

TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools 

DATE: June 25, 2024

SUBJECT: COMAR 13A.12.02.03 *Pathways to Teacher Licensure*
PERMISSION TO PUBLISH

Purpose

The purpose of this item is to request permission to publish amendments to the Code of Maryland Regulation (COMAR) 13A.12.02.03 *Pathways to Teacher Licensure* to align the requirements to amendments made to Maryland statute during the 2023 and 2024 legislative sessions.

Background

Under Maryland law, the State Board of Education (SBOE) shares joint authority with the Professional Standards and Teacher Education Board (PSTEB) to develop regulations governing teacher certification and preparation. When the PSTEB initiates a regulatory change, the SBOE must also review the proposed regulation, and vice versa. If a majority of the SBOE members approve of the regulation, the regulation promulgation process continues.

After the PSTEB and SBOE vote to approve a regulation, the proposed regulation is sent to the Administrative, Executive, and Legislative Review Committee (AELR) for a 15-day review period. If the AELR Committee does not hold up the proposed regulation for further review, it is published in the Maryland Register for a 30-day public comment period. At the end of the comment period, Maryland State Department of Education (MSDE) staff reviews and summarizes the public comments, which are presented to both boards. Thereafter, MSDE staff will present a recommendation to both the PSTEB and SBOE to either: (1) adopt the regulation in the form it was proposed; or (2) revise the regulation and adopt it as final because the suggested revision is not a substantive change; or (3) withdraw the regulation and re-propose it because the suggested revision is a substantive change. At any time during this process, the AELR Committee may stop the promulgation process and hold a hearing. Thereafter, it may recommend to the Governor that the regulation not be adopted as a final regulation or the AELR Committee may release the regulation for final adoption. The PSTEB and SBOE would then vote to formally adopt the regulation.

The PSTEB and SBOE adopted new program approval regulations in November and December 2023, respectively. Since its adoption, the MSDE has identified areas in the regulations that require further alignment to newly adopted laws.

Executive Summary

The MSDE is amending COMAR 13A.12.02.03 *Pathways to Teacher Licensure* to align with the language in Md., Code Education §6-120, §6-125, and §6-126, which were modified during the 2023 and 2024 Maryland Legislative Sessions.

Action

The MSDE is requesting permission to publish amendments to COMAR 13A.12.02.03 *Pathways to Teacher Licensure*.

Attachment:

COMAR 13A.12.02.03 *Pathways to Teacher Licensure*

.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) *Documentation of one of the following:*
 - (i) *Passing score as established by the State Superintendent of Schools on a basic literacy skills assessment as approved by the State Board of Education;*
 - (ii) *Minimum overall cumulative grade point average of 3.0 on a 4.0 scale on the most recently earned degree; or*
 - (iii) *Three years of effective evaluations from a local school system in Maryland;*
- [c] (d) Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education;
- [d] (e) 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] (f) Beginning on July 1, [2025, passing scores] 2025, meet one of the following qualifications:
 - (i) *Passing score* as established by the State Superintendent of Schools on a *nationally recognized*, portfolio-based performance assessment approved by the State Board of [Education.] Education; or
 - (ii) *Completion of a comprehensive local school system teacher induction program that meets the requirements listed under § C(2) of this regulation.*

(2) In-District Training Program. Teacher candidates who are hired as a teacher of record in a Maryland local school [district] **system** 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] *Bachelor's degree or higher in any field and 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, as follows:

(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, as follows:

(i) Candidates who fulfill §A(2)(b)(i) or (ii) of this regulation shall present 6 semester hours of coursework in each of the content areas of English, mathematics, science, and social studies; or

(ii) Candidates who fulfill §A(2)(b)(iii) of this regulation 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 6 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] 2025, meet one of the following qualifications:

(i) Passing score as established by the State Superintendent of Schools on a nationally recognized, portfolio-based performance assessment approved by the State Board of Education; [and]

(ii) An effective, or comparable, rating on a year-end evaluation if the individual is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10;

(iii) Complete a comprehensive induction program under § C(2) of this regulation if the individual is employed by a Maryland local school system; or

(iv) Hold a National Board Certificate from the National Board for Professional Teaching Standards; 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] 2025, meet one of the following qualifications:
 - (i) Passing score as established by the State Superintendent of Schools on a nationally recognized, portfolio-based performance assessment approved by the State Board of Education; [and]
 - (ii) An effective, or comparable, rating on a year-end evaluation if the individual is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10;
 - (iii) Complete a comprehensive induction program under § C(2) of this regulation if the individual is employed by a Maryland local school system; or
 - (iv) Hold a National Board Certificate from the National Board for Professional Teaching Standards; 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;
- (c) Beginning on July 1, [2025, passing scores] 2025, meet one of the following qualifications:
 - (i) Passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; [and]
 - (ii) An effective, or comparable, rating on a year-end evaluation if the individual is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10;
 - (iii) Complete a comprehensive induction program under § C(2) of this regulation if the individual is employed by a Maryland local school system; or
 - (iv) Hold a National Board Certificate from the National Board for Professional Teaching Standards; 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 coursework by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is final.

(2) Comprehensive Induction Program. A comprehensive induction program shall:

(a) Be developed by a local school system, either independently or collaboratively with other local school systems;

(b) Be approved by the Department;

(c) Last the lesser of three years or the amount of time a teacher holds a conditional license; and

(d) Include a locally developed portfolio component that is aligned with the Interstate Teacher Assessment and Support Consortium Standards.

[(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.]