

Regulations Deep Dive: Educator Preparation and Licensure Updates


MARYLAND STATE BOARD OF EDUCATION | January 24, 2023

Presented By | Kelly Meadows, Assistant State Superintendent



PRESENTATION OUTLINE

1. Historical Perspective
2. Educator Preparation
3. Educator Licensure
4. Code of Maryland Regulations

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1. Teacher Induction, Retention, and Advancement Act
 2. Blueprint for Maryland's Future
 3. Promulgation Timeline
 4. Common Themes of Public Comment
 5. Supply and Demand

Historical Perspective

Redesigning educator preparation and licensure in Maryland

Teacher Induction, Retention, and Advancement Act (2016)

- Established a stakeholder workgroup comprised of representatives from **State agencies, local education agencies, higher education, teachers' unions, and the State Board of Education (SBOE)**
- Final report published in 2017, included recommendations to develop **standards and accountability for educator preparation programs and flexible pathways to licensure**
- In 2018, the SBOE and Professional Standards and Teacher Education Board (PSTEB) charged MSDE with **repealing and replacing the regulations** governing educator preparation and licensure
- MSDE presented recommended regulations to the SBOE and PSTEB beginning in **June 2018 through 2019**
- **Educator Preparation Program Advisory Committee established** in 2019 to provide feedback, which was shared with SBOE and PSTEB in January 2020
- **Further amendments made** to align with the Educator Preparation Program Advisory Committee recommendations

Source: [chrome-extension://efaidnbmnribpajpgclefindmkaj/http://archives.marylandpublicschools.org/teacherworkgroup/docs/TeacherInductionRetentionAdvancementAct2016WorkgroupFinalReport.pdf](http://archives.marylandpublicschools.org/teacherworkgroup/docs/TeacherInductionRetentionAdvancementAct2016WorkgroupFinalReport.pdf)

Blueprint for Maryland's Future (2021)

- The Blueprint raises expectations for Maryland teacher preparation programs
- Establishes requirements for **traditional and alternative** Maryland-approved programs regarding:
 - Instructional content
 - Classroom **observations**
 - **Practicum** length and placements
 - **Mentor** qualifications
 - **Collaboration** between LEAs and programs
 - Maximum number of **credits**
 - Certification **assessment** requirements
- The Blueprint requires MSDE to **monitor and assess** the new requirements for any negative impact on the **diversity of teacher candidates** passing the initial teacher licensure assessments

Promulgation Timeline



Stakeholder Feedback – Common Themes of Public Comment

Educator Preparation

Stakeholder	Feedback	MSDE Recommendation
Accountability and Implementation Board and Institutions of Higher Education	The length of the practicum should not be prescribed as 180 days when the law states “equivalent to a full school year.”	MSDE modified the language to align with the language in the law.
Institutions of Higher Education	The number of credits required in English language arts, math, science, and social studies (12 credits per subject) should not be prescribed for elementary programs.	MSDE modified the language to require content coursework in each of the four areas; however, a minimum number is not required. Programs must demonstrate how content knowledge is assessed during approval/renewal.
Accountability and Implementation Board and Institutions of Higher Education	The term “mentor teacher” causes confusion given local education agencies use this term exclusively for teachers who mentor teachers during induction and provide professional development.	MSDE modified the language to identify a “clinical mentor teacher” to distinguish the role of a local education agency teacher who mentors teacher candidates during the practicum.
Institutions of Higher Education	The regulations do not allow an individual to confer a degree if they don’t successfully complete the program.	MSDE clarified language to ensure programs have the option of conferring a degree when the student has not completed the requirements for licensure.

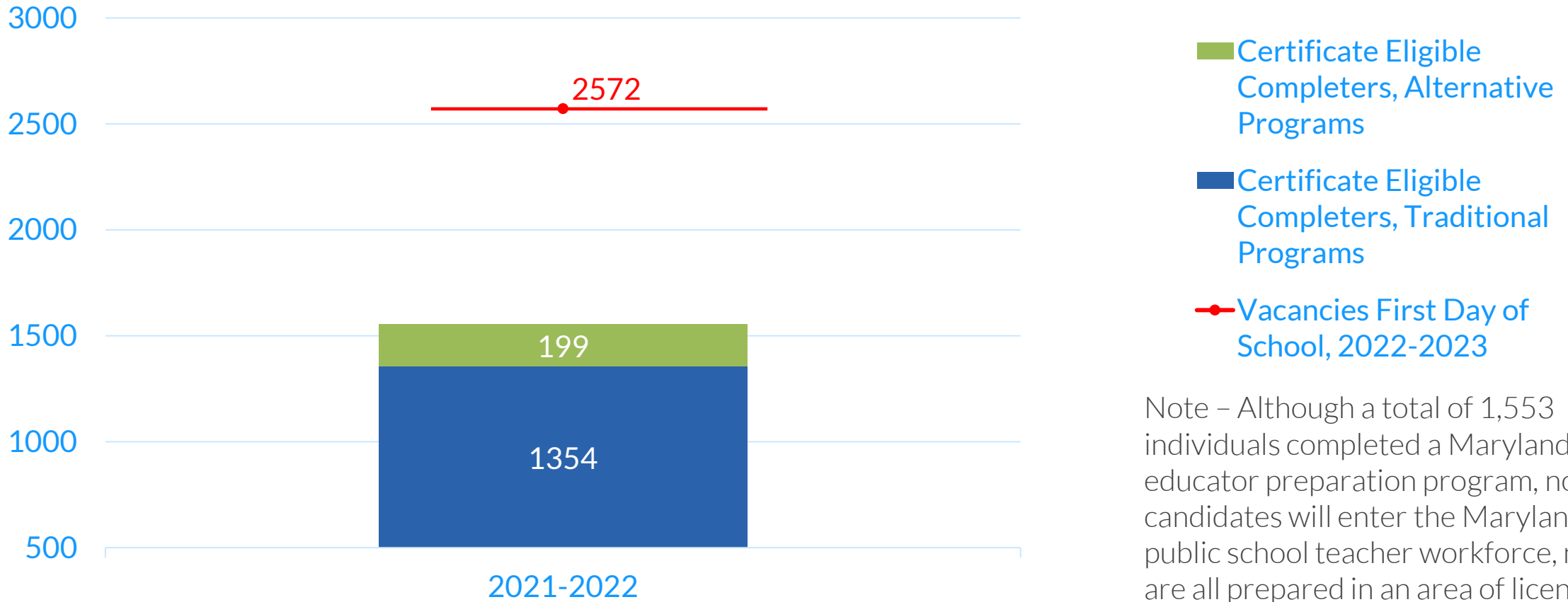
Stakeholder Feedback – Common Themes of Public Comment

Educator Licensure

Stakeholder	Feedback	MSDE Recommendation
Local Education Agencies	Licensure assessment requirements for program candidates are expensive and may be a barrier for candidates of color.	MSDE modified language to eliminate assessments not required by law and allow both paper/pencil and performance-based assessments to measure proficiency in reading instruction.
Accountability and Implementation Board and Local Education Agencies	Do not limit pathways for teacher candidates.	MSDE developed the In-District Training Program for career changers and modified language to allow multiple measures of teaching ability for out-of-state candidates.
Accountability and Implementation Board and Local Education Agencies	The requirements for teachers assigned to teach more than two areas outside of their area of licensure are untenable and may lead to more shortages.	MSDE modified the language to allow teachers teaching more than two classes outside their licensure area to demonstrate competency by providing an effective evaluation or completing content coursework.
Local Education Agencies	There are too many topic areas required for the renewal of a professional license.	MSDE combined topic areas to allow for broader choice when choosing professional learning experiences.

Supply and Demand

Maryland Educator Preparation Programs do not produce enough teachers to fill the state’s vacancies



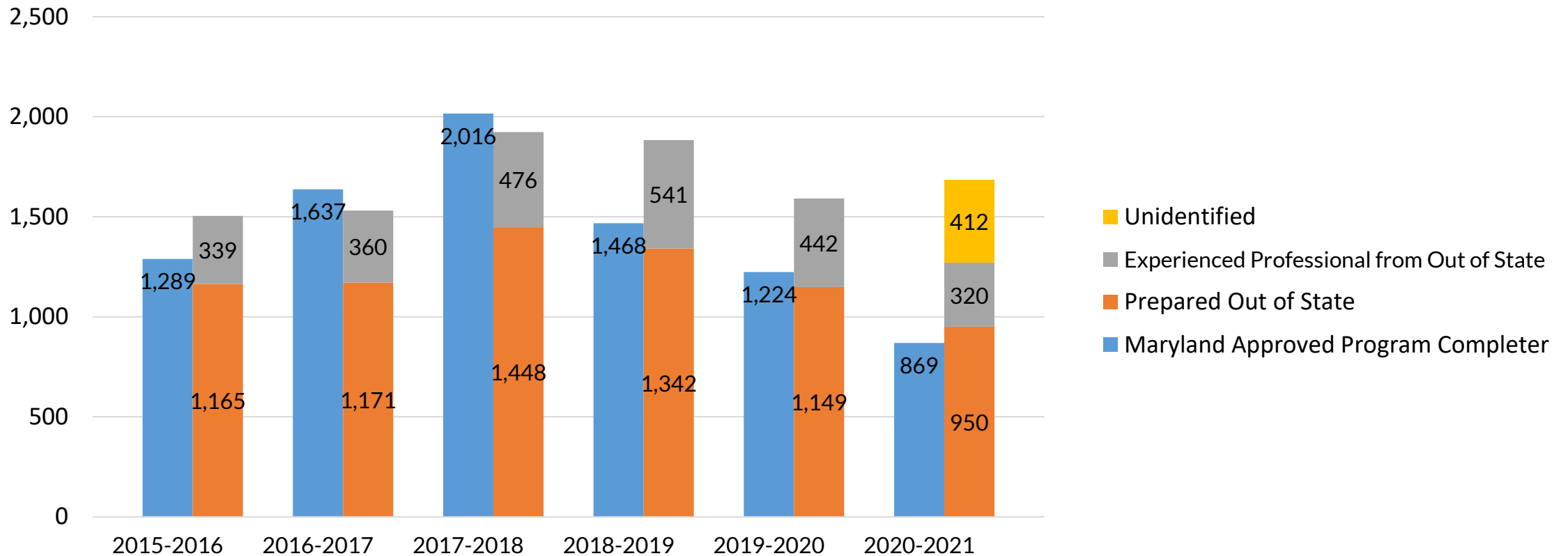
Note – Although a total of 1,553 individuals completed a Maryland educator preparation program, not all candidates will enter the Maryland public school teacher workforce, nor are all prepared in an area of licensure that is in current demand.

Source: 2021-2022 Traditional Program Annual Report and 2021-2022 Alternative Program Annual Report; 2022-2023 Annual Vacancy Report

Supply and Demand

Approximately 50% of Maryland certification applicants are prepared in another state

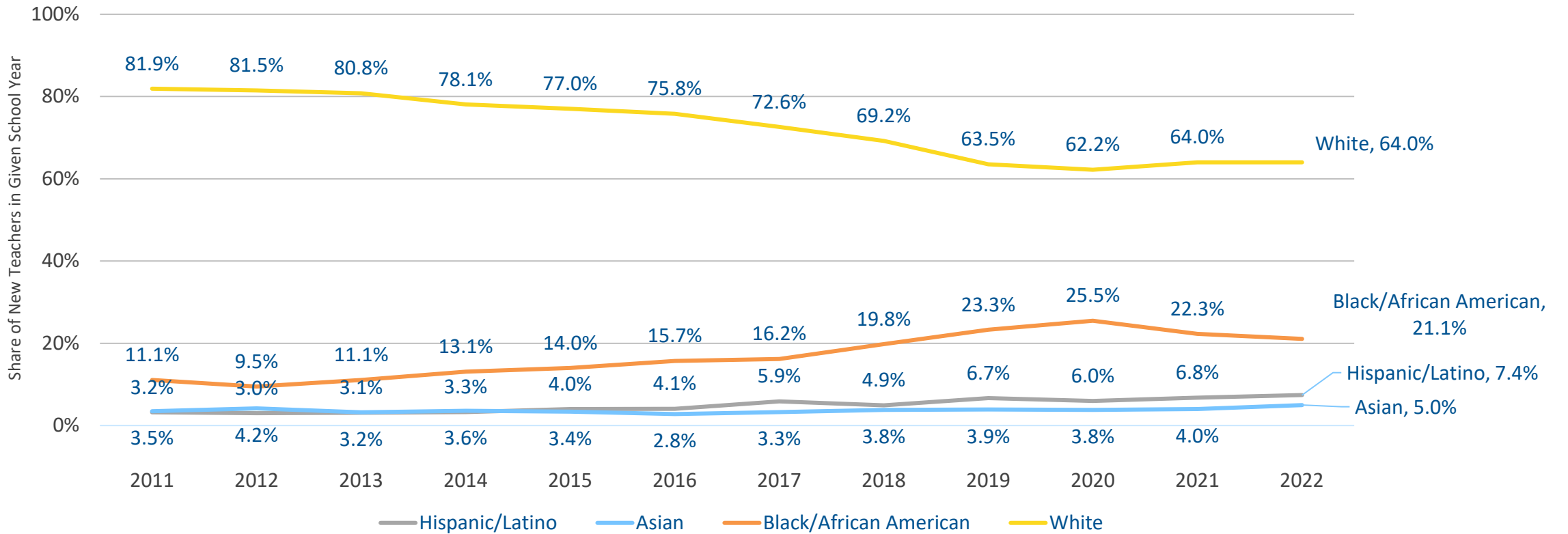
Preparation Location of Initial Certificates



Source: MSDE Educator Information System

Supply and Demand

Maryland’s teachers do not reflect Maryland’s student population



*A new teacher is defined as one with less than one year of experience at the start of the given school year. Source: MSDE Staffing Data Collection

Source: MSDE Staffing Data Collection

Paving the way for a diverse teacher workforce

- These regulations are an opportunity to take a long-term approach to establish a **comprehensive** and systematic set of **flexible strategies** to build a **diverse** stable **high-quality profession**
- Identify a **variety of assessments** to determine a candidate's readiness to enter the classroom, including portfolios, observations, and attestations
- Require **educator preparation programs** to provide instruction in the science of reading and require candidates to **demonstrate effectiveness** through multiple measures
- Ensure a **high-quality internship** that includes **quality mentoring** by a compensated mentor who has a track record of **improving student outcomes**
- Hold educator preparation programs accountable for **recruiting and supporting a diverse candidate pool**
- Develop alternative licensure pathways to **recruit and support a diverse pool of potential candidates**
- **Expand the opportunities for professional development** required to renew a professional license



Educator Preparation

1. Maryland-Approved Educator Preparation Programs
2. National Accreditation vs. State Approval
3. Requirements for Program Approval
4. Maryland Teacher Competencies
5. Accountability

Proposed requirements for Maryland-Approved education preparation programs

Maryland-Approved Educator Preparation Programs

Overview of Traditional Programs

- Maryland public and private colleges and universities
- Approved to operate by the Maryland Higher Education Commission (MHEC)
- Programs leading to licensure are approved by MSDE
- Combination of undergraduate, graduate, and post-baccalaureate programs
- During the 2020 - 2021 school year, 23 providers offered a total of 274 programs (i.e, areas of licensure)

Maryland-Approved Educator Preparation Programs

Overview of Alternative Programs

- Must be **initiated** by a local education agency (LEA)
- LEAs often partner with a **community college, 4-year institution of higher education, or nonprofit organization** to implement the program
- Candidates must have a bachelor's degree to apply so **recruitment focuses on career changers**
- Candidates must complete **coursework, professional development, and an internship** prior to transitioning to a **residency where they are the teacher of record** while continuing their preparation
- Coursework and professional development is flexible as it **does not need to lead to college credit** (but may in some instances)
- During the 2020 - 2021 school year, **9 LEAs offered 70 programs** in Anne Arundel, Baltimore City, Baltimore County, Montgomery County, and Prince George's County

National Accreditation vs. State Approval

- Md Code, Education §11-208 allows Maryland educator preparation programs to seek **State approval** by MSDE or **national accreditation** from an accreditor recognized jointly by MSDE and MHEC
- To be recognized, an accreditor must use **national professional standards that are comparable to the professional standards Maryland uses** when approving programs
- The law requires MSDE to **pay the fees associated with national accreditation** for those programs that decide to pursue this option, as well as half of the expenses incurred by the institution of higher education in connection with an accreditation visit

Requirements for Program Approval

1. Alignment to National Standards

- Regulations identify all the **national standards** to which educator preparation programs must align
- All standards are **incorporated by reference** (IBR) as required by the Division of State Documents
- **Content standards** are incorporated by area of licensure
- All teacher education programs must align to:
 - The **Model Core Teacher Standards and Learning Progressions for Teachers** (InTASC)
 - **Model Code of Ethics for Educators** (MCEE)
 - **International Society for Technology in Education** (ISTE) Standards for Educators
 - **Social Justice Standards:** The Teaching Tolerance Anti-Bias Framework, Teaching Tolerance, A Project of the Southern Poverty Law Center

Requirements for Program Approval

2. Application Process

- Consent to **operate in Maryland** from MHEC
- Application that includes:
 - **Needs assessment** demonstrating demand
 - A **description** of the program
 - **Plan to recruit racially and ethnically diverse candidates**
 - **Alignment to national content and professional standards** (e.g., curriculum, course sequence, syllabi, key assessments, expected outcomes, faculty vitae, materials and resources utilized, and integration of technology)
- **Alternative program applications** must also demonstrate that a **minimum of 4-weeks of professional development** (coursework, clinical observations, training) is provided to a candidate prior to the residency period of the candidacy

Requirements for Program Approval

3. Program Entry and Instructional Requirements

- Entry Requirements
 - Minimum **Grade Point Average (GPA)** of 3.0 or passing scores on a basic skills assessment battery
 - A program may **waive the entrance requirements** for up to **10% of the candidates admitted in an annual cohort** if they provide the necessary support to ensure candidates demonstrate the required competencies and are prepared to pass the assessments required for licensure
- Standards and Competencies
 - Instruction and experiences aligned to **national content and professional standards** that prepare candidates to **demonstrate the Maryland competencies** required for exit
 - **Content instruction in English language arts, social studies, mathematics, and science** for candidates enrolled in programs leading to licensure in early childhood and elementary education
 - Coursework and practice in **research-based literacy instruction aligned to the science of reading**

Requirements for Program Approval

4. Program Practicum Requirements

- Classroom observations in different school settings beginning at enrollment
- Minimum **100-day practicum** for all teacher education programs **prior to July 2025**
- Beginning July 2025:
 - Require a **practicum equivalent to a full school year** for undergraduate programs
 - **Practicum equivalent to a full school year for alternative teacher education programs** (exception - 100-day practicum for programs operating prior to July 2021 that provide teachers in schools that have higher rates of vacancies, turnover, or new teachers)
 - Minimum **100-day practicum for graduate programs**
- Mentorship with a **compensated, highly competent teacher who has demonstrated positive student outcomes** selected by the LEA and trained by the LEA and the teacher preparation program

Requirements for Program Approval

5. Program Exit Requirements

- Completion of coursework aligned to national standards
- Successful completion of practicum
- Demonstration of Maryland teacher competencies (general, math, literacy, cultural responsiveness)
- Beginning July 2025, passing score on a nationally-recognized portfolio-based assessment of teaching ability
 - edTPA (Pearson); or
 - PPAT (Educational Testing Service)

Maryland Teacher Competencies

General competencies required of all teacher candidates that demonstrate the essential knowledge and skills to enter the classroom

- Demonstrate **evidence-based strategies and methods to improve student performance** and one's own professional practice
- Incorporate the **knowledge of students' physical, cognitive, emotional, social, and cultural development** in the basis of effective teaching
- Create **safe, inclusive learning environments for all students** by effectively using **trauma-informed instruction**, implementing **restorative practices and conflict de-escalation**, and managing student behavior
- **Analyze and use data** derived from assessments to **develop intervention plans** aligned to the specific needs of individual students to **remedy learning deficits**
- Implement Response to Intervention, Universal Design for Learning, and Direct Instruction to **differentiate instruction**
- Implement **Specially Designed Instruction** to implement the **Individualized Education Program** for students with disabilities
- Effectively use **high quality instructional materials** (including online) and adapt existing curriculum to make it stronger
- **Collaborate effectively with colleagues, families, and social services agencies** to support student achievement

Maryland Teacher Competencies

Literacy competencies required of early childhood, elementary, special education, and ESOL teacher candidates

- Identify the **component processes involved in reading and writing aligned to the science of reading** (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and describe how **biological, cognitive, linguistic, and sociocultural factors** may influence literacy development
- Identify characteristics that define **evidence-based practices in literacy programming and instruction aligned to the science of reading** and use those criteria to select print and multimedia resources to engage students as readers and writers
- Design **speaking and listening opportunities** that lead to more **active, equitable, and academically oriented conversations** for all students
- Identify the role of classroom literacy instruction aligned to the science of reading 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**
- **Select or design appropriate diagnostic assessments** and use data from those assessments to determine areas of need, provide **targeted instruction**, collaborate with instructional specialists, monitor progress, and evaluate the effectiveness of literacy instruction
- Implement strategies that **foster connections to students' homes and communities** and provide **opportunities for incorporating oral language variation**

Maryland Teacher Competencies

Literacy competencies required of secondary and specialty area teacher candidates (e.g., music, art)

- **Define, describe, explain, and analyze** the developmental characteristics of adolescent literary learners, active independent readers, processes of making meaning, and motivation and engagement
- Define and distinguish features of diversity and **interpret linguistic cultural differences among adolescent learners**, and **construct high quality learning environments that support individual and collaborative interaction** and engagement
- 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
- 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**
- Identify deficits in reading and develop a plan to address using **strategies aligned to the science of reading** to support appropriate interventions
- Employ **evidence-based multi-modal instructional practices** to develop and evaluate comprehension within content areas
- Explore professional dispositions and **engage in critical self-reflection** in order to **construct a professional development plan** as a content area literacy teacher

Maryland Teacher Competencies

Math competencies required of teacher candidates who provide math instruction in grades PreK - 12

- Apply content knowledge for each of the **four essential topics**: Numbers and Operations, Algebraic Thinking, Geometry and Measurement, and Data Analysis and Probability (elementary grades)
- Apply mathematics content knowledge for teaching **within the candidate's area of licensure**
- **Recognize the coherent progression of mathematical concepts** both within an age/range/grade/course and across an age/range/grade/course
- **Identify the appropriate sequence of mathematical learning targets** for both a unit of study and an individual lesson
- Construct collaborative and self-directed learning opportunities that reflect **active student engagement** in learning and a growth mindset
- Design **rich mathematical tasks** that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets
- **Recognize productive struggles and unproductive struggles** to promote perseverance and thinking flexibly

Maryland Teacher Competencies

Cultural responsiveness competencies required of all teacher candidates

- Demonstrate the required knowledge and skills to **support various racial, ethnic, linguistic, and socioeconomic groups** through teaching that promotes **social justice and equity, including restorative practices and practices to develop racial literacy**
- Identify and **assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact marginalized students, families, and educators** on multiple levels by acknowledging one's own biases and inequitable actions and assessing how one's assumptions values, and biases may impact their responses to students and families and result in inequitable actions and practices
- **Communicate high expectations** for students of all identities including gender, race and ethnicity, language, socioeconomic status, and disability
- **Incorporate a variety of culturally responsive instructional materials** that represent and support learning for diverse populations of children and families
- Differentiate instruction with **consideration for cultural, linguistic, and academic diversity**
- Examine curriculum and learning materials for **bias** and **deliver instruction with materials that center the perspectives and lived experiences of historically marginalized people**
- **Provide opportunities for families to be involved in their children's educational experience** and integrate family and community-based funds of knowledge into teaching and learning

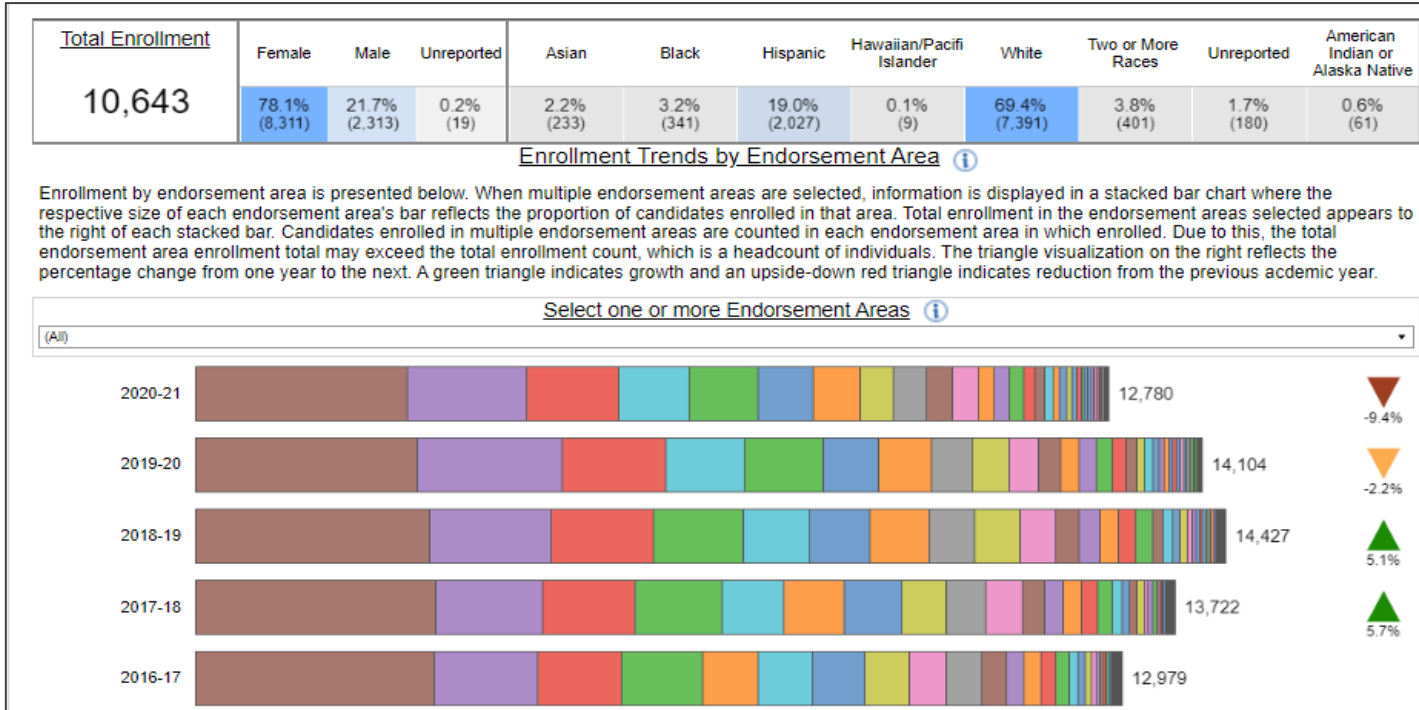
Accountability: National Perspective

National Council on Teacher Quality (NCTQ) Nationwide Review

- In 2021, NCTQ conducted a **nationwide review of program reporting requirements** to determine how many states hold programs accountable to established minimum standards of performance and publish report cards with data collected
- NCTQ graded states based on the following criteria:
 - The state establishes a **minimum standard of performance for each category of data** that is collected
 - The state has **articulated consequences for programs failing to meet minimum standards** of performance or other program review criteria and should require specific steps to develop a remediation plan
 - The state **publishes an annual report card** that provides data collected for each individual teacher preparation program as part of the program approval process or the report card provides data that indicates the quality of preparation provided by an institution or program
 - The state **retains full authority over its process of approving teacher preparation programs** and does not grant any approval authority to accrediting bodies.
- **8 states were graded as meeting the goal**, with only 3 identified as following “best practices” (Delaware, Florida, Missouri)
- **Less than half of all states publish data** on teacher preparation program performance on the state website

Source: National Council on Teacher Quality. (2021). Program Reporting Requirements national results. *State Teacher Policy Database*. [Data set].

Accountability: Colorado Spotlight



Publishes educator preparation metrics for enrollment, completion, test pass rates, employment, teacher performance, and retention

Accountability: Colorado Spotlight



Select a Preparation Program or Agency Type

All Statewide Programs

Select an Academic Year ⓘ

2020-21

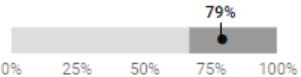
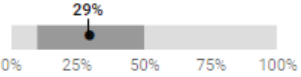
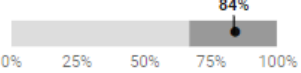
<u>Total Completers</u>	Female	Male	Unreported	Asian	Black	Hispanic	Hawaiian/Pacific Islander	White	Two or More Races	Unreported	American Indian or Alaska Native
3,217	77.1% (2,480)	22.7% (730)	0.2% (7)	2.2% (71)	2.1% (66)	15.8% (508)	0.1% (4)	74.7% (2,403)	3.0% (97)	1.6% (52)	0.5% (16)

Portrays a talent pipeline from enrollment in a program to retention in the classroom and displays trends over time

Source: <https://www.cde.state.co.us/code/eppreport>

Accountability Spotlight: Illinois



	Info	n-size	Performance	# of points earned out of possible	% of points earned	Designation
Candidate Selection and Completion	<i>i</i>			13.95 out of 25	56%	Commendable
Candidate Entry GPA	<i>i</i>	n=36,315	 <p>79%</p>	2.58 out of 5		
Candidate Race/Ethnicity	<i>i</i>	n=35,690	 <p>29%</p>	5.04 out of 10		
Diverse Completers	<i>i</i>	n=8,735	 <p>84%</p>	6.33 out of 10		

Designed for LEAs and prospective teacher candidates

Embedded videos describing how Illinois develops a profile for an educator preparation program

Accountability Spotlight: Illinois



<p>Candidate Selection and Completion ⓘ ➤</p> <p>Is this program recruiting and completing academically accomplished, diverse teachers? This domain is scored on 3 indicators.</p>	Commendable
<p>Knowledge and Skills for Teaching ⓘ ➤</p> <p>Is this program equipping candidates with the subject expertise, teaching experience, and skills needed to be successful with students? This domain is scored on 3 indicators.</p> <p><small>Note: On the 2021 and 2022 scorecards, full points were awarded to all programs for the General Teaching Skill and Completer Survey indicators. See the Scorecard tab for more information.</small></p>	Exemplary
<p>Performance as Classroom Teachers ⓘ ➤</p> <p>How well are program completers performing as teachers in their own classrooms? This domain is scored on 1 indicator.</p>	Exemplary
<p>Contribution to State Needs ⓘ ➤</p> <p>Is this program producing teachers that help meet the state's high needs subjects? This domain is scored on 5 indicators.</p>	Commendable
<p>Overall ➤</p> <p>Is this program preparing strong, learner-ready teachers for classrooms? This is scored on 11 indicators organized into 4 data domains.</p>	Commendable

Publishes educator preparation program information, performance ratings, and a scorecard using the following designations: Exemplary, Commendable, Developing, Needs Improvement, No Score

Accountability Spotlight: Tennessee



Domains

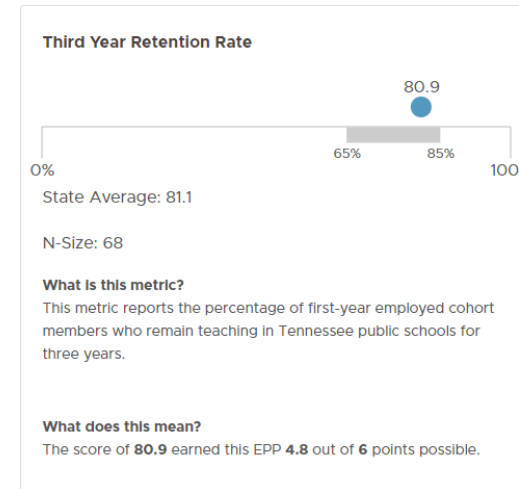
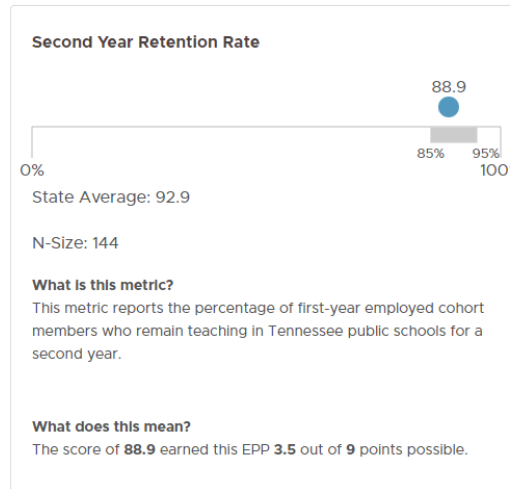
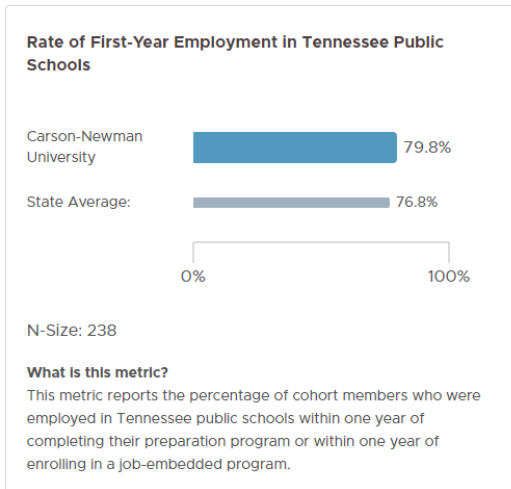
The metrics in the Report Card are divided into five domains. Three domains are scored and two are unscored.

<p><u>Candidate Profile</u></p> <p>Does Not Meet Expectations</p> <p>What does this mean? The Candidate Profile domain evaluates the provider's ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.</p>	<p><u>Employment</u></p> <p>Meets Expectations</p> <p>What does this mean? The Employment domain evaluates a provider's performance in preparing educators to begin and remain teaching in Tennessee public schools.</p>	<p><u>Provider Impact</u></p> <p>This domain is unscored</p> <p>What does this mean? The Provider Impact domain reports on the effectiveness of a provider's cohort members in Tennessee public school classrooms.</p>
<p><u>Candidate Assessment</u></p> <p>Meets Expectations</p> <p>What does this mean? The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.</p>	<p><u>Satisfaction</u></p> <p>This domain is unscored</p> <p>What does this mean? The Satisfaction domain reports how well cohort members feel that their preparation program prepared them for teaching.</p>	

Publishes overall performance for each educator preparation program and metrics for identified domains (candidate profile, employment, provider impact, candidate assessments, candidate satisfaction)

Source: <https://teacherprepreportcard.tn.gov/teacher-prep>

Accountability Spotlight: Tennessee



Designed for prospective educators, local districts, and educator preparation providers

Accountability: Maryland Annual Reporting Requirements

On an annual basis, each program will be required to submit data that is **aggregated by race, ethnicity, and gender for the previous five years**, including (but not limited to):

- **Enrollment data**, including candidate residence, and past and projected enrollment in each program
- Program completion rates
- **Practicum placements** by subject area, grade level, local education agency, and school
- Performance, including **passing rates on Department-approved performance, content, and basic skills assessments**
- Employment and retention of completers
- Candidate satisfaction survey results

Accountability: Program Renewal, Oversight, and Revocation

- Program renewals (e.g., reviews) conducted every 5 years for programs approved through the MSDE
- Programs that choose national accreditation will follow the review schedule of the accreditor and must provide MSDE with the report
- **Providers are responsible for demonstrating compliance with COMAR**, including alignment to national standards, Maryland teacher competencies, and delivery of a high-quality practicum experience with a highly competent mentor
- A program that seriously fails to meet the compliance requirements or demonstrates a pattern of noncompliance may be **placed on probation**
- A program that is not able to demonstrate progress toward compliance requirements **may lose its approval status**



Educator Licensure

1. Promulgation Phases
2. Licensure Flexibility in Maryland
3. Rigorous Renewal Requirements
4. Science of Reading
5. Disciplinary Action

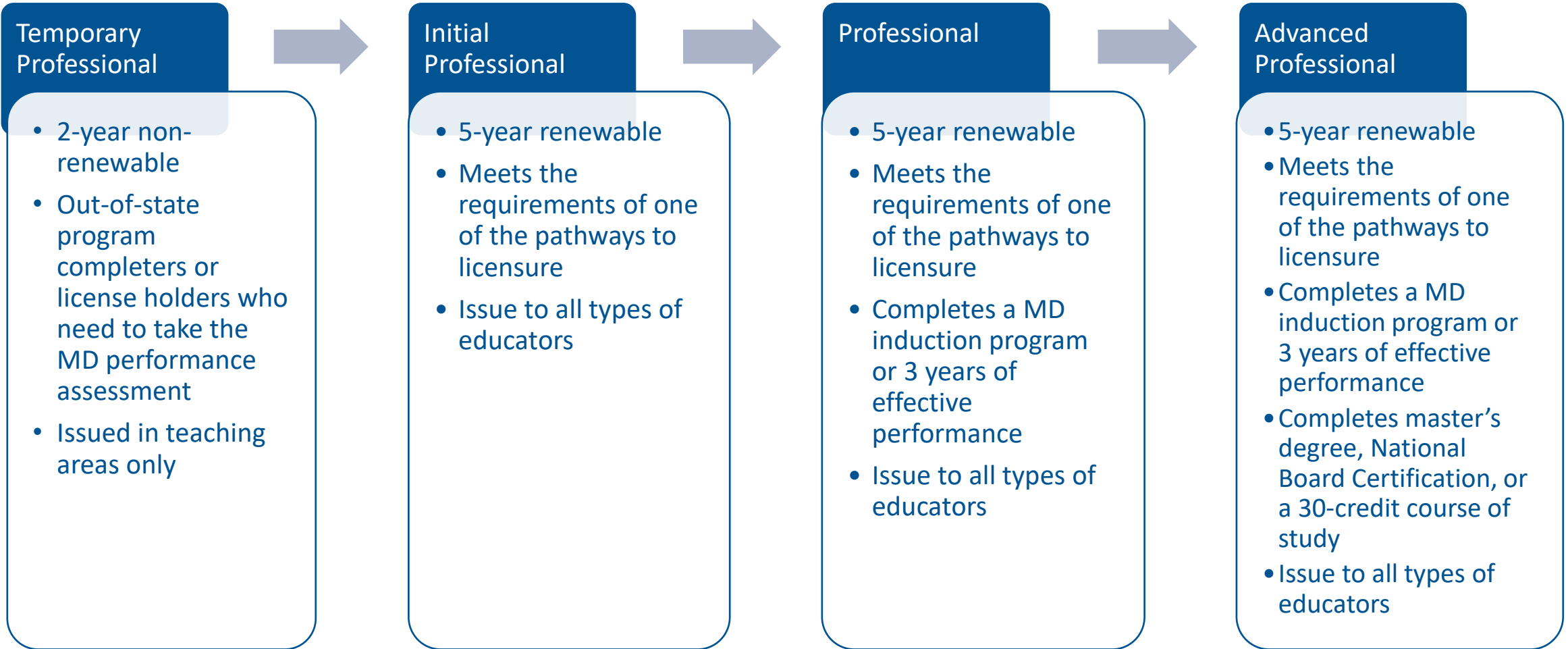
Proposed requirements for educator licensure

Phases of Promulgation

- MSDE recommends the **repeal and replacement of Title 13A Subtitle 12 be revised in phases** due to the volume of regulatory language
- Phase One
 - **Restructure** the chapters of the subtitle
 - Update **general provisions** for all licenses (e.g., definitions, application process, types of licenses, reinstatement of an expired license, waiver of regulatory requirements)
 - Establish requirements for **initial teacher licensure**
 - Modify **renewal requirements** for all types of educators
 - Clarify and enhance **disciplinary action causes and processes**
 - Correct known errors and **update outdated language**
- Phase 2
 - Review each specialist and administrator regulation and revise as necessary

Licensure Flexibility in Maryland

Types of Licenses- Professional



Licensure Flexibility in Maryland

Types of Licenses - Montessori Professional

- Established by House Bill 467 (2022)
- May **only** be used to teach in a public or private school that uses Montessori instruction as the primary means of instruction
- May be issued to someone who holds a **bachelor's degree** and a valid credential from The American Montessori Society, The Association Montessori International, or a program accredited by the Montessori Accreditation Council for Teacher Education
- The law allows the State Board of Education to **establish assessment requirements**
- MSDE currently requires the **Teaching Reading: Elementary Praxis** assessment

Licensure Flexibility in Maryland

Types of Licenses - Non-Professional

Adjunct

- 1-year renewable
- LEA-specific
- Part-time position
- 5 years of satisfactory occupation experience in the field to be taught
- Issued only in teaching areas
- Designed for industry professionals not interested in teaching full-time

Conditional

- 5-year or 3-year (special education only) non-renewable
- Bachelor's degree required (except for professional and technical education teachers)
- Issued only in teaching areas

Resident Teacher

- 3-year non-renewable
- Established in MD law for candidates enrolled in an approved alternative preparation program during the residency phase
- Bachelor's degree required
- Issued only in teaching areas

Licensure Flexibility in Maryland

Initial Pathways to Teacher Licensure - Maryland Approved Program

- Completion of a traditional and alternative program approved under Code of Maryland Regulation 13A.07.06 *Programs for Professionally Licensed Educators*
- May lead to a degree or post baccalaureate certificate
- Passing score on a content licensure test
- Passing score on a reading instruction licensure test or attestation of proficiency through observation by an MSDE-recognized assessor using an MSDE-provided observation tool
- Beginning on July 1, 2025, candidates must pass the edTPA or PPAT

Licensure Flexibility in Maryland

Initial Pathways to Teacher Licensure - In-District Training Program

- Employment with a MD LEA, nonpublic special education program, or State-operated school is required
- Possession of a conditional license in the subject area and at the grade level of the license sought
- Demonstration of content knowledge (may be a combination of the following)
 - Bachelor's degree or higher in a field related to the license area being sought; or
 - Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought; or
 - Passing scores on an approved content assessment
- Completion of a Maryland induction program that includes on-site supervision and coaching, ongoing instructional mentoring, and an effective rating on a summative evaluation at the end of the induction period
- Completion of an MSDE-approved sequence of pedagogical coursework
- Passing scores on a reading instruction licensure test or attestation of proficiency through observation by an MSDE-recognized assessor using an MSDE-provided observation tool (early childhood, elementary, special education, ESOL only)
- **Attestation** from the district training program supervisor, or designee, school principal, and coursework provider, that the **candidate is prepared for licensure**

Licensure Flexibility in Maryland

In-District Training Program: Candidate Profile 1

Anthony, the Career Changer

- Anthony has a bachelor's degree in biology but isn't satisfied with his job in the lab
- Anthony is hired by a Maryland Local Education Agency (LEA) and assigned to teach biology at the high school level
- Anthony is issued a Conditional License in biology (5-year validity period)
- Anthony and his LEA decide that the LEA's approved In-District Training Program is a good fit
- Since Anthony has a degree in biology, he has met the content course requirements
- Anthony begins his induction, being placed with a quality mentor as soon as he is hired
- Anthony completes a sequence of professional coursework delivered by a Maryland Institution of Higher Education that has an MOU with the LEA
- At the end of the 3-year induction period, Anthony earns an effective evaluation
- All In-District partners attest to Anthony's completion of the program
- Anthony is issued a Professional License in biology 7-12

Licensure Flexibility in Maryland

In-District Training Program: Candidate Profile 2

Fatima, the Psychology Major

- Fatima has a bachelor's degree in psychology and realizes she has a passion for helping kids with special needs
- Fatima is recruited by a Maryland Local Education Agency (LEA) and assigned to teach special education in an elementary school
- Fatima is issued a Conditional Special Education License in special education 1-8 (3-year validity period)
- Fatima and her LEA decide that the LEA's approved In-District Training Program is a good fit
- Fatima begins her induction, being placed with a quality mentor as soon as she is hired
- Over the course of three years, Fatima completes the balance of content coursework she did complete as part of her bachelor's program in the areas of English, math, science, and social studies
- Fatima completes an MSDE-approved professional learning series on the science of reading through her district
- Fatima completes a sequence of pedagogical coursework delivered virtually by a Maryland community college that has an MOU with the LEA
- At the end of the 3-year induction period, Fatima earns an effective evaluation
- All In-District partners attest to Fatima's completion of the program
- Fatima is issued a Professional License in special education 1-8

Licensure Flexibility in Maryland

Initial Pathways to Teacher Licensure - Experienced Nonpublic School Teacher

- Bachelor's degree or higher in the field of the license sought
- Verification of **5 years of effective teaching experience** in the field and at the grade level of the license sought at a Maryland nonpublic school approved under Code of Maryland Regulations 13A.09.09 *Educational Programs in Nonpublic Schools*
- **Passing score on an approved reading instruction test or attestation of proficiency** through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and ESOL)
- Beginning on **July 1, 2025**:
 - Passing score on the edTPA or PPAT; or
 - An effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school

Licensure Flexibility in Maryland

Initial Pathways to Teacher Licensure - Out-of-State Teacher Preparation Program

- Bachelor's degree or higher
- Completion of a teacher preparation program, to include an internship, approved to lead to licensure in another state or country
- Passing score on an approved reading instruction test or attestation of proficiency through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and ESOL)
- Beginning on **July 1, 2025**:
 - Passing score on the edTPA or PPAT; or
 - An effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school

Licensure Flexibility in Maryland

Initial Pathways to Teacher Licensure - Out-of-State License

- Bachelor's degree or higher
- Valid, professional license or certificate from another state or foreign country in the license area being sought
- Passing score on an approved reading instruction test or attestation of proficiency through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and ESOL)
- Beginning on **July 1, 2025**:
 - Passing score on the edTPA or PPAT; or
 - An effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school

Licensure Flexibility in Maryland

Initial Pathways to Teacher Licensure - National Board Certification

- Bachelor's degree or higher (unless Nationally Board Certified in Career and Technical Education)
- National Board Certificate issued from the National Board for Professional Teaching Standards, for which a comparable Maryland license exists

Licensure Flexibility in Maryland

Initial Pathways to Teacher Licensure - Occupational Experience

- Applicable only for areas of Professional and Technical Education (PTE) and Specialized Areas of Fine Arts (SAFA)
- Verification of **3 years of satisfactory occupational experience in the area of licensure**, which may be in the form of post-secondary teaching experience (e.g., experience teaching in a trade school or college program) or occupational employment
 - An **industry-recognized credential** may be substituted for **one year** of occupational experience
 - An **associate's or bachelor's degree** may be substituted for **one year** of occupational experience
- **Completion of 12 credits of professional education coursework** from an IHE or through Department-approved continuing professional development credits to include the following topics:
 - Planning, delivering, and assessing instruction
 - Classroom management
 - Differentiating Instruction to accommodate students with special needs
 - Teaching literacy in the content area

Rigorous Renewal Requirements

Individualized Professional Development Plan

- An Individualized Professional Development Plan (IPDP) developed at the issuance of every professional license
- Approved by a supervisor, or designee, if the license holder is employed with a Maryland LEA, nonpublic special education program, or State-operated school
- Requires the license holder to complete professional development in specific areas:
 - Content or pedagogy related to an area on the educator's license
 - English as a Second Language, Sheltered English, or Bilingual Education
 - Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs
 - Culturally responsive teaching or diverse student identities in education
- National Board Certification may be achieved in lieu of completing professional development

Rigorous Renewal Requirements

Professional Development Points

- 90 Professional Development Points (i.e., 90 clock hours) required to renew a professional license (every five years)
- Flexible earning options:
 - College credit, earned or taught, at an accredited institution of higher education
 - Continuing professional development (CPD) credits, earned or taught, approved by the Department
 - Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure
 - Professional conference
 - Curriculum development
 - Publication of a book or article
 - Mentorship
 - Micro-credentials
 - Professional development activity approved by the Department, Maryland Local School System, State Agency, Maryland-approved nonpublic school, or another state department of education
 - Occupational experience (Professional and Technical Education/Specialized Areas for Fine Arts only)

Rigorous Renewal Requirements

Demonstration of proficiency in providing reading instruction aligned to the science of reading

- Beginning in July 2025, license holders who are **employed in a Maryland LEA, nonpublic special education program, or State-operated school in a position that requires a license in early childhood, elementary, special education, or ESOL** will be required to **submit one of the following at renewal**:
 - **Passing score** on a reading instruction test approved by the State Board of Education
 - **Coursework or professional learning approved by MSDE**
 - **Attestation of proficiency** through observation completed by an **MSDE-recognized assessor**
 - **Training provided by the MSDE** in the science of reading
- License holders who **demonstrated proficiency at initial licensure** have already met this requirement
- Demonstration of proficiency will be **noted on the educator's license**

Science of Reading

Emphasizing research-based instructional strategies aligned to the science of reading

- Applicants seeking **initial licensure** in early childhood education, elementary education, special education or English to Speakers of Other Languages (ESOL) are required to demonstrate proficiency providing reading instruction aligned to the science of reading
- License holders seeking **renewal** who are **employed in a position requiring licensure** in early childhood education, elementary education, special education or ESOL must demonstrate proficiency in providing reading instruction aligned to the science of reading
- **Reading Specialists** and **Reading Teachers** must demonstrate proficiency providing reading instruction aligned to the science of reading when applying for **initial licensure**

Disciplinary Action

Strengthening the processes associated with disciplinary action against an educator license

- Definitions added and updated to provide clarity
- Causes for disciplinary action modified and expanded to provide more comprehensive authority to protect Maryland students
- Clarified processes associated with investigating possible causes for action, as well as the due process involved in acting on an existing license and denying an application for licensure
- Process of reporting disciplinary action to a national educator clearinghouse described to ensure transparency

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1. Regulation Summary
 2. PSTEB Discussion
 3. Permission to Publish
 4. Teacher Recruitment

Code of Maryland Regulations

Regulation Summary

Educator Preparation

- **National content and professional standards** identified to provide transparency and a **mechanism** for national accreditors to apply for recognition by MSDE and MHEC
- **Full-year high-quality internship** aligned to the Blueprint for Maryland's Future including **mentoring** by a highly competent compensated mentor
- **Instruction in the science of reading** that requires candidates to demonstrate effectiveness in teaching reading through multiple measures
- **Demonstration of teacher competencies** to prepare candidates for employment in Maryland local education agencies and to successfully teach all Maryland students
- **Annual reporting** requirements to hold educator preparation programs **accountable for preparing a diverse and competent teacher workforce**

Regulation Summary

Educator Licensure

- Multiple license types and flexible licensure pathways aimed at recruiting a diverse teacher workforce
- Alternative methods to determine a candidate's readiness to enter the classroom, including portfolios, observations, and attestations
- Collaborative development of an Individualized Professional Development Plan including professional learning related to one's area of licensure
- Multiple options to earn Professional Development Points required to renew an educator license
- Emphasis on demonstrating proficiency in teaching reading using research-based practices aligned to the science of reading for initial licensure and renewal
- Transparent process of taking disciplinary action on a license

Professional Standards and Teacher Education Board Discussion

Maleeta Kitchen, Chair

Math Specialist, Howard County Public Schools

Darren Hornbeck, Vice Chair

History Teacher, Frederick County Public Schools

Dr. Scott Smith, Member

Superintendent, St. Mary's County Public Schools

Permission to Publish

The MSDE is requesting permission to publish

- COMAR 13A.12.01-.07 *Educator Licensure*
- COMAR 13A.07.06 *Programs for Professionally Licensed Personnel*

Teach Maryland



Teach Maryland Website

Designed for students, career changers, and existing teachers interested in teaching in Maryland, the site includes links to licensure information, educator preparation programs, employment opportunities, and financial incentives.

www.teach.maryland.gov

Teach Maryland



Social Media Marketing

Teach Maryland social media marketing will be ongoing and continuous throughout the years to come.

Utilizing Facebook, Instagram, LinkedIn, and Twitter, MSDE will engage and target high school students, college students with undecided majors, and career changers to promote the teaching profession and open the teacher pipeline in Maryland.

Teach Maryland



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Questions