



Mohammed Choudhury
State Superintendent of Schools

To: Members of the State Board of Education
From: Mohammed Choudhury, State Superintendent of Schools
Date: January 24, 2023
Subject: **Permission to Publish**
COMAR 13A.12.01-.07 *Educator Licensure*
COMAR 13A.07.06 *Programs for Professionally Licensed Personnel*

Purpose

The purpose of this item is to request permission to publish the repealed and replaced Code of Maryland Regulations (COMAR) 13A.12.01-.07 *Educator Licensure* and 13A.07.06 *Programs for Professionally Licensed Personnel*.

Background/Historical Perspective

In 2018, the Maryland State Board of Education (SBOE) and Professional Standards and Teacher Education Board (PSTEB) charged the Maryland State Department of Education (MSDE) with the task of repealing and replacing all of the chapters in Title 13A Subtitle 12 *Educator Certification* and 13A.07.06 *Programs for Professionally Licensed Personnel* to increase the rigor of educator preparation and certification in Maryland and incorporate recommendations made in the 2017 Teacher Induction and Retention Act Report and 2018 Commission on Innovation and Excellence in Education Preliminary Report. Over the course of several months, MSDE presented recommended language to both Boards for approval. In June 2019, the SBOE granted permission to publish the regulations for public comment. Before publication, and in anticipation of the Blueprint for Maryland's Future, the Joint Committee on Administrative, Executive, and Legislative Review (AELR) asked the SBOE to rescind their permission to publish the regulations and wait for the conclusion of the 2020 legislative session. The SBOE honored this request and rescinded permission to publish. After the 2020 legislative session, MSDE presented additional amendments to the regulations to align with the Blueprint for Maryland's Future.

In July 2021, both the SBOE and PSTEB granted permission to publish COMAR 13A.12.01-.07 and 13A.07.06 for public comment. The regulations were published in the Maryland register in January and February 2022. MSDE reviewed all comments with PSTEB during their monthly meetings in March, April, and May 2022. There were clear themes of concern shared in the public comments provided. Comments concerning the licensure regulations focused on testing requirements for teacher candidates, requirements for teachers assigned to teach out of their area of licensure, and requirements associated with the renewal of a professional license. Comments concerning

the preparation regulations focused on placement and length of the practicum, requirements for mentors, licensure assessments, and exit requirements.

In April 2022, MSDE requested that the Accountability and Implementation Board (AIB) provide consultation on the published regulations and feedback regarding the public comments received. The AIB provided feedback to MSDE in May, which PSTEB reviewed in June 2022.

Over the course of several months, PSTEB made several substantive changes to the proposed regulations based on public comments, AIB feedback, Maryland educator data, and relevant research. On December 1, 2022, PSTEB granted permission to publish COMAR 13A.12.01-.07 and 13A.07.06 for public comment.

Executive Summary

MSDE is recommending that the repeal and replacement of Title 13A Subtitle 12 be completed in phases due to the extensive amount of regulatory language involved. Phase one will focus on amending the areas outlined in this document. Phase two will focus on the systematic review of all specialist and administrator licensure areas to determine what regulations should be amended. The process of amending specialists and administrator areas of licensure involves facilitating a workgroup comprised of various constituents representing experts in that field who will make recommendations to the MSDE. The proposed chapters are as follows:

Chapter 01 - General Provisions

Chapter 02 - Teachers

Chapter 03 - Professional and Technical Education and Specialized Areas for Fine Arts

Chapter 04 - Specialists

Chapter 05 - Administrators and Supervisors

Chapter 06 - Disciplinary Action and Denials

Chapter 07 - Professional Standards and Teacher Education Board

MSDE is recommending COMAR 13A.07.06 be repealed and replaced with language developed to establish the requirements and processes associated with the approval of educator preparation programs in Maryland. The proposed regulations are as follows:

Regulation 01 - Purpose

Regulation 02 - Definitions

Regulation 03 - Incorporation by Reference

Regulation 04 - State Consent to Offer Programs

Regulation 05 - National Accreditation

Regulation 06 - Application for State Approval

Regulation 07 - State Program Approval Process

Regulation 08 - State Program Approval Requirements

Regulation 09 - Clinical Experience Placements

Regulation 10 - State Program Reporting

Regulation 11 - State Program Renewal, Oversight, and Revocation

Regulation 12 - Teacher Preparation Competencies

Action

MSDE is asking the SBOE to grant permission to publish 13A.12.01-.07 *Educator Licensure* and 13A.07.06 *Programs for Professional Licensed Personnel*, for public comment in the Maryland Register.

Title 13A
STATE BOARD OF EDUCATION
Subtitle 12 EDUCATOR LICENSURE

13A.12.01 General Provisions

Authority: Education Article, §§2-205, 2-303(g), and 6-127, and 6-701-6-708, 8-3A-03, and Family Law § 10-119.3, Annotated Code of Maryland

.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.

.02 Definitions.

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

B. Terms Defined.

(1) “Accredited nonpublic school” means a nonpublic school accredited by a national organization or regional organization.

(2) “Approved nonpublic school” means a nonpublic school approved by a state department of education.

(3) “Bilingual Education” means the teaching of academic content in two languages: a native and second language.

(4) “Certificate” is the term for an educator credential issued by the Department. The term certificate has been replaced by the word license.

(5) “Class” means a period allocated for lessons during a school day.

(6) “Conditional license” means a non-renewable license issued while the applicant pursues a pathway to professional licensure.

(7) “Content course work” means course work completed in academic disciplines as differentiated from pedagogical course work.

(8) “Continuing education units (CEUs)” means credit issued from an accredited International Association for Continuing Education and Training provider or approved by 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.

(10) “Crime against children” means any crime defined in Criminal Law Article, §3-601, Annotated Code of Maryland.

(11) “Crime of violence” means any crime as defined in Criminal Law Article, §14-101, Annotated Code of Maryland.

(12) “Culturally Responsive Teaching” means pedagogy that recognizes the importance of including students’ cultural references in all aspects of learning.

(13) “Department” means the Maryland State Department of Education.

(14) “Educator” means an individual who holds a license in an area of teaching, Professional and Technical Education, specialized areas for fine arts, specialist, administrator or supervisor.

(15) “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.

(16) “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.

(17) “Endorsement” means a credential issued on a license under COMAR 13A.12.01.04C to indicate satisfactory knowledge and skills to perform services in the area(s) specified.

(18) “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.

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

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

(21) “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.

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

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

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

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

(26) “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.

(27) “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.

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

(29) “Local school system (LSS)” means a Maryland public school system.

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

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

(32) “Micro-credential” means a digital form of certification indicating the demonstration of competency/mastery in a specific skill or set of skills.

(33) “Montessori school” means a public school that uses Montessori instruction as its primary method of instruction, or is approved by the Department.

(34) “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.

(35) “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.

(36) “Occupational experience” means experience gained while employed performing in the career area to be taught.

(37) “Pedagogy” means the method and practice of teaching.

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

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

(40) “Professional conference” means a workshop, institute, or seminar of 4 or more hours that contributes to ongoing, sustained, and high-quality professional development.

(41) “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.

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

(43) “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.

(44) “Professional licensure” means holding a Temporary Professional, Initial Professional, Professional, or Advanced Professional License.

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

(46) “Renewal” means the extension of the validity period of an existing license.

(47) “Required grade” means a grade of C or better, pass, or satisfactory.

(48) “Resident Teacher License” means a certificate issued to a candidate enrolled in an alternative teacher preparation program.

(49) “School” means a public school, an approved nonpublic school, or an accredited nonpublic school.

(50) “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.

(51) “Specialist” means an individual licensed under COMAR 13A.12.04.

(52) “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.

.03 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.

B. A local school system, State-operated school, and nonpublic school approved under COMAR 13A.09.10 may establish additional requirements as a condition of employment.

C. Personnel Subject to Licensure.

(1) 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.

(2) 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.

(3) 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.

(4) 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.

(5) 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.

.04 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) The Department or its designee shall evaluate the application and documentation and if the applicant satisfies the requirements, the Department shall issue the license.

(3) An applicant shall present 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; or

(e) With the applicant's original score report or a copy of the score report verified to the satisfaction of the Department.

(5) The Department shall maintain the file of an applicant for licensure who is not eligible for a license 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, §6-704(b), Annotated Code of Maryland, and the individual seeking issuance or renewal shall pay 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.12.02.02 and 13A.12.03.02.*

(2) *Conditional Special Education License. The conditional special education license is a nonrenewable license valid for a period not to exceed 3 years issued only for licenses under COMAR 13A.12.02.02.*

(3) *Resident Teacher License. The Resident Teacher license is valid for a period not to exceed 3 years issued only for licenses under COMAR 13A.12.02.02F.*

(4) *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.12.02.02 and 13A.12.03.02.*

(5) *Initial Professional License. The Initial Professional License is a renewable license valid for a period not to exceed 5 years.*

(6) *Professional License. The Professional License is a renewable license valid for a period not to exceed 5 years.*

(7) *Advanced Professional License. The Advanced Professional License is a renewable license valid for a period not to exceed 5 years.*

(8) *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.12.02.02 and 13A.12.03.02.*

(9) *Montessori Professional License. The Montessori Professional License is valid for an indefinite period.*

(a) *The Montessori Professional License may be issued to an individual who teaches students in a Montessori school and meets the eligibility criteria in 13A.12.02.02H.*

(b) *An individual with a Montessori Professional License may not teach students in a public school that is not a Montessori school unless the individual meets the requirements relating to licensure of public school teachers.*

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

E. Effective Dates of Licenses.

(1) *Issuance of a License. The Department shall issue a license to an applicant with the following effective dates:*

(a) *If the license was issued from January 1 through June 30, the effective date of the license is January 1; and*

(b) *If the license was issued from July 1 through December 31, the effective date of the license is July 1.*

(2) *Multiple Licenses. Educators may hold multiple licenses.*

(3) *Endorsements.*

(a) An individual who meets the qualification for initial licensure may add additional endorsements to the existing license.

(b) The validity period for an endorsement is the same as the initial license.

(c) The Department shall renew the endorsement when the initial license is renewed.

(4) An educator who adds an additional license or endorsement to an existing license is not required to amend the Individualized Professional Development Plan or present additional renewal requirements during the current 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 may not request the deactivation of a license to avoid disciplinary action.

G. Licensure Plan. A licensure plan may be issued to an applicant who does not meet the qualifications for a license.

(1) A licensure plan is effective for a 5-year period.

(2) If an applicant fails to satisfy the requirements for a professional license within the 5-year period, the applicant shall meet the requirements of the current applicable regulation.

.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, Professional, or Advanced Professional license in a teaching area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.02.06.

(3) An educator who holds an expired Maryland Initial Professional, Professional, or Advanced 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 Initial, Professional or Advanced 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 Initial, Professional or Advanced 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. An educator holding an expired Maryland Initial Professional, Professional, or Advanced 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) The Department shall issue an Initial Professional License to an educator who holds an expired Maryland Professional Eligibility Certificate or Standard Professional I Certificate and meets the requirements to reinstate a Maryland license under §§A and B of this regulation.

(2) *The Department shall issue a Professional License to an educator who holds an expired Maryland Standard Professional II Certificate and meets the requirements to reinstate a Maryland license under §§A and B of this regulation.*

(3) *The Department shall issue an Advanced Professional License to an educator who holds an expired Maryland Advanced Professional Certificate and meets the requirements to reinstate a Maryland license under §§A and B of this regulation.*

(4) *An educator who allows a license to expire that includes a historic endorsement area may not reinstate that area.*

.06 Waiver of Licensure Requirements.

A. Waiver of Licensure Requirements. Except for educator licensure tests, the State Superintendent of Schools or designee may waive the specific requirements for a license 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 licensed employee is:

(a) 55 years old or older; or

(b) Employed in public or approved nonpublic school service for at least 25 years; and

(2) The request is recommended by the county superintendent, executive director, or chief officer of the legal authority having jurisdiction over the employee.

13A.12.02 Teachers

Authority: Education Article, §§2-205, 2-303(g), 6-701—[6-705] 6-708, 8-3A-03, and [8-303] 8-701—8-708, Annotated Code of Maryland

.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.

.02 Licenses for Teachers.

A. Temporary Professional.

(1) The Temporary Professional Teacher License is valid for 2 years and may not be renewed.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an employee:

(a) 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; or

(b) Who has failed to meet the renewal requirements of a professional license.

B. Initial Professional.

(1) The Initial Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.

(2) *An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Initial Professional Teacher License.*

C. Professional.

(1) *The Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.*

(2) *An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for a Professional Teacher License if the educator submits the following requirements:*

- (a) *Completion of a Maryland induction program under COMAR 13A.07.01; or*
- (b) *Verification of 3 years of effective teaching performance.*

D. Advanced Professional.

(1) *The Advanced Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.*

(2) *An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Advanced Professional Teacher License if they meet the requirements for the Professional Teacher License under §C of this regulation and submit one of the following:*

- (a) *A master's degree or higher;*
- (b) *At least 30 semester hours of post baccalaureate credit; or*
- (c) *A National Board Certificate issued by the National Board for Professional Teaching Standards.*

E. Conditional.

(1) *A conditional license is valid for 5 years and may not be renewed.*

(2) *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 cannot fill a position with an individual who qualifies for a license under Regulation .03 of this chapter.*

(3) *A conditional license may only be issued to an individual who possesses a bachelor's degree or higher; and*

(4) *An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03 of this chapter.*

F. Conditional Special Education.

(1) *A conditional special education license is valid for 3 years and may not be renewed.*

(2) *A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if;*

(a) *The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and*

(b) *The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.*

(3) *A conditional license may only be issued to an individual who possesses a bachelor's degree or higher; and*

(4) *An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1)-(2) of this chapter.*

G. Resident Teacher.

(1) *The Resident Teacher License is valid for 3 years and may not be renewed.*

(2) *The provider of an alternative teacher preparation program approved under COMAR 13A.07.06, shall request a Resident Teacher License for a candidate before placement in a resident teacher assignment.*

H. Adjunct Teacher.

(1) *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.*

(2) *The local school system superintendent or education director of the approved nonpublic school shall include with a request for an adjunct license:*

(a) *The name and credentials of the individual;*

(b) *The course name and content to be taught; and*

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

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

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

(5) *An applicant for an adjunct license shall:*

(a) *Hold a high school diploma or its equivalent;*

(b) *Hold an industry license, when applicable for the profession; and*

(c) *Have 5 years of satisfactory occupational experience in the field to be taught.*

(6) *The employing local school system or nonpublic school shall provide an individual who is issued an adjunct license with the following:*

(a) *A professionally licensed mentor;*

(b) *Side-by-side coaching or co-teaching with a professionally licensed teacher;*

(c) *A minimum of 45 hours of professional development, with 30 hours delivered before entry to the classroom and the remainder to be delivered throughout the school year; and*

(d) *Evaluations of the individual's teaching effectiveness.*

(7) *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.*

I. Montessori Professional License. An applicant may be eligible for a Montessori Professional License if they submit the following requirements:

(1) *Bachelor's degree or higher;*

(2) *A valid credential from:*

(a) *The American Montessori Society;*

(b) *The Association Montessori Internationale; or*

(c) *A program accredited by the Montessori Accreditation Council for Teacher Education; and*

(3) *Passing scores as established by the State Superintendent of Schools on a reading instruction licensure test approved by the State Board of Education, or*

attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.

.03 Pathways to Teacher Licensure

A. In-State Pathways to Initial Teacher Licenses.

(1) 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:

(a) Bachelor's degree or higher;

(b) Completion of an approved program as set forth in COMAR 13A.07.06;

(c) Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education;

(d) Passing scores as established by the State Superintendent of Schools on a reading instruction licensure test approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool; and

(e) Beginning on July 1, 2025, passing scores as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education.

(2) In-District Training Program. Teacher candidates who are hired as a teacher of record in a Maryland local school district may complete a Department-approved in-district training program. Candidates seeking licensure under the in-district pathway shall meet the following requirements:

(a) Possession of a conditional license in the subject area and at the grade level of the license sought;

(b) Demonstration of content knowledge by completing the following:

(i) Bachelor's degree or higher related to the field of the license sought;

(ii) Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought, which may be completed in-person, virtually, synchronously, and/or asynchronously; or

(iii) Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education.

(c) Completion of a Maryland induction program under COMAR 13A.07.01 that includes:

(i) On-site supervision and coaching

(ii) Ongoing instructional mentoring during the induction; and

(iii) An effective, or comparable, rating on a summative evaluation of teaching performance at the end of the induction period.

(d) Completion of a Department-approved sequence of pedagogical coursework, which may be completed in-person, virtually, synchronously, and/or asynchronously.

(i) The teaching candidate shall ensure that this sequence of coursework is aligned to the Interstate Teacher Assessment and Support Consortium standards; and

(ii) The district and coursework provider shall agree to a memorandum of understanding.

(e) Attestation from the district training program supervisor, or designee, school principal, and coursework provider, that the candidate is prepared for licensure.

(f) Special Provisions. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall complete additional requirements.

(i) Candidates who fulfill §(b)(i) or (ii) of this subsection shall present six semester hours of coursework in each of the content areas of English, mathematics, science, and social studies; or

(ii) Candidates who fulfill §(b)(iii) of this subsection shall submit passing scores on an approved elementary assessment that includes subtests in the content areas of English, mathematics, science, and social studies, each of which equals six semester hours of credit in that content area; and

(iii) Passing score on a reading instruction test, approved by the State Board of Education, or provide attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.

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

(a) Bachelor's degree or higher related to the field of the license sought;

(b) 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 COMAR 13A.09.09;

(c) Beginning on July 1, 2025, passing scores as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and

(d) Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit of a passing score on a reading instruction test, approved by the State Board of Education, or provide attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.

(B) Out of State Pathways to Initial Teacher License.

(1) 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:

(a) Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;

(b) 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;

(c) Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and

(d) Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit a passing score on a reading instruction test, approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.

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

- (a) Bachelor's degree or higher, or a U.S. equivalent for a foreign degree;*
- (b) Valid, professional license or certificate from another state or foreign country in the license area being sought; and*
- (c) Beginning on July 1, 2025, passing scores as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and*
- (d) Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit a passing score on a reading instruction test, approved by the State Board of Education, or provide an attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.*

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

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

C. Special Provisions.

(1) The Department shall evaluate credits from institutions in other countries 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.

(2) A National Board Certificate may be submitted instead of a portfolio-based assessment.

(3) An effective, or comparable, rating on a year-end evaluation may be submitted instead of a portfolio-based assessment if the candidate meets the following criteria:

- (a) Meets the requirements for initial licensure under §A(3) or B(1)-(2) of this regulation; and*
- (b) Is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10.*

.04 Renewal and Advancement of a Teacher License.

A. General.

(1) An applicant who receives a license is responsible for initiating the renewal of the license.

(2) An applicant shall ensure renewal requirements are received before the expiration date of the license to be considered continuous.

(3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license.

(4) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License under Regulation .02A of this chapter for an employee who fails to meet the renewal requirements of the Initial Professional, Professional, or Advanced Professional license.

B. Professional Development Requirements. The Initial Professional, Professional, and Advanced Professional license may be renewed for successive 5-year terms on the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .06 of this chapter based on an individual professional development plan as set forth in Regulation .05 of this chapter that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

(1) Renewal. An educator may renew their existing Initial Professional, Professional, or Advanced Professional License by submitting:

- (a) A completed application, in the manner required by the Department;*
- (b) A statement, signed under the penalty of perjury, that the applicant has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan; and*

(c) The required fee.

(2) Advancement. An educator may request advancement to a new level of licensure by submitting:

- (a) A completed application, in the manner required by the Department;*
- (b) Supporting documentation demonstrating the applicant has met the requirements for the new level of licensure; and*

(c) The required fee.

(3) All documentation submitted is subject to audit by the Department, and additional documentation must be provided to the Department on request.

(4) Individuals employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may submit documentation directly to the employer.

(5) Individuals 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.

.05 Individual Professional Development Plans.

A. Individual Professional Development Plans.

(1) An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.

(2) An educator shall ensure this individual professional development plan includes a minimum of 90 professional development points as set forth in Regulation .06 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 shall obtain approval of their proposed individual professional development plan from their supervisors.

(2) *The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development.*

(3) *Educators shall obtain initial approval of their individual professional development plan within 6 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 3 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, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.*

(5) *Signatures.*

(a) *Before applying to renew an Initial Professional, Professional, and Advanced Professional license, educators shall obtain a signature from a current supervisor.*

(b) *A supervisor's signature shall 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(7) of this regulation.*

(6) *Approval of an individual professional development plan may not be unreasonably withheld by a supervisor.*

(7) *If 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;*

(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.*

.06 Professional Development Points.

A. Professional Development Point (PDP). The Department shall measure professional development activities as follows:

(1) *1 clock hour is equivalent to one PDP.*

(2) *1 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 PDPs.*

B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs to include:

(1) *Content or pedagogy related to an area on the educator's license;*

(2) *English as a Second Language, Sheltered English, or Bilingual Education;*

(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and

(4) Culturally Responsive Teaching or diverse student identities in education.

C. Additional Requirements for Specific Certification Areas.

(1) Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.

(2) School Counselor. An educator who is licensed as a School Counselor shall present 1 semester hour of course work from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(a) Depression;

(b) Trauma;

(c) Violence;

(d) Youth suicide;

(e) Substance abuse; and

(f) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

(3) Administrator. If an educator is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, the educator shall submit PDPs which include:

(a) Strategies for increasing teacher retention; and

(b) Strategies for developing and facilitating teacher leadership.

D. Special provision. Beginning on July 1, 2025, all teachers employed in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 in a position that requires a license in early childhood education, elementary education, special education, or English to Speakers of Other Languages shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(1) Demonstration of proficiency may be satisfied by submitting one of the following:

(a) A passing score on a reading instruction test approved by the State Board of Education;

(b) Completion of coursework or professional learning approved by the Department;

(c) Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or

(d) Completion of training provided by the Department in the science of reading for the purpose of fulfilling the requirements of renewal.

(2) A certificate holder required to demonstrate proficiency in the knowledge and practices of scientific reading instruction shall present the requirements in (D)(1) of this regulation when renewing a license.

(a) The license holder may submit verification of enrollment in (1)(b) or (1)(d) of this section to satisfy the terms of renewal.

(b) The license holder shall present documentation demonstrating completion of (1)(b) or (1)(d) of this section by the subsequent renewal.

(3) A license holder is considered proficient in the knowledge and practices of scientific reading instruction when the requirements of this section have been submitted.

(4) The Department shall ensure this license indicates that a license holder is proficient in the knowledge and practices of scientific reading instruction.

E. Professional development points may be accrued by the completion of one of more of the following:

(1) College credit earned or taught at an 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 another Maryland State agency for purposes of licensure.

(4) Professional conference. A professional conference is a workshop, institute, or seminar of 4 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 Department shall award the educator up to 30 PDPs.

(6) Publication of a book or article.

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

(b) The educator shall ensure that an article is published in a recognized professional journal.

(c) The educator shall ensure that books are published for purchase.

(d) For each book published, the Department shall award the educator up to 75 PDPs. For each article published, the Department shall award the educator up to 10 PDPs.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve 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 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 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 Department shall award the educator up to 10 PDPs.

(9) Professional development activity.

(a) The Department shall accept professional development activities approved by the Department, Maryland local school system, State Agency, a Maryland approved nonpublic school, or another state department of education.

(b) The license holder shall ensure that each activity is a minimum of 1 contact hour.

F. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for §B of this regulation.

.07 Teaching Endorsements.

A. An individual who meets the qualification for initial licensure under Regulation .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 24 content credits as follows:

(a) For elementary or early childhood education, obtain 24 credits distributed across the four content areas of English, social studies, math, and science, with at least 6 credits in each content area.

(b) For secondary, middle school, prekindergarten — 12 education, obtain 24 credits at least 12 of which are in the area for which the new certification is sought and 12 of which are in content-related areas; or

(c) For special education, obtains 24 credits of which at least 12 credits are in the age-appropriate area of special education and 12 are in related areas or researched-based literacy instruction aligned to the science of reading.

(3) Meet the requirements for initial licensure under Regulation .02B of this chapter.

B. Special Provisions.

(1) To receive an endorsement in Elementary Education, Early Childhood Education, English for Speakers of Other Languages, and Special Education, an educator shall qualify under §A of this regulation and demonstrate proficiency in the knowledge and practices in scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension, by:

(a) Submitting a passing score on a reading instruction test, approved by the State Board of Education; or

(b) Completion of coursework or professional learning approved by the Department, and provided by a Department-recognized partner approved to deliver instruction in the science of reading; or

(c) Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or

(d) Completion of training provided by the Department in the science of reading for the purpose of fulfilling the requirements of renewal.

(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 Regulation .03 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; and

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

(i) 3 semester hours in human growth and development emphasizing knowledge of the developmental characteristics (physical, biological, cognitive—learning, and social/emotional) of students with severe and profound disabilities;

(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 students with severe and profound disabilities;

(iii) 6 semester hours in curriculum and instructional methods emphasizing specialized strategies, techniques, materials, and adaptations appropriate to the instruction of students with severe and profound disabilities; 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.

(5) Work-Based Learning Coordinator Grades 7-12. To add Work-Based Learning Coordinator, an educator shall meet the following requirements:

(a) Hold a professional license in a secondary teaching area or PreK—12 teaching area;

(b) Complete 6 semester hours of content course work taken at an accredited institution of higher education or through CPDs, with a minimum of 3 semester hours in each of the following content areas:

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

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

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

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

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

(iii) Participating in a supervised and approved teacher externship experience of at least 150 hours, to include all aspects of the industry in accordance with the local school system guidelines for work-based learning coordinator externships at a work site approved by the local school system; or

(iv) Complete 3 semester hours of content course work in contemporary workplace practices taken at an accredited institution of higher education through CPDs that includes site visits to business and industry settings and exposure to all aspects of the industry.

(6) All work experience under §C(5)(c) of this regulation shall have occurred within the last 10 years.

(a) The educator shall submit verification of occupational experience in the form of a notarized letter by former employers, listing specific job titles, duties performed, dates of employment, and hours worked.

(b) The educator shall verify self-employment by license or by submitting tax forms.

.08 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 an Initial, Professional, or Advanced 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 more than two classes unrelated to the teacher's area of licensure, the teacher shall provide documentation verifying competence teaching in the area for each consecutive year after the first year that a teacher is assigned. Competency may be demonstrated by:

(a) Submitting a minimum of six semester hours of content coursework in the area;
or

(b) Submitting an effective, or comparable, end-of-year evaluation.

(3) Title I schools.

(a) Title I schools shall notify parents that they can request specific information about a teacher's qualifications; and

(b) Title I schools must notify parents and guardians of each student who is being taught by a teacher who is teaching an area unrelated to their licensure for four or more consecutive weeks.

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

C. 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.

13A.12.03 Professional and Technical Education and Specialized Areas for Fine Arts

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-3A-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

A. Professional and Technical Education and Specialized Areas for Fine Arts teachers shall meet the requirements for a license under Regulation .02 of this chapter.

B. A Professional and Technical Education or Specialized Areas for Fine Arts license shall only be used for instruction in a specialized program or at a specialized school.

C. A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request an initial Professional and Technical Education or Specialized Areas for Fine Arts license.

D. An individual licensed in Professional and Technical Education or Specialized Areas for Fine Arts who is no longer employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request the renewal of that license directly from the Department.

.02 Licenses and Pathways for Professional and Technical Education and Specialized Areas for Fine Arts.

A. Types of Professional and Technical Education and Specialized Areas for Fine Arts Licenses.

(1) Temporary Professional.

(a) The Temporary Professional License is valid for 2 years and may not be renewed.

(b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an applicant who does not meet the renewal requirements of a professional license.

(2) Initial Professional.

(a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.

(b) An applicant who is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and has met the requirements of one of the pathways to licensure under §C of this regulation is eligible for an Initial Professional License.

(3) Professional.

(a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.

(b) An applicant who is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and has met one of the pathways

to licensure under §C of this regulation may be eligible for a Professional License if they submit the following requirements:

- (i) Completion of a Maryland induction program under COMAR 13A.07.01; or
- (ii) Verification of 3 years of effective teaching performance.

(4) *Advanced Professional.*

(a) *The Advanced Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .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 an Advanced Professional Teacher License if they meet the requirements for the Professional License under §A(3) of this regulation and submit one of the following:*

- (i) *A master's degree or higher;*
- (ii) *At least 30 semester hours of post baccalaureate credit; or*
- (iii) *A National Board Certificate issued by the National Board for Professional Teaching Standards.*

(c) *An applicant for the Advanced Professional License in a Professional Technical Education/Specialized Area of Fine Arts area who does not possess a bachelor's degree shall complete a planned program of 30 semester hours of credit, or submit a National Board Certificate issued by the National Board for Professional Teaching Standards.*

(5) *Conditional.*

(a) *A 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 may request a conditional license if:*

- (i) *The school cannot fill a position with an individual who qualifies for a license under §A(1)—(4) of this regulation; and*
- (ii) *The individual presents verification of 3 years of occupational experience in the career area to be taught as defined in §C(5)(a) of this regulation.*

(c) *An applicant who is issued a conditional license shall pursue a pathway to professional licensure under §C of this regulation.*

(6) *Adjunct Teacher.*

(a) *The Maryland State Department of Education may issue an adjunct license on 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 shall 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 certificate holder.*

(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) The employing local school system or nonpublic school shall provide an individual who is issued an adjunct license the following:

(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 before 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 on the request of the local school system or nonpublic school.

B. In addition to holding an educator license, the applicant is 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, if applicable.

C. Pathways to Professional and Technical Education/Specialized Areas for Fine Arts Licensure.

(1) *Maryland Approved Program.* Candidates who complete a Maryland approved educator preparation program as set forth in COMAR 13A.07.06 shall meet the following requirements:

(a) Bachelor's degree or higher; and

(b) Completion of an approved program as set forth in COMAR 13A.07.06.

(2) *Out-of-State Preparation Program.* Candidates who complete a state-approved educator preparation program leading to licensure in that state shall meet the following requirements:

(a) Bachelor's degree or higher; and

(b) Complete a preparation program, including a clinical internship, approved to lead to professional and technical education licensure in another state, in the license area being sought.

(3) *Out-of-State License.* Candidates who hold a valid or expired professional license/certificate in a professional and technical education area from another state or foreign country are eligible for a comparable Maryland license.

(4) *National Board Certificate (Professional and Technical Education only).* Candidates who hold a National Board Certificate in the area of Career and Technical Education are eligible for a comparable Advanced Professional License.

(5) *Occupational Experience.* Candidates with occupational experience in a Professional and Technical area or Specialized Area of Fine Arts shall meet the following requirements:

(a) Occupational experience.

(i) Verification of 3 years of occupational experience in the area to be taught that may include satisfactory post-secondary teaching experience in the area to be taught; and/or satisfactory occupational employment.

(ii) The applicant may substitute a Department-accepted, current industry recognized credential for 1 year of the occupational experience requirement.

(iii) *The applicant may substitute a bachelor's or associate's degree in the area to be taught for 1 year of the occupational experience requirement.*

(b) *Completion of 12 credits of professional education course work from an IHE or through Department-approved continuing professional development credits to include the following topics:*

- (i) *Planning, delivering, and assessing instruction;*
- (ii) *Classroom management;*
- (iii) *Differentiating Instruction to accommodate students with special needs; and*
- (iv) *Teaching literacy in the content area.*

D. Special Provision. The Department shall evaluate credits from institutions in other countries for comparability of degree and course work through an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

F. Professional and Technical Education/Specialized Areas for Fine Arts Endorsements.

(1) An individual who holds a professional license under §A(1)—(4) of this regulation may add an additional Professional and Technical Education/Specialized Areas for Fine Arts endorsement by meeting one of the following requirements:

(a) Present a valid, Department-recognized industry credential in the area to be taught; or

(b) Meet the requirements for initial licensure under §C of this regulation.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request an additional Professional and Technical Education/Specialized Areas for Fine Arts endorsement.

.03 Renewal and Advancement of a Professional and Technical Education/Specialized Areas for Fine Arts License.

A. General.

(1) An applicant who receives a license is responsible for initiating the renewal of the license.

(2) An applicant shall ensure renewal requirements are received before the expiration date of the license 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 under Regulation .02A(2) of this chapter for an employee who fails to meet the renewal requirements of the Initial Professional, Professional, or Advanced Professional license.

(4) Advancement to a New License. An applicant may apply to advance to the next level of licensure by meeting the requirements under §.02A of this chapter.

B. Professional Development Requirements. The Initial Professional, Professional, and Advanced Professional license may be renewed for successive 5-year terms on the successful completion of the requisite number of professional development points (PDPs), as set forth in Regulation .05 of this chapter, based on an individual professional development plan, as set forth in Regulation .04 of this chapter, that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

(1) Renewal. An educator may renew their existing Initial Professional, Professional, or Advanced Professional License by submitting:

(a) A completed application, in the manner required by the Department;

(b) A statement, signed under the penalty of perjury, that the applicant has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan; and

(c) The required fee.

(2) Advancement. An educator may request advancement to a new level of licensure by submitting:

(a) A completed application, in the manner required by the Department;

(b) Supporting documentation demonstrating the applicant has met the requirements for the new level of licensure; and

(c) The required fee.

(3) All documentation submitted is subject to audit by the Department, and additional documentation must be provided to the Department on request.

(4) Individuals employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may submit documentation directly to the employer.

(5) Individuals 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.

.04 Individual Professional Development Plans — Professional and Technical Education/Specialized Areas for Fine Arts.

A. Individual Professional Development Plans.

(1) An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.

(2) An individual professional development plan shall include a minimum of 90 professional development points, as set forth in Regulation .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 shall obtain approval of their proposed individual professional development plan from their supervisors.

(2) The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development plans.

(3) Educators shall obtain initial approval of their individual professional development plan within 6 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 3 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, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.

(5) Signatures.

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

(b) A supervisor's signature shall 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(7) of this regulation.

(6) Approval of an individual professional development plan may not be unreasonably withheld by a supervisor.

(7) If 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;

(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.

.05 Professional Development Points- Professional and Technical Education/Specialized Areas for Fine Arts.

A. Professional Development Point (PDP). The Department shall measure professional development activities as follows:

(1) 1 clock hour is equivalent to one PDP.

(2) 1 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 PDPs.

B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs to include:

(1) Content or pedagogy related to an area on the educator's license;

(2) English as a Second Language, Sheltered English, or Bilingual Education;

(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and

(4) Culturally Responsive Teaching or diverse student identities in education.

C. Additional Requirements for Specific Certification Areas.

(1) Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.

(2) School Counselor. An educator who is licensed as a School Counselor shall present 1 semester hour of course work from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(a) Depression;

(b) Trauma;

(c) Violence;

(d) Youth suicide;

(e) Substance abuse; and

(f) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

(3) Administrator. If an educator is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, the educator shall submit PDPs which include:

(a) Strategies for increasing teacher retention; and

(b) Strategies for developing and facilitating teacher leadership.

D. Professional development points may be accrued by the completion of one of more of the following:

(1) College credit earned or taught at an 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 another Maryland State agency for purposes of licensure.

(4) Professional conference. A professional conference is a workshop, institute, or seminar of 4 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 Department shall award the educator up to 30 PDPs.

(6) Publication of a Book or Article.

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

(b) The educator shall ensure that an article is published in a recognized professional journal.

(c) The educator shall ensure that books are published for purchase.

(d) For each book published, the Department shall award the educator up to 75 PDPs. For each article published, the Department shall award the educator up to 10 PDPs.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve 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 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 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 Department shall award the educator up to 10 PDPs.

(9) Professional development activity.

(a) The Department shall accept professional development activities approved by the Department, Maryland local school system, State Agency, a Maryland approved nonpublic school, or another state department of education.

(b) The license holder shall ensure that each activity is a minimum of 1 contact hour.

(10) Occupational Experience.

(a) Occupational experience related to the career area being taught may be used to earn PDPs.

(b) For every 10 hours worked, the educator may earn 1 PDP.

(c) Occupational experience is limited to 15 PDPs.

E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for §B of this regulation.

13A.12.04 Specialists

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-3A-03, and 8-701--8-708, Annotated Code of Maryland

.01 Purpose.

Specialists 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.

.02 Licenses for Specialists.

A. Types of Specialist Licenses.

(1) Temporary Professional.

(a) The Temporary Professional License is valid for 2 years and may not be renewed.

(b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an applicant who does not meet the renewal requirements of a professional license.

(2) Initial Professional.

(a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter is eligible for an Initial Professional License.

(3) Professional.

(a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter may be eligible for a Professional License if they submit the following requirements:

(i) Verification of 3 years of effective performance as a specialist; and

(ii) Completion of a Maryland induction program, if applicable.

(4) Advanced Professional.

(a) The Advanced Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under this chapter may be eligible for an Advanced Professional License if they meet the requirements for the Professional License under §A(2) of this regulation and submit one of the following:

(i) A master's degree or higher;

(ii) At least 30 semester hours of post baccalaureate credit; or

(iii) A National Board Certificate issued by the National Board for Professional Teaching Standards.

B. The Department shall evaluate credits from institutions in other countries for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

.03 School Counselor.

The requirements for licensure as school counselor are that the applicant shall:

A. Complete three semester hours or State-approved CPD credits in special education coursework; and

B. Complete one of the following pathways:

(1) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a school counselor.

(2) *National Board of Certified Counselors (NBCC)*. Candidates who possess a master's degree in school counseling or school guidance and counseling, a valid National Board of Certified Counselors certificate, and 2 years of effective performance as a teacher or school counselor in a school setting.

(3) *National Board for Professional Teaching Standards (NBPTS)*. Candidates who possess a master's degree in school counseling or school guidance and counseling and present a valid National Board Certificate in the area of School Counseling.

(4) *Out of State Program*. Candidates who possess a master's degree in school counseling or school guidance and counseling from an out of state approved program and 2 years of effective performance as a teacher or school counselor or 500 clock hours in a supervised practicum in school counseling.

(5) *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*. Candidates who possess a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs.

(6) *Experienced Professional*. Candidates who possess a master's degree and a valid, professional certificate from another state and verification of at least 27 months of effective performance as a school counselor.

.04 Library Media Specialist.

A. Definitions.

(1) *In this regulation, the following terms have the meanings indicated.*

(2) *Terms Defined.*

(a) *"Library media" means a variety of communication and information formats and their accompanying technologies appropriate to learning and instruction.*

(b) *"Library media specialist" means an individual who has developed knowledge, understanding of, and competency in the broad range of library media services, with particular emphasis on those competencies related to the development and administration of a comprehensive school library media program.*

B. Pathways to Licensure. To qualify for a Professional Specialist License, a candidate shall meet the requirements of one of the following pathways:

(1) *Maryland Approved Program*. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a library media specialist.

(2) *Out of State Preparation Program*. Candidates who possess a master's degree and complete an approved program leading to licensure as a library media specialist in another state.

(3) *Experienced Professional*. Candidates who possess a master's degree, hold a valid professional library media license from another state or country, and submit verification of 3 years of full-time effective experience as a library media specialist.

(4) *National Board Certification*. Candidates who possess a master's degree and a National Board Certificate in the area of Library Media.

(5) *Master's Equivalent.*

(a) *The applicant shall have a bachelor's degree or higher from an IHE to include a program of 36 semester hours of post-baccalaureate credit with 15 semester hours completed at one institution and a minimum of 24 semester hours of graduate credit in the content course work listed in §B(5)(a) of this regulation.*

(b) Content course work shall include:

(i) Administration of library media programs, including an understanding of State and national library media standards and technology standards;

(ii) Materials for children in all formats, including concepts related to the teaching and learning of reading;

(iii) Materials for young adults in all formats, including concepts related to the teaching and learning of reading;

(iv) Selection, evaluation, and use of materials in all formats to meet student curriculum and instructional needs;

(v) Access and delivery of information, including reference and bibliographic systems in all formats;

(vi) Organization of knowledge, including cataloging and classification, and information retrieval in all formats;

(vii) Principles of communication, including dissemination and use of information in all formats; and

(viii) The design, creation, and implementation of library media in all formats for instructional use.

(c) Professional education course work shall include:

(i) History and philosophy of education

(ii) Student developmental levels, learning theory, and strategies for identifying student information and learning needs;

(iii) Theory, principles, and methods of instructional design and delivery; and

(iv) Inclusion of special needs student populations.

(d) The professional education course work listed in §B(5)(b) of this regulation may be met by course credits earned in addition to, or as part of, the undergraduate degree program. The total number of post-baccalaureate credits needed for licensure may not be reduced for course requirements that are met in the applicant's bachelor's degree program. Additional post-baccalaureate or graduate courses may be substituted.

(e) An applicant shall satisfactorily complete a school library media practicum, 1 year of full-time teaching experience, or 1 year of full-time school library media-related experience.

C. Special education coursework. In addition to meeting one of the pathways in §B, the applicant must present three semester hours or State-approved CPD credits in special education coursework.

.05 Pupil Personnel Worker.

The requirements for licensure as a pupil personnel worker are that the applicant shall have:

A. A master's degree from the IHE in pupil personnel or a related field, such as:

(1) Counseling or guidance services, or both;

(2) Early childhood, elementary, or secondary education;

(3) Human growth and development;

(4) Sociology, social work, or psychology;

(5) Special education; or

(6) Administration and supervision;

B. In addition to or as part of §A of this regulation, 21 semester hours of graduate credit or State-approved CPDs, to include school law and at least 6 of the following seven areas:

- (1) Counseling methods;*
- (2) Early childhood or adolescent psychology, or both;*
- (3) Multicultural issues;*
- (4) Family systems/dynamics;*
- (5) Delivery of pupil personnel services and programs;*
- (6) Abnormal psychology or juvenile delinquency, or both; or*
- (7) Educational assessment interpretation;*

C. 3 years of effective teaching experience, or, at the recommendation of a local superintendent of schools, related experience may be substituted for teaching experience; and

D. 3 semester hours of credit or State-approved CPDs in inclusion of special needs student populations.

.06 Reading Specialist.

The requirements for certification as a reading specialist are that the applicant shall:

- A. Meet the requirements for licensure in early childhood education, elementary education, special education, or a secondary education area;*
- B. Submit verification of 3 years of effective teaching or clinical experience;*
- C. Complete three semester hours or State-approved CPD credits in special education coursework; and*

D. Meet the requirements of one of the following pathways:

- (1) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a reading specialist;*
- (2) Out of State Preparation Program. Candidates who possess a master's degree and complete an approved program leading to licensure as a reading specialist in another state; or*
- (3) Professional Course Work. Candidates who possess a master's degree or equivalent of 33 post-baccalaureate credits from an IHE in reading and related areas to include:*

(a) 15 semester hours of reading course work with at least one course in each of the following areas:

- (i) Foundation or survey course;*
 - (ii) Diagnosis and correction of reading difficulties;*
 - (iii) Clinical or laboratory practicum;*
 - (iv) Assessment or evaluation, or both; and*
 - (v) Methods in the teaching of reading to English language learners; and*
- (b) Additional course work selected from at least four of the following areas:*

- (i) Emergent literacy;*
- (ii) Literacy Leadership;*
- (iii);*
- Content area literacy;*
- (iv) Writing;*
- (v) Effective use of technology in the literacy classroom;*

- (vi) *Early Childhood, Elementary, or Adolescent literacy;*
- (vii) *Literacy research; and*
- (viii) *Linguistics.*

(4) Special Provision.

(a) An applicant who satisfies the requirements of §A of this regulation by presenting a teaching license in a secondary education area shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(b) Demonstration of proficiency may be satisfied by submitting one of the following:

- (i) A passing score on a reading instruction test approved by the State Board of Education;*
- (ii) Completion of coursework or professional learning approved by the Department; or*
- (iii) Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or*
- (iv) Completion of training provided by the Department in the science of reading.*

.07 Reading Teacher.

The requirements for licensure as a reading teacher are that the applicant shall:

- A. Meet the requirements for licensure in early childhood education, elementary education, or a secondary education area;*
- B. Complete three semester hours or State-approved CPD credits in special education coursework;*
- C. Have 12 semester hours of post-baccalaureate graduate credit from an IHE in reading, including a foundation or survey course and a course in diagnosis and correction of reading difficulties; and*
- D. Have 2 years of successful teaching experience.*
- E. Special Provision.*

(1) An applicant who satisfies the requirements of §A of this regulation by presenting a teaching license in a secondary education area shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(2) Demonstration of proficiency may be satisfied by submitting one of the following:

- (a) A passing score on a reading instruction test approved by the State Board of Education;*
- (b) Completion of coursework or professional learning approved by the Department; or*
- (c) Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or*
- (d) Completion of training provided by the Department in the science of reading.*

.08 Psychometrist.

A. Definition.

- (1) In this chapter, the following term has the meaning indicated.*

(2) *Term Defined.* “Psychometrist” means an individual who works directly under the professional supervision of a school psychologist or supervisor of school psychological services. The purpose of this position is limited to providing assistance to the school psychologist by administering psychological tests and other related psychometric tasks.

B. Education. An applicant for licensure as a psychometrist shall have the following:

(1) A master’s degree from an IHE in psychology or education.

(2) 45 semester hours of graduate and undergraduate course work from an IHE which shall include the following areas:

(a) Tests and measurements;

(b) Individual intelligence testing of children;

(c) Individual educational assessment of children, reading assessment, curriculum-based assessment;

(d) Assessment of personality (including social, emotional, and behavioral assessment of children);

(e) Practicum in psychological testing of children;

(f) Developmental psychology child and adolescent psychology;

(g) Statistics/research methods, research design;

(h) Personality theory;

(i) Learning process/theory;

(j) Abnormal psychology, psychopathology;

(k) Educational psychology;

(l) Curriculum and instruction;

(m) Intervention techniques, consultation, counseling;

(n) Social bases of behavior, social psychology, multicultural psychology; and

(o) Physiological and neurological bases of behavior.

(3) Course work required in §B(2)(a), (h)—(l), and (n) of this regulation may be taken at the undergraduate level.

(4) Three semester hours or State-approved CPD credits in special education coursework

C. Experience. An applicant demonstrating compliance with the experience requirements for licensure as a psychometrist shall comply with the following:

(1) *Option I.*

(a) 500 clock hours of field experience in school psychology which is approved by and under the direction of an institution of higher education that has an approved program in psychology.

(b) The applicant shall ensure that field experience includes experience in regular and special education programs and emphasizes assessment.

(c) The applicant shall ensure that field supervision occurs under an individual licensed as a school psychologist.

(2) *Option II.*

(a) 2 years of successful experience of at least 600 clock hours per year providing psychometric services to children in an educational setting under the supervision of an individual licensed as a school psychologist.

(b) The supervision requirement may be waived if an applicant has previously provided these services as a licensed psychologist.

.09 School Psychologist.

A. Definition. “School psychologist” means an individual who is licensed to provide psychological services to children in a public or State-approved nonpublic school setting and supervises interns and psychometrists.

B. Education. An applicant for licensure as a school psychologist shall:

(1) Complete three semester hours or State-approved CPD credits in special education coursework; and

(2) Complete one of the following pathways to licensure:

(a) Option I:

(i) Submit a master’s degree or higher in school psychology from a Maryland-approved program; and

(ii) Qualifying scores on the Maryland-approved test for school psychologist.

(b) Option II:

(i) Submit a master’s degree or higher and complete an out-of-state-approved program in school psychology, culminating a minimum of a 1,200-hour internship in school psychology; and

(ii) Submit qualifying scores on the Maryland - approved test for school psychologist.

(c) Option III: Submit a valid Nationally Certified School Psychologist certificate issued by the National School Psychology Certification Board.

(d) Option IV:

(i) Submit a master’s degree or higher from an IHE; and

(ii) Submit a valid professional license in school psychology from another state and verification of at least 27 months of effective performance as a school psychologist during the past 7 years on the basis of which application is being made for a comparable Maryland license.

.10 Therapists (Occupational Therapists, Physical Therapists, Speech-Language Pathologists, or Audiologists).

A. The Department shall consider an occupational therapist, physical therapist, speech-language pathologist, or audiologist holding a valid license issued by the State Board of Occupational Therapy Practice, the State Board of Physical Therapy Examiners, or the State Board of Audiologists, Hearing Aid Dispensers, and Speech-Language Pathologists, in accordance with the relevant provisions of the Health Occupations Article, Annotated Code of Maryland as professionally licensed.

B. This individual does not require an additional educator license.

.11 School Social Worker.

To obtain educator licensure as a school social worker, the applicant shall:

A. Be licensed by the Maryland State Board of Social Work Examiners as a:

(1) Masters Social Worker;

(2) Certified Social Worker; or

(3) Certified Social Worker — Clinical.

B. Complete three semester hours or State-approved CPD credits in special education coursework.

.12 Gifted and Talented Education Specialist.

To be licensed as a Gifted and Talented Education Specialist, an applicant shall:

A. Complete one of the following:

(1) A Department-approved master's program that leads to licensure in Gifted and Talented Education;

(2) An out-of-State approved master's program that leads to Gifted and Talented licensure; or

(3) Approved coursework.

(a) Complete 15 semester hours of graduate course work in Gifted and Talented Education from an IHE, which includes a balance of content in the following competencies:

(i) Understanding the foundations of gifted education, including historical perspectives, key philosophies and theories, social, cultural, and economic influences, key issues, and trends;

(ii) Understanding the unique cognitive and affective characteristics of gifted and talented students, including the learning differences of gifted and talented students with disabilities and those from diverse backgrounds;

(iii) Understanding processes and procedures for the identification of gifted and talented students, including the use of equitable approaches for identifying gifted and talented students from diverse backgrounds and those with disabilities;

(iv) Understanding evidence-based instructional strategies for differentiating instruction for gifted and talented students, including strategies that enhance acquisition of knowledge and skills in specific domains, critical and creative thinking, problem solving, and metacognition;

(v) Understanding theories and models for developing and implementing curriculum, instruction, and assessments for gifted and talented students; and

(vi) Understanding how to create learning environments that foster the social and emotional well-being of gifted and talented students, including the development of self-awareness, coping skills, positive peer relationships, and leadership; and

(b) Complete at least 3 semester hours in a clinical/laboratory internship; and

B. Complete three semester hours or State-approved CPD credits in special education coursework; and

C. Present verification of 27 months of effective teaching experience or clinical experience.

.13 Renewal and Advancement of a Specialist License.

A. General.

(1) An applicant who receives a license is responsible for initiating the renewal of the license.

(2) An applicant shall ensure renewal requirements are received before the expiration date of the license to be considered continuous.

(3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license.

(4) Advancement to a New License. An applicant may apply to advance to the next level of licensure by meeting the requirements under §.02A of this chapter.

B. Professional Development Requirements. The Initial Professional, Professional, and Advanced Professional License may be renewed for successive 5-year terms upon the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .15 of this chapter based on an individual professional

development plan as set forth in Regulation .14 of this chapter that is designed to improve student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

(1) Renewal. An educator may renew their existing Initial Professional, Professional, or Advanced Professional License by submitting:

- (a) A completed application, in the manner required by the Department;*
- (b) A statement, signed under the penalty of perjury, that the applicant has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan; and*

(c) The required fee.

(2) Advancement. An educator may request advancement to a new level of licensure by submitting:

- (a) A completed application, in the manner required by the Department;*
- (b) Supporting documentation demonstrating the applicant has met the requirements for the new level of licensure; and*
- (c) The required fee.*

(3) All documentation submitted is subject to audit by the Department, and additional documentation must be provided to the Department on request.

(4) Individuals employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may submit documentation directly to the employer.

(5) Individuals 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. Renewal Requirements that May Not Be Waived. School counselors shall present 1 semester hour of course work from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

- (1) Depression;*
- (2) Trauma;*
- (3) Violence;*
- (4) Youth suicide;*
- (5) Substance Abuse; and*
- (6) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.*

.14 Individual Professional Development Plans.

A. Individual Professional Development Plans.

(1) An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.

(2) An individual professional development plan shall include a minimum of 90 professional development points, as set forth in Regulation .15 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 shall obtain approval of their proposed individual professional development plan from their supervisors.

(2) The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development plans.

(3) Educators shall obtain initial approval of their individual professional development plan within 6 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 3 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, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.

(5) Signatures.

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

(b) A supervisor's signature shall 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(7) of this regulation.

(6) Approval of an individual professional development plan may not be unreasonably withheld by a supervisor.

(7) If 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;

(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.

.15 Professional Development Points.

A. Professional Development Point (PDP).

(1) 1 clock hour is equivalent to one PDP.

(2) 1 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 PDPs.

B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs to include:

- (1) Content or pedagogy related to an area on the educator's license;*
- (2) English as a Second Language, Sheltered English, or Bilingual Education;*
- (3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and*
- (4) Culturally Responsive Teaching or diverse student identities in education.*

C. Additional Requirements for Specific Certification Areas.

(1) Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.

(2) School Counselor. An educator who is licensed as a School Counselor shall present 1 semester hour of course work from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

- (a) Depression;*
- (b) Trauma;*
- (c) Violence;*
- (d) Youth suicide;*
- (e) Substance abuse; and*
- (f) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.*

(3) Administrator. If an educator is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, the educator shall submit PDPs which include:

- (a) Strategies for increasing teacher retention; and*
 - (b) Strategies for developing and facilitating teacher leadership.*
- D. Professional development points may be accrued by the completion of one of more of the following:*

(1) College credit earned or taught at an 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 another Maryland State agency for purposes of licensure.

(4) Professional conference. A professional conference is a workshop, institute, or seminar of 4 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 Department shall award the educator up to 30 PDPs.

(6) Publication of a Book or Article.

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

(b) The educator shall ensure that an article is published in a recognized professional journal.

(c) The educator shall ensure that books are published for purchase.

(d) For each book published, the Department shall award the educator up to 75 PDPs. For each article published, the Department shall award the educator up to 10 PDPs.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve 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 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 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 Department shall award the educator up to 10 PDPs.

(9) Professional Development Activity.

(a) The Department shall accept professional development activities approved by the Department, Maryland local school system, State Agency, a Maryland approved nonpublic school, or another state department of education.

(b) The license holder shall ensure that each activity is a minimum of 1 contact hour.

E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for §B of this regulation.

13A.12.05 Administrators and Supervisors

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-3A-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

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 license under COMAR 13A.12.05, as applicable.

.02 Licenses for Administrators and Supervisors.

A. Types of Administrator/Supervisor Licenses.

(1) Initial Professional.

(a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .15 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter is eligible for an Initial Professional License.

(2) Professional.

(a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .15 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter may be eligible for a Professional License if they submit the following requirements:

(i) Verification of 3 years of effective administrative or supervisory performance; and

(ii) Completion of a Maryland induction program, if applicable.

(3) Advanced Professional.

(a) The Advanced Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under this chapter may be eligible for an Advanced Professional License if they meet the requirements for the Professional License under §A(2) of this regulation and submit one of the following:

(i) A master's degree or higher;

(ii) At least 30 semester hours of post baccalaureate credit; or

(iii) A National Board Certificate issued by the National Board for Professional Teaching Standards.

B. The Department shall evaluate credits from institutions in other countries for comparability of degree and course work by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

.03 Supportive Services Personnel.

A. Purpose. The State Superintendent of Schools may license as Supportive Services Personnel a qualified employee of a local school system who is assigned to administrative or supervisory responsibilities not otherwise covered in these regulations,

and who has responsibilities comparable to those assigned to individuals who hold specific supervisory licenses.

B. Education. An applicant for licensure as Supportive Services Personnel shall have a bachelor's degree or higher appropriate to the area of responsibility from an IHE.

C. This license is issued at the request of a local school, State-operated school, or nonpublic school approved under COMAR 13A.09.10.

.04 Superintendents.

A. Superintendent I.

(1) This license qualifies an individual to be assigned as a county deputy superintendent, assistant superintendent or associate superintendent through either Traditional or Reciprocal Licensure.

(2) An applicant for Traditional Licensure shall meet the education and experience requirements.

(3) Education Requirements for Traditional Licensure. The applicant shall have:

(a) A master's degree from an IHE;

(b) Completed one of the following:

(i) A Department-approved program which leads to licensure as a superintendent;

(ii) A program offered by an IHE leading to licensure as a superintendent in the state in which the institution is located; or

(iii) 45 semester hours of graduate course work, including a minimum of 15 semester hours in education administration taken at an IHE. Graduate course work earned under §A(3)(a) of this regulation may be applied toward the 45 required semester hours; and

(c) Three semester hours or State-approved CPD credits in special education coursework.

(4) Experience Requirements for Traditional Licensure. The applicant shall have:

(a) 27 months of effective teaching performance or effective performance as a licensed specialist as defined in COMAR 13A.12.03 in a PreK—12 setting; and

(b) 24 months of effective administrative or supervisory experience in a PreK—12 setting.

(5) Requirements for Reciprocal Licensure. A deputy, associate, or assistant superintendent who enters Maryland from another state may obtain a Superintendent I license if that individual:

(a) Holds a valid professional state license in a like or comparable area;

(b) Presents verification of at least 36 months of effective performance as a deputy, associate, or assistant superintendent during the past 7 years; and

(c) Completes three semester hours or State-approved CPD credits in special education coursework.

B. Superintendent II.

(1) This certificate qualifies an individual to be a county superintendent through either Traditional or Reciprocal Licensure.

(2) An applicant for Traditional Licensure shall meet the education and experience requirements.

(3) Education Requirements for Traditional Licensure. The applicant shall have:

(a) A master's degree from an IHE;

(b) Have completed one of the following:

(i) A Department-approved program which leads to licensure as a superintendent to include course work covering public school administration, supervision, and methods of teaching;

(ii) A program offered by an IHE leading to licensure as a superintendent in the state in which the institution is located to include course work covering public school administration, supervision, and methods of teaching; or

(iii) 60 semester hours of graduate course work, including a minimum of 24 semester hours in education administration taken at an IHE, to include public school administration, supervision, and methods of teaching. Graduate course work earned under §B(3)(a) of this regulation may be applied toward the 60 required semester hours; and

(c) Three semester hours or State-approved CPD credits in special education coursework.

(4) *Experience Requirements for Traditional Licensure.* The applicant shall have:

(a) 27 months of effective teaching performance or effective performance as a licensed specialist as defined in COMAR 13A.12.03 in a PreK—12 setting; and

(b) 24 months of effective administrative or supervisory experience in a PreK—12 setting.

(5) *Requirements for Reciprocal Licensure.* A superintendent who enters Maryland from another state may obtain a Superintendent II license if that individual:

(a) Holds a valid professional state license in a like or comparable area;

(b) Presents verification of at least 36 months of effective performance as a superintendent during the past 7 years;

(c) Presents verification of 2 years of graduate work at an IHE to include course work covering public school administration, supervision, and methods of teaching; and

(d) Completes three semester hours or State-approved CPD credits in special education coursework.

.05 Supervisors of Instruction, Assistant Principals, and Principals.

A. Application of Regulation.

(1) This regulation applies to obtaining licensure as an Administrator I or Administrator II.

(2) If a principal transfers to become a principal in a special education school, the principal shall hold a Supervisor of Special Education license as set forth in Regulation .10 of this chapter.

B. Administrator I.

(1) This license qualifies an individual to be assigned as a supervisor of instruction or assistant principal.

(2) The applicant shall have:

(a) A master's degree from an IHE;

(b) 27 months of effective teaching performance or effective performance as a certified specialist as defined in COMAR 13A.12.04;

(c) Three semester hours or State-approved CPD credits in special education coursework; and

(3) Completed one of the following:

(a) A Department-approved program which leads to licensure as a supervisor of instruction, assistant principal, or principal;

(b) *An approved out-of-state program which leads to licensure as a supervisor of instruction, assistant principal, or principal and includes a supervised clinical practicum; or*

(c) *18 semester hours of graduate course work taken at an IHE at the post-baccalaureate level to include a balance of content in the following categories:*

(i) *Curriculum, instruction, and assessment;*

(ii) *Development, observation, and evaluation of staff;*

(iii) *Legal issues and ethical decision-making;*

(iv) *School leadership, management and administration; and*

(v) *Practicum, internship, or a collaboratively designed and supervised experience by the local school system and IHE to include Department-approved instructional leadership outcomes with verification of this experience submitted by the applicant*

C. Administrator II.

(1) *This license qualifies an individual to be assigned as a school principal.*

(2) *The applicant, before initial appointment as principal, shall:*

(a) *Complete the requirements for Administrator I; and*

(b) *Present evidence of a qualifying score as established by the State Board on a Department-approved principal licensure assessment.*

(3) *A principal who enters Maryland from another state may obtain an Administrator II license if that principal held a valid professional state license and verification of at least 27 months of effective performance as a principal.*

.06 Library Media Administrator.

A. Definition.

(1) *In this regulation, the following term has the meaning indicated.*

(2) *Term Defined. "Library media administrator" means an individual designated by the local superintendent of schools as having responsibility for the:*

(a) *Administration and supervision of the library media program, including the supervision of the library media program in the individual schools; and*

(b) *Development of policies, programs, budgets, and procedures for the library media services of the school system and its schools.*

B. Education and Experience. To be licensed as library media administrator, the applicant shall:

(1) *Meet the requirements for licensure as a library media specialist;*

(2) *Have a master's degree from an IHE;*

(3) *Have 3 years of effective library media program experience, but, at the recommendation of the local school superintendent, 2 years of related effective experience may be substituted for 2 years of library media program experience;*

(4) *Complete three semester hours or State-approved CPD credits in special education coursework; and*

(5) *Complete one of the options listed under Regulation .05 of this chapter that would lead to certification as Administrator I.*

.07 Supervisor of School Counseling.

The requirements for certification as a supervisor of school counseling are that the applicant shall:

A. Meet the requirements for licensure as a school counselor;

- B. Have 3 years of effective performance as a school counselor;*
- C. Complete three semester hours or State-approved CPD credits in special education coursework; and*
- D. Have 12 semester hours of graduate credit from an IHE in any of the following areas with at least 6 semester hours in school supervision or school administration:*
 - (1) Management;*
 - (2) School supervision;*
 - (3) School administration;*
 - (4) Program development; or*
 - (5) Program evaluation.*

.08 Supervisor of School Psychological Services.

The requirements for licensure as a supervisor of school psychological services are that the applicant shall:

- A. Meet the requirements for licensure as a school psychologist under COMAR 13A.12.03.07;*
- B. Have a doctoral degree:*
 - (1) From a state or accredited school psychology program, a national educator preparation accreditation organization, National Association of School Psychologists, or American Psychological Association accredited school psychology program; or*
 - (2) In psychology or education or human development;*
- C. As part of or in addition to §B of this regulation, have 9 semester hours of graduate credits including 3 semester hours in school law and 6 semester hours in supervision, management, or administration of schools;*
- D. Have 3 years of experience as a school psychologist under COMAR 13A.12.04.09; and*
- E. Complete three semester hours or State-approved CPD credits in special education coursework*

.09 Supervisor of Pupil Personnel.

The requirements for licensure as a supervisor of pupil personnel are that the applicant shall:

- A. Meet the requirements for licensure as a pupil personnel worker;*
- B. Have a master's degree from an IHE;*
- C. As part of or in addition to §B of this regulation, have a graduate course in the area of administration and supervision;*
- D. Complete three semester hours or State-approved CPD credits in special education coursework; and*
- E. Have 3 years of successful teaching experience. At the recommendation of the local superintendent of schools, related experience may be substituted for teaching experience.*

.10 Supervisor of Special Education.

A. Principal Public Separate School. The requirements for certification as a principal in a public separate school are that the applicant shall:

- (1) Meet the requirements for licensure in special education; and*
- (2) Meet the requirements for licensure as an Administrator II.*

B. Supervisor of Special Education (Sole Assignment). The requirements for licensure as a supervisor of special education are that the applicant shall:

- (1) Meet the requirements for licensure in special education; and*

(2) Meet the requirements for licensure as an Administrator I.

C. Special Provision. Supervisors with multiple area assignments shall meet the requirements set forth in Regulation .05 of this chapter.

.11 Supervisor of Speech Pathologists and Audiologists.

The requirements for a license as a supervisor of speech pathology and audiology are that the applicant shall:

A. Meet the requirements for certification or licensure as otherwise provided in Health Occupations Article, §2-301, Annotated Code of Maryland, as a speech pathologist or audiologist;

B. Have a master's degree from an institution with an approved program when graduating with at least one course in administrative and supervisory techniques and one course in the development of school curriculum;

C. Complete three semester hours or State-approved CPD credits in special education coursework; and

D. Have 4 years full-time paid experience or its equivalent as a speech and hearing clinician, 2 years of which shall have been in a school setting.

.12 Supervisor of Teachers of Deaf and Hard of Hearing.

The requirements for licensure as a supervisor of teachers of the deaf and hard of hearing are that the applicant shall:

A. Meet the requirements for licensure as a teacher of the deaf and hard of hearing;

B. Have a master's degree from an IHE with at least one course in administrative and supervisory techniques and one course in curriculum development;

C. Complete three semester hours or State-approved CPD credits in special education coursework; and

D. Have experience that includes:

(1) 3 years of successful teaching experience with the deaf and hard of hearing, or

(2) 4 years paid experience or its equivalent in a school setting with 2 years successful teaching experience with the deaf and hard of hearing.

.13 Renewal and Advancement of an Administrator/Supervisor License.

A. General.

(1) An applicant who receives a license is responsible for initiating the renewal of the license.

(2) An applicant shall ensure renewal requirements are received before the expiration date of the license to be considered continuous.

(3) Failure to Meet Requirements. Failure to meet the requirements of this section results in loss of the license.

(4) Advancement to a New License. An applicant may apply to advance to the next level of licensure by meeting the requirements under §.02A of this chapter.

B. Professional Development Requirements. The Initial Professional, Professional, and Advanced Professional License may be renewed for successive 5-year terms on the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .15 of this chapter based on an individual professional development plan as set forth in Regulation .14 of this chapter that is designed to improve student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

(1) Renewal. An educator may renew their existing Initial Professional, Professional, or Advanced Professional License by submitting:

(a) A completed application, in the manner required by the Department;

(b) The required fee; and

(c) A statement, signed under the penalty of perjury, that the applicant has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan.

(2) Advancement. An educator may request advancement to a new level of licensure by submitting:

(a) A completed application, in the manner prescribed by the Department;

(b) Supporting documentation demonstrating the applicant has met the requirements for the new level of licensure; and

(c) The required fee.

(3) All documentation submitted is subject to audit by the Department, and additional documentation must be provided to the Department on request.

.14 Individual Professional Development Plans.

A. Individual Professional Development Plans.

(1) An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.

(2) An individual professional development plan shall include a minimum of 90 professional development points, as set forth in Regulation .15 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 shall obtain approval of their proposed individual professional development plan from their supervisors.

(2) The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development plans.

(3) Educators shall obtain initial approval of their individual professional development plan within 6 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 3 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, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.

(5) Signatures.

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

(b) A supervisor's signature shall 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(7) of this regulation.

(6) Approval of an individual professional development plan may not be unreasonably withheld by a supervisor.

(7) If 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;

(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.

.15 Professional Development Points.

A. Professional Development Point (PDP). The Department shall measure professional development activities as follows:

(1) 1 clock hour is equivalent to one PDP.

(2) 1 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 PDPs.

B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs to include:

(1) Content or pedagogy related to an area on the educator's license;

(2) English as a Second Language, Sheltered English, or Bilingual Education;

(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and

(4) Culturally Responsive Teaching or diverse student identities in education.

C. Additional Requirements for Specific Certification Areas.

(1) Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.

(2) School Counselor. An educator who is licensed as a School Counselor shall present 1 semester hour of course work from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(a) Depression;

(b) Trauma;

(c) Violence;

(d) Youth suicide;

(e) Substance abuse; and

(f) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

(3) Administrator. If an educator is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, the educator shall submit PDPs which include:

(a) Strategies for increasing teacher retention; and

(b) Strategies for developing and facilitating teacher leadership.

D. Professional development points may be accrued by the completion of one of more of the following:

(1) College credit earned or taught at an 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 another Maryland State agency for purposes of licensure.

(4) Professional conference. A professional conference is a workshop, institute, or seminar of 4 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 Department shall award the educator up to 30 PDPs.

(6) Publication of a Book or Article.

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

(b) The educator shall ensure that an article is in a recognized professional journal.

(c) The educator shall ensure that books are published for purchase.

(d) For each book published, the Department shall award the educator up to 75 PDPs. For each article published, the Department shall award the educator up to 10 PDPs.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve 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 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 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 Department shall award the educator up to 10 PDPs.*

(9) *Professional Development Activity.*

(a) *The Department shall accept professional development activities approved by the Department, Maryland local school system, State Agency, a Maryland approved nonpublic school, or another state department of education.*

(b) *The license holder shall ensure that each activity is a minimum of 1 contact hour.*

E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for §B of this regulation.

13A.12.06 Disciplinary Actions and Denials

Authority: Education Article, §§2-205, 2-303(g), and 6-701—6-708; Family Law Article, §10-119.3; Annotated Code of Maryland

.01 Definitions.

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

B. Terms Defined.

(1) *“Charge” means the written cause on which a proposed suspension or revocation is based.*

(2) *“Denial” means that an individual may not be issued a license because the individual has committed one or more causes that could lead to the suspension or revocation of a license.*

(3) *“Revocation” means that the right to hold a license is withdrawn permanently.*

(4) *“Substantiated” means the allegation is supported by proof or evidence, including: witness statements, photographs, videos, and investigation reports*

(5) *“Suspension” means that the right to hold a license is withdrawn for a specified period of time.*

(6) *“Voluntarily surrendered” means a license holder relinquishes the license while under investigation for a cause that could lead to the suspension or revocation of the license, or while a suspension or revocation action is pending against the license holder, and is equivalent to a revocation.*

.02 Causes for Disciplinary Action or Denial.

A. The State Superintendent of Schools shall suspend, deny, or revoke a license and all specific license areas issued under this subtitle for the causes set forth in this regulation.

B. Suspension Only. A license may be suspended by the State Superintendent of Schools under the following conditions:

(1) Breach of Contract. A license may be suspended for not more than 365 days if the license holder leaves the employment of a local school system after July 15 in the absence of an emergency and without the consent of the local board of education in violation of the provisions of the Regular State Teacher's Contract set forth in COMAR 13A.07.02.01B. If an emergency arises, the local board may not unreasonably withhold its consent.

(2) Failure to Pay Child Support.

(a) The State Superintendent of Schools shall suspend a license on notification by the Department of Human Services, Child Support Enforcement Administration, that the license holder's failure to pay child support meets the criteria for suspension of a license under Family Law Article, §10-119.3, Annotated Code of Maryland.

(b) Before suspending the license, the State Superintendent shall send written notice to the license holder of the proposed suspension and the right to contest the identity of the individual whose license will be suspended.

(c) An individual may appeal the decision to suspend a license based on failure to pay child support in accordance with State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland. At the appeal hearing, the administrative law judge shall limit the issue to whether the Department of Human Services, Child Support Enforcement Administration, has mistaken the identity of the individual whose license was suspended.

(d) The State Superintendent shall immediately reinstate any license suspended for failure to pay child support if notified by the Department of Human Services, Child Support Enforcement Administration, that the license should be reinstated and the individual otherwise qualifies for the license.

C. Suspension, Revocation, or Denial. The State Superintendent of Schools shall suspend, deny, or revoke a license if the license holder or applicant:

(1) Pleads guilty or nolo contendere with respect to, receives probation before judgment with respect to, or is convicted of, a crime involving:

(a) Contributing to the delinquency of a minor;

(b) Moral turpitude if the offense bears directly on the individual's fitness for employment in education;

(c) Sexual offense in the third or fourth degree; or

(d) A controlled dangerous substance offense if:

(i) The offense occurred on school property or during a school event; or

(ii) The individual has been convicted and the clerk of the court has certified and reported the controlled dangerous substance conviction to the Department consistent with Criminal Law Article §5-810, Annotated Code of Maryland, based on a finding by the court that a relationship exists between the conviction and the license;

(2) Willfully and knowingly:

(a) Makes a material misrepresentation or concealment as part of any licensure request;

(b) Files a false report or record, or makes any false document, as part of any licensure request;

(c) Presents a false certificate or misrepresents one's licensure status to the Department or an employer; or

- (d) Commits a violation of the test security and data reporting policy and procedures set forth in COMAR 13A.03.04;*
- (3) Fraudulently or deceptively obtains a license;*
- (4) Knowingly fails to report suspected child abuse in violation of Family Law Article, §5-701, Annotated Code of Maryland;*
- (5) Is dismissed after an allegation of misconduct involving a student in any school system or any minor is substantiated;*
- (6) Resigns after notice of allegation of misconduct involving a student in any school system or any minor;*
- (7) Is dismissed after notice of allegation of misconduct involving any cause for denial, suspension or revocation of a license provided in this regulation is substantiated;*
- (8) Resigns after notice of allegation of misconduct involving any cause for denial, suspension or revocation of a license provided in this regulation; or*
- (9) Has had a license suspended, revoked, denied, or voluntarily surrendered in another state for a cause which would be grounds for suspension or revocation under this regulation.*

D. Revocation or Denial. The State Superintendent of School shall revoke or deny a license if the license holder or applicant:

- (1) Pleads guilty or nolo contendere with respect to, receives probation before judgment with respect to, or is convicted of, a crime involving:*
 - (a) Child abuse or neglect as defined in Criminal Law Article, §§3-601—3-603, Annotated Code of Maryland, or a comparable crime in another state;*
 - (b) Possession, distribution, receipt, or production of child pornography;*
 - (c) Sexual solicitation of a minor;*
 - (d) A crime of violence as defined in Criminal Law Article, §14-101, Annotated Code of Maryland, or a comparable crime in another state;*
- (2) Is dismissed after an allegation of sexual child abuse is substantiated; or*
- (3) Resigns after notice of allegations of sexual child abuse.*

.03 Reporting Procedures.

A. Except as provided in Regulation .02B(2) of this chapter, the following individuals shall notify the State Superintendent of Schools in writing of charges against a license holder or applicant under Regulation .02 of this chapter:

- (1) The local superintendent of schools or a state agency employer if the:*
 - (a) Individual is currently employed or was employed by the local school system or state agency employer when the conduct occurred, or*
 - (b) Conduct is reported to the local school system in a criminal background investigation required under Family Law Article, §§5-560—5-568, Annotated Code of Maryland;*
- (2) The administrator of a nonpublic school if the:*
 - (a) Individual is currently employed or was employed by the nonpublic school when the conduct occurred, or*
 - (b) Conduct is reported to the nonpublic school in a criminal background investigation required under Family Law Article, §§5-560—5-568, Annotated Code of Maryland; or*
- (3) The Assistant State Superintendent of Educator Licensure and Program Approval, or the superintendent's designee.*

- (1) Name and current or last known address, e-mail, and phone number of the individual against whom the charges are being filed;
 - (2) Type of license or licenses held by the individual against whom the charges are being filed;
 - (3) Specific grounds as set forth in Regulation .02 of this chapter and the specifications that support the grounds for either suspension or revocation;
 - (4) Confirmation that the employee has foregone an appeal or exhausted appeal rights if any employment-related discipline was issued; and
 - (5) A recommendation on the type of disciplinary action that should be issued, including the following considerations:
 - (a) The parties may agree to a joint recommendation to the State Superintendent of Schools on the resolution of the case;
 - (b) The joint recommendation is not binding; and
 - (c) The State Superintendent of Schools may accept or reject the recommendation.
 - (i) Where the State Superintendent of Schools rejects the recommendation of the reporter under §A of this regulation, the State Superintendent shall recommend the appropriate disciplinary action; and
 - (ii) The reporter under §A of this regulation shall adopt the State Superintendent's recommendation in all proceedings related to the licensing action.
- C. The State Superintendent of Schools shall deny, suspend, or revoke a license after written notification by a local superintendent of schools, an administrator of a nonpublic school, or the Assistant Superintendent of Educator Licensure and Program Approval, of the charges against the license holder.
- D. Before denying, suspending or revoking a license, the State Superintendent of Schools shall:
- (1) Send the applicant or license holder written notice of the charges; and
 - (2) Advise the applicant or license holder of the right to request a hearing within 30 calendar days of the date of the written notice.
- E. The State Superintendent of Schools shall e-mail and mail one copy of the written notice and the procedures applicable to the suspension or revocation of a license by certified mail to the current or last known address of the license holder.
- F. The license holder against whom charges have been filed may request a hearing in writing within 30 calendar days of the date of the written notice.
- G. If the license holder does not request a hearing in writing on the charges within the 30-day period set forth in §D(2) of this regulation, the State Superintendent of Schools shall suspend or revoke the license holder's certificate.
- H. Voluntary Surrender.
- (1) An educator who is under investigation or facing charges for a cause listed in Regulations .02C and D of this chapter may voluntarily surrender his or her license.
 - (2) The State Superintendent of Schools shall treat a license that is voluntarily surrendered as a revocation, and it may not be reinstated except as described in Regulation .09 of this chapter.
- I. Placing an Alert on an Educator's Record.
- (1) The Department may place an alert on a licensure record on the request of a local school system, nonpublic school, state agency, or on its own accord, if an educator:
 - (a) Has had action taken on a license by another state; or

(b) Is facing the suspension or revocation of a license after being informed of charges by the State Superintendent of Schools.

(2) An alert does not affect the validity of an educator's license.

(3) The local school system, nonpublic school, or state agency shall immediately inform the Department if grounds no longer exist to suspend, deny, or revoke an educator's license.

(4) The Department shall immediately remove the alert from an educator's record if it becomes aware that grounds no longer exist to deny, suspend or revoke an educator's license.

J. Action on an Expired License. The Department may take action against an educator's license even if the license has expired as long as the basis for the action occurred while the license was active.

K. Denial.

(1) The Department shall deny a license, permanently or for a fixed period of time, to an individual who has committed a cause listed under Regulations .02C of this chapter but does not currently hold a license.

(2) The Department shall deny a license to an individual who has committed a cause listed under Regulations .02D of this chapter but does not currently hold a license.

(3) An individual who has been denied a license may appeal the decision through the process outlined in Regulations .03—.07 of this chapter.

(4) An individual under investigation for a cause under .02 of this chapter shall remain ineligible for a license pending the result of the investigation.

(5) Denial Because of a Failure to Pay Child Support.

(a) An individual whose failure to pay child support meets the criteria for denial of a professional license under Family Law Article, §10-119.3, Annotated Code of Maryland, following written notification to the State Superintendent of Schools by the Department of Human Services, Child Support Enforcement Administration, is ineligible for a license.

(b) Before denial of a license, the State Superintendent shall send written notice to the individual, including the right to contest the identity of the individual whose license the Superintendent seeks to deny.

(c) An individual may appeal the decision to deny a license based on failure to pay child support in accordance with State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland. At the appeal hearing, the issue is limited to whether the Department of Human Services, Child Support Enforcement Administration, has mistaken the identity of the individual whose license was denied.

(d) The State Superintendent shall immediately withdraw the denial of an application for a license if notified by the Department of Human Services, Child Support Enforcement Administration, that the individual is eligible for a professional license and the individual otherwise qualifies for a license.

.04 Hearing Procedures.

A. If the license holder requests a hearing in writing within the 30-day period, the State Superintendent of Schools shall promptly refer the case to the Office of Administrative Hearings.

B. If the written charges were filed against the license holder by the local superintendent of schools or an administrator of a nonpublic school under Regulation .03

of this chapter, a representative from the local school system or nonpublic school shall present the case before the Office of Administrative Hearings.

C. Hearing procedures are in accordance with the Administrative Procedure Act, State Government Article, §10-201 et seq., Annotated Code of Maryland, and with COMAR 28.02.

D. The administrative law judge shall determine if the charges against the license holder are supported by a preponderance of the evidence.

E. The administrative law judge shall submit in writing to the State Superintendent of Schools proposed findings of fact, proposed conclusions of law, and recommendations. The administrative law judge shall distribute this written proposed decision to the parties.

F. A party objecting to the administrative law judge's proposed decision may file exceptions with the State Superintendent of Schools within 15 calendar days of the date of the decision, and:

(1) The party filing exceptions shall ensure that a copy of the exceptions are provided to the opposing party;

(2) An opposing party may respond to the exceptions within 15 calendar days of the date of the exceptions;

(3) All parties shall have an opportunity for oral argument before the State Superintendent of Schools before a final decision is made; and

(4) The State Superintendent of Schools shall limit oral argument to 15 minutes per side.

.05 Record of Hearings.

A. The Office of Administrative Hearings shall prepare an official case record as provided in COMAR 28.02.01.23.

B. The Office of Administrative Hearings shall record the proceedings before the administrative law judge.

C. A party requesting a transcript of the proceedings, or part of the proceedings, shall pay the costs of the transcript, and a party requesting an expedited transcript shall pay the costs of the expedited transcript.

.06 Decisions.

A. The State Superintendent of Schools shall make the final decision in all contested cases dealing with the revocation, suspension, or denial of a license.

B. The State Superintendent of Schools shall make a final decision in writing containing findings of fact and conclusions of law.

C. The State Superintendent of Schools shall promptly deliver or mail a copy of the decision to each party as well as the party's attorney of record.

.07 Reconsideration of a Decision.

A. A party aggrieved by the decision may file a written request for reconsideration with the State Superintendent of Schools within 30 calendar days of the date of the decision.

B. The party requesting reconsideration shall serve copies of the request on all other parties.

C. A party filing a response to a request for reconsideration shall do so within 15 calendar days of the date of the request for reconsideration.

D. Action on the application for reconsideration shall lie at the discretion of the State Superintendent of Schools, except that a decision may not be disturbed unless there is a sufficient indication in the application that new facts material to the issues have been discovered or have occurred after the decision.

E. The State Superintendent of Schools may refuse to consider facts that the party could have produced at the hearing.

F. The State Superintendent of Schools may stay the decision at their discretion, on a finding of good cause.

G. The State Superintendent of Schools may abrogate, change, or modify the original decision, or remand the case to the administrative law judge.

.08 Educator Identification Clearinghouse.

A. The Educator Identification Clearinghouse is maintained by the National Association of State Directors of Teacher Education and Certification to provide a mechanism for licensing agencies to exchange names of educators whose licenses have been denied, revoked, suspended, or surrendered.

B. The State Superintendent of Schools shall notify the Educator Identification Clearinghouse of all surrender, suspension, revocation, and denial decisions as part of the interstate certification data exchange.

C. The State Superintendent shall only provide final actions that are matters of public record to the Clearinghouse.

D. The existence of a record in the Educator Identification Clearinghouse alone is not grounds for reciprocal action.

.09 Reinstatement.

A. A professional license that has been suspended under this chapter is automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension.

B. If the license expires during the period of suspension, the holder of the former license may reapply but shall meet the licensure requirements that are in effect when the holder applied for the new license.

C. If a decision of suspension, revocation, or voluntary surrender is based on Regulation .02C(1) or D(1) of this chapter and if the plea, probation before judgment, or conviction is overturned, or expunged, and there is no subsequent proceeding leading to a plea, probation before judgment, or conviction, the individual whose license is suspended, revoked, or voluntarily surrendered may file a written request for reinstatement, including documentation of the final status of the judicial proceeding.

D. Reinstatement Review Panel.

(1) An individual whose license was revoked under Regulation .02C of this chapter or voluntarily surrendered may petition the Reinstatement Review Panel for reinstatement of the license not sooner than 10 years from the date of revocation.

(2) The Reinstatement Review Panel shall consist of one member of the Maryland State Board of Education appointed by its president, one member of the Professional Standards and Teacher Education Board appointed by its chairperson, and the State Superintendent of Schools or designee.

(3) The individual seeking reinstatement shall submit to the Reinstatement Review Panel a written petition showing credible evidence, by affidavit or otherwise, of the

factors set out in §C(4) of this regulation, and may request an opportunity to appear in person before the Panel.

(4) *The Reinstatement Review Panel shall consider the following facts in evaluating a petition for reinstatement:*

- (a) *The nature and circumstances of the individual's original misconduct;*
- (b) *The individual's subsequent conduct and reformation;*
- (c) *The individual's present character; and*
- (d) *The individual's present qualifications and competence.*

(5) *The Reinstatement Review Panel may place conditions upon a reinstatement, including requiring an individual to complete ethics training.*

(6) *On unanimous vote of the Reinstatement Review Panel and if the individual has met all current licensure requirements, and subject to any conditions placed on the reinstatement by the Reinstatement Review Panel, the State Superintendent of Schools shall reinstate the license.*

(7) *On the Reinstatement Review Panel's request, MSDE staff may advise the panel regarding the licensure regulations.*

E. A license revoked or voluntarily surrendered while an educator is under investigation or facing charges under Regulation .02D of this chapter may not be reinstated.

13A.12.07 Professional Standards and Teacher Education Board

Authority: Education Article, §§6-701 and 6-704, Annotated Code of Maryland

.01 Promulgation of Regulations.

A. The State Board of Education and the Professional Standards and Teacher Education Board (PSTEB) shall develop for consideration regulations for:

- (1) *The licensure of teachers and other professional personnel; and*
- (2) *Requirements for preparation of teachers and other education personnel.*

B. Regulations that are initiated by either the State Board or the PSTEB and submitted for review to the non-initiating Board shall be acted on within 60 days by the non-initiating Board.

.02 Review Board — Scope.

A. The procedures in Regulations .03—.08 of this chapter govern all appeals from rulings of the Maryland State Department of Education's licensure staff taken to the Review Board of the PSTEB.

B. The appeals do not constitute contested cases under the Administrative Procedure Act, State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland.

.03 Review Board — Method of Appeal.

A. An appellant seeking review by the Review Board shall file a written request for appeal within 30 days from the date the appellant receives notice of the ruling of the licensure staff.

B. The appellant shall address this written request for appeal to the chairperson of the Review Board, with a copy to the Assistant State Superintendent for Educator Licensure and Program Approval.

C. The written request for appeal shall specify whether the appeal is to be on the record under Regulation .03 of this chapter or in person under Regulation .04 of this

chapter. It shall include a statement of the appellant's objections to the ruling of the licensure staff and the reasons supporting each objection.

D. On receipt of a copy of the request, the Assistant State Superintendent for Educator Licensure and Program Approval shall:

- (1) Cause the entire file concerning the ruling to be transmitted to the Review Board.
- (2) Acknowledge receipt of the request in writing to the appellant;
- (3) Send a copy of this chapter to the appellant; and
- (4) Schedule the appeal promptly before the Review Board, allowing reasonable advance notice to all parties.

.04 Review Board — Appeal on the Record.

A. At the appellant's option, the Review Board may make findings and submit recommendations to the PSTEB based solely on the written record.

B. The appellant may provide additional relevant documents to the Review Board, and shall submit a written statement explaining the appellant's position. A party seeking to file additions to the file shall do so at least 15 days before the scheduled appeal.

C. Licensure staff may submit a written response to the appellant's statement and provide any additional relevant documents to the Review Board at least 10 days before the scheduled appeal.

D. The appellant may submit a written reply to staff's response at least 5 days before the scheduled appeal.

.05 Review Board — Appeal in Person.

A. At the written request of the appellant, the Review Board shall allow oral argument on the appeal.

B. The Review Board shall limit oral presentations at the hearing to 15 minutes for a representative of the licensure staff, followed by 15 minutes for the appellant.

C. The Review Board may ask questions of either party. Other oral presentation or testimony is not permitted.

D. Both parties may present a written summary of their oral presentation.

.06 Review Board — Findings and Recommendations.

A. The Review Board shall deliberate the appeal in closed session and, by majority of the quorum present, make findings and recommendations to the PSTEB.

B. The Review Board shall submit its findings and recommendations by the chairperson in a written report to the PSTEB. The Review Board shall ensure this report includes:

- (1) Issues in question;
- (2) Findings of fact;
- (3) Conclusions of law; and
- (4) Recommendations and reasons for them.

.07 Review Board — Exceptions.

A. The appellant may file written exceptions to the Review Board's findings and recommendations by submitting these exceptions to the chairperson of the PSTEB within 15 days from the date of the Review Board's report.

B. The licensure staff may file a written response to the exceptions within 10 days of the date the exceptions are filed.

.08 Review Board — Final Determination.

A. The PSTEB shall make the final determination in each appeal from rulings of the licensure staff.

B. Before making a final determination, the PSTEB shall provide each member with:

(1) A copy of the ruling of the licensure staff which is the subject of the appeal;

(2) The written request for appeal;

(3) The written report of the Review Board;

(4) Any documents in the file cited in the report; and

(5) Any written exceptions and response to exceptions.

C. The Department shall make the entire appeal file available to the PSTEB members on request.

D. The PSTEB shall, by majority vote of the quorum present, accept or reject the recommendation of the Review Board. The decision of the PSTEB is final.

E. The chairperson of the PSTEB shall notify the appellant in writing of the final determination, including the rationale for it.

MOHAMMED CHOUDHURY
State Superintendent of Schools

Title 13A
STATE BOARD OF EDUCATION
Subtitle 07 PERSONNEL

13A.07.06 Programs for Professionally Licensed Personnel

Authority: Education Article, §§2-205, 6-120, 6-121, 6-704, and 11-208, Annotated Code of Maryland

.01 Purpose.

This chapter sets the standards that MSDE uses to issue an approval document to an entity that is responsible for governing and operating an educator preparation program, either traditional or alternative, for the training of educators in the knowledge, skills, and disposition required to understand and teach the Maryland Curriculum Frameworks as licensed educators in the State.

.02 Definitions.

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

B. Terms Defined.

(1) "Accreditation", also referred to as "national accreditation", means a teacher education program has met standards set by a national accrediting agency recognized by the Department and the Commission.

(2) "Action research" means a deliberate, solution-oriented investigation to enhance student achievement that is conducted by the teacher candidate, under the guidance of a mentor teacher and clinical faculty.

(3) "Alternative teacher preparation program" means a sequence of courses established by a county board and approved by the State Superintendent that leads to a participant receiving a resident teacher certificate issued by the Department and includes teaching assignments with supervision and mentoring by a qualified teacher.

(4) "Approval" means a program has met all requirements set by the Department.

(5) "Approval with conditions" means a program has met some, but not all, requirements set by the Department and may operate under certain circumstances.

(6) "Candidate" means an individual enrolled in an educator preparation program who is preparing for or serving in a position as an educator in schools that educate students in preschool through grade twelve.

(7) "Clinical experience" means guided, hands-on, practical applications and demonstrations of a candidate's professional knowledge and the application of theory through collaborative and facilitated learning, including in the practicum and in field-based assignments, tasks, activities, and assessments across a variety of settings.

(8) "Clinical Mentor" means a highly competent teacher, trained and selected by the partner school, who will work to instill in the participant the skills, attitudes, values, and knowledge necessary for the next generation of teachers.

(9) "Clinical supervisor" means an individual employed by the education preparation provider who oversees a candidate, is trained or experienced in the field in which the individual is supervising, and is trained to work with and provide feedback to candidates.

(10) "Commission" means the Maryland Higher Education Commission.

(11) "Completer" means the candidate has met exit requirements outlined in .08E of this regulation.

(12) “Department” means the Maryland State Department of Education.

(13) “Educator preparation program (program)” means either a traditional or alternative Maryland-approved sequence of courses and experiences required to train candidates to become licensed educators in a specific area.

(14) “Educator preparation provider (provider)” means an accredited college, university, or other post-secondary institution, public or private educational association, local school system, corporation or institution approved to operate traditional or alternative educator training programs in Maryland.

(15) “Entrance” means matriculation into a program.

(16) “Exit” means completion of a program.

(17) “Focused revisit” means the subsequent review by the Department of a program that holds the status of approved with conditions or probation.

(18) “Institution of higher education” means a place of postsecondary education that generally limits enrollment to graduates of secondary schools, and awards degrees at either the associate, baccalaureate, or graduate level.

(19) “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.

(20) “Local school system (LSS)” means a Maryland public local education agency a State-operated school, or a nonpublic school.

(21) “Maryland Teacher-Principal Evaluation” means an assessment framework for the performance of teachers administered annually by the local school system, a State-operated school, or a nonpublic school, and recommended by the State.

(22) “Mentor teacher” means a highly competent educator, trained and selected by the partner school, who will work to instill in the participant the skills, attitudes, values, and knowledge necessary for the next generation of teachers.

(23) “Partner school” means a local school system, nonpublic school, or nonpublic special education school that has a written partnership agreement with an institution of higher education or alternative teacher preparation program to provide a teacher training practicum for participants enrolled in a teacher preparation program at the institution of higher education or alternative teacher preparation program.

(24) “Practicum” means the clinical experiences in which candidates have an increased teaching responsibility under the guidance of a mentor teacher.

(25) “Probation” means a program has seriously failed to meet program requirements or has demonstrated a pattern of noncompliance.

(26) “Professional development” means a variety of specialized training, formal education, or advanced learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

(27) “Traditional program” means a sequence of courses for educator preparation that:

- (a) Is offered by a college or university leading to a degree that includes:
 - (i) General education and content coursework;
 - (ii) Professional coursework;
 - (iii) Clinical experiences; and

(iv) Demonstration of standards and competencies required to prepare educators for teaching students in the classroom environment; and

(b) On completion, makes candidates eligible for licensure in Maryland.

.03 Incorporation by Reference.

In this chapter, the following documents related to national standards are incorporated by reference:

A. Administrative or Supervisory Areas.

- (1) [Professional Standards for Educational Leaders \(PSEL\), National Policy Board for Educational Administration \(NPBEA\), 2015.](#)
- (2) [Program Recognition Standards: District Level, National Educational Leadership Preparation \(NELP\), 2018.](#)
- (3) [ISTE Standards for Educational Leaders, International Society for Technology in Education \(ISTE\), 2018.](#)

B. Early Childhood/Elementary Areas.

- (1) [Ensuring Quality in Early Childhood Education Professional Preparation Programs: NAEYC's Early Childhood Higher Education Accreditation Standards, 2021.](#)
- (2) [CAEP 2018 K-6 Elementary Teacher Preparation Standards, Council for the Accreditation of Educator Preparation \(CAEP\), 2018.](#)

C. English.

- (1) [National Council of Teachers of English \(NCTE\) Standards for the Initial Preparation of Teachers of English Language Arts 7–12, 2021.](#)
- (2) [Maryland College and Career Ready \(MCCR\) Standards for English Language Arts/Literacy, 2014.](#)

D. Mathematics.

- (1) *Standards for Mathematical Practice, Common Core State Standards Initiative, 2010.*
- (2) [Standards for Mathematics Teacher Preparation, National Council of Teachers of Math \(NCTM\), 2020.](#)

E. Middle School Areas.

- (1) [Middle Level Teacher Preparation Standards with Rubrics and Supporting Explanations, Association for Middle Level Education \(AMLE\), 2012.](#)

F. Science.

- (1) [Standards for Science Teacher Preparation, National Science Teachers Association \(NSTA\), 2020.](#)
- (2) [Disciplinary Core Ideas \(DCI\) Arrangements of the Next Generation Science Standards, Next Generation Science Standards \(NGSS\), 2017.](#)

G. Special Education.

- (1) [Initial Practice-Based Professional Preparation Standards for Special Educators, Council for Exceptional Children \(CEC\), 2020.](#)
- (2) [Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators, Council for Exceptional Children \(CEC\), 2020.](#)
- (3) [Knowledge and Practice Standards for Teachers of Reading, International Dyslexia Association \(IDA\), 2018.](#)

H. Secondary Areas.

- (1) *Standards for School-Based Agricultural Education Teacher Preparation Programs, American Association for Agricultural Education (AAAE), 2017.*
- (2) *Business Teacher Education Curriculum Guide and Program Standards, National Business Education Association (NBEA), 2013.*
- (3) *Standards for Computer Science Teachers, Computer Science Teachers Association (CSTA), 2020.*
- (3) *Standards for Technological and Engineering Literacy: Defining the Role of Technology and Engineering in STEM Education, International Technology and Engineering Educators Association (ITEEA), 2020.*
- (4) *National Standards for Teachers of Family And Consumer Sciences, National Association of State Administrators of Family and Consumer Sciences (NASAFACS), 2018.*
- (5) *National Core Arts Standards: Theatre, National Coalition for Core Arts Standards, 2014.*
- (6) *National Standards for the Preparation of Social Studies Teachers, National Council for Social Studies (NCSS), 2017.*
- (7) *Handbook, National Association of Schools of Theatre (NAST), 2022—2023.*

I. Specialist Areas.

- (1) *NAGC — CEC Teacher Preparation Standards in Gifted and Talented Education, National Association for Gifted Children (NAGC) — Gifted and Talented Specialist: Council for Exceptional Children (CEC); The Association for the Gifted (TAG), 2013.*
- (2) *Introduction to the 2016 CACREP Standards, Council for Accreditation of Counseling & Related Educational Programs (CACREP), 2016.*
- (3) *ASCA Standards, American School Counselor Association (ASCA), 2019.*
- (4) *Standards Framework for Learners, American Association of School Librarians (AASL), 2018.*
- (5) *Standards for Accreditation of Master’s Programs in Library and Information Studies, Adopted by the Council of the American Library Association (ALA), 2015.*
- (6) *Standards for the Preparation of Literacy Professionals, International Literacy Association (ILA) Standards for the Preparation of Literacy Professional, 2017.*
- (7) *Standards for Graduate Preparation of School Psychologists, National Association of School Psychologists (NASP), 2010.*
- (8) *Standards for School Social Work Services, National Association of Social Workers (NASW), 2012.*

J. Specialty Areas (PreK-12).

- (1) *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, American Council on the Teaching of Foreign Languages (ACTFL)/ Council for the Accreditation of Educator Preparation (CAEP), 2013.*
- (2) *Standards for Learning American Sign Language: A Project of the American Sign Language Teachers Association, American Sign Language Teachers Association (ASLTA), 2018.*
- (3) *Standards for Art Teacher Preparation, National Art Education Association (NAEA), 2009.*
- (4) *NASM Handbook, National Association of Schools of Music (NASM), 2020—2021.*

- (5) [National Core Arts Standards: Dance, National Coalition for Core Arts Standards, 2014.](#)
- (6) [National Core Arts Standards: Music, National Coalition for Core Arts Standards, 2014.](#)
- (7) [National Core Arts Standards: Visual Arts, National Coalition for Core Arts Standards, 2014.](#)
- (8) [SOPHE 2019 Health Education Teacher Preparation Standards, Society for Public Health Education \(SOPHE\), 2019.](#)
- (9) [National Standards for Initial Physical Education Teacher Education, Society of Health and Physical Educators \(SHAPE\), 2017.](#)
- (10) [Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs, Teaching English to Speakers of Other Languages \(TESOL\), 2018.](#)
- (11) [WIDA’s English Language Development Standards, Kindergarten-Grade 12, WIDA, 2020.](#)

K. General Teaching.

- (1) [Standards for Educators, International Society for Technology in Education \(ISTE\), 2017.](#)
- (2) [Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Interstate Teacher Assessment and Support Consortium \(InTASC\), 2013.](#)
- (3) [Model Code of Ethics for Educators \(MCEE\), National Association of State Directors of Teacher Education and Certification, 2021.](#)
- (4) [Social Justice Standards: The Teaching Tolerance Anti-Bias Framework, Teaching Tolerance, A Project of the Southern Poverty Law Center, 2018.](#)

.04 State Consent to Offer Programs.

A. An individual, public or private educational association, corporation, or institution of higher education may not offer an educator preparation program without obtaining the permission of the Commission and the Department by meeting the requirements of this chapter.

B. The Department may allow a provider to operate an educator preparation program if:

- (1) The Commission has granted a Maryland institution preparing educators approval to operate in Maryland as applicable; and
- (2) The provider obtains and continues to hold accreditation from a national accreditation organization recognized by the Department and the Commission, or meets the approval requirements as outlined in this chapter.

.05 National Accreditation.

A. In this regulation, “national accreditation” means teacher education accreditation by an accrediting agency recognized by the Department and the Commission.

B. A provider does not need to meet State approval standards if it holds and maintains accreditation from a national accrediting agency recognized by the Department and the Commission.

C. A provider shall notify the Department when it applies to a national accreditation organization recognized by the Department and the Commission.

D. A provider shall operate its Program in a manner that is consistent with the requirements of the national accrediting agency.

E. A provider shall submit to the Department proof of accreditation with supporting documentation within 30 calendar days after receiving it.

F. A provider shall notify the Department within 15 calendar days of any change in a program's accreditation status.

G. Programs that have chosen national accreditation may be reviewed by their accrediting organization at the request of the Department.

H. The Department may investigate complaints regarding any aspect of a program separate from any review conducted by the national accrediting agency.

I. A provider that holds national accreditation shall inform the Department in writing at least 90 calendar days before a program stops operating and provide an exit plan for current students that includes notification to those students.

J. A provider of a program that holds national accreditation shall submit reporting requirements outlined in Regulation .10A(5) of this chapter.

K. The Department shall pay:

(1) Any fee that a national accrediting agency charges an institution of higher education in connection with the accreditation process;

(2) Any training fee that a national accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(3) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of a national accrediting agency.

.06 Application for State Approval.

A. Application for State Approval for Traditional and Alternative Programs.

(1) A provider shall submit an application for new program approval to the Department that includes the following:

(a) A description of the program and other administrative information, including the plan for implementing Department-mandated program components as defined in Regulation .07 of this chapter;

(b) A plan to recruit racially and ethnically diverse candidates; and

(c) Documentation that the program is aligned to national content standards, or documentation of the process required in Regulation .07C when national content standards are not available, including:

(i) A needs assessment demonstrating the demand for program completers in the employment market and demand by potential candidates, which may be met by documentation provided to the Commission;

(ii) The curriculum for the program and a course sequence chart including syllabi for any new courses;

(iii) Descriptions of the expected outcomes of the programs and how those outcomes will be assessed;

(iv) Key assessments in the program, using rubrics aligned to national content standards and Maryland-approved PK-12 competencies;

(v) Vitae for all faculty administering or delivering instruction in the program; and

(vi) Descriptions of materials, media, and resources available for the program, and how technology is integrated into the curriculum or program.

(2) A provider shall notify the Department not later than 6 months before applying for State approval.

B. The Department shall issue a letter of approval to the provider to begin operation of a program or programs when the provider has met the requirements of this chapter.

C. The Department shall include the following in the approval letter:

(1) Name of the provider;

(2) Location of the provider;

(3) List of programs leading to certification;

(4) Description of degree or degrees, and certificates awarded on completion of the program; and

(5) Length of approval.

D. A provider shall operate its program in a manner that is consistent with the specifications in its approval letter and the requirements of this chapter.

E. If a provider plans a change in operation that is inconsistent with the specifications in its approval letter, the provider shall notify the Department in writing not later than 6 months before the intended change and include a letter from the Commission indicating approval of the change, if required by the Commission.

F. A provider may not implement a change in the operation of a program until the Department has been notified and has determined whether a change to the approval letter is required.

G. The Department may not approve a change in an approval letter under any of the following circumstances:

(1) The program status is approval with conditions, unless the provider provides sufficient evidence that the change is necessary to meet all approval requirements;

(2) The program is on probation;

(3) The program has not filed its annual report with the Department;

(4) The Department is investigating a written complaint alleging that the provider's program is in violation of one or more regulations under this chapter, unless the change is necessary to bring the program into compliance with this chapter; or

(5) The Department is implementing procedures and sanctions as specified in Regulation .11 of this chapter.

H. The Department shall notify a provider that a requested change may not be implemented in writing within 30 days of the date of the written request.

I. A provider shall inform the Department in writing not later than 90 calendar days before a program stops operating and provide an exit plan for current students that includes notification to those students.

J. The approval letter is void if:

(1) The provider stops operating a program; or

(2) The State Superintendent issues a final order requiring the program to stop operations.

.07 State Program Approval Process.

A. Requirements for Traditional and Alternative Programs.

(1) A provider may seek approval for a new program, or a new specialization in a currently operating program area, if the documentation submitted contains sufficient justification to warrant the program or new specialization, and has been approved by the Commission.

(2) *Where a provider seeks first-time approval for a program, the Department may conduct annual monitoring and a full review of the program or programs within the first 2 years of operation and may also conduct an on-site review if considered necessary by the Department to confirm information in the application.*

(3) *The Department shall approve or reject the proposal for a new program and notify representatives of the provider, in writing, of the decision.*

(4) *A new program may not admit candidates to the program until the Department has provided approval.*

B. Special Requirements for Alternative Programs.

(1) *In addition to meeting the requirements found in §A of this regulation, a provider of an alternative program shall provide at least 4 weeks of professional development before the candidate assumes full responsibility of the classroom.*

(2) *The provider shall ensure this professional development includes, but is not limited to, pre-employment training, initial coursework, pedagogy, and pre-practicum experiences.*

C. Program Approval Process Where No National Content Standards Are Available.

(1) *As part of the approval process for proposed programs for which there are no national content standards, the Department shall review the program application, and may also conduct an on-site review if considered necessary by the Department to confirm information in the application.*

(2) *A program approved under this section shall complete all requirements in §A to receive program approval.*

(3) *At least 6 months before requesting program approval, a provider shall notify the Department of its intent to initiate the review process for a program for which there are no national content standards.*

(4) *At least 6 months before the approval is requested, the provider shall submit the application for approval to the Department.*

(5) *The provider shall ensure this application includes:*

(a) *A description of the proposed program;*

(b) *A detailed description and outline of proposed program content and coursework; and*

(c) *Identification of national content standards most closely related and relevant to the proposed program.*

.08 State Program Approval Requirements.

A. Entry Requirements for Teacher Preparation Programs.

(1) *A provider of a traditional program shall require candidates to have a grade point average (GPA) of at least 3.0 on a 4.0 scale during the most recent 2 years of the candidate's post-secondary education or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the State Board of Education (SBOE), on a basic skills assessment.*

(2) *A provider of an alternative program shall require candidates to submit:*

(a) *A GPA of at least 3.0 on a 4.0 scale at the post-secondary level, or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the SBOE, on a basic skills assessment; and*

(b) Evidence of one of the following:

(i) A conferred bachelor's degree or higher with a major related to the program licensure area;

(ii) A conferred bachelor's degree or higher with a minimum of 24 semester hours of credit related to the licensure area; or

(iii) A conferred bachelor's degree or higher and evidence of a qualifying score on an approved content assessment, as established by the State Superintendent of Schools and as approved by the SBOE.

B. Waiver of Entry Requirements.

(1) A provider of a program may waive the entrance requirement for up to 10 percent of the candidates admitted in an annual cohort.

(2) A provider of a program shall implement strategies to ensure that candidates admitted under a waiver receive assistance to successfully demonstrate the required standards and competencies and meet requirements for licensure on exit from the program.

C. Standards and Competencies.

(1) A provider shall ensure that its teacher preparation programs provide the following for all candidates:

(a) Instruction and experiences in the core academic subjects that the teacher will be teaching, aligned with Maryland-recognized national content and pedagogy standards listed under Regulation .03A of this chapter;

(b) Instruction and experiences aligned with Department-approved competencies under Regulations .12—.15 of this chapter;

(c) Instruction in the Department-approved Model Code of Ethics for Educators;

(d) Instruction in teaching in high poverty, culturally diverse, and linguistically diverse schools under Regulation .15 of this chapter; and

(e) Instruction in research-based literacy instruction aligned to the science of reading for the grade level the individual will be teaching.

(2) A provider of a teacher preparation program leading to licensure in early childhood education, elementary education, English as a Second Language, and special education shall:

(a) Provide coursework demonstrating coverage of research-based literacy instruction aligned to the science of reading including phonemic awareness, phonics, vocabulary, fluency, and comprehension;

(b) Use high-quality curricula and materials that accurately detail the principles of scientifically-based reading practices;

(c) Provide opportunities for candidates to demonstrate mastery of reading instruction through in-class assignments, tests, and instructional practice; and

(d) Prepare candidates to interpret reading assessment data to identify students with reading difficulties and inform instruction.

(3) A provider shall ensure that programs preparing candidates for licensure in early childhood and elementary education provide content instruction in each of the following:

(a) English language arts;

(b) Social studies;

(c) Math; and

(d) Science.

(4) Programs for Specialists. The Department shall approve specialists programs according to the national standards listed in Regulation .03A of this chapter.

(5) Programs for Administrators.

(a) The Department shall approve administrator programs according to the national standards listed in Regulation .03A of this chapter.

(b) A provider of a program that offers courses in school administration shall:

(i) Develop a method for evaluating the potential of candidates to be effective school leaders;

(ii) Develop a curriculum to enable candidates to organize and manage both schools and highly skilled professionals in a professional work environment, and achieve effective peer observations and effective evaluations of other personnel;

(iii) Include clinical experiences and assessments that measure competencies established in the program curriculum; and

(iv) Include instruction in research-based literacy instruction aligned to the science of reading.

D. Clinical Experiences.

(1) Each participant in an undergraduate, graduate, or alternative teacher preparation program shall complete a teacher training practicum as a requirement for program completion.

(2) A provider shall ensure that a teacher training program incorporates classroom observations in which the candidate is observed in different school settings at the beginning of the program to assist in determining if the candidate has the aptitude and temperament for teaching.

(3) A teacher training practicum may be completed consecutively or over the course of the program.

(4) Before July 1, 2025, a provider shall ensure that a teacher preparation program has a required practicum of a minimum of 100 days.

(5) Minimum Required Practicum.

(a) Beginning on July 1, 2025, a provider shall ensure that:

(i) An undergraduate teacher preparation program has a required practicum equivalent to a full school year;

(ii) A graduate teacher preparation program has a required practicum of a minimum of 100 days; and

(iii) An alternative teacher preparation program has a required practicum equivalent to a full school year.

(b) Exception. Where an alternative teacher preparation program operating in Maryland on or before July 1, 2021 provides effective and diverse teachers in schools and local school systems, as approved by the State Superintendent, and has high rates of teacher vacancies, teacher turnover, and new teachers relative to other public schools in Maryland, a provider shall ensure that this program has a required practicum of a minimum of 100 days.

(6) A provider shall ensure collaboration with mentor teachers of a partner school to evaluate participants in a teacher training practicum and ensure each participant demonstrates the competencies required of licensed teachers.

(7) Special Requirements for Alternative Teacher Preparation Programs. A provider shall ensure that a teacher training practicum in an alternative teacher preparation program includes, at a minimum, the following content:

- (a) Preparing lesson plans;*
- (b) Teaching;*
- (c) Debriefing;*
- (d) Observation of a class of students to which the participant is assigned as a student teacher; and*
- (e) 40 hours of teaching during class periods.*

(8) A provider shall ensure that a program leading to licensure in an area of teaching includes a practicum experience in a partner school and:

(a) Is located in a Maryland public school, nonpublic school, or an out-of-State school with the permission of the State Superintendent;

(b) Is aligned with program curricula that encompass the area, subject, or category of licensure being sought by candidates, including opportunities to provide reading instruction for those candidates enrolled in early childhood, elementary, special education, and ESOL programs;

(c) Provides candidates on-site supervision by a mentor teacher and ongoing support by a clinical supervisor from the provider, including:

- (i) Documented observations;*
- (ii) Collaboration between clinical supervisors and mentor teachers to evaluate candidates for demonstration of required competencies;*
- (iii) Observations and evaluations of candidates, aligned to a Department-approved educator evaluation system; and*
- (iv) Feedback, placement, remediation, or supports, informed by candidate evaluation; and*

(d) Ensures candidates are responsible for the instruction and classroom management of a roster of students for a minimum of 150 hours during the practicum.

(9) A provider shall ensure that a program for administrators includes supervised clinical experience totaling a minimum of 240 hours distributed within the program to include observations and evaluations of candidates aligned to a Department-approved administrator evaluation system.

(10) A provider shall ensure that a program for specialists includes a supervised clinical experience in the specialty area being pursued.

E. Exit Requirements.

(1) A provider shall establish exit requirements for programs that:

(a) Demonstrate successful completion of required coursework that is based on Department-recognized national content standards and Department-approved competencies;

(b) Demonstrate successful completion of the clinical experience outlined in Regulation .08D of this chapter; and

(c) Beginning on July 1, 2025, obtain a qualifying score on a nationally recognized and nationally scored portfolio-based assessment of teaching ability, as established by the State Superintendent of Schools and as approved by the State Board of Education, in teaching areas only.

(2) Candidates who complete an approved program in the State who passed an approved portfolio-based assessment will not be required to take the assessment more than one time.

F. Credit Requirements.

(1) A provider shall ensure that a program leading to a bachelor's degree is a 4-year program and award 120 credits, unless otherwise permitted by law.

(2) A provider may expand the program by no more than 12 semester hours of credit or an additional semester only with the permission of the Department and the Commission.

.09 Clinical Experience Placements.

A. A partner school and a provider shall establish a teacher training practicum through a written partnership agreement, as follows:

(1) The provider of a program shall prioritize selecting partner schools within its same community;

(2) The provider of a program and a partner school shall seek to provide teacher training placements in a variety of school environments with diverse student populations that provide participants with the same kind of experiences as teachers employed in the State; and

(3) The instructional program and work organization of a partner school located in a local school system shall reflect the career ladder once the Accountability and Implementation Board determines that the career ladder system is well established throughout the State.

B. A clinical mentor teacher shall:

(1) Be a highly competent teacher demonstrated by evidence of impacting student achievement;

(2) Be trained and selected by the partner school;

(3) Hold a professional Maryland educator license;

(4) Have the skills and knowledge needed to mentor teacher training practicum participants and to instill the skills, attitudes, values, and knowledge necessary for the next generation of teachers;

(5) Provide opportunities for teacher training practicum participants in guided, hands-on, practical applications and demonstrations of a candidate's professional knowledge while applying educational theory through collaborative and facilitated learning tasks, activities, and assessments

(6) Have teaching and release time per the implementation of the county board approved career ladder to mentor candidates and lead workshops and demonstrations at the school level; and

(7) Will collaborate with the educator preparation program to evaluate participants in a teacher training practicum to ensure each participant demonstrates the competencies required of certified teachers; and

(8) Be selected using the following criteria:

(1) From the career ladder system, as applicable, when the Accountability and Implementation Board determines that the career ladder system is well established throughout the State;

(2) *Until the Accountability and Implementation Board makes a determination that the career ladder is well established, meet the requirements of B(1)-(7) of this regulation; and*

(3) *A partner school may select a clinical mentor who is not on the career ladder if the partner school can demonstrate the need to justify the selection.*

C. Program Collaboration with Clinical Experience Placements.

(1) *The provider of the program shall collaborate with the partner school to provide the mentor teacher:*

(a) *Initial training on best practices in coaching, mentoring, and reflective strategies; and*

(b) *Additional professional development to support mentor teachers.*

(2) *The provider of the program shall collaborate with mentor teachers to ensure teacher candidates demonstrate the teacher competencies established in Regulations .12—.15 of this chapter.*

D. Partner School Requirements.

(1) *A partner school shall:*

(a) *Assist in finding teaching training practicum placements, to ensure:*

(i) *A well-rounded clinical experience based on student population and geographic location;*

(ii) *Exposure to distinguished instructional practices; and*

(iii) *Placement with a mentor teacher who meets the requirements outlined in §B of this regulation, and is professionally licensed in the area in which the candidate is placed; and*

(b) *Actively collaborate with programs to ensure mentoring and growth of teacher candidates.*

(2) *Compensation of Mentor Teachers.*

(a) *Partner schools shall compensate mentor teachers who supervise participants in a teacher training practicum.*

(b) *When the career ladder system is well established throughout the State, as determined by the Accountability and Implementation Board, the compensation of mentor teachers will be according to the career ladder system.*

E. Action Research.

(1) *A provider shall ensure that all programs require teacher candidates to conduct action research during the practicum.*

(2) *Candidates shall present findings to the partner school and program.*

(3) *Candidates shall ensure these findings include the ongoing cycle of problem identification, data collection, reflection, analysis, and lessons learned for the next cycle.*

.10 State Program Reporting.

A. Compliance with Program Requirements.

(1) *A provider shall provide evidence of adherence to program requirements as outlined in this regulation.*

(2) *If a provider submits annual reporting to a national accreditation agency recognized by the Department and the Commission, the provider shall submit a copy of the annual report to the Department within 30 calendar days.*

(3) *A provider shall submit data and annual reports to the Department demonstrating each program's compliance with requirements.*

(4) A provider shall ensure the annual reports include documentation of compliance with the following measures:

- (a) Entry requirements as stated in Regulation .08A of this chapter;
- (b) Clinical experience requirements as stated in Regulation .08D of this chapter;
- (c) Standards and competencies requirements as stated in Regulation .08C of this chapter;

chapter;

(d) Exit requirements as stated in Regulation .08E of this chapter, including candidate passing rates on performance assessments, as well as rate of program completion, and attrition data;

(e) Candidate evaluation requirements as stated in Regulation .08D(8)(c) of this chapter, including documentation of evaluation processes and remediation policies as defined by the program; and

(f) The process by which the provider uses data to continuously improve the program, including, but not limited to, the recruitment and support of a racially and ethnically diverse pool of candidates.

(5) A provider shall compile and report data to the Department for each graduating cohort at the individual level, including race, ethnicity, and gender, for the most recent 5 years of program cohorts, on a selection of Department-identified metrics that may include, at a minimum:

(a) Program completion rates, including number and demographics of completers, non-completers, and degrees granted;

(b) Placement in partner schools by subject area, grade level, LSS employer, and school;

(c) Performance, including passing rates on Department-approved performance, content, and basic skills assessments;

(d) Enrollment data, including candidate residence, and past and projected enrollment in each program;

(e) Employment of graduates/completers;

(f) Retention of program completers through the first 5 years of employment; and

(g) Candidate satisfaction survey.

B. The Department will distribute to providers a copy of the Maryland Curriculum Frameworks for prekindergarten through 12th grade on an annual basis to ensure content, composition, and expectations of teachers are current.

.11 State Program Renewal, Oversight, and Revocation.

A. Program Review.

(1) The Department shall review programs every 5 years.

(2) The Department shall approve programs that meet its requirements and standards for 5 years.

(3) Programs that fail to meet all the requirements and standards addressed in this chapter may be approved with conditions or placed on probation.

(4) Program Extensions.

(a) A provider may request an extension of the Department's 5-year review.

(b) A provider shall submit this request in writing at least 180 calendar days before the end of the program's 5-year approval.

(c) The Department may grant up to a 1-year extension based on documentation submitted to justify the extension.

(5) *The Department may monitor or conduct an interim review of a program at any time.*

(a) *Where this interim review reveals that a program has seriously failed to meet the standards and benchmarks or reporting or compliance requirements, or has demonstrated a pattern of noncompliance, the program may be placed on probation under §C of this regulation.*

(b) *If after the 1-year probation, a program fails to make satisfactory progress toward meeting program standards, reporting requirements, or compliance requirements, the Department may revoke its approval under §D of this regulation.*

(6) *Beginning in the 2025-2026 school year, each approved educator preparation program leading to certification in early childhood education, elementary education, special education, and ESOL, shall post on its website information describing its program to prepare teachers to teach reading using evidence-based practices in literacy programming and instruction aligned to the science of reading.*

B. Approval with Conditions.

(1) *If the approved program fails to meet all of the standards and competencies, reporting, or compliance requirements, it may be approved with conditions for a period of 2 years.*

(2) *The Department shall conduct a focused review of a program approved with conditions within 2 years of the original review.*

(3) *The Department may extend a program's approval with conditions for good cause beyond the original 24-month period.*

(4) *Programs may continue to accept candidates for entry while approved with conditions.*

(5) *Approval with conditions shall last 2 years unless, through its annual reports, the program supplies sufficient evidence to meet program approval requirements, after which it may be removed from approval with conditions after 1 year, granted approval, and returned to a 5-year review cycle.*

(6) *A program approved with conditions shall continue to provide all annual reporting.*

(7) *If after 2 years a program has not made satisfactory progress toward meeting Department requirements and national standards, reporting requirements, or compliance requirements, the program may be placed on probation or revoked.*

C. Probation.

(1) *Programs that have seriously failed to meet the standards and benchmarks or reporting or compliance requirements, or have demonstrated a pattern of noncompliance, may be placed on probation.*

(2) *Programs that do not submit data or required reports to the Department, or who lose national accreditation status by revocation or by expiration, may be placed on probation status or may face immediate revocation of Department approval.*

(3) *The Department may conduct a full review within 1 year of the last focused revisit for a program on probation unless, through annual reporting requirements, the program supplies sufficient evidence to meet program approval requirements.*

(4) *Programs may not accept candidates for entry while on probation.*

(5) *A program on probation shall continue to provide all annual reporting to the Department.*

(6) *Within 30 calendar days of the notification of probation, the provider shall notify each candidate individually in writing of the probation of the program, explain what probation means, and provide documentation of the notification to the Department.*

(7) *The Department shall monitor program progress towards meeting the Department requirements and national standards for the program throughout the probationary period, including review of required reports and monitoring visits as considered necessary.*

(8) *If a program supplies evidence of meeting all program requirements, the Department may remove it from probation.*

(9) *The Department may request an annual follow-up report with an annual re-visit for institutions removed from probation.*

(10) *If after the 1-year probation a program has not made satisfactory progress toward meeting program standards, reporting requirements, or compliance requirements, the Department may revoke its approval.*

D. Revocation.

(1) *The Department may revoke its approval if a program fails to meet the standards, reporting or compliance requirements set forth by this chapter.*

(2) *The Department shall notify the provider in writing of a decision to revoke approval.*

(3) *On provision of the notification, the provider shall stop operating the revoked program.*

(4) *A revoked program may not recruit or accept new candidates.*

(5) *Within 30 calendar days of the notification of revocation, the provider shall notify each candidate individually, in writing, of the revocation of program approval, explain what revocation means, and provide documentation of the notification to the Department.*

(6) *Candidates enrolled in the revoked program who have accumulated enough credits to be on track for program completion within the current academic year may exit.*

(7) *A provider shall wait 2 years after revocation of a program before it may apply to the Department for approval of a program that is substantively the same as the one revoked.*

E. Appeal.

(1) *A provider may request a hearing to challenge the revocation if the provider files a written request with the State Superintendent within 20 calendar days of receipt of the notice of revocation.*

(2) *The State Superintendent shall promptly refer the case to the Office of Administrative Hearings.*

F. Hearing Procedures.

(1) *The hearing procedures for appeals referred to the Office of Administrative Hearings are in accordance with the Administrative Procedure Act, State Government Article, §§10-201—10-226, Annotated Code of Maryland, and with COMAR 28.02.*

(2) *The Office of Administrative Hearings shall prepare an official case record as provided in COMAR 28.02.01.22.*

(3) *The administrative law judge shall submit in writing to the State Superintendent a proposed decision containing findings of fact, conclusions of law, and recommendations, and distribute a copy of the proposed decision to the parties.*

(4) A party objecting to the administrative law judge's proposed decision may file exceptions with the State Superintendent within 15 calendar days from the date of the decision. A party may respond to the exceptions within 15 calendar days of the date of the exceptions.

(5) If exceptions are filed, any party may request an opportunity for oral argument before the State Superintendent before a final decision is made. Each side may present no more than 15 minutes of oral argument before the State Superintendent.

(6) The State Superintendent shall make a final decision in writing containing findings of fact and conclusions of law.

(7) A provider may seek judicial review of a State Superintendent's determination under this regulation as provided by the Administrative Procedure Act, State Government Article, §10-222, Annotated Code of Maryland.

.12 Teacher Preparation Competencies: General Competencies.

A. Purpose.

(1) The general teacher preparation competencies apply to teacher candidates across all content areas and grade levels, to determine readiness to enter the profession.

(2) The teacher candidate shall demonstrate essential knowledge and skills of general competencies that align with current expectations for teacher candidates to exit a program.

B. Required General Competencies. The teacher candidate shall:

(1) Use evidence-based research strategies, learning theories, and methods to help improve student performance;

(2) Use inquiry skills and methods regularly to collect meaningful data and improve the candidate's professional practice;

(3) Incorporate personal reflection, professionals' feedback, best practice, and expert opinion to improve the candidate's professional practice;

(4) Demonstrate that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching of the following students:

(a) Students from different racial, ethnic, and socioeconomic backgrounds;

(b) Students for whom English is not their primary language;

Students with different learning abilities; and

(c) Students with social and emotional needs;

(5) Create, build, and sustain a safe, inclusive learning environment by effectively:

(a) Using trauma-informed instruction and other approaches to meet social and emotional needs;

(b) Implementing restorative practices;

(c) Using active listening, conflict de-escalation to include bullying, and other strategies; and

(d) Managing student behavior;

(6) Apply multiple, valid assessment approaches, both formal and informal, modifying when appropriate, that address a variety of developmental needs, conceptual abilities, curriculum outcomes, and school goals;

(7) Develop action research that advances the candidate's knowledge base, promotes equity, and addresses an academic need;

(8) Collaborate effectively with colleagues, families, school professionals, businesses, and social services agencies to support student development and student achievement;

(9) Apply instructional supports including a 504 Plan and an individualized education plan, to support a student with exceptionalities by providing developmentally appropriate access to age-level or grade-level instruction, individually and in collaboration with colleagues;

(10) Evaluate student behaviors and unique learning needs in the adaption of various learning environments, such as physical arrangement, student grouping, instructional intensity, pacing, and embedded assistive technology supports;

(11) Use assistive technologies ranging from low-tech to high-tech devices or equipment, materials, and resources to educate individuals whose exceptionalities interfere with written or verbal communication;

(12) Analyze and use data derived from assessments to develop intervention plans aligned to the specific needs of individual students to remedy learning deficits;

(13) Implement Response to Intervention (RtI), Universal Design for Learning (UDL), and Direct Instruction (DI) to differentiate instruction; and

(14) Implement Specially Designed Instruction (SDI) to implement the Individualized Education Program for students with disabilities.

(15) Effectively use high quality instructional materials (including online) and adapt existing curriculum to make it stronger using standards-aligned tools, including the ability to use digital resources and computer technology.

.13 Teacher Preparation Competencies: Literacy Competencies.

A. Literacy Competencies for Secondary and PreK-12 Teaching Areas. Teacher candidates completing programs that lead to licensure in secondary and PreK-12 content areas shall demonstrate an understanding of the following competencies:

(1) The Learner and Learning. The teacher candidate shall:

(a) Define, describe, explain, and analyze the developmental characteristics of adolescent literary learners, active independent readers, processes of making meaning, and motivation and engagement;

(b) Interpret, synthesize, and apply learning of active independent readers, processes of making meaning, and motivation and engagement to specific content area instruction.

(c) Define and distinguish features of diversity and interpret linguistic cultural differences among adolescent learners;

(d) Examine, evaluate, and apply learning of inclusive content area literacy environment and instruction to close achievement gaps;

(e) Describe the characteristics of a high quality learning environment; and

(f) Construct high quality learning environments that support individual and collaborative interaction and engagement.

(2) Content Knowledge. The teacher candidate shall:

(a) 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;

(b) Use new literacies for acquiring and developing content knowledge and student understanding;

(c) Identify and select appropriate multi-modal sources and resources for inquiry; and

(d) Evaluate and use discipline-specific processes of inquiry to engage in collaborative problem solving and critical thinking.

(3) Assessment and Instruction. The teacher candidate shall:

(a) Describe guiding principles and practices and examine assessment types, tools, and purposes for content literacy assessment;

(b) Select or develop content-specific assessment tools to evaluate student performance and the effectiveness of assessment tools for content-specific assessment;

(c) Identify deficits in reading and develop a plan to address using strategies aligned to the science of reading to support appropriate interventions;

(d) Examine factors of text complexity and analyze student data to inform and evaluate instructional practice;

(e) Synthesize multiple data points to evaluate and to refine content area instructional practice;

(f) 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;

(g) Use professional and literacy standards and curricula to plan, implement, and evaluate lessons and instructional units of study within content areas;

(h) Critique effectiveness of instruction and design next steps for students and teachers;

(i) Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices to develop comprehension;

(j) Use evidence-based multi-modal instructional practices to develop and evaluate comprehension within content areas; and

(k) Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices for general academic and content specific vocabulary use.

(4) Professional Responsibility. The teacher candidate shall:

(a) Examine current trends, initiatives, and educational reform efforts as relative to content literacy;

(b) Explore professional dispositions and engage in critical self-reflection to construct a professional development plan as a content area literacy teacher.

(c) Identify organizational structures and school-based resources for specific needs; and

(d) Investigate opportunities for collaboration with families/school/communities and develop leadership capacities through actively participating in school-based opportunities for growth and development.

B. Literacy Competencies for Early Childhood, Elementary, Special Education, and English to Speakers of Other Languages. Teacher candidates completing programs that lead to licensure in early childhood, elementary, English to speakers of other languages, and special education areas shall demonstrate an understanding of the following:

(1) Literacy Processes. The teacher candidate shall:

(a) Identify the component processes involved in reading and writing aligned to the science of reading;

(b) Apply that knowledge to understand the reading and writing processes of native English speakers and English learners;

(c) Describe how key components of reading and writing processes develop and what biological, cognitive, linguistic, and sociocultural factors may influence literacy development;

(d) Identify characteristics that define evidence-based practices in literacy programming and instruction aligned to the science of reading;

(e) Use evidenced-based criteria aligned to the science of reading to select and organize print and multimedia resources for teaching reading and writing; and

(f) Use a variety of print and multimedia resources to engage students as readers and writers.

(2) Literacy Instruction in the Diverse Classroom. The teacher candidate shall:

(a) Develop in their students the awareness of the sounds made by spoken words;

(b) Systematically map speech sounds with letters and letter combinations;

(c) Provide extended practice for reading words to develop fluency;

(d) Provide opportunities for students to devote energy to the meaning of text to build content vocabulary;

(e) Develop student understanding of what is being read to them and what they will eventually read themselves.

(f) Provide instruction focused on the core components of reading that lead to proficient and motivated reading behavior for all students;

(g) Provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students;

(h) Design speaking and listening opportunities that lead to more active, equitable, and academically oriented conversations for all students;

(i) 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; and

(j) 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.

(3) Effective Literacy Assessment. The teacher candidate shall:

(a) Identify the foci, purposes, and features of literacy assessments and application;

(b) Identify and implement a developmentally appropriate reading screener to determine skill gaps;

(c) 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; and

(d) Use effective techniques for communicating assessment information to a variety of stakeholders.

(4) Researched-based literacy instruction aligned to the science of reading, to include:

(a) Phonological and phonemic awareness;

(b) Phonics and decoding;

- (c) Fluency;
- (d) Vocabulary;
- (e) Comprehension of literary and informational text;
- (f) Written expression, spelling, and grammar;
- (g) Assessment and instructional decision-making;
- (h) Long-term planning aligned with the literacy curriculum, student needs, instructional histories, school/grade level needs;
- (i) Effective methods for promoting the reciprocal relationship between writing and reading;
- (j) Strategies that foster connections to students' homes and communities; and
- (k) Multiple opportunities for incorporating oral language variation.

.14 Teacher Preparation Competencies: Math Competencies.

A. *Math Competencies.* Teacher candidates seeking licensure to provide mathematics instruction shall demonstrate the competencies applicable to the area of licensure (PreK-Grade 3; Grade 1-6; Middle School or High School, or both).

B. *Content Knowledge.* The teacher candidate shall:

- (1) Apply mathematics content knowledge for teaching within the candidate's area of licensure;
- (2) Candidates prepared to teach elementary education shall apply content knowledge for each of the four essential topics: Numbers and Operations, Algebraic Thinking, Geometry and Measurement, and Data Analysis and Probability;
- (3) Demonstrate conceptual understanding, proficiency with procedural skills, and the ability to solve real world problems;
- (4) Recognize the coherent progression of mathematical concepts both within an age/range/grade/course and across an age/range/grade/course;
- (5) Use mathematics to model real world problems; and
- (6) Use precise mathematical language.

C. *Pedagogical Skills.* The teacher candidate shall:

- (1) Identify the appropriate sequence of mathematical learning targets for both a unit of study and an individual lesson;
- (2) Construct collaborative and self-directed learning opportunities that reflect active student engagement in learning and a growth mindset;
- (3) Develop strategies for responding to anticipated and present student misconceptions;
- (4) Design rich mathematical tasks that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets;
- (5) Integrate instructional strategies and teaching aides that enhance the learning of mathematics, such as multiple representations, manipulatives, calculators and other technological aides; and
- (6) Recognize productive struggles and unproductive struggles to promote perseverance and thinking flexibly.

D. The teacher candidate shall use multiple assessment tools and evidence-based instructional strategies to guide the mathematics instructional process.

E. The teacher candidate shall identify the cognitive process, learning theories, and developmental strategies related to the teaching and learning of mathematics.

.15 Teacher Preparation Competencies: Cultural Responsiveness.

A. Culturally Responsive Teaching. Teacher candidates seeking licensure shall demonstrate the following competencies:

(1) Teacher candidates shall demonstrate preparation to support culturally, racially, linguistically, and otherwise diverse populations of students through providing culturally responsive instruction to increase academic achievement, critical consciousness, and cultural competence; and

(2) Teacher candidates shall demonstrate required knowledge and skills to include application of competencies that support various racial, ethnic, linguistic, socioeconomic groups through teaching that promotes social justice and equity, including restorative practices and practices to develop racial literacy.

B. Cultural Competencies. The teacher candidate shall:

(1) Identify and apply the elements of culturally responsive teaching, including academic achievement, critical consciousness, and knowledge of self and at least one other culture;

(2) Identify and assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact marginalized students, families, and educators on multiple levels by:

(a) Acknowledging their own biases and inequitable actions; and

(b) Assessing how their own assumptions, values, and biases may impact their responses to students and families and result in inequitable actions and practices, and identify equitable actions and practices.

(3) Demonstrate respect for students' cultures by:

(a) Learning about students' cultural backgrounds;

(b) Seeking purposeful immersion experiences within groups different from their own;

(c) Communicating high expectations for students of all identities including gender, race, and ethnicity, language, socioeconomics, and disability;

(d) Incorporating a variety of culturally responsive materials that represent and support learning for diverse populations of children and families; and

(e) Differentiating instruction with consideration for cultural, linguistic, and academic diversity;

(4) Examine curriculum and learning materials for bias and deliver instruction with materials that center the perspectives and lived experiences of historically marginalized people;

(5) Build a safe and accessible environment, respectful of all individuals, by:

(a) Providing strategies to support students with responses to discrimination and negative attitudes associated with cultural or other differences;

(b) Creating learning environments that facilitate the active engagement of diverse populations of students; and

(c) Co-constructing the values and expectations of the school to incorporate different perspectives, including those of students, families, and colleagues; and

(6) Build relationships with families and communities by:

(a) Incorporating families' perspectives about school culture to create an environment that is inclusive and respects their values, beliefs and hopes for their children;

(b) Providing opportunities for families to be involved in their children's educational experiences by communicating regularly, in multiple ways, and including them in the curriculum;

(c) Integrating family and community-based funds of knowledge into teaching and learning; and

(d) Providing information regarding school and community resources that are available for students, educators, and families, including multilingual resources reflecting students and families' heritage languages.

MOHAMMED CHOUDHURY
State Superintendent of Schools