



Blueprint for Maryland's Future:
English Learner (EL) Workgroup
Meeting #3: Spotlight on California and
Access to ELD-Trained Teachers and Multilingual Staff
September 14, 2021

Agenda



1. Welcome – Mohammed Choudhury, State Superintendent of Schools
2. State Spotlight – Susan Ly-Raposa, Alesha Moreno-Ramirez and Sarah Neville-Morgan, California Department of Education
3. Guiding Question – Mohammed Choudhury, State Superintendent of Schools
4. National Best Practices and Research – Kelly Meadows, MSDE
5. Maryland's Existing Policy and Practices – Kelly Meadows, MSDE
6. Local School System Spotlight – Jennifer Love, Prince George's County Public Schools
7. Data Dive – Amir François, MSDE
8. Recommendations – Workgroup Members

Guiding Question

What practices support equitable access by ELs and their families to ELD-trained teachers and multilingual staff?



Training for General Education Classroom Teachers

“Research indicates that it is beneficial for English learners if all general education classroom teachers have some form of EL-specific training, regardless of whether they work directly with English learners or not. General classroom teachers help students gain proficiency in the essential areas of language proficiency: speaking, listening, reading and writing.”

Education Commission of the States, 50-State Comparison: English Learner Policies, May 2020

50-State Comparison

What EL training or ongoing professional development is required of general classroom teachers?

Not Specified in Statute or Regulation	Governed by state EL Guidebook or Federal Law	Educator Preparation Programs Required to Provide Instruction related to ELL	State Teacher Standards Include Strategies to support ELL students.	Professional Development Provided/Required
18 states	5 states	13 states	8 states	6 states
DC, IA, KY, LA, ME, MD, MI, NB, ND, OH, OK, SC, SD, TN, VT, WV, WI, WY	AR, HI, ID, KS, MS, MT	CA, CT, DE, FL, GA, IN, MS, NJ, NC, OR, PA, UT, VA	AL, AK, AZ, MA, NH, NM, NY, RI	CO, IL, MN, NV, TX, WA

Information above was gathered from state statutes and regulations only – Education Commission of the States, 50-State Comparison: English Learner Policies , May 2020

Training for EL Teachers

“Research indicates English learners perform best when teachers are required to have state certification to teach English as a Second Language (ESL), English to Speakers of Other Languages (ESOL), bilingual or other type.”

Education Commission of the States, 50-State Comparison: English Learner Policies, May 2020

50-State Comparison English Speakers of Other Languages Credentials

Not Specified in Statute or Regulation	No Certification Required but Standards and/or Pre-Service Training for ESOL Teachers Required	Certification Available, but Unclear if Required	Certification/Endorsement Required
9 states	3 states	11 states	27 states
DC, IN, WV, IH, ID, MT, MS, OH, PA	AL, AK, CO	AR, CO, FL, ID, KY, LA, NY NC, OK, VT, VA	CA, CT, DE, GA, MD, KY, MN, MO, NV, NH, NM, ND, RI, TX, AZ, GA, IL, IA, KS, MA, MI, NB, NJ, OR, RI, UT, WA

Information above was gathered from state statutes and regulations only – Education Commission of the States, 50-State Comparison: English Learner Policies, May 2020

Spotlight on National Best Practices and Research



50-State Comparison Bilingual Education Credentials

Bilingual Endorsement Available, but it is Unclear if it is Required	Bilingual Certification/Endorsement Available and Required
3 states	17 states
ID, NY & VT	AZ, IL, MA, MI, NB, NJ, RI, UT, & WA, CA (authorizations), CT, DE, MN, NV, NM, ND, & RI

Information above was gathered from state statutes and regulations only – Education Commission of the States, 50-State Comparison: English Learner Policies, May 2020

Maryland Certification: ESOL

Currently pathways to certification

1. Maryland traditional approved program in ESOL
2. Maryland alternative approved program in ESOL
3. Out of state/country program approved in the state/country where it is located to lead to certification in ESOL
4. National Board Certification in ESOL
5. Professional certificate in ESOL from another country or state and 3 years of satisfactory experience teaching ESOL in the past 7 years
6. Coursework and experience requirements outlined in COMAR 13A.12.02.19 (transcript analysis pathway)
7. Earn an endorsement to an existing teaching certificate by taking the Praxis content assessment or providing 30 content credits in ESOL related coursework

Maryland Certification: Bilingual

- There is currently no bilingual certification in Maryland
- Employers determine eligibility requirements based on position and assignment

International Teachers and Staff

- Maryland does not require U.S. citizenship to apply for certification
- Regulation states that an individual must demonstrate proficiency in both spoken and written English
- Maryland does not regulate the qualifications of assistants, paraprofessionals, coaches, substitutes, and office staff through certification
- Qualifications of staff who do not require a certification are developed at the employer level

Proposed Maryland Certification

- A repeal and replacement of certification and educator preparation regulation is currently being promulgated to align with the Blueprint for Maryland's Future and the State Board's comprehensive plan to increase rigor and accountability of educator certification and preparation
- Pathways to initial certification will look different
 - Elimination of transcript analysis pathway for teaching areas
 - New alternative pathway based on performance review through an approved provider
 - Elimination of experienced professional pathway (Blueprint for Maryland's Future requires all teacher candidates from other states/countries pass a performance assessment)
- Focused renewal requirements
 - Teachers, in collaboration with their supervisors, must develop an Individual Professional Development Plan that includes:
 - Content related to their certification
 - Pedagogy
 - ELL, Sheltered English, or Bilingual Education
 - Strategies for teaching students with; and
 - Culturally responsive teaching or diversity in education

Existing Maryland Policies and Practices: State Level



Traditional Teacher Preparation Programs

- 350 current Maryland Approved Programs through Institutions of Higher Education
- 9 approved ESOL programs leading to certification

(located in Baltimore City, Baltimore, Carroll, Prince George's, Wicomico)

# of Program Completers in ESOL (PreK-12)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	(Projected) 2021-2022
Goucher College	Started in 2018		0	0	0	1
McDaniel College	8	6	8	10	6	6
Notre Dame of Maryland University	16	20	26	28	11	38
Salisbury University	2	0	1	2	3	3
University of Maryland, Baltimore County	11	15	19	9	14	14
University of Maryland, College Park	12	29	32	39	36	40
Totals	49	70	86	88	70	102

Alternative Teacher Preparation Programs

- 10 current Maryland Approved Alternative Preparation Programs (representing 4 local school systems)
- 2 approved ESOL programs that lead to certification
(located in Baltimore City and Prince George’s County*)

# of Resident Teachers in ESOL (PreK-12)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	(Projected) 2021-2022
Teach For America (Baltimore City)	4	9	9	8	23	14
PGCPS RTC	n/a	n/a	n/a	n/a	n/a	TBD

*Prince George’s County Resident Teacher program was recently approved for ESOL in July 2021

Teacher Preparation (for general educators)

- Current policy requires all programs incorporate teaching culturally, linguistically diverse students throughout the program, or offer at least one distinct course.
- During the 2020-2021 school year, MSDE facilitated a year-long professional learning series titled “Supporting Diverse Populations” with participation from all approved programs. Topics included equity, gifted & talented education, and English Learners.

Proposed Maryland Educator Preparation

- Shift from policy to regulation
 - Provides greater level of transparency for educator preparation programs and candidates
 - Allows for MSDE to hold programs accountable when requirements are not satisfied
- Year long clinical experience to include placements in a variety of school environments with diverse student populations
- Inclusion of competencies (in addition to national standards) required for all teaching areas, to include:
 - General competencies
 - Literacy competencies
 - Math competencies
 - Cultural Responsiveness competencies

Culturally Responsive Competencies (examples)

The teacher candidate shall

- *Build relationships with families and communities*
- *Seek purposeful immersion experiences within groups different from their own*
- *Communicate high expectations for students of all identities including gender, race and ethnicity, language, socioeconomics, and disability*
- *Incorporate a variety of culturally responsive materials that represent and support learning for diverse populations of children and families*
- *Differentiate instruction with consideration for cultural, linguistic, and academic diversity.*

Literacy Competencies (examples)

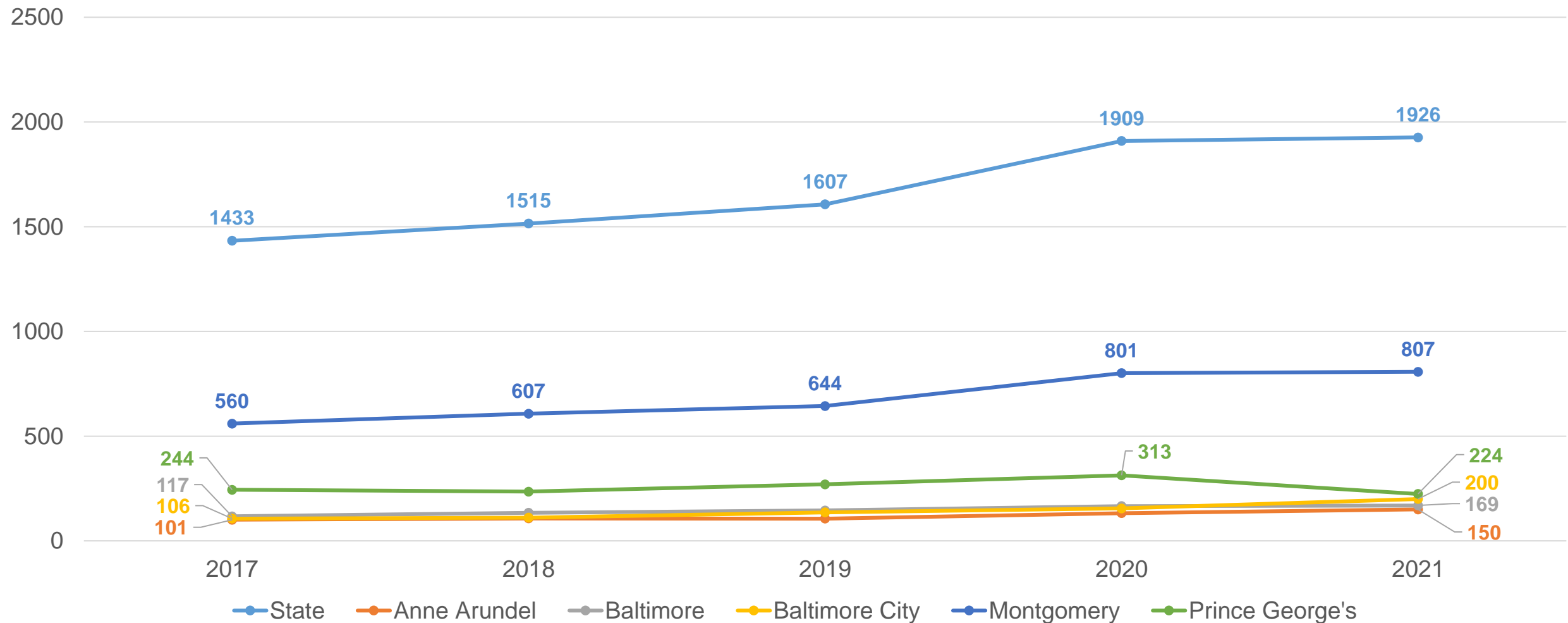
The teacher candidate shall

- *Identify the component process involved in reading and writing. Apply that knowledge to understand the reading and writing processes of native English speakers and English learners.*
- *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.*
- *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.*

How has the number of ESOL Teachers in Maryland & LSSs with large EL populations changed?

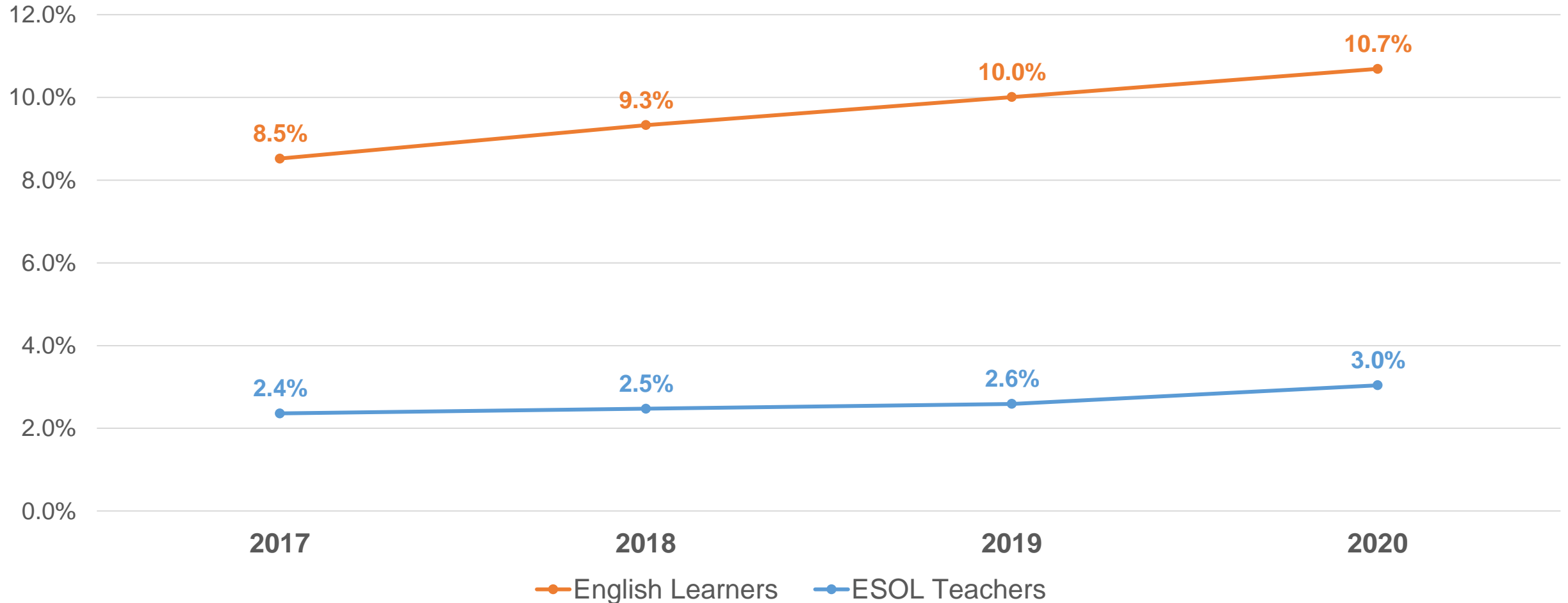


Number of ESOL Teachers by State and LSS



Is the share of ESOL teachers keeping pace with the increase in EL students?

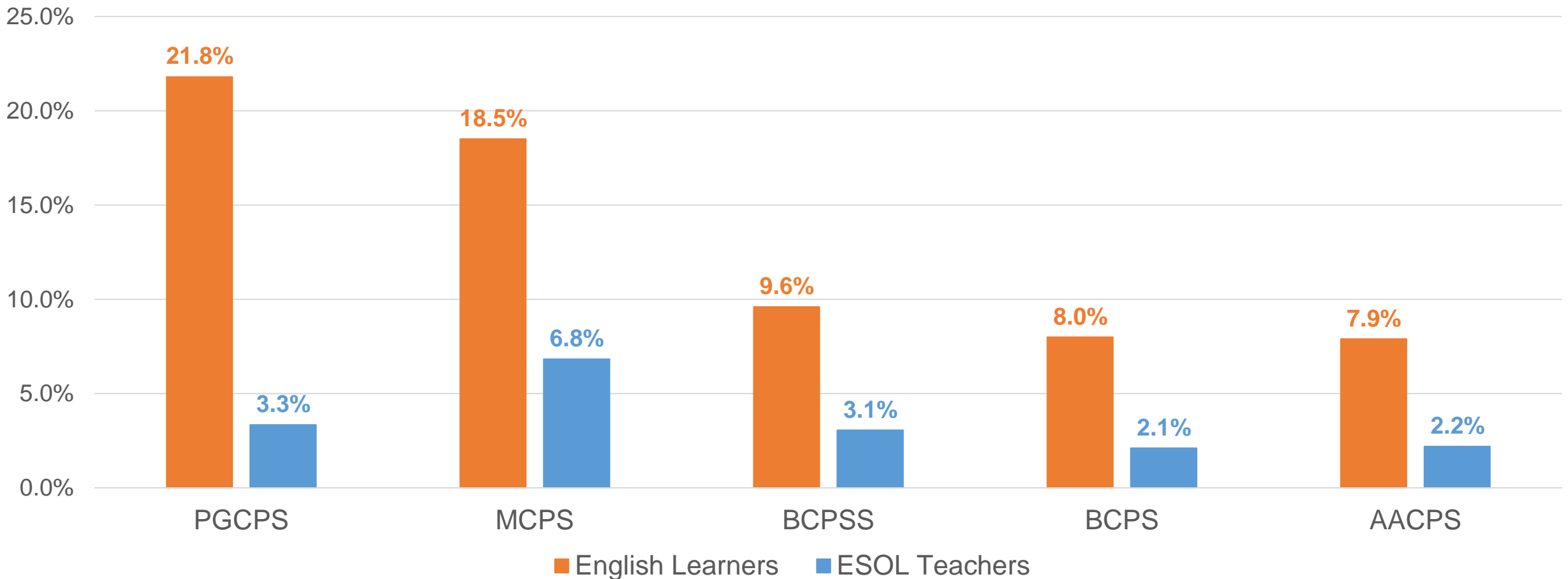
Statewide Percentages of EL Students and ESOL Teachers



What is the share of ESOL teachers compared to EL students for the largest EL populations?



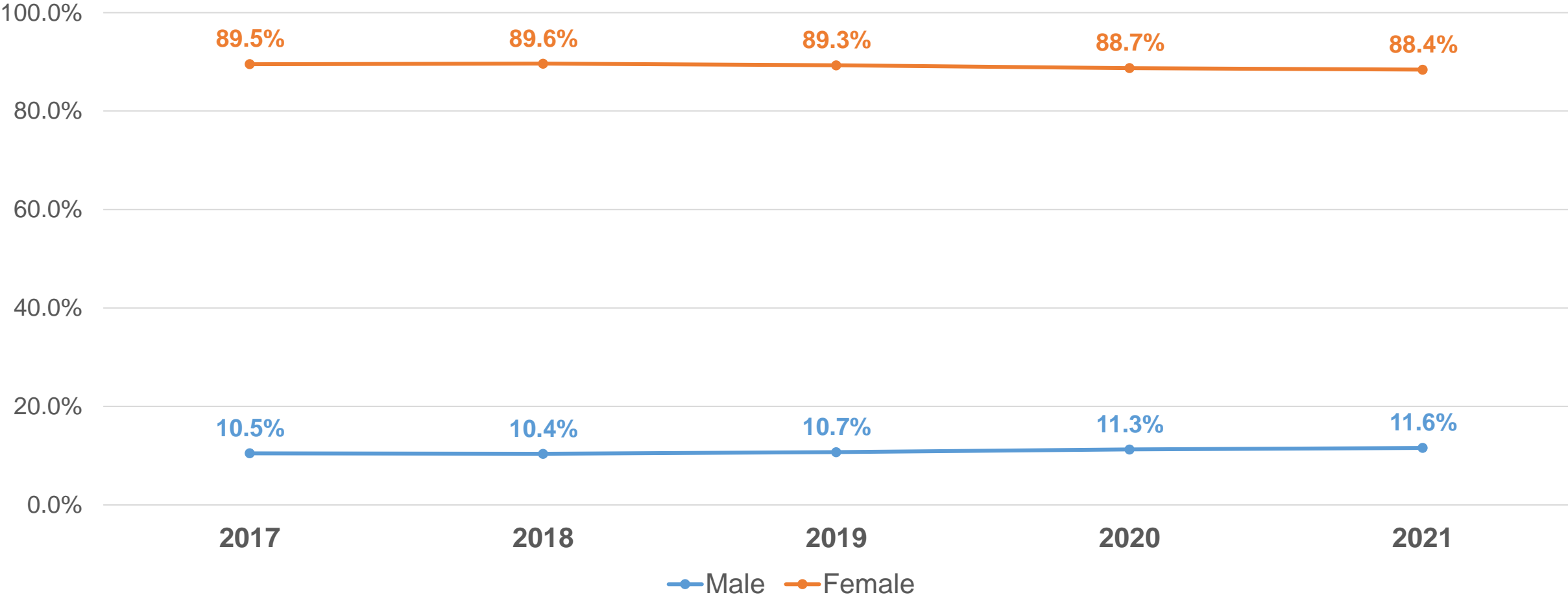
Percentage of EL Students and ESOL Teachers - SY2021



What does the population of ESOL Teachers look like?



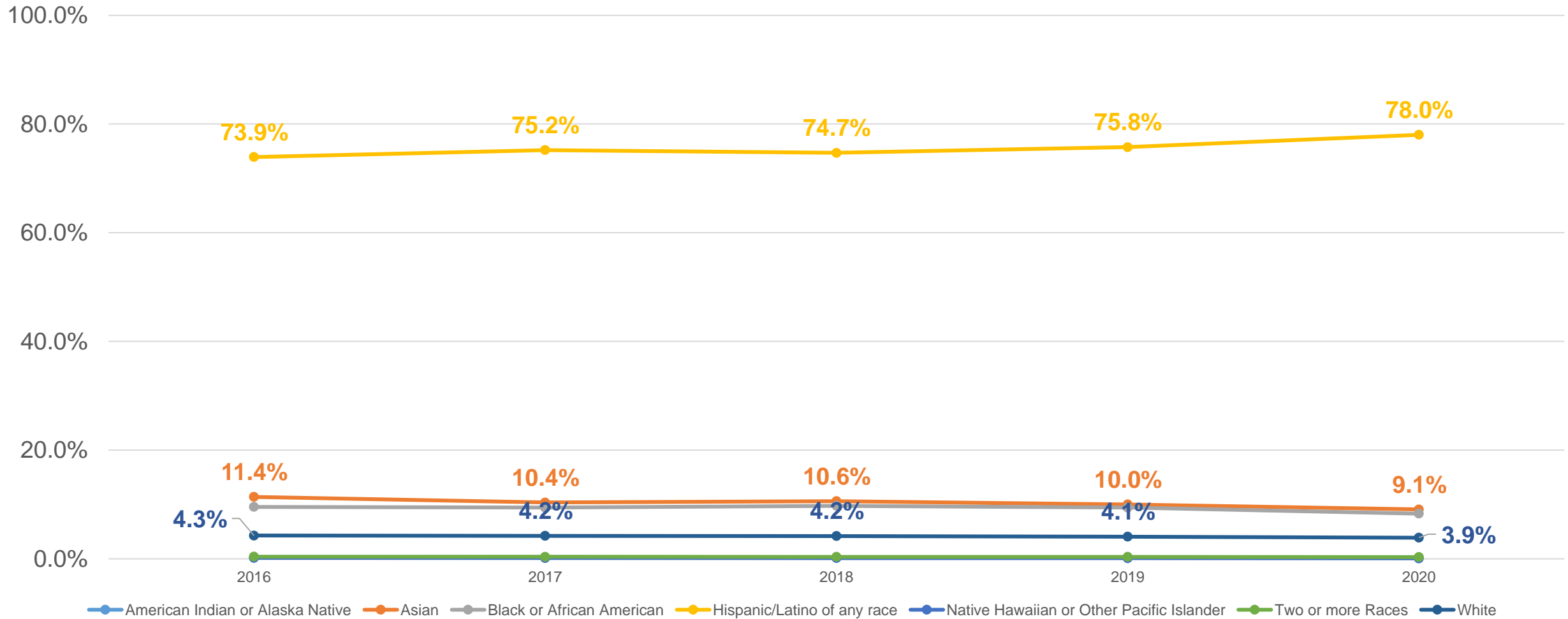
Gender Breakdown of ESOL Teachers



What does the population of EL Students look like?



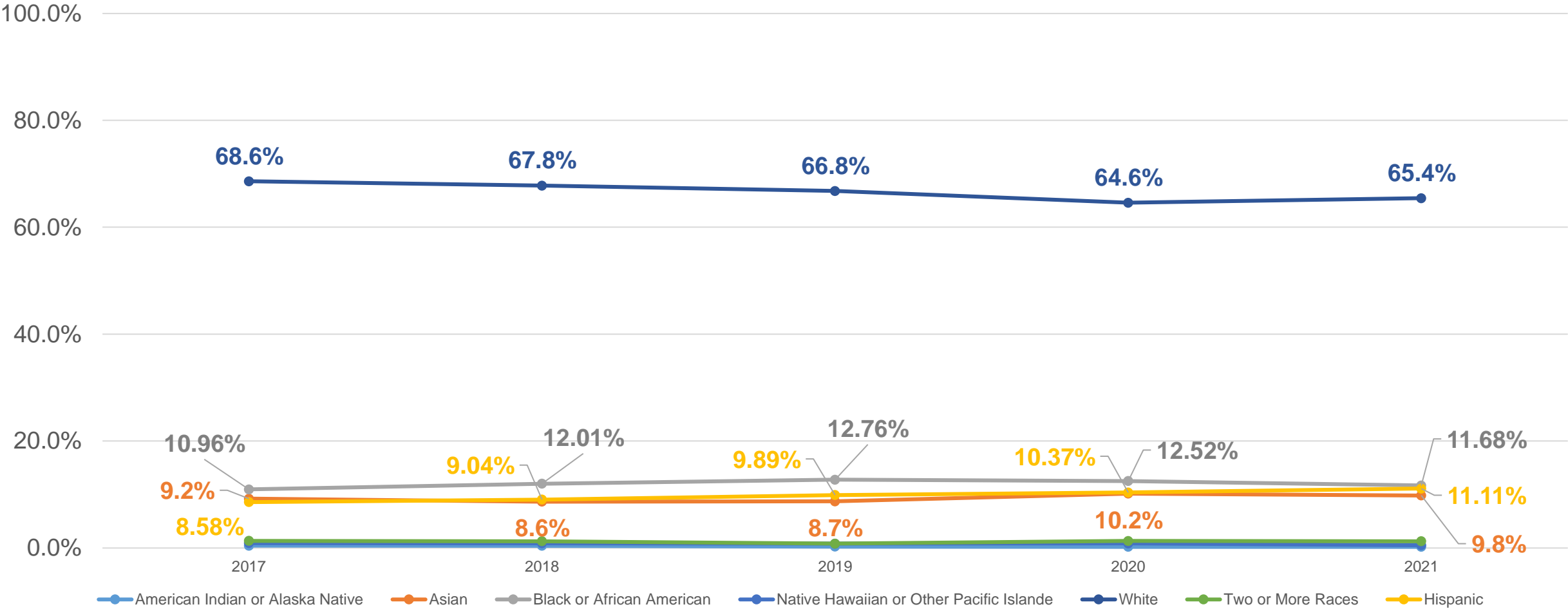
Racial Composition of EL Students



What does the population of ESOL Teachers look like?

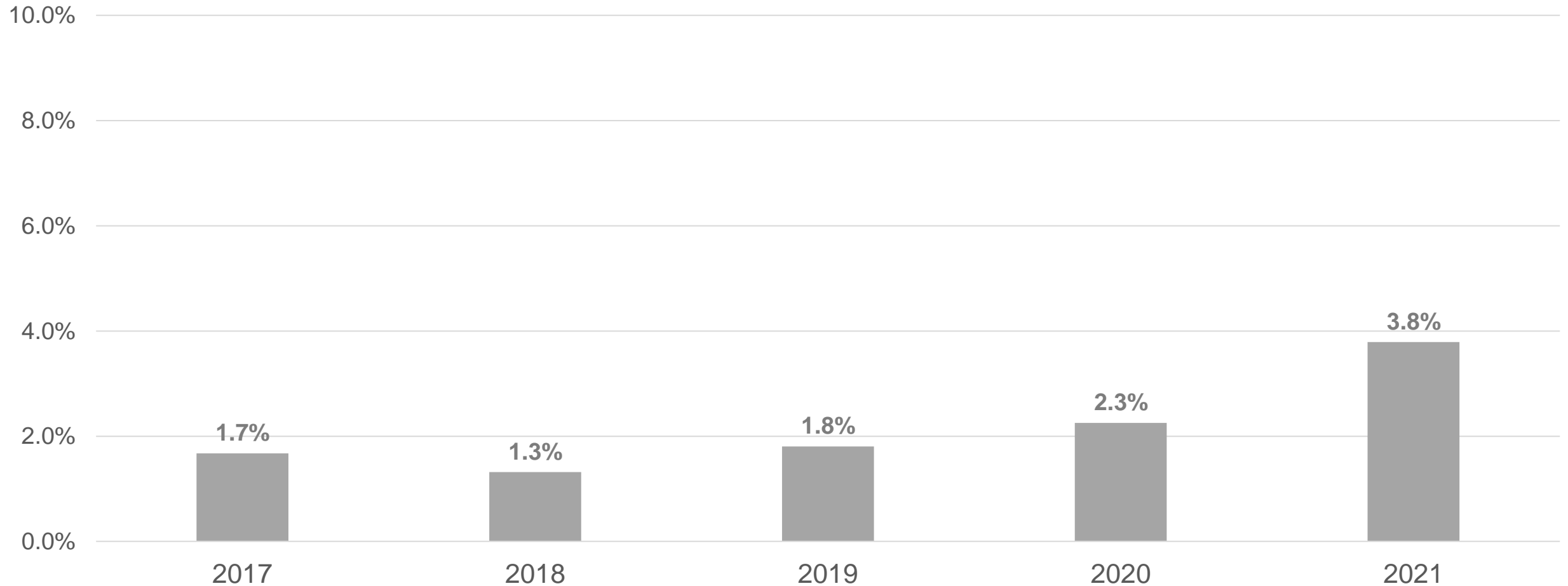


Racial Composition of ESOL Teachers



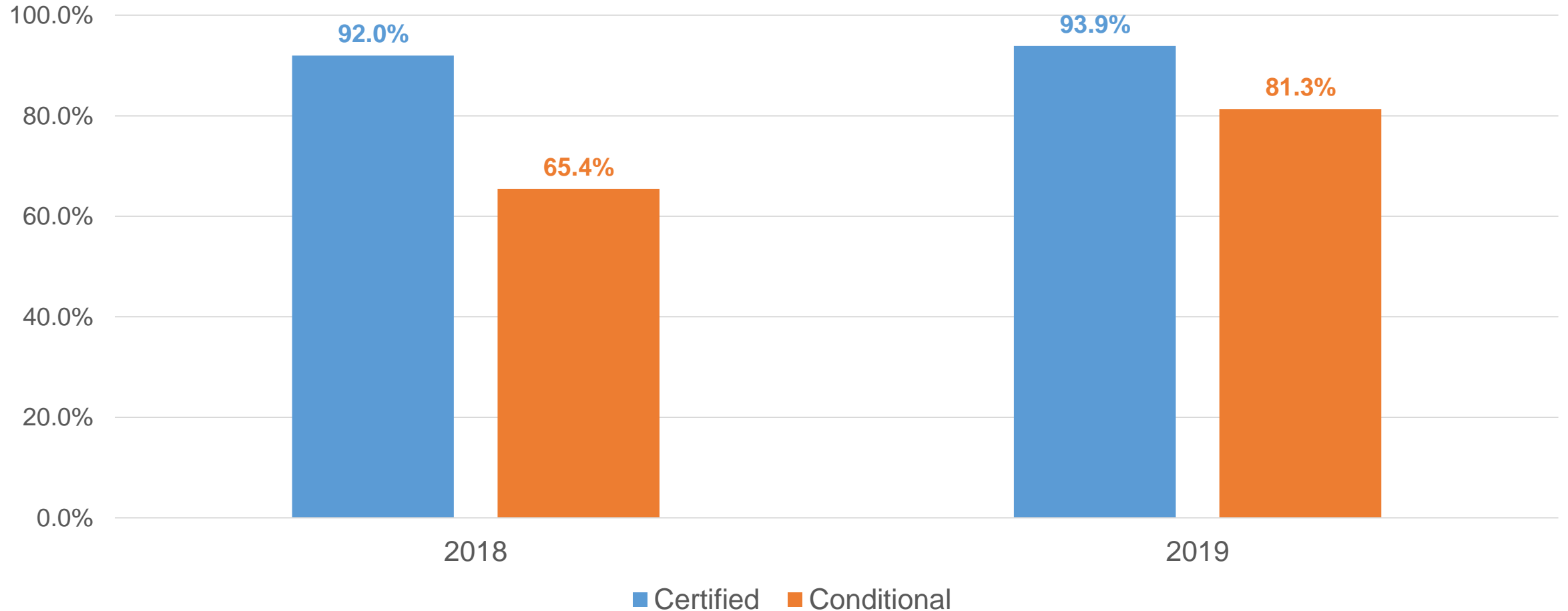
How many ESOL teacher have conditional certification?

Percentage of Conditionally Certified ESOL Teachers



How many ESOL teachers are teaching in their certification field?

Percent of ESOL Teachers In-Field



Reflecting upon today's presentation, please use the shared document (link in the chat) to contribute your ideas on:

- Where are there opportunities for Maryland to grow?
- What policy and practice recommendations do you have?

Please contribute ideas to our [shared document](#).