



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: December 3, 2019
RE: COMAR 13A.12.01-.02
Educator Licensure
REPEAL AND REPLACE – PERMISSION TO PUBLISH

PURPOSE:

On October 3, 2019, the Professional Standards Teacher Education Board (PSTEB) granted permission to publish Code of Maryland Regulations (COMAR) 13A.12.01-.02 *Educator Licensure*, which would repeal and replace COMAR 13A.12.01-.06 *Certification*. It should be noted that the PSTEB only presented COMAR 13A.12.01 and .02 to the SBOE for review.

REGULATION PROMULGATION PROCESS:

Under Maryland law, a state agency, such as the State Board of Education (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 State Board 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 Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments, which are presented to the initiating Board for consideration. Thereafter, MSDE staff will present a recommendation to the initiating 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.

HISTORICAL BACKGROUND:

Beginning in January 2019, the SBOE identified pathways leading to initial Maryland certification and types of Maryland certificates, and tasked the MSDE with developing regulatory language for review and discussion. On June 25, 2019, the SBOE granted permission to publish COMAR 13A.12.01-.07 *Educator Licensure*, which would repeal and replace COMAR 13A.12.01-.06 *Certification*. The proposed regulatory language is aligned to the MSDE comprehensive plan to increase the rigor and accountability of educator certification in Maryland and to the recommendations of the Commission on Innovation and Excellence in Education

On September 9, 2019, the PSTEB voted unanimously (with one abstention) to oppose permission to publish the proposed regulatory language in COMAR 13A.12.01-.07. The PSTEB also voted to request a Joint Conference Committee with the SBOE.

On September 24, 2019, the SBOE voted unanimously, with a super-majority vote, to override the PSTEB's September 9th vote and granted permission to publish the proposed regulatory language in COMAR 13A.12.01-.07.

On October 3, 2019, the PSTEB reviewed the proposed regulatory language submitted by the PSTEB's Maryland State Education Association members. This version makes changes to the following areas:

- Definitions;
- Types of educator licenses;
- Adds literacy and math coursework as an alternative to presenting a passing score on the Basic Skills test;
- Performance Review Route to licensure;
- Approval of Individual Professional Development Plans; and
- Assignment

The PSTEB members revised the proposed regulatory language and made further changes to the types of teacher licenses [COMAR 13A.12.02.02A(2)-(4)], adding a Master Professional License.

On October 22, 2019, the SBOE considered the proposed changes presented by PSTEB and chose to continue discussion at its December 3, 2019, meeting.

ACTION:

All regulations involving teacher certification or educator preparation programs must be approved by both the SBOE and the PSTEB prior to publication. On September 24, 2019, the SBOE granted permission to publish COMAR 13A.12.01-.07 *Educator Licensure*. That regulation is in the process of being published in the Maryland Register for public comment. On October 3, 2019, the PSTEB granted permission to publish an alternative version of COMAR 13A.12.01-.02 *Educator Licensure*. Legal Counsel has advised that two competing version of the same regulation cannot move forward simultaneously. There are two options:

- 1) The State Board may oppose COMAR 13A.12.01-.02 as submitted today with a majority vote.
- 2) The SBOE may grant permission to publish this revised version of COMAR 13A.12.01-.02, but must also vote to pull back and rescind the version which was granted permission to publish during the September 2019, meeting of the SBOE.

Title 13A State Board of Education
Subtitle 12 EDUCATOR
LICENSURE
Chapter 01 General Provisions

COMAR 13A.12.01.01

Purpose

Licensure is established to offer assurance to the citizens of this State that professional public educational staff possess the minimum essential knowledge and skills needed to achieve outcomes for public education declared by the State Board of Education, and maintain competent practice through career long-engagement with their content area, research, best practice, and expert opinion.

COMAR 13A.12.01.02

Definitions

A. In this subtitle, the following terms have the meanings indicated.

B. Terms Defined.

- (1) “Acceptable credit” means content or professional education course work earned or taught after the conferral of the bachelor’s degree.
- (2) "Accredited nonpublic school" means a nonpublic school accredited by a national organization or regional organization.
- (3) “Approved nonpublic school” means a nonpublic school approved by a state department of education.
- (4) “Bilingual Education” means the teaching of academic content in two languages, in a native and second language.
- (5) “Certificate” is the term for an educator credential issued by the Department. The term certificate has been replaced by the word license.
- (6) “Class” means a period allocated for lessons during a school day.
- (7) “Conditional License” means a non-renewable license issued while the applicant pursues a pathway to professional licensure.
- (8) “Continuing Education Units (CEUs)” means credit issued from an accredited ~~International Association for Continuing Education and Training provider~~; or approved by the Department or another Maryland State agency for purposes of licensure.
- (9) “Continuing Professional Development (CPD) credit” means credit earned through continuing professional development experiences approved by the Department or an institution of higher education.
- (10) “Culturally Responsive Teaching” means pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.
- (11) "Crime against children" means any crime defined in Criminal Law Article, §3-601, Annotated Code of Maryland
- (12) "Crime of violence" means any crime as defined in Criminal Law Article, §14-101, Annotated Code of Maryland.
- (12)"Department" means the Maryland State Department of Education.
- (13) “Effective teaching experience” means professional, ~~full-time~~ experience as a teacher in a public school, approved nonpublic school, or

accredited nonpublic school for which the annual overall evaluation rating is at least effective or equivalent.

(14) “Effective performance” means professional, ~~full-time~~ experience as a specialist, administrator, or supervisor in a public school system, approved nonpublic school, or accredited nonpublic school for which the annual overall evaluation rating is at least effective or equivalent. “English as a Second Language (ESOL)” means the practice and theory of learning and teaching English to students of which English is not the native language.

(15) “English Language Learners (ELL)” means students who come from non-English speaking homes and who are learning English.

(16) "Full-time teaching experience" means a period of not less than 9 consecutive months as the responsible teacher in a classroom pursuant to an appointment requiring service for 50 percent or more of the school week or the equivalent.

(17) "Higher degree" means a degree earned that is higher than a bachelor's degree such as a Ph.D., Ed.D., Ed.S., Master's degree, J.D., M.D., D.D.M., D.D.S. or L.L.M.

(18) “Historic Professional Certificate” means a previously issued certificate or area of certification that no longer exists.

(19) “Historic Professional License” means a license or area of licensure that no longer exists.

(20) “Individual Professional Development Plan (IPDP)” means a plan developed in partnership with a supervisor, if employed, to provide appropriate and relevant professional learning.

(21) “Initial License” means the first Maryland professional license issued to an educator.

(22) “Internship” means a supervised period of clinical experience offered by an educator

preparation program designed to allow pre-service teachers to practice and refine their teaching skills.

(23) "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.

(24) “License” means an educator credential issued by the Department, which allows the holder to practice the area(s) of licensure noted.

(25) “Local School System (LSS)” means a Maryland public school system

(26) ~~“Long-term substitute experience” means full-time, continuous substitute teaching service rendered in the same classroom for not less than 3 months.~~

(27) “Member State” means a state that participates in the Interstate Certification Compact (ICC).

(28) “Micro-credential” means a digital form of ~~certification~~ **badges or certificates** indicating the demonstration of competency/mastery in a specific skill or set of skills

(29) “Nonpublic school approved under COMAR 13A.09.09” means a school that is issued a Certificate of Approval by the State Board, excluding the federal government or any State, county, or municipal agency or division of these, to operate an educational program in a nonpublic kindergarten, elementary school, and secondary school.

(30) “Nonpublic school approved under COMAR 13A.09.10” means:

(a) An entity which is responsible for governing and operating a school that provides a Type I, Type II, Type III educational program in a facility licensed by a unit of State government to provide treatment of care, or both; or

(b) Educational programs that provide special education to children in a nonpublic school in accordance with Education Article §8-406, Annotated Code of Maryland.

(32) "Occupational experience" means experience gained while employed performing in the career area to be taught.

(33) "Out-of-area assignment" means assignment of a licensed teacher to teach in a subject area other than in the area in which the teacher is licensed.

(34) "Pedagogy" means the method and practice of teaching.

(35) “Performance Review Program” means the scheduled review of educator performance and provision of supports to ensure quality of teaching.

(36) “Professional and Technical Education” means areas of study which include skilled trades, applied sciences, modern technologies, and career preparation.

(37) “Professional conference” means a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.

(38) "Professional education course work" means course work dealing with the knowledge and process of teaching to prepare to become a teacher, as differentiated from content course work.

(39) “Professional development activity” means an activity, approved by the Department, Local School System, State Agency, Maryland approved nonpublic school, or another state department of education, that improves the professional knowledge, competence, skill, or effectiveness of the license holder.

(40) “Professional Development Point (PDP)” means a unit used to renew teacher licenses earned through completion of specific professionally aligned tasks and assignments.

(41) “Reinstatement” means restoration of an expired license.

(42) “Renewal” means the extension of the validity period of a license.

(43) "Required grade" means a grade of C or better, pass, or satisfactory.

(44) "School" means a public school, an approved nonpublic school, or an accredited nonpublic school.

(45) “Sheltered English instruction” means an instructional approach that engages English Language Learners (ELL) in developing grade-level content-area knowledge, academic skills, and increased English proficiency.

(46) “Specialists” means individuals licensed under COMAR 13A.12.04.

(47) “Teaching Endorsement” means a teaching area added to a professional license of an educator who has met the qualifications of COMAR 13A.12.02.02B.

Licensure Requirements of Education Personnel

A. The regulations in this subtitle are established as licensure standards for personnel educating students in a Maryland local school system, a State-operated school, and a nonpublic school approved under COMAR 13A.09.10. A local school system, State-operated school, and approved nonpublic school approved under COMAR 13A.09.10 may establish additional requirements as a condition of employment.

B. Personnel Subject to Licensure. Teachers, specialists, administrators, and supervisors employed in a Maryland local school system, a State-operated school, and a nonpublic school approved under COMAR 13A.09.10 are subject to licensure.

(1) Teachers. A teacher employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

(2) Professional and Technical Education/Specialized Areas for Fine Arts. A Professional and Technical Education teacher or Specialized Area of Fine Arts teacher employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.03.

(3) Specialists. A specialist employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.04 or a license in certain areas as otherwise provided in State law.

(4) Administrators and Supervisors. Administrators and supervisors who have direct contact with students, who have responsibility for curriculum development, or who have responsibility for supervision of instruction shall meet the requirements for a professional license under COMAR 13A.12.05.

Issuance and Types of Licenses

A. Application Procedure.

- (1) To obtain licensure in a specific area, an applicant, or local school system on behalf of the applicant, shall submit an application and documentation as required by the Department.
- (2) Documentation shall be evaluated by the Department, or its designee, and if the applicant satisfies the requirements, the license shall be issued.
- (3) An applicant shall present official transcripts verified to the satisfaction of the Department.
- (4) An applicant shall present test scores to the Department in one of the following ways:
 - (a) Directly from the testing company;
 - (b) By notation on an official transcript;
 - (c) By verification from a college or university;
 - (d) By verification from a state department of education;
 - (e) With the applicant's original score report or a copy of the score report verified to the satisfaction of the Department.
- (5) The file of an applicant for licensure who is not eligible for a license shall be maintained by the Department for 1 year from the date of the last correspondence, at which time the applicant must reapply.
- (6) It is the responsibility of the licensed individual to maintain the validity of the license and to provide the Department with current information including name, email address, mailing address, and phone number.

B. Fee. The fee for the initial issuance and renewal of a license is provided in Education Article, §6704(b), Annotated Code of Maryland, and shall be made payable to the Maryland State Department of Education by money order, certified check, cashier's check, or electronic payment.

C. Types of Educator Licenses.

- (1) **Conditional License.** The Conditional License is a nonrenewable license valid for a period not to exceed 5 years issued only for licenses under COMAR 13A.12.02.02A and 13A.12.03.02A.
- (2) **Temporary Professional License.** The Temporary Professional License is a nonrenewable license valid for a period not to exceed 2 years and issued only for licenses under COMAR 13A.12.02.02A and 13A.12.03.02A.
- (3) **Initial Professional License.** The Initial Professional License is a renewable license valid for a period not to exceed 5 years.
- (4) **Professional License.** The Professional License is a renewable license valid for a period not to exceed 5 years.

(5) **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.

(56) **Adjunct Teacher License.** The Adjunct Teacher License is a renewable license valid for a period not to exceed 1 year issued only for licenses under COMAR 13A.12.02.02A and 13A.12.03.02A.

D. A historic Maryland license may not be issued as an initial license.

E. Effective Dates of Licenses.

(1) Issuance of an Initial License.

(a) A license will be effective from the date of hire until the last day of the validity period.

(b) Those applicants who are not currently employed in a local school system, state-operated school, or nonpublic school approved under COMAR 13A.09.10, shall be issued a license that is valid from the date of approval until the last day of the validity period.

(2) **Multiple Licenses.** Educators may hold multiple licenses. The validity period for an additional license is the same as the initial license and will be renewed when the initial license is renewed.

(3) **Teaching Endorsements.** An individual who meets the qualification for initial licensure under COMAR 13A.12.0202B may add additional teaching endorsements to the existing license. The validity period for an endorsement is the same as the initial license and will be renewed when the initial license is renewed.

(4) **Reinstatement of an expired license.** A reinstated license shall be valid from the date of approval until the last day of the validity period.

F. Deactivate a License or Teaching Endorsement.

(1) An educator may request, in writing, to deactivate a license or teaching endorsement.

(2) The educator shall meet the current regulatory requirements if they wish to hold that license and/or teaching endorsement in the future.

(3) An educator shall not request the deactivation of a license to avoid disciplinary action.

G. Evaluations. An evaluation may be issued to an applicant who does not meet the qualifications for a license.

(1) An evaluation shall be effective for a three-year period.

(2) If an applicant fails to satisfy the certification requirements for a professional license within the 3-year period, the applicant shall meet the requirements of the current applicable regulation.

COMAR 13A.12.01.05

Reinstatement of an Expired Professional License

A. General.

- (1) An educator may not be employed under an expired license.
- (2) An educator who holds an expired Maryland Initial Professional or Professional license in a teaching area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.02.05.
- (3) An educator who holds an expired Maryland Initial Professional or Professional license in an area of professional and technical education or specialized area of fine arts may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.03.05.
- (4) An educator who holds an expired Maryland Professional license in a specialist area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.04.15.
- (5) An educator who holds an expired Maryland Professional license in an administrator area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.05.15.

B. Exemption. A teacher holding an expired Maryland Initial Professional or Professional license who presents a valid professional license issued by a member state, may reinstate the Maryland license.

C. Historic Professional Certificate or License.

- (1) An educator who holds an expired Maryland Professional Eligibility Certificate or Standard Professional Certificate and meets the requirements to reinstate a Maryland license under §A-B of this regulation, shall be issued an Initial Professional or Professional License.
- (2) An educator who holds an expired Maryland Advanced Professional Certificate and meets the requirements to reinstate a Maryland license under §A-B of this regulation, shall be issued a Professional License.
- (3) An educator who allows a license to expire that includes a historic area may not reinstate that area.

COMAR 13A.12.01.06

Waiver of Licensure Requirements

A. Waiver of Licensure Requirements. Except for educator licensure tests, the State Superintendent of Schools or designee has the authority to waive the specific requirements for a certificate in an individual case if it is determined, after thorough investigation, that the applicant's preparation or experience, or both, are adequate to justify a waiver.

B. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

- (1) The professionally certificated employee is:
 - (a) 55 years old or older; or
 - (b) Employed in public or approved nonpublic school service for at least 25 years.
- (2) The request is recommended by the county superintendent, executive director, or chief officer of the legal authority having jurisdiction over the employee.

Title 13A STATE BOARD OF EDUCATION

Subtitle 12 EDUCATOR LICENSURE

Chapter 02 Teachers

**Authority: Education Article, §§2-205, 2-303(g), 6-701—6-705, and 8-3A-03, Annotated
Code of
Maryland**

COMAR 13A.12.02.01

Purpose.

A teacher employed in an early childhood, elementary, PreK—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

Licenses and Pathways for Teachers.

A. Types of Teacher Licenses.

(1) Temporary Professional

- (a) The Temporary Professional Teacher License is valid for 2 years and may not be renewed.
- (b) An applicant who has completed an out of state teacher preparation program or holds a valid out of state professional license but has not submitted passing scores on Maryland teacher licensure tests may request a Temporary Professional Teacher License.
- (c) An educator may be issued a Temporary Professional License under COMAR 13A.12.02.03A(3) as a result of failure to meet the renewal requirements of a professional license.

(2) Initial Professional

- (a) The Initial Professional Teacher 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 applicant who has met the requirements of one of the pathways to licensure under §B of this regulation is eligible for an Initial Professional Teacher License.

(3) Professional

- (a) The Professional Teacher 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 applicant who has met the requirements of one of the pathways to licensure under §B of this regulation may be eligible for a Professional Teacher License if they submit the following **additional** requirements:
 - (i) Completion of a Maryland induction program under COMAR 13A.07.01; and
 - (ii) Verification of 3 years of effective teaching performance.

(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.

(45) Conditional

(a) The Conditional License is valid for 5 years and may not be renewed.

(b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a Conditional License only if the school is unable to fill a position with a person who qualifies for a license under §B(2)-

(4) of this regulation, if the person meets the following requirements:

(i) Possession of a bachelor's degree or higher; and

(ii) Passing scores on an approved basic skills assessment or a minimum Grade Point Average of 3.0 on their most recent degree.

(c) An applicant who is issued a Conditional License must pursue a pathway to professional licensure under §B of this regulation.

(d) At the time of adoption, any existing conditional certificate holder shall adhere to his/her plan signed with the local school system in order to obtain a professional license. Any existing educator with a conditional certificate shall be eligible for one renewal of his/her conditional certificate pursuant to these regulations for a period not to exceed five (5) years in total on a conditional certificate.

(56) Adjunct Teacher

(a) The Maryland State Department of Education may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.

(b) The request for adjunct license must include:

(i) The name and credentials of the individual;

(ii) The course name and content to be taught; and

(iii) An explanation as to why the position cannot be filled by a qualified licensed educator.

(c) The adjunct license is nontransferable between local school systems.

(d) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.

(e) An applicant for an adjunct license shall:

- (i) Hold a high school diploma or its equivalent;
- (ii) Hold an industry license, when applicable for the profession; and
- (iii) Have 5 years of satisfactory occupational experience in the field to be taught.

(f) An individual who is issued an adjunct license shall be provided with the following, by the employing local school system or nonpublic school:

- (i) A professionally licensed mentor;
- (ii) Side-by-side coaching or co-teaching with a professionally licensed teacher;
- (iii) A minimum of 45 hours of professional development, with 30 hours delivered prior to entry to the classroom and the remainder to be delivered throughout the school year; and
- (iv) Evaluations of the individual's teaching effectiveness.

(g) The adjunct license issued in accordance with this regulation is valid for a 1-year period and may be renewed upon the request of the local school system or nonpublic school.

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 score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education. **In lieu of the basic skills test, a candidate may:**
 - 1. **Present a minimum Grade Point Average of 3.0 on the most recent degree; or**
 - 2. **Successfully complete courses in literacy and mathematics as designed and provided by the Department.**

(b) Performance Review ~~Program~~. Teacher candidates who hold a Conditional license and are hired as a teacher of record may complete a Performance Review ~~Program~~ through a Department approved provider **or a Teacher Preparation Collaborative.**

Candidates seeking licensure under the Performance Review ~~Program~~ route shall meet the following eligibility requirements to enter the program:

- (i) Bachelor's degree or higher related to the field of the license sought;
- (ii) Possession of a Conditional license in the field and at the grade level of the license sought;
- (ii) At least three school years of employment in the role of the Conditional license issued under §.A(4) of this regulation;
- (iii) Documentation of seminars, courses, and experiences relevant to the Professional Standards and Maryland Competencies for Teachers in COMAR 13A.07.06;
- (iv) A recommendation from the principal, or education director of the current school/local school system/nonpublic school approved under COMAR 13A.09.10 where the candidate is employed under the Conditional license in the role of the license sought;
- (v) Completion of an induction and mentoring program as set forth in COMAR 13A.07.01; and
- (vi) Passing score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education. **In lieu of the basic skills test, a candidate may:**
 - 1. Present a minimum Grade Point Average of 3.0 on the most recent degree; or
 - 2. Successfully complete courses in literacy and mathematics as designed and provided by the Department.

(c) Experienced Nonpublic School Teacher. Experienced teacher candidates working in Maryland nonpublic schools approved under COMAR 13A.09.09 shall meet the following requirements:

- (i) Bachelor's degree or higher related to the field of the license sought;
- (ii) Verification of five years of effective teaching experience in the field and at the grade level of the license sought at a Maryland nonpublic school approved under COMAR 13A.09.09; and
- (vii) (iii) Passing score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education. **In lieu of the basic skills test, a candidate may:**
 - 1. Present a minimum Grade Point Average of 3.0 on the most recent degree; or
 - 2. Successfully complete courses in literacy and mathematics as designed and provided by the Department.

(2) Out of State Pathways to Initial Teacher License

(a) Out of State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:

- (i) Bachelor's degree or higher (U.S. equivalent required for foreign degrees);
- (ii) Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought; and
- (viii) Passing score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education. **In lieu of the basic skills test, a candidate may:**
 - 1. Present a minimum Grade Point Average of 3.0 on the most recent degree; or**
 - 2. Successfully complete courses in literacy and mathematics as designed and provided by the Department.**

(b) Out of State License. Teacher candidates who hold a valid professional license/certificate from another state or foreign country shall meet the following requirements:

- (i) Bachelor's degree or higher (U.S. equivalent required for foreign degrees);
- (ii) Valid, professional license/certificate from another state or foreign country in the license area being sought; and
- (iii) Passing score(s) as established by the State Superintendent of Schools on the teacher licensure test(s) approved by the State Board of Education or verification of 3 years of effective teaching experience, verified by the employer, in the license area being sought.

(3) National Board Certificate. Teacher candidates who hold a National Board Certificate shall meet the following requirements:

- (i) Bachelor's degree or higher; and
- (ii) National Board Certificate issued from the National Board for Professional Teaching Standards, for which a comparable Maryland license exists.

C. Special Provision. Credits from institutions in other countries shall be evaluated for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is final.

Renewal of a Teacher License

A. General

- (1) An applicant who receives a license is responsible for initiating the renewal of the license.
- (2) Renewal requirements must be received prior to the expiration date of the license in order to be considered continuous.
- (3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license. A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License pursuant to §.02A(2) of this chapter for an employee who fails to meet the renewal requirements of the Initial Professional or Professional License.

B. Professional Development Requirements. The Initial Professional and Professional License may be renewed for successive five year terms upon the successful completion of the requisite number of Professional Development Points (PDPs) as set forth in §.05 of this chapter based on an Individual Professional Development Plan as set forth in §.04 of this chapter that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor. **At the time of adoption of these regulations, educators within his/her renewal cycle shall elect the manner of renewal by selecting either six (6) credits as provided under the regulations at the time of commencement of his/her renewal cycle or selecting renewal under the newly adopted regulations by obtaining 90 PDPs.**

C. Application Process.

- (1) An educator may renew their Initial Professional or Professional License by submitting the Individual Professional Development Plan, renewal application, fee, and verification of completion of all renewal requirements of this chapter.
- (2) Persons employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, shall submit documentation directly to the employer.
- (3) Persons who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

D. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

- (1) The professionally certificated employee is:
 - (a) 55 years old or older; or
 - (b) Employed in public or approved nonpublic school service for at least 25 years.
- (2) The request is recommended by the county superintendent, executive director, or chief officer of the legal authority having jurisdiction over the employee.

Individual Professional Development Plans

A. Individual Professional Development Plans.

- (1) An Individual Professional Development Plan must be in place for each of the five years of validity for each Initial Professional and Professional license issued to an educator.
- (2) An Individual Professional Development Plans must include a minimum of 90 Professional Development Points as set forth in §.05 of this chapter, to renew the educator's License.
- (3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own Individual Professional Development Plan.

B. Approval of an Individual Professional Development Plan.

- (1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 must obtain approval of their proposed Individual Professional Development Plan from their supervisors.
- (2) Approval for proposed Individual Professional Development Plans shall be from the educator's direct supervisor, or an appropriate designee.
- (3) Educators must obtain initial approval of their Individual Professional Development Plan within six months of issuance of the license to be renewed.
- (4) Supervisor Review
 - (a) A supervisor shall review the existing Individual Professional Development Plan of any educator new to the district or school within three months of the educator's beginning employment in the new position.
 - (b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, provided, however, that any Professional Development Points that were earned consistently with an approved plan shall be deemed approved in applying for license renewal.
- (5) Signatures.

(a) Prior to applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature will indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved Individual Professional Development Plan.

(c) The educator remains responsible for the final accounting of Professional Development Points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an Individual Professional Development Plan may follow the review procedures set forth in §B(57) of this regulation.

(6) Approval of an Individual Professional Development Plan shall not be unreasonably withheld by a supervisor.

(7) In the event that a plan is rejected by a supervisor, an educator may seek review of the denial from:

(a) The superintendent of schools, or designee, if employed with a local school system, which may be further appealed to the Department's licensure staff, which is subject to further review by PSTEB per §6-708 of the Education Article;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

COMAR 13A.12.02.05

Professional Development Points.

A. Professional Development Point (PDP). A unit of measurement of professional development activities.

- (1) One clock hour is equivalent to one PDP.
- (2) One semester hour is equivalent to 15 PDPs.
- (3) One Department approved Continuing Professional Development credit is equivalent to 15 PDPs.
- (4) One continuing education unit is equivalent to ~~ten~~ **fifteen (15)** PDPs.

B. Educators applying to renew an Initial Professional or Professional License are required to complete a minimum of 90 Professional Development Points (PDPs) to include:

- (1) Content related to an area on the educator's license **and/or pedagogy;**
- (2) ~~Pedagogy;~~
- (3) English as a Second Language, Sheltered English, ~~or~~ Bilingual Education, **strategies for teaching students with disabilities or diverse learning styles; and**
- (4) ~~Strategies for teaching students with disabilities or diverse learning styles; and~~
- (5) Culturally Responsive Teaching or diversity in education.

C. Additional requirements. Teachers who hold a license in the area of the Blind/Visually Impaired must present a minimum of 15 PDPs in braille maintenance.

D. Professional Development Points may be accrued by the completion of one of more of the following:

- (1) College credit earned or taught at a regionally accredited institution of higher education.
- (2) Continuing Professional Development (CPD) credits, earned or taught, approved by the Department.
- (3) Continuing Education Units (CEUs) ~~from an accredited International Association for Continuing Education and Training provider~~ or approved by **the Department or** another Maryland State agency for purposes of licensure.
- (4) Professional conference. A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development.
- (5) Curriculum development.
 - (a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.

(b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

(c) For each curriculum developed, ~~the~~ **each educator** will be awarded **a minimum of 30 PDPs**.

(6) Publication of a book or article.

(a) The book or article shall contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.

(b) An article shall be published in a recognized professional journal.

(c) Books shall be published for purchase.

(d) For each book published, the educator will be awarded **a minimum of 75 PDPs**. For each article published, the educator will be awarded **a minimum of ~~10~~ fifteen (15) PDPs**.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training provides assistance to one or more persons for the purpose of improving their performance.

(b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.

(c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.

(8) Micro-credentials.

(a) Micro-credentials are a digital form of ~~certification~~ **badges or certificates** indicating demonstrated competency/mastery in a specific skill or set of skills.

(b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.

(c) Micro-credentials can be earned ~~by~~ **from** non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.

(d) For each micro-credential earned, the educator will be awarded ~~10 PDPs~~ **a minimum of 1 PDP for each hour required to secure the badge or certificate**.

(e) will be awarded 10 PDPs.

(9) Professional development activity.

(a) Professional development activities approved by the Department, Maryland Local School System, State Agency, Maryland approved nonpublic school, or another state

department of education, will be accepted. ~~Each activity must be a minimum of one contact hour.~~

(b) Each activity must be a minimum of one contact hour.

(10) National Board Certification.

(a) For those with a Professional License who obtain or renew the national board certificate, the educator shall be awarded 90 PDPs in the year of certification or renewal.

(b) For those with a Professional License who initiates and completes the national board certification process but does not achieve licensure, the educator shall be awarded 45 PDPs in the year of completion of the entire NBPTS process.

COMAR 13A.12.02.06

Teaching Endorsements.

A. An individual who meets the qualification for initial licensure under §.02B of this chapter may add an additional teaching endorsement by meeting one of the following requirements:

- (1) Submit a qualifying score, as established by the State Superintendent of Schools, on the content-specific test(s) approved by the State Board of Education.
- (2) Obtain 30 content credits as follows:
 - (a) For elementary or early childhood education, obtain 30 credits distributed across the four content areas of English, social studies, math, and science, with at least 6 credits in each content area. The remaining ~~credits~~ 6 credits may be in content-related areas; or
 - (b) For secondary, middle school, prekindergarten – 12 education, obtain 30 credits at least 15 of which are in the area for which the new certification is sought and 15 of which are in content-related areas; or
 - (c) For special education, obtains 30 credits of which at least 15 credits are in the age-appropriate area of special education and 15 are in related areas.
 - (d) Content coursework means course work completed in academic disciplines as differentiated from pedagogical course work.
- (3) Meet the requirements for initial licensure under §.02B of this chapter.

B. Exceptions.

- (1) To receive an endorsement in Elementary Education, Early Childhood Education, English for Speakers of Other Languages, and Generic Special Education, an educator shall qualify under §A of this regulation and submit a passing score on a reading instruction test, approved by the State Board of Education.
- (2) To receive an endorsement in Deaf and Hard of Hearing or Blind/Visually Impaired, an educator shall meet the requirements for initial licensure under §.02B of this chapter.

C. Certain areas of licensure require that the educator hold an existing teacher license and shall only be added as an endorsement, as follows:

- (1) Mathematics Instructional Leader Grades PreK-6. To add Mathematics Instructional Leader, grades PreK—6, an applicant shall:
 - (a) Hold a valid, professional license;
 - (b) Complete a minimum of 18 semester hours of post-baccalaureate credit, or Department-approved Continuing Professional Development credits, which include the following areas:

(i) Content knowledge for teaching mathematics, including numbers and operations, algebra and functions, geometry and measurement, and data analysis and probability;

(ii) Pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment;

(iii) Leadership knowledge and skills; and

(iv) At least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the applicant works with a range of students in grades PreK—6 and adult learners in a variety of professional development settings; and

(c) Present verification of 27 months of satisfactory teaching experience including mathematics.

(2) Mathematics Instructional Leader Grades 4-9. To add Mathematics Instructional Leader, grades 4—9, an applicant shall:

(a) Hold a valid, professional license in Middle School Mathematics;

(b) Complete a minimum of 21 semester hours of post-baccalaureate credit, or Department-approved Continuing Professional Development credits, which include the following areas:

(i) Content knowledge for teaching mathematics, including number and operations, algebra and functions, geometry and measurement, data analysis and probability, calculus, and discrete mathematics;

(ii) Pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment;

(iii) Leadership knowledge and skills; and

(iv) At least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the candidate works with a range of students in grades 4—9 and adult learners in a variety of professional development settings; and

(c) Present verification of 27 months of satisfactory teaching experience including mathematics.

(3) Instructional Leader: STEM Grades PreK-6. To add Instructional Leader: STEM, grades PreK—6, an applicant shall:

(a) Hold a valid, professional license in early childhood education or elementary education;

(b) Complete a minimum of 12 semester hours of post-baccalaureate credit
or

Department-approved Continuing Professional
Development credits, to include the following:

(i) 12 semester hours in STEM education which integrates a balance of authentic problem-based and project-based learning;

(ii) Essential skills including questioning, spatial reasoning, communication, critical thinking, and problem solving;

(iii) Engineering design process;

(iv) Application of scientific practices and content;

(v) Application of mathematical practices and content;

(vi) Technology literacy; and

(vii) Collaborative learning.

(c) Complete 3 semester hours or the equivalent in leadership knowledge and skills in providing professional learning in a school/district setting;

(d) Complete at least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the applicant works with a range of students in grades PreK—6 and adult learners in a variety of professional development settings; and

(e) Present verification of 27 months of satisfactory teaching experience.

(4) Severe and Profound Disabilities. To add a Severe and Profound Disabilities endorsement, an educator shall meet the following requirements:

(a) Special Education Licensure. The applicant shall meet the requirements for licensure in generic special education at any age/grade level;

(b) Content and Professional Education Courses. The applicant shall have:

(i) Three semester hours in human growth and development emphasizing knowledge of the developmental characteristics (physical, biological, cognitive— learning, and social/emotional) of the severely and profoundly disabled as part of or in addition to the requirement in Regulation .20B(2) of this chapter;

(ii) 6 semester hours in assessment, diagnosis, and prescriptive techniques emphasizing specialized knowledge, interpretation and application of appropriate assessment, diagnostic and prescriptive methods to evaluate and develop programs geared toward the individualized needs of the severely and profoundly disabled;

(iii) 6 semester hours in curriculum and instructional methods emphasizing specialized strategies, techniques, materials, and adaptations appropriate to the instruction of the severely and profoundly disabled; and

(iv) 6 semester hours in practicum with students with severe and profound disabilities or 2 years of successful teaching experience with students with severe and profound disabilities.

Assignment

A. License Required for Major Assignment. Each teacher employed in Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall hold a professional license in the teacher's area of major assignment.

B. Assignment to More Than Two Classes Outside Area of Licensure.

(1) A teacher should not be assigned to teach more than two classes outside the teacher's area of licensure.

(2) ~~If a school finds it necessary to assign a teacher to teach more than two classes outside the teacher's area of licensure, the teacher shall obtain the license prior to the next school year.~~ For each consecutive year after the first year that a teacher is assigned to teach more than two classes outside the teacher's area of licensure, the teacher shall earn at least 6 semester hours per year toward licensure in the out-of-area assignment before continuing the assignment.

(3) Class means a period allocated for lessons during a school day.

C. Exception. A teacher shall not be assigned to provide special education services to students with disabilities per an Individualized Education Program unless they hold the appropriate special education license.

D. Monitoring. The State Department of Education shall monitor the assignment practices of local school systems, State-operated schools, and nonpublic schools approved under COMAR 13A.09.10 on a periodic basis.

