for publication by SBOE. PSTEB removed all language proposed by the Superintendents Advisory Committee, adopted for publication by the SBOE, and created all new languages for the cultural competency. PSTEB proposed competencies are much more granular, which is what was originally published, and then rewritten by the Advisory Committee. The proposed</p> |

| | | | |
|---|--|--|--|
| <p>teach students, and manage teaching faculty, from different racial, ethnic, and socioeconomic backgrounds as well as implementation of restorative practices.</p> <p>B. Cultural Competencies. The teacher candidate shall:</p> <p>(1) Acknowledge their own biases and inequitable actions</p> <p>(a) Identify cultural responsiveness issues such as racism, prejudice, white privilege, and the impact of race, socioeconomics, gender, and other types of diversity, and how they impact students, families, and educators;</p> <p>(b) Demonstrate awareness of their own assumptions, values, and biases that may impact responses to a diverse student population, to include gender;</p> <p>(c) Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;</p> <p>(2) Make effort to learn about their students' cultural backgrounds</p> <p>(a) Demonstrate respect for students' cultures;</p> <p>(b) Seek purposeful immersion experiences;</p> <p>(c) Incorporate a variety of</p> | <p><i>and skills to include application of competencies in teaching that promote social justice and equity</i></p> <p><i>B. Cultural Competencies. The teacher candidate shall:</i></p> <p><i>(1) Identify and apply the elements of culturally responsive teaching including academic achievement, critical consciousness, and knowledge of self and culture</i></p> <p><i>(2) Identify and assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact and marginalize students, families, and educators on multiple levels</i></p> <p><i>(a) Assess how their own assumptions, values, biases may impact their responses to students and families and result in inequitable actions and practices, and identify equitable actions and practices</i></p> <p><i>(3) Demonstrate respect for students' cultures;</i></p> <p><i>(a) Learn about students' cultural backgrounds</i></p> <p><i>(b) Seek purposeful immersion experiences within cultural groups different from their own</i></p> <p><i>(c) Communicate high expectations for students of all identities including gender, race</i></p> | | <p>regulation approved for publication by the SBOE reflected all recommended language from the advisory committee moving away from the specificity proposed by PSTEB.</p> <p>The components in the proposed PSTEB cultural competence may not be aligned with Maryland Curriculum Frameworks for instruction in teacher preparation programs, including basic research skills and methods and training on the routine evaluation and use of research and data to improve student performance; differentiation of instruction and demonstration of cultural competence.</p> |
|---|--|--|--|

| | | | |
|---|--|--|--|
| <p>culturally sensitive visual aids to support student learning, including children of color and families of immigrants;</p> <p>(3) Examine curriculum and learning materials for bias;</p> <p>(a) Differentiate instruction with consideration of cultural and linguistic diversity;</p> <p>(b) Provide strategies to students to support them with responses to discrimination and negative attitudes associated with cultural differences;</p> <p>(4) Build a safe environment, respectful of all individuals</p> <p>(a) Determine learning environments for diverse student populations that facilitate active participation in individual and group activities;</p> <p>(b) Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;</p> <p>(c) Demonstrate respect for students' cultures;</p> <p>(d) Identify values and expectations of the school with different perspectives of students and colleagues;</p> <p>(5) Build relationships with families and communities</p> <p>(a) Incorporate the parent's point of view related to school culture</p> | <p><i>and ethnicity, language, socioeconomics, and disability</i></p> <p><i>(d) Incorporate a variety of culturally responsive materials that represent and support learning for diverse populations of children and families</i></p> <p><i>(e) Differentiate instruction with consideration for cultural, linguistic, and academic diversity;</i></p> <p><i>(4) Examine curriculum and learning materials for bias and replace them with materials that center the perspectives and lived experiences of historically marginalized people</i></p> <p><i>(5) Build a safe and accessible environment, respectful of all individuals</i></p> <p><i>(a) Provide strategies to support students with responses to discrimination and negative attitudes associated with cultural or other differences;</i></p> <p><i>(b) Create learning environments that facilitate the active engagement of diverse populations of students</i></p> <p><i>(c) Co-construct the values and expectations of the school to incorporate different perspectives, including students, families, and colleagues</i></p> <p><i>(6) Build relationships with families and communities</i></p> | | |
|---|--|--|--|

| | | | |
|--|--|--|--|
| <p>to determine strategies for improving interaction between the school and families</p> <p>(b) Provide opportunities for families to be involved in their child's educational experiences</p> <p>(c) Integrate the role of family and community into teaching and learning;</p> <p>(d) Provide information regarding school and community resources that are available for students, educators, and families.</p> <p>(6) Demonstrate knowledge of instructional implications of cultural and linguistic diversity of children at all developmental levels</p> <p>(a) Understands the lived experiences of students are fundamental in connecting and teaching each learner;</p> <p>(b) Identifies the impact of poverty on a student's learning and the sociological, physical, and psychological development with the human and brain development;</p> <p>(c) Recognizes students' internal and external stressors, and provides constructive outlets for responses to those stressors;</p> <p>(d) Understands the developmental learning process.</p> | <p><i>(a) Incorporate families' perspectives about school culture to create an environment that is inclusive and respects their values, beliefs and hopes for their child(ren)</i></p> <p><i>(b) Provide opportunities for families to be involved in their child's educational experiences by communicating regularly, in multiple ways, and including them in the curriculum</i></p> <p><i>(c) Integrate family and community-based funds of knowledge into teaching and learning</i></p> <p><i>(d) Provide information regarding school and community resources that are available for students, educators, and families including multilingual resources reflecting students and families' heritage languages.</i></p> <p><i>(7) Demonstrate the ability to build upon students' cultural and linguistic strengths at all developmental levels</i></p> <p><i>(a) Understand that the lived experiences of students are fundamental in connecting and teaching each learner;</i></p> <p><i>(b) Understand how systems of oppression contribute to disparate health and social outcomes that can adversely affect academic achievement and</i></p> | | |
|--|--|--|--|

| | | | |
|--|---|--|--|
| | <p><i>seek out resources to ameliorate these disadvantages</i></p> <p><i>(c) Recognize students' internal and external stressors, and provide constructive outlets for responses to those stressors;</i></p> <p><i>(d) Understand the developmental learning process.</i></p> | | |
|--|---|--|--|

Chapter 06 Programs for Professionally Licensed Personnel

Authority: Education Article, §§2-205 and 6-704, Annotated Code of Maryland

.01 Purpose.

A. *This chapter sets the standards that MSDE uses 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 the State.*

.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 a teacher education program has met standards set by a national accrediting agency recognized by the Department and the Commission.*

(2) *“Action Research” means a deliberate, solution-oriented investigation to enhance student achievement that is conducted by the teacher candidate, under the guidance of a supervising teacher and clinical faculty.*

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

(4) *“Approval” means a program has met all requirements set by the Department.*

(5) *“Approval with Conditions” means a program has met some, but not all, requirements set by the Department and may operate under certain conditions.*

(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) *“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.*

(16) “Local School System (LSS)” means a Maryland public school system, a State-operated school, or a nonpublic school.

(17) “Maryland Teacher-Principal Evaluation” means an evaluation framework for the performance of teachers administered annually by the local school system, a State-operated school, or a nonpublic school, and recommended by the State.

(18) “Partner School” means a school selected by a college or university with which to collaborate in order to provide a geographically preferable location or to meet a subject area need in which a candidate may be placed for their clinical experience in order to prepare teacher candidates across all clinical experiences.

(19) “Probation” means a program has seriously failed to meet program requirements or has demonstrated a pattern of noncompliance.

(20) “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.

(21) “Professional Development School” means a collaboratively planned and implemented partnership for the academic and clinical preparation of candidates and the continuous professional development of both school system and provider faculty, implemented through a memorandum of understanding between the local school system, a State-operated school, or a nonpublic school, and the Provider.

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

(24) “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.

(23) “Traditional Program” means:

(a) An educator preparation program offered by a college or university leading to a degree that includes:

(i) General education and content coursework;

(ii) Professional coursework;

(iii) Clinical experiences; and

(iv) Demonstration of standards and competencies required to prepare educators for teaching students in the classroom environment; and

(b) Upon completion, renders candidates eligible for licensure in Maryland.

.03 Incorporation by Reference.

In this chapter, the following documents are incorporated by reference:

A. National Standards.

(1) Administrative or Supervisory Areas

(a) Professional Standards for Educational Leaders (PSEL), National Policy Board for Educational Administration (NPBEA), 2015.

(b) Program Recognition Standards: District Level, National Educational Leadership Preparation (NELP), 2018.

(2) Early Childhood/Elementary Areas

(a) Standards for Initial Early Childhood Professional Preparation, National Association for the Education of Young Children (NAEYC), 2010.

(b) CAEP 2018 K-6 Elementary Teacher Preparation Standards, Council for the Accreditation of Educator Preparation (CAEP), 2018.

(3) English

(a) NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12, National Council of Teachers of English (NCTE) /National Council for the Accreditation of Teacher Education (NCATE), 2012.

- (b) *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Common Core State Standards Initiative, 2010.*
- (4) *Mathematics*
 - (a) *Standards for Mathematical Practice, Common Core State Standards Initiative, 2010.*
 - (b) *Standards for Mathematics Teacher Preparation, National Council of Teachers of Math (NCTM), 2020.*
- (5) *Middle School Areas*
 - (a) *Middle Level Teacher Preparation Standards with Rubrics and Supporting Explanations, Association for Middle Level Education (AMLE), 2012.*
- (6) *Science*
 - (a) *Standards for Science Teacher Preparation, National Science Teachers Association (NSTA), 2020.*
 - (b) *Disciplinary Core Ideas (DCI) Arrangements of the Next Generation Science Standards, Next Generation Science Standards (NGSS), 2017.*
- (7) *Special Education*
 - (a) *Initial Practice-Based Professional Preparation Standards for Special Educators, Council for Exceptional Children (CEC), 2020.*
 - (b) *Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators, Council for Exceptional Children (CEC), 2020.*
- (8) *Secondary Areas (7-12)*
 - (a) *Standards for School-Based Agricultural Education Teacher Preparation Programs, American Association for Agricultural Education (AAAE), 2017.*
 - (b) *Business Teacher Education Curriculum Guide and Program Standards, National Business Education Association (NBEA), 2013.*
 - (c) *Standards for Computer Science Teachers, Computer Science Teachers Association (CSTA), 2020.*
 - (d) *National Standards for Teachers of Family And Consumer Sciences, National Association of State Administrators of Family and Consumer Sciences (NASAFACS), 2019.*
 - (e) *National Core Arts Standards: Theatre, National Coalition for Core Arts Standards, 2014.*
 - (f) *National Standards for the Preparation of Social Studies Teachers, National Council for Social Studies (NCSS), 2017.*
 - (g) *Competencies Summary, National Association of Schools of Theatre (NAST), 2020-2021.*
- (9) *Specialist Areas*
 - (a) *NAGC – CEC Teacher Preparation Standards in Gifted and Talented Education, National Association for Gifted Children (NAGC) - Gifted and Talented Specialist: Council for Exceptional Children (CEC); The Association for the Gifted (TAG), 2018.*
 - (b) *Introduction to the 2016 CACREP Standards, Council for Accreditation of Counseling & Related Educational Programs (CACREP), 2016.*
 - (c) *American School Counselor Association (ASCA) Standards for School Counselor Preparation Programs, 2019.*
 - (d) *Standards Framework for Learners, American Association of School Librarians (AASL), 2018.*
 - (e) *Standards for Accreditation of Master’s Programs in Library and Information Studies, Adopted by the Council of the American Library Association (ALA), 2015.*
 - (f) *Standards for the Preparation of Literacy Professionals, International Literacy Association (ILA) Standards for the Preparation of Literacy Professional, 2017.*
 - (g) *Standards for Graduate Preparation of School Psychologists, National Association of School Psychologists (NASP), 2010.*
 - (h) *Standards for School Social Work Services, National Association of Social Workers (NASW), 2012.*
- (10) *Specialty Areas (PreK-12)*

- (a) *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, American Council on the Teaching of Foreign Languages (ACTFL)/ Council for the Accreditation of Educator Preparation (CAEP), 2013.*
- (b) *Standards for Learning American Sign Language: A Project of the American Sign Language Teachers Association, American Sign Language Teachers Association (ASLTA), 2018.*
- (c) *Standards for Art Teacher Preparation, National Art Education Association (NAEA), 2009.*
- (d) *National Association of Schools of Music, Handbook 2018-2019, 2019*
- (e) *National Core Arts Standards: Dance, National Coalition for Core Arts Standards, 2014.*
- (f) *National Core Arts Standards: Music, National Coalition for Core Arts Standards, 2014.*
- (g) *National Core Arts Standards: Visual Arts, National Coalition for Core Arts Standards, 2014.*
- (h) *SOPHE 2019 Health Education Teacher Preparation Standards, Society for Public Health Education (SOPHE), 2019.*
- (i) *National Standards for Initial Physical Education Teacher Education, Society of Health and Physical Educators (SHAPE), 2017.*
- (j) *Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs, Teaching English to Speakers of Other Languages (TESOL), 2018.*
- (k) *WIDA’s English Language Development Standards, Kindergarten-Grade 12, WIDA, 2012.*
- (11) *General Teaching*
 - (a) *Standards for Educators, International Society for Technology in Education (ISTE), 2017.*
 - (b) *Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Interstate Teacher Assessment and Support Consortium (InTASC), 2013.*
 - (c) *Model Code of Ethics for Educators (MCEE), National Association of State Directors of Teacher Education and Certification, 2015.*
 - d) *Social Justice Standards: The Teaching Tolerance Anti-Bias Framework (2016)***

.04 State Consent to Offer Programs.

A. No individual, public or private educational association, corporation or institution of higher education, shall offer an educator preparation program without obtaining the permission of the Commission and the Department by meeting the requirements of this chapter.

B. The Department may grant consent to a provider to operate an educator preparation program if:

(1) The Commission has granted a Maryland institution preparing educators approval to operate in the State of Maryland as applicable; and

(2) The provider obtains and continues to hold accreditation from a national accreditation organization recognized by the Department and the Commission, or the provider meets the approval requirements as outlined in this chapter.

.05 National Accreditation.

A. A provider does not need to meet State approval standards if it holds and maintains accreditation from a national accrediting agency 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 national accrediting agency.

D. Providers shall submit to the Department proof of accreditation with supporting documentation within 30 calendar days after receiving it.

E. A provider shall notify the Department within 15 calendar days of any change in a program’s accreditation status.

F. Programs that have chosen national accreditation may be reviewed by 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 agency.

H. A provider that holds national accreditation shall inform the Department in writing at least 90 calendar days before a program ceases operating and provide an exit plan for current students that includes notification to those students.

.06 Application for State Approval.

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

(1) Providers shall submit an application for new program approval to the Department that includes the following:

(a) A description of the program and other administrative information, including the plan for implementing Department-mandated program components as defined in §.07 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, which may be met by 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 national content 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.

(2) All applications shall be submitted no earlier than six months after notifying the Department that a program will be submitted for approval.

B. The Department shall issue a letter of approval to the provider to begin operation of a program or programs when the provider has met the requirements of this chapter.

C. The approval letter shall include the following:

(1) Name of the provider;

(2) Location of the provider;

(3) List of programs leading to certification;

(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 and the requirements of this chapter.

E. If a provider plans 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, if required by the Commission.

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 §.11 of this chapter.

H. The Department shall notify a provider that a requested change may not be implemented in writing within 30 days of the date of the written request.

I. 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 that includes notification to those students.

J. 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.

.07 State Program Approval Process.

A. Requirements for Traditional and Alternative Programs.

(1) A provider may seek approval for a new program, or a new specialization in a currently operating program area, if the documentation submitted contains sufficient justification to warrant the program or new specialization, and has been approved by the Commission.

(2) A provider seeking first-time approval for a program shall be subject to annual monitoring and a full review of the program or programs within the first two years of operation and may also include an on-site review if deemed necessary by the Department to confirm information in the application.

(3) The Department shall approve and monitor educator preparation programs according to the national standards listed in § .03 of this chapter.

(4) The Department shall approve or reject the proposal for a new program and notify representatives of the program and provider of the decision.

(5) A new program shall not admit candidates to the program until the Department has provided approval.

B. Special Requirements for Alternative Programs.

(1) 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 candidate assuming full responsibility of the classroom.

(2) The professional development shall include, but not be limited to, pre-employment training, initial coursework, pedagogy, and pre-practicum experiences.

C. Program Approval Process Where No National Content Standards Are Available.

(1) 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.

(2) All programs approved pursuant to this section shall complete all requirements in §A to receive program approval.

(3) At least six months before requesting program approval, a provider shall notify the Department of its intent to initiate the review process for a program for which there are no national content standards.

(4) At least six months before the approval is requested, the provider shall submit the application for approval to the Department.

(5) The application shall include:

(a) A description of the proposed program;

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

(c) Identification of national content standards most closely related and relevant to the proposed program.

.08 State Program Approval 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;

(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 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 a waiver receive assistance to successfully demonstrate the required 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 candidates:

(a) Instruction and experiences aligned with Maryland-recognized national content and pedagogy standards listed under §.03A of this chapter;

(b) Instruction and experiences aligned with Department-approved competencies under §.11-.14 of this chapter;

(c) Instruction in the Department-approved Model Code of Ethics for Educators; and

(d) Instruction in teaching in high poverty, culturally, and linguistically diverse schools under §.15.

(2) Programs preparing candidates for elementary education shall include a minimum of 12 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 include research-based literacy instruction to include:

(a) Phonological and phonemic awareness including emergent literacy;

(b) Vocabulary and fluency;

(c) Phonics and decoding;

(d) Written expression, spelling and grammar;

(e) Comprehension of literary and informational text; and

(f) Assessment and instructional decision-making.

(4) Programs for Specialists. The Department shall approve Specialists programs according to the national standards listed in §.03A of this chapter.

(5) Programs for Administrators. The Department shall approve Administrator programs according to the national standards listed in §.03A of this chapter.

D. Clinical Experiences.

(1) The provisions in this subsection shall be applicable to programs beginning on or after July 1, 2025.

(2) Traditional Programs shall have four phases of clinical experiences in which pre-practicum and practicum experiences occur.

(3) The phases shall be:

(a) A pre-clinical experience(s) aligned to the pre-practicum phase in the first year of a program where teacher candidates observe promising practices in the profession;

(b) A first clinical experience(s) aligned to the pre-practicum phase where teacher candidates participate in the classroom and core pedagogy practices, including but not limited to, lesson planning, literacy instruction, culturally-responsive pedagogy, and the growth mindset;

(c) A second clinical experience(s) aligned to the pre-practicum phase where teacher candidates participate in specialized field experiences, including differentiated instruction, assessment, and classroom management; and

(d) A practicum phase where teacher candidates complete a year-long experience, to include the beginning of the school year, in a professional development school or partner school in order to meet all the regulatory requirements set forth in COMAR 13A.07.06.07D.

(4) Pre-practicum experiences shall be incorporated throughout the program that:

(a) Align with program curriculum;

(b) Begin in the first year of the program;

(c) Vary across school settings and student populations; and

(d) Provide candidates the opportunity to reflect on experiences within the classroom setting.

(5) Programs leading to licensure in an area of teaching shall include a year-long practicum experience in a partner school or professional development school, to include the beginning of the school year, and shall:

(a) Be located in a Maryland public school, State-operated school, or nonpublic school, **or an out-of-state school with the permission of the State Superintendent;**

(b) Be aligned with program curricula that encompass the area, subject, or category of licensure being sought by candidates;

(c) Provide candidates on-site supervision by a supervising teacher and ongoing support by a clinical supervisor from the provider, including:

(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; and

(iv) Feedback, placement, remediation, or supports, informed by candidate evaluation; and.

(d) Ensure candidates are responsible for the instruction and classroom management of a roster of students for a minimum of 150 hours during the year-long practicum, demonstrated by:

(i) 100 days across two consecutive semesters for programs leading to a Master of Arts in Teaching; or

(ii) A year-long practicum that includes the beginning of the school year for all other programs leading to licensure in a teaching area.

(6) Programs for Administrators shall include a supervised clinical experience totaling a minimum of 240 hours equitably distributed within the program to include observations and evaluations of candidates aligned to a Department-approved administrator evaluation system.

(7) 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.

(3) Prior to July 1, 2022, candidates must develop standards-based portfolios, using student work and other artifacts along with reflections on their experiences, to demonstrate their performance according to the national content standards and Maryland's competencies.

F. Exit Requirements. Traditional and alternative program practicums shall establish exit requirements that demonstrate candidates are licensure-ready by being able to:

(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 outlined in §.08D of this chapter;

(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 State Board of Education, 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 State Board of Education, in teaching areas only.

(5) Beginning July 1, 2022, candidates shall complete a Department approved performance-based assessment that is scored by certified reviewers and is not scored by employees of the educator preparation program or unit.

(6) Beginning July 1, 2025, candidates shall submit a passing score on a Department approved performance-based assessment that is scored by certified reviewers and is not scored by employees of the educator preparation program or unit.

G. Credit Requirements.

(1) A program leading to a bachelor's degree shall be a 4-year program and award 120 credits, unless otherwise permitted by law.

(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.

.09 Clinical Experience Placements.

A. Public school district partners, nonpublic schools, and public and private institutions of higher education shall share responsibility for finding placements for qualified candidates with qualified supervising teachers.

B. Supervising teachers shall:

(1) Have the capacity to lead other teachers working in teams to improve the curriculum, instruction, and assessment in the school in an effective and disciplined way;

(2) Have the skills and knowledge needed to mentor new teachers and other less skilled teachers to enable them to develop their skills;

(3) Have sufficient expertise in research, especially action research, to lead teacher teams and candidates that will use research to develop programs, curriculum, teaching techniques, and other interventions;

(4) Be able to conduct formal evaluations to determine the extent to which those interventions are successful, correcting course as necessary to produce the outcomes for students they want;

(5) Have teaching and release time to mentor candidates, newer and struggling teachers, lead workshops and demonstrations at the school level.

(6) Be on the teacher leadership track as a lead, master or professor master teacher no sooner than July 1, 2025 or until the Maryland National Board Certification pass rate reaches the national average.

C. Program Collaboration with Clinical Experience Placements.

(1) The Program shall collaborate with the public school district partner or nonpublic school to provide the supervising teacher:

(a) Initial training on best practices in coaching, mentoring, and reflective strategies; and

(b) Additional professional development after the first year of mentorship, then every four years thereafter.

(2) The program shall collaborate with supervising teachers to evaluate teacher candidates on teacher competencies.

D. Partner School Requirements. Partner schools collaborate with programs to prepare candidates during one or more phases of the clinical rotation to include:

(1) Diverse, clinical experiences that are selected purposefully to complete a well-rounded clinical experience based on:

- (a) Student population;*
- (b) Urban, suburban, or rural school setting;*
- (c) Distinguished instructional practices; and*
- (d) Accomplished State-licensed, supervising teachers in the area in which a candidate may be placed.*

(2) Partner schools must actively collaborate with programs to ensure mentoring and growth of teacher candidates.

E. Professional Development School (PDS) Requirements.

(1) The PDS partnership between a provider and a school shall:

- (a) Collaboratively integrate PreK-12 instructional content priorities in the program and into clinical experiences;*
- (b) Engage candidates in the full range of teacher activities in the school community;*
- (c) Require candidates to reflect on their learning experiences with their peers and with school and program faculty;*
- (d) Collaboratively create, conduct and participate in needs-based professional development to improve instruction and positively impact student achievement;*
- (e) Plan and participate in activities where all school staff is encouraged to support and interact with interns; and*
- (f) Have interns demonstrate competency in using specified learning outcomes and assessments to plan, deliver and assess instruction.*

(2) PDS partners shall work together to carry out the collaboratively defined mission of the PDS partnership by:

- (a) Planning and implementing curricula for interns to provide authentic learning experiences;*
- (b) Sharing the responsibility for meeting the needs of, and evaluating the performance of, candidates;*
- (c) Providing ongoing support for all educators, including non-tenured and provisionally certified teachers; and*
- (d) Using demographic and performance data to modify instruction to improve student achievement.*

(3) The PDS shall uphold Maryland approved standards, competencies, and regulations governing the preparation of candidates by:

- (a) Upholding the exit requirements defined in §.08F. of this chapter;*
- (b) Soliciting and incorporating feedback from candidates to modify and enhance the program;*
- (c) Assessing the collaborative professional development provided in the PDS;*
- (d) Assuming responsibility for improving PreK-12 student achievement; and*
- (e) Collaborating to determine the impact of PDS on student achievement.*

(4) PDS partners shall allocate resources to support the continuous improvement of teaching and learning by:

- (a) Communicating regarding roles, responsibilities, operating procedures, and integrating feedback to continuously improve operations within the partnership;*
- (b) Establishing a governing body at both the program level and local school system level, as applicable, to review data to inform ongoing and future review of the PDS partnership to include placements, supervising teacher trainings, action research work, and induction and/or professional development needs.*

(c) Requiring the governing body at each level to:

- (i) Meet three times annually at a minimum; and*

(ii) Include director-level membership of the Program and local school system, as applicable, principal or designee, PDS site coordinator, and faculty member(s);

(d) Recognizing and rewarding the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the program;

(e) Modeling professional ethics and engaging in substantive examination of ethical issues affecting research and practice; and

(f) Providing resources to ensure the continuity of the PDS.

(5) The PDS shall support equitable involvement of faculty at both the program and local school system levels, as applicable, to support equitable outcomes for diverse learners by providing candidates with:

(a) Equitable access to a clinical experience working with students of diverse backgrounds and abilities;

(b) Work in diverse urban, suburban, and rural school settings;

(c) The opportunity to benefit from working with accomplished supervising teachers;

(d) Full access to professional development and other professional enrichment activities;

(e) Training to support knowledge, skills and dispositions surrounding equity issues;

(f) Partnerships that represent diverse backgrounds;

(g) Action research and inquiry on issues of equity;

(h) Research findings related to student equity used for program improvement;

(i) Collaboration with parents and community members in support of student learning;

(j) Collaboration to ensure that all education is multicultural; and

(k) A focus on meeting the needs of diverse learners to eliminate achievement gaps.

(6) Programs shall have a variety of PDS sites in their networks.

(7) Programs and local school systems, State-operated schools, or nonpublic schools shall have a signed memorandum of understanding to commit to the shared mission, expectations of placements, roles and responsibilities, professional development, and resources.

F. Action Research.

(1) All programs shall require teacher candidates to conduct action research during the practicum.

(2) Candidates shall present findings to local school system, State-operated school, or nonpublic school and clinical faculty.

(3) Findings shall include the ongoing cycle of problem identification, data collection, reflection, analysis, and lessons learned for the next cycle.

.10 State 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 of the annual report 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 documentation of compliance with the following measures:

(a) Entry requirements as stated in §.08A of this chapter;

(b) Clinical experience requirements as stated in §.08D of this chapter;

(c) Standards and competencies requirements as stated in §.08C of this chapter;

(d) Exit requirements as stated in §.08F 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 §.08D(5)(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:

- (a) Program completion rates, including number and demographics of completers, non-completers, degrees granted 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) Enrollment trends, including past and projected enrollment in each program;
 - (e) Employment of graduates/completers; and
 - (f) 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.

.11 State Program 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 five years.
- (3) Programs that fail to meet all the requirements and standards addressed in this chapter may be approved with conditions or placed on probation.
- (4) Program extensions.
 - (a) Providers may request an extension of the Department's 5-year review.
 - (b) Requests shall be in writing and submitted at least 180 calendar days before the end of the program's five-year approval.
 - (c) The Department may grant up to a one-year extension based on documentation submitted to justify the extension.

B. Approval with Conditions.

- (1) If the approved program fails to meet all the standards and competencies, reporting, or compliance requirements, it may be approved with conditions for a period of two years.
- (2) The Department shall conduct a focused review of a program approved with conditions within two years of the original review.
- (3) The Department may extend a program's approval with conditions 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 sufficient evidence to meet program approval requirements, after which 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) The Department may conduct a full review within one year of the last focused revisit for a program on probation unless, through annual reporting requirements, the program provides sufficient evidence to meet 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, 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.*
- (8) *If a program provides evidence of meeting all program requirements, the Department may remove it from probation.*
- (9) *The Department may request an annual follow-up report with an annual re-visit for institutions removed from Probation.*
- (10) *If a program has not made satisfactory progress toward meeting program standards, reporting and/or compliance requirements after the one-year probation, the Department may revoke its approval.*

D. Revocation.

- (1) *The Department may 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 the notification, the program must cease operating.*
- (4) *A revoked program shall not recruit or accept new candidates.*
- (5) *Within 30 calendar days of the notification of revocation, 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 shall wait two years after revocation of a program 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 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.

.12 Teacher Preparation Competencies: General Competencies.

A. Purpose.

(1) The general teacher preparation competencies apply to teacher candidates across all content areas and grade levels, including students with learning differences, to determine readiness to enter the profession.

(2) The teacher candidate shall demonstrate essential knowledge and skills of general competencies that align with current expectations for teacher candidates to exit a program.

B. Required General Competencies. The teacher candidate shall:

(1) Employ evidence-based research strategies, learning theories, and methods to help improve student performance.

(2) Employ inquiry skills and methods regularly to collect meaningful data and improve one's professional practice.

(3) Incorporate personal reflection, professionals' feedback, best practice, and expert opinion to improve one's professional practice.

(4) Demonstrate that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching of the following students:

(a) Students from different racial, ethnic, and economic backgrounds;

(b) Students for whom English is not their primary language;

(c) Students with different learning abilities; and

(d) Students with social and emotional needs.

(5) Create, build and sustain a safe, inclusive learning environment by effectively:

(a) Using strategies to meet social and emotional needs;

(b) Implementing restorative practices;

(c) Employing active listening, conflict de-escalation to include bullying, and other strategies; and

(d) Managing student behavior.

(6) Apply multiple, valid assessment approaches, both formal and informal, modifying when appropriate, that address a variety of developmental needs, conceptual abilities, curriculum outcomes and school goals.

(7) Develop action research that advances one's knowledge base, promotes equity, and addresses an academic need.

(8) Collaborate effectively with colleagues, families, school professionals, businesses, and social services agencies to support student development and student achievement.

(9) Apply instructional supports including a 504 Plan and an Individualized Education Plan, to support a student with exceptionalities by providing developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.

(10) Evaluate student behaviors and unique learning needs in the adaptation of various learning environment, such as physical arrangement, student grouping, instructional intensity, pacing, and embedded assistive technology supports.

(11) Use assistive technologies ranging from low tech to high tech devices or equipment, materials, and resources to educate individuals whose exceptionalities interfere with written or verbal communication.

(12) Analyze and use data derived from assessments to develop intervention plans aligned to the specific needs of individual students.

(13) Implement Response to Intervention (RtI), Universal Design for Learning (UDL), Direct Instruction (DI), and Specially Designed Instruction (SDI) to differentiate instruction.

(14) Effectively use high-quality instructional materials (including online) and adapts existing curriculum to make it stronger using standards-aligned tools, including the ability to use digital resources and computer technology.

.13 Teacher Preparation Competencies: Literacy Competencies.

A. Literacy Competencies for Secondary and PreK-12 Teaching Areas. Teacher candidates completing programs that lead to certification in secondary and PreK-12 content areas shall demonstrate an understanding of the following competencies:

(1) The Learner and Learning. The teacher candidate shall:

(a) Define, describe, explain and analyze the developmental characteristics of adolescent literary learners, active independent readers; processes of making meaning, and motivation and engagement;

(b) Interpret, synthesize, and apply learning of active independent readers; processes of making meaning, and motivation and engagement to specific content area instruction;

(c) Define and distinguish features of diversity and interpret linguistic cultural differences among adolescent learners;

(d) Examine, evaluate, and apply learning of inclusive content area literacy environment and instruction to close achievement gaps;

(e) Describe the characteristics of a high quality learning environment; and

(f) Construct high quality learning environments that support individual and collaborative interaction and engagement;

(2) Content Knowledge. The teacher candidate shall:

(a) Describe purposes and opportunities for reading, writing, and communicating within and across content areas and analyze types of new literacies and their uses for acquiring content knowledge and student understandings;

(b) Employ new literacies for acquiring and developing content knowledge and student understandings;

(c) Identify and select appropriate multimodal sources and resources for inquiry; and

(d) Evaluate and employ discipline specific processes of inquiry to engage in collaborative problem-solving and critical thinking.

(3) Assessment and Instruction. The teacher candidate shall:

(a) Describe guiding principles and practices and examine assessment types, tools, and purposes for content literacy assessment;

(b) Select and/or develop content-specific assessment tools to evaluate student performance and the effectiveness of assessment tools for content-specific assessment;

(c) Examine factors of text complexity and analyze student data to inform and evaluate instructional practice;

(d) Synthesize multiple data points to evaluate and to refine content area instructional practice;

(e) Identify professional and literacy standards and curricula for lesson development to plan and evaluate engaging instruction that supports all learners in meeting goals and intended outcomes;

(f) Employ professional and literacy standards and curricula to plan, implement, and evaluate lessons and instructional units of study within content areas;

(g) Critique effectiveness of instruction and design next steps for students and teachers;

(h) Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices to develop comprehension;

(i) Employ evidence-based multi-modal instructional practices to develop and evaluate comprehension within content areas; and

(j) Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices for general academic and content specific vocabulary use.

(4) Professional Responsibility. The teacher candidate shall:

(a) Examine current trends, initiatives, and educational reform efforts as relative to content literacy;

(b) Explore professional dispositions and engage in critical self-reflection in order to construct a professional development plan as a content area literacy teacher.

(c) Identify organizational structures and school-based resources for specific needs;

(d) Investigate opportunities for collaboration with families/school/communities and develop leadership capacities through actively participating in school-based opportunities for growth and development.

B. Literacy Competencies for Early Childhood, Elementary, Special Education, and English to Speakers of Other Languages. Teacher candidates completing programs that lead to certification in early childhood, elementary, English to speakers of other languages, and special education areas shall demonstrate an understanding of the following:

(1) Literacy Processes. The teacher candidate shall:

(a) Identify the component processes involved in reading and writing;

(b) Apply that knowledge to understand the reading and writing processes of native English speakers and English learners;

(c) Describe how key components of reading and writing processes develop and what biological, cognitive, linguistic and sociocultural factors may influence literacy development;

(d) Identify characteristics that define evidence-based practices in literacy programming and instruction;

(e) Use evidenced-based criteria to select and organize print and multimedia resources for teaching reading and writing; and

(f) Use a variety of print and multimedia resources to engage students as readers and writers.

(2) Literacy Instruction in the Diverse Classroom. The teacher candidate shall:

(a) Provide instruction focused on the core components of reading that lead to proficient and motivated reading behavior for all students;

(b) Provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students;

(c) Design speaking and listening opportunities that lead to more active, equitable and academically oriented conversations for all students;

(d) Identify the role of classroom literacy instruction in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers; and

(e) Provide literacy instruction that reflects and is responsive to the diversity of the classroom community and promotes all students' cultural competence through inclusive and equitable literacy learning opportunities.

(3) Effective Literacy Assessment. The teacher candidate shall:

(a) Identify the foci, purposes and features of literacy assessments and application;

(b) Select or design appropriate literacy assessments and use data from those assessments to make valid educational decisions, differentiate instruction, collaborate with instructional specialists, and evaluate the effectiveness of literacy instruction; and

(c) Use effective techniques for communicating assessment information to a variety of stakeholders.

(4) Researched-based literacy instruction as [determined by the National Reading Panel Report (NICHD, 2000)] to include:

(a) Phonological and Phonemic awareness

(b) Phonics and decoding

(c) Fluency

(d) Vocabulary

(e) Comprehension of literary and informational text

(f) Written expression, spelling, and grammar[; and]

(g) Assessment and instructional decision-making

(h) Long term planning aligned with the literacy curriculum, student needs, instructional histories, school/grade level needs

(i) Effective methods for promoting the reciprocal relationship between writing and reading

(j) Strategies that foster connections to students' homes and communities

(k) Multiple opportunities for incorporating oral language variation

.14 Teacher Preparation Competencies: Math Competencies.

A. Math Competencies. Teacher candidates seeking certification to provide mathematics instruction should demonstrate the competencies applicable to the area of certification (PreK- Grade 3; Grade 1-6; Middle School and/or High School).

B. Content knowledge. The teacher candidate shall:

(1) Apply mathematics content knowledge for teaching within one's area of certification;

(2) Demonstrate conceptual understanding, proficiency with procedural skills, and the ability to solve real world problems;

(3) Recognize the coherent progression of mathematical concepts both within an age/range/grade/course and across an age/range/grade/course;

(4) Use mathematics to model real world problems; and

(5) Use precise mathematical language.

C. Pedagogical skills. The teacher candidate shall:

(1) Identify the appropriate sequence of mathematical learning targets for both a unit of study and an individual lesson;

(2) Construct collaborative and self-directed learning opportunities that reflect active student engagement in learning and a growth mindset;

(3) Develop strategies for responding to anticipated and present student misconceptions;

(4) Design rich mathematical tasks that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets;

(5) Integrate instructional strategies and/or teaching aides that enhance the learning of mathematics, such as multiple representations, manipulatives, calculators and other technological aides; and

(6) Recognize productive struggles and unproductive struggles to promote perseverance and thinking flexibly.

D. The teacher candidate shall use multiple assessment tools and evidence-based instructional strategies to guide the mathematics instructional process.

E. The teacher candidate shall identify the cognitive process, learning theories and developmental strategies related to the teaching and learning of mathematics.

.15 Teacher Preparation Competencies: Cultural Responsiveness.

A. Cultural Responsiveness.

(1) All educator candidates seeking certification shall be trained to support diverse students.

(2) Demonstration of required knowledge and skills shall include application of principles and demonstration of competencies in racial awareness and cultural competence, addressing how to teach students, and manage teaching faculty, from different racial, ethnic, and socioeconomic backgrounds as well as implementation of restorative practices.

B. Cultural Competencies. The teacher candidate shall:

(1) Acknowledge their own biases and inequitable actions

(a) Identify cultural responsiveness issues such as racism, prejudice, white privilege, and the impact of race, socioeconomics, gender, and other types of diversity, and how they impact students, families, and educators;

(b) Demonstrate awareness of their own assumptions, values, and biases that may impact responses to a diverse student population, to include gender;

- (c) *Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;*
- (2) *Make effort to learn about their students' cultural backgrounds*
 - (a) *Demonstrate respect for students' cultures;*
 - (b) *Seek purposeful immersion experiences;*
 - (c) *Incorporate a variety of culturally sensitive visual aids to support student learning, including children of color and families of immigrants;*
- (3) *Examine curriculum and learning materials for bias;*
 - (a) *Differentiate instruction with consideration of cultural and linguistic diversity;*
 - (b) *Provide strategies to students to support them with responses to discrimination and negative attitudes associated with cultural differences;*
- (4) *Build a safe environment, respectful of all individuals*
 - (a) *Determine learning environments for diverse student populations that facilitate active participation in individual and group activities;*
 - (b) *Communicate high expectations for students of all backgrounds, to include gender, with particular attention to and support for high-needs students;*
 - (c) *Demonstrate respect for students' cultures;*
 - (d) *Identify values and expectations of the school with different perspectives of students and colleagues;*
- (5) *Build relationships with families and communities*
 - (a) *Incorporate the parent's point of view related to school culture to determine strategies for improving interaction between the school and families*
 - (b) *Provide opportunities for families to be involved in their child's educational experiences*
 - (c) *Integrate the role of family and community into teaching and learning;*
 - (d) *Provide information regarding school and community resources that are available for students, educators, and families.*
- (6) *Demonstrate knowledge of instructional implications of cultural and linguistic diversity of children at all developmental levels*
 - (a) *Understands the lived experiences of students are fundamental in connecting and teaching each learner;*
 - (b) *Identifies the impact of poverty on a student's learning and the sociological, physical, and psychological development with the human and brain development;*
 - (c) *Recognizes students' internal and external stressors, and provides constructive outlets for responses to those stressors;*
 - (d) *Understands the developmental learning process.*

KAREN B. SALMON, Ph.D.
State Superintendent of Schools