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TO: Members of the Maryland State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: January 24, 2017

RE: COMAR13A.12.02.15
Professional and Technical Education
PERMISSION TO PUBLISH

COMAR13A.12.02.16
Work-Based Learning Coordinator
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this item is to request permission to publish amendments to COMAR 13A.12.02.15, Professional and Technical Education, and COMAR13A.12.02.16, Work-Based Learning Coordinator (Attachments I and II). Amendments are being proposed to expand the pool of potential applicants for local school systems by adding the ability to use teaching experience for the professional and technical education regulations and revising the number of hours of work experience an individual may present for certification for the work-based learning coordinator.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board, may propose a new regulation whenever the circumstances arise to do so. The State Board shares joint authority with the Professional Standards and Teacher Education Board (PSTEB) to develop regulations governing teacher certification and preparation.

When PSTEB initiates a regulatory change, the State Board must review the proposed regulation. In order to reject a proposed regulation, a super-majority of the State Board (three-fourths of its members) must vote against the change. Otherwise, the regulation moves forward in the regulation promulgation process.

After the State Board has voted to approve the regulation (or has failed to garner a super-majority vote to disapprove the regulation), the proposed regulation is sent to the AELR Committee for a 15-day review period. If the Administrative, Executive, and Legislative Review Committee (AELR) 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, Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments. 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.

If the State Board moves to adopt the regulation in the form it was proposed, the regulation will be sent back to PSTEB for final adoption.

BACKGROUND INFORMATION:

In 2010, the Division of Career and College Readiness (DCCR) identified that the current regulations pertaining to Professional and Technical Education and the Work-Based Learning Coordinator were outdated and that there was a growing need for more teachers to be eligible to earn this endorsement. In response to DCCR's presentation, the Professional Standards and Teacher Education Board (PSTEB) directed MSDE to convene a workgroup to review regulatory requirements.

Staff in the Division of Career and College Readiness and the Division of Educator Effectiveness (DEE) convened a Work Group in 2011. Local Directors of Career and Technology Education (CTE), principals of Career and Technology Education Centers, local school system human resource personnel, and representatives from higher education teacher preparation programs served on the Work Group. The Work Group proposed several regulatory language recommendations which were later adopted by both the State Board of Education and PSTEB. At subsequent meetings with the Directors of CTE, other proposed changes were recommended for both the Professional and Technical Education and Work-Based Learning Coordinator regulations.

The changes to the Professional and Technical Education regulations included adding teaching experience as an option for meeting the occupational experience requirement. Similarly, changes for the Work-Based Learning Coordinator regulation revise the number of hours of work experience an individual may present for certification. These proposed changes will expand the pool of potential applicants for local school systems in an area where Maryland continues to experience a teacher shortage. The changes allow for a greater range of experienced professionals to teach in these specialized areas while still maintaining rigorous standards expected of all educators

On April 2, 2015, the Professional Standards Teacher Education Board granted permission to publish the proposed regulations.

SUMMARY:

Staff in DCCR and DEE have met regularly with key constituents to discuss and recommend changes to certification areas related to Career and Technical Education, specifically, COMAR13A.12.02.15 (Professional and Technical Education), and COMAR 13A.12.02.16 (Work-Based Learning Coordinator). Proposed changes include expanding the occupational experience requirement to include teaching in the career area (COMAR13A.12.02.15), amending citations, and clarifying the number of hours required for employment (COMAR 13A.12.02.16).

ACTIONS:

1. Request permission to publish amendments to COMAR13A.12.02.15, Professional and Technical Education; and
2. Request permission to publish amendments to COMAR13A.12.02.16, Work-Based Learning Coordinator.

13A.12.02.15

.15 Professional and Technical Education (Grades 7—12).

A. To receive certification in professional and technical education (grades 7—12), the applicant shall complete one of the following options:

(1) Option I: An applicant shall earn a bachelor's or higher degree in a state-approved career and technical program from an IHE.

(2) Option II:

(a) An applicant shall have a bachelor's or higher degree in the career area to be taught from an IHE; and

(b) An applicant shall meet the professional education course work required in §B of this regulation.

(3) Option III:

(a) An applicant shall earn an associate degree in the career area to be taught or a bachelor's or higher degree from an IHE, and provide official verification of 2 years of previous satisfactory occupational experience in the career area to be taught;

(b) The occupational experience in §A(3)(a) of this regulation *shall be within 10 years prior to the issuance of the certificate and may include:*

[(i) Be within 10 years of the issuance of the certificate; and]

[(ii)] (i) [Include 1 year] [f] Full-time, satisfactory teaching experience in the career area to be taught; and/or [employment; or]

(ii) Full-time, satisfactory, occupational experience employment.

(iii) The applicant may substitute a Department-accepted, current industry recognized credential, a list of which is maintained by the Department, for [the] 1 year of the occupational experience requirement. [Employment requirement; and]

(c) An applicant shall meet the professional education course work required in §B of this regulation.

(4) Option IV:

(a) An applicant shall have a secondary school diploma or the equivalent, and official verification of 3 years of previous satisfactory occupational experience in the career area to be taught;

(b) The occupational experience in §A(4)(a) of this regulation shall *be within 10 years prior to the issuance of the certificate and may include:*

[(i) Be within 10 years of the issuance of the certificate; and]

(ii) Include 2 years full-time employment; or]

(i) Full-time, satisfactory teaching experience in the career area to be taught; and/or

(ii) Full-time, satisfactory occupational experience employment.

(iii) The applicant may substitute a Department-accepted, current industry recognized credential, a list of which is maintained by the Department, for 1 year of the occupational experience requirement. [for 1 year of the 2 year employment requirement; and]

(c) An applicant shall meet the professional education course work as required in §B of this regulation.

B. Professional Education Courses.

(1) With the exception of an applicant under §A(1) Option I of this regulation, the professional and technical education applicant shall complete 12 credits of professional education course work, as provided by §B(2) of this regulation, from an IHE or through Department-approved Continuing Professional Development credits.

(2) The professional education course work shall include the following topics:

(a) Planning, delivering, and assessing instruction;

(b) Managing an effective classroom and minimizing risk;

(c) Differentiating instruction to accommodate special needs; and

(d) Providing reading, writing, and mathematics literacy instruction relevant to the career area.

C. The applicant shall be governed by current licensure, certification, or registration regulations administered by professional organizations or legally constituted authorities in the State in the career area to be taught.

.16 Work-Based Learning Coordinator (Grades 7—12).

A. An applicant may not seek initial certification as a work-based learning coordinator (grades 7—12).

B. To add an endorsement in work-based learning coordinator (grades 7—12), the applicant shall:

(1) Hold a professional certificate with certification under COMAR 13A.12.02.06~~[—,11]~~, .13~~[—,15]~~, and .17—.20(A)(3) of this chapter;

(2) Complete 6 semester hours of content course work taken at an IHE or through CPDs with a minimum of 3 semester hours in each of the following content areas:

(a) Organizing, coordinating, and marketing of work-based learning programs; and

(b) Instructional management and curriculum development for work-based learning programs; and

(3) Complete a work experience requirement through any of the following:

(a) Documented evidence of employment equivalent to a minimum of 1,000 hours of ~~[successful] satisfactory~~, wage-earning, nonteaching occupational experience;

(b) Documented evidence of employment equivalent to a minimum of ~~[1,500] 1,000~~ hours ~~which shall include 500 hours~~ of ~~[successful] satisfactory~~, wage-earning, nonteaching occupational experience~~[plus] and~~ 500 hours of self-employment;

(c) Participating in a supervised and approved teacher externship experience, which shall, at a minimum:

(i) Be 150 hours;

(ii) Include all aspects of the industry;

(iii) Be in accordance with the local school system guidelines for work-based learning coordinator externships; and

(iv) Occur at a work site approved by the local school system; or

(d) Complete 3 semester hours of content course work in contemporary workplace practices taken at an IHE or through CPDs that includes:

(i) Site visits to business and industry settings; and

(ii) Exposure to all aspects of the industry.

C. All work experience under §A(3)(a) of this regulation shall have occurred within the last 10 years. Verification of occupational experience shall be submitted in the form of a notarized letter by former employers, listing specific job titles, duties performed, dates of employment, and hours worked.

D. All work experience under §A(3)(b) of this regulation shall have occurred within the last 10 years. Verification of occupational experience shall be submitted by former employers in the form of a notarized letter, listing specific job

titles, duties performed, dates of employment, and hours worked. Verification of self-employment shall be verified by license or by submitting tax forms.