

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

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

Meeting Minutes
May 2, 2024

The 491st meeting of the Professional Standards and Teacher Education Board (PSTEB) was held, in person, on May 2, 2024. Ms. Maleeta Kitchen called the meeting to order at 9:35 a.m.

The following members were in attendance: Ms. Joy Bacon, Janill Bobbitt, Dr. Jacob Bauer- Zebley(virtual), Dr. Sean Bulson, Ms. Melissa Carpenter (virtual), Ms. Stephanie Farmer, Mr. Darren Hornbeck, Dr. Debi Gartland, Dr. Kristine McGee, Ms. Kelly Meadows, Ms. Maleeta Kitchen, Ms. Amy Poirier, Ms. Sandra Skordalos, Dr. Ebony Terrell Shockley, Ms. Joy Lee Spain, Dr. Winona Taylor

The following members were absent: Dr. Keisha Allen, Dr. Dionne Curbeam

The following Maryland State Department of Education (MSDE) staff members were present: Alexandra Cambra (virtual), Ms. Nichole Crowder (Recorder), Tamara DeShields-Burns.

The following Attorney General Staff members were present: Mr. Sean Fitzgerald, Esq. - Assistant Attorney General.

Guest

Frank Skinner - Maryland State Education Association
Lauren Lamb - Maryland State Education Association
Liz Zogby - Maryland Down Syndrome Advocacy Coalition
Dr. Simon Gibson – Baltimore City Morgan Collaborative

PRELIMINARY ITEMS

Public Comments

Ms. Zogby gave public comment on the 3-credit special education requirement for licensure of Specialists and Administrators and Supervisors Code of Maryland Regulations ((COMAR) 13A.12.04 and 13A.12.05). She states that this requirement will cause significant barriers to applicants, specifically for social workers and out-of-state candidates for other specialist positions, administrators, and supervisors. Ms. Zogby cited two recommendations approved by the Blueprint Special Education Workgroup.

1. MSDE should develop a plan for a plan with tasks and timelines within 60 days to ensure that general and special educators have the knowledge, skills, and expertise needed to effectively teach students with disabilities (as compiled by the Workgroup). The plan should consider:

- A review and revision of COMAR to align standards and competencies, clinical experiences, and entrance and exit requirements for educator preparation programs (EPPs) and the requirements for initial licensure and renewal of licensure for educators and administrators with the knowledge, skills, and expertise needed to effectively teach students with disabilities.

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- A review in collaboration with institutes of higher education (IHEs) of current EPPs (traditional and alternative), focusing on the development of general and special education teacher candidates who can effectively teach students with disabilities.
 - Develop standards in collaboration with local education agencies (LEAs) and IHEs for systemic support of early career teachers (e.g., IHE faculty in schools as coaches).
 - Develop standards in collaboration with LEAs for professional learning and ongoing support, coaching, and mentoring of general and special education teachers and related service providers to effectively teach students with disabilities.
2. MSDE should develop a plan for a plan with tasks and timelines within 60 days to enhance supply and encourage retention of general and special educators. The plan should consider:
- Development of innovative recruitment proposals in collaboration with the Maryland Higher Education Commission/IHEs and LEAs (e.g., dual certification programs; programs for general educators to add special education licensure: School to Teacher pipeline/recruitment of HS students, Grow Your Own programs, paid student teaching, and loan forgiveness).
 - Developing a rebranding strategy for special education.
 - Developing teacher career ladders in collaboration with LEAs that provide adequate co-planning and noninstructional time, provide equal opportunity to special education teachers, and consider innovative proposals for additional training (e.g., teacher sabbaticals; paid summer training programs).
 - Determining if paperwork can be reduced for teachers and related service providers.

State Board Update

Mr. Zachary Hands stated that the State Board recognized six National Blue Ribbon Schools across Maryland. Oakdale High School; Frederick County Public Schools, Stone Mill Elementary School; Montgomery County Public Schools, Church Hill Elementary School, and Mata Peake Elementary School; Queen Anne's County Public Schools and Smithsburg Middle School; Washington County Public Schools. The State Board also recognized Maryland Purple Star Schools as well.

Mr. Hands stated that the Board voted unanimously to adopt a selection framework for high-quality instructional material in English Language Arts, Math, Social Studies, and Science. He stated he would provide copies of the presentation and framework adopted by the State Board. Mr. Hands stated that the State Board also voted unanimously to adopt as one body a joint implementation policy alongside the Blueprint Accountability and Implementation Board (AIB) surrounding dual enrollment. The policy specifies that for fiscal year 2025 and 2026 that local education agencies are responsible for at a minimum covering the cost associated with students taking up to two dual enrollment courses per semester for a possible total of four dual enrollment courses per year per student. The policy is pending approval of the AIB at their upcoming meeting. The State Board also granted permission to publish amendments to two regulations, COMAR 13.A 05.09 programs for homeless children and COMAR 13.03.02 graduation requirements for public high schools in Maryland. Mr. Hands stated that The State Board granted a waiver to Garrett County public schools for one day of the 180-day instructional requirement to end the 2023-2024 school year on Friday, June 7th.

Communication Update

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- Ms. Bacon stated that Baltimore City officially notified teachers of the language change from Certification to Licensure and there were a lot of feelings. She stated that we need to stress to the constituencies that it is the same thing so that they are not confused.
- Ms. Bobbitt stated that some of the teachers who are up for renewal have started receiving information about the science of reading and there are questions.
- Mr. Hornbeck asked if there was a place for the Board to see the material that the Office of Licensure is providing to the LEAs so that everyone is informed and on the same page.
- Ms. Carpenter stated that she had a group of teachers that are interested in pursuing school counselor and there is a need for that. She was wondering if there was an opportunity for School Counselors to be paid internships like the admin interns.
- Dr. Zebly that a lot of teachers have been approaching him about submitting items for national board certification. Teachers are looking at the career ladders that are coming out and are really excited by the opportunities not only for professional advancement but for professional growth.
- Ms. Yoho stated that she has been mentioning the word licensure for some time now so far no one is picking it up but they are not upset about it either.
- Dr. Terrell Shockley expressed her concerns about the inconsistencies of the 180-day practicum requirement versus the full year requirement and making it clear for everyone to be clear.

Announcements

Ms. Meadows announced her first of three sessions is scheduled with teachers on a series of technical assistance sessions on transitioning from a certificate to a license. She stated it was a high-level overview of the new requirements.

Approval Of April Meeting Minutes

Minutes approval with the necessary corrections.

BREAK

Discussion Items

Teach Collaborative Grant Presentation: UPLIFT

Dr. Gibson gave a presentation on the importance of the Tacher Collaborative Grant with Morgan State University and the Science of Reading.

Special Education Coursework Requirement for Specialists and Administrators

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Ms. Meadows indicated that every Specialist, Administrator and Supervisor licensure area are required to present as a part of their initial licensure requirements three semester hours of special education content. She stated in the last meeting there was concern about a barrier in hiring specialists (i.e., social workers) because they do not go through a Maryland Approved Program. The program they go through does not offer the three credits of special education and they cannot be put on a conditional license to obtain the credits to present at renewal. In response to PSTEB's request to provide options for consideration, MSDE is providing four potential scenarios for discussion. First, PSTEB can determine that the regulations as adopted in 2023 remain appropriate and take no action. Second, PSTEB can take action to amend the requirements for initial licensure for specialists and administrators to remove the special education coursework. Third, PSTEB can take action to amend the regulations for specialists and administrators to require special education coursework at the time of the first renewal. Fourth, PSTEB can establish a provision to allow local education agencies, nonpublic schools, and State-operated schools to request a Temporary Professional License for specialists who meet all of the requirements for initial licensure with the exception of the special education coursework.

As the PSTEB engages in this discussion, members should consider the Accountability and Implementation Board's Blueprint for Maryland's Future Comprehensive Plan, which requires the MSDE to convene a Blueprint Special Education Workgroup to discuss and make recommendations on instruction and services for students with disabilities. The topic of Teacher Quality: Preparation, Certification, and Professional Learning is part of the Workgroup's ongoing discussion. An initial report was provided to the General Assembly in December 2023, an interim report will be submitted in July 2024, and a final report provided by December 2024.

LUNCH BREAK

COMAR 13A.12.06 Disciplinary Actions Permission to Publish

Ms. Meadows explains the process of taking disciplinary action against an educator license. MSDE is requesting permission to publish amendments to COMAR 13A.12.06 Disciplinary Actions and Denials to define additional terms and codify the process by which MSDE may take action based on State Government Article §10-226(C)(2). Ms. Kitchen asked if this regulation takes away the power of the local and puts the power on the state superintendent.

Ms. Meadows explained the state superintendent of schools is the sole individual who can take disciplinary action on a license. There is a process that is set called reporting procedures depending on where the individual is employed when the allegation occurs for action depends on whether the local superintendent will make a recommendation to the state superintendent or whether the person sitting as the Assistant State Superintendent in my division will make that recommendation.

MOTION

Ms. Sandra Skordalos made a motion not to publish COMAR 13A.12.06 Disciplinary Actions. It was seconded by Ms. Karen Yoho.

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Motion carries not to publish COMAR 13A.12.06 Disciplinary Actions

Permission to Publish COMAR 13A.12 Educator Licensure: Clarifications and Corrections

Ms. Meadows walked through all the amendments, comments, and corrections made to COMAR 13A.12 Educator Licensure and is asking permission to publish those amendments and corrections.

MOTION

Ms. Kitchen entertained a motion for permission to publish COMAR 13A.12 Educator Licensure with amendments and corrections.

Dr. Taylor made a motion to publish COMAR 13A.12 Educator Licensure with amendments and corrections and it was seconded by Ms. Karen Yoho.

Motion carries to publish COMAR 13A.12 Educator Licensure

COMAR 13A.07.06.08 State Program Approval Requirements

Ms. Meadows went through the State Program Approval Requirements as they stand in law. She stated that the language that says that in order to graduate a candidate in an educator preparation program has to pass a nationally recognized portfolio-based assessment has been removed because there are alternative measures and options available to those candidates. Those options are tied to licensure. Ms. Meadows explains the exit requirements that demonstrate successful completion of coursework based on national standards competencies. She indicates that the regulation now states beginning July 1, 2025, complete:

(i) A nationally recognized and nationally scored portfolio-based assessment

(ii) A rigorous local school system teacher induction program that meets the requirements listed in § E(3) of this regulation.

Approval of Proposed Agenda Items for May

- Call to Order
- Recognition of Guest
- Public Comment
- State Board Update
- Legislative Update
- Communication Update
- Announcements
- Approval Of April's Meeting Minutes
- Detail discussion of Bill 771 Alignment
- Program Approval Overview

Ms. Kitchen adjourned the meeting at 1:58pm