


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.12.01.00 *General Provisions*
COMAR 13A.12.01.05 *Military Reciprocity*
COMAR 13A.12.01.06 *Reinstatement of an Expired Professional License*
COMAR 13A.12.02.06 *Professional Development Points*
COMAR 13A.12.03.05 *Professional Development Points- Professional and Technical Education/Specialized Areas for Fine Arts*
COMAR 13A.12.02.07 *Teaching Endorsements*
COMAR 13A.12.04.02 *Licenses for Specialists*
COMAR 13A.12.04.06 *Reading Specialist*
COMAR 13A.12.04.07 *Reading Teacher*
COMAR 13A.12.04.13 *Renewal and Advancement of a Specialist License*
COMAR 13A.12.04 *Professional Development Points*
COMAR 13A.12.05.06 *Library Media Administrator*
COMAR 13A.12.05.10 *Supervisor of Special Education*
COMAR 13A.12.05.15 *Professional Development Points*
PERMISSION TO PUBLISH

Purpose

The purpose of this item is to request permission to publish amendments to the Code of Maryland Regulations (COMAR) 13A.12 *Educator Licensure* to align requirements to new state and federal laws, correct identified errors, and clarify language.

Background

Under Maryland law, the Professional Standards and Teacher Education Board (PSTEB) shares joint authority with the State Board of Education (SBOE) to develop regulations governing teacher certification and preparation. When the PSTEB initiates a regulatory change, the SBOE must also review the proposed regulation. 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 be recommended 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 licensure regulations in November and December 2023, respectively. Phase one of the promulgation process focused on amending the general provisions, initial licensure requirements for teachers, renewal requirements for all educators, and processes associated with disciplinary action. Since its adoption, the MSDE has identified areas in the regulations that require further clarification, alignment with newly adopted laws, and correction. On May 2, 2024, PSTEB voted to grant permission to publish amendments to COMAR 13A.12 *Educator Licensure*.

Executive Summary

The MSDE identified inconsistencies and errors in the regulations after adoption in December 2023. These include inconsistent usage of terminology (e.g., certification vs. licensure), incorrect citations (e.g., referencing an incorrect section of a regulation), and inadvertent omissions (e.g., accidentally removing language from the previous regulations). Additionally, MSDE identified language that requires clarification to ensure consistent interpretation and added language to align with the federal law establishing military reciprocity for servicemembers and their spouses. On May 2, 2024, PSTEB voted to grant permission to publish amendments to COMAR 13A.12 *Educator Licensure*.

Action

MSDE is seeking permission to publish amendments to COMAR 13A.12 *Educator Licensure* to correct identified errors, clarify intent, and align to federal legislation.

Attachments

COMAR 13A.12 *Educator Licensure*

- COMAR 13A.12.01.00 *General Provisions*
- COMAR 13A.12.01.05 *Military Reciprocity*
- COMAR 13A.12.01.06 *Reinstatement of an Expired Professional License*
- COMAR 13A.12.02.06 *Professional Development Points*
- COMAR 13A.12.03.05 *Professional Development Points- Professional and Technical Education/Specialized Areas for Fine Arts*
- COMAR 13A.12.02.07 *Teaching Endorsements*
- COMAR 13A.12.04.02 *Licenses for Specialists*
- COMAR 13A.12.04.06 *Reading Specialist*
- COMAR 13A.12.04.07 *Reading Teacher*
- COMAR 13A.12.04.13 *Renewal and Advancement of a Specialist License*
- COMAR 13A.12.04 *Professional Development Points*
- COMAR 13A.12.05.06 *Library Media Administrator*
- COMAR 13A.12.05.10 *Supervisor of Special Education*

- COMAR 13A.12.05.15 *Professional Development Points*

Title 13A
STATE BOARD OF EDUCATION
Subtitle 12 EDUCATOR LICENSURE

13A.12.01.00 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, *Agency Note: Federal Statutory Reference- Servicemembers Civil Relief Act (50 U.S.C. § 4025a)*

.05 Military Reciprocity.

(1) A servicemember or spouse of a servicemember with a professional educator license or certificate from another state may apply for a comparable Maryland license if the servicemember or spouse:

(a) Has moved to reside in Maryland because of orders for military service;

(b) Provides a copy of the military orders to the Department as part of a licensure application;

(c) Has actively used the license or certificate during the two years immediately preceding the move; and

(d) Remains in good standing with the licensing authority that issued the license or certificate and with every other licensing authority that issued an educator license or certificate to the servicemember or spouse.

(2) A servicemember or spouse who meets the criteria in §(1) of this section shall meet the renewal requirements for the Maryland license issued.

.06 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 or 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 or 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 or B of this regulation.

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

C. Exemptions.

(1) 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.

(2) An educator holding an expired Maryland Standard Professional I, Standard Professional II, or Advanced Professional Certificate who presents a valid professional license issued by a member state, may reinstate the Maryland license.

.0[6]7 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—6-708, 8-3A-03, and 8-701—8-708, Annotated Code of Maryland

.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 that shall 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] *Licensure* 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 coursework 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, as follows:
- (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 license 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, as follows:

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

(b) The license holder shall present documentation demonstrating completion of §D(1)(b) or (d) of this regulation 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 .0[2B]3 of this chapter may add an additional teaching endorsement by submitting documentation demonstrating that the applicant has obtained:

(1) A qualifying score, as established by the State Superintendent of Schools, on the content-specific test(s) approved by the State Board of Education; or

(2) 24 content credits as follows:

(a) For elementary or early childhood education, 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, pre-kindergarten—12 education, 24 credits, at least 12 of which are in the area for which the new [certification] licensure is sought and 12 of which are in content-related areas; or

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

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;

(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;

(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 Pre-Kindergarten—6. To add Mathematics Instructional Leader, grades pre-kindergarten—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 pre-kindergarten—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 Pre-Kindergarten—6. To add Instructional Leader: STEM, grades pre-kindergarten—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 pre-kindergarten—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 pre-kindergarten—12 teaching area;
 - (b) Complete 6 semester hours of content coursework 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 that 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 coursework in contemporary workplace practices taken at an accredited institution of higher education **or** 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 10 years of the educator's request to add the endorsement.
 - (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.

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

.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 that shall 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]** **Licensure** 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 coursework 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

.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 is eligible for a Professional License if the applicant submits documentation:

- (i) Verifying 3 years of effective performance as a specialist; and
- (ii) Demonstrating 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 is eligible for an Advanced Professional License if the applicant meets the requirements for the Professional License under §A([2]3) of this regulation and submits documentation demonstrating that the applicant has:

- (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 coursework 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 3 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.

.06 Reading Specialist.

The requirements for [certification] *licensure* 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 3 semester hours or State-approved CPD credits in special education coursework; and

D. Complete 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 Coursework. Candidates who possess a master's degree or equivalent of 33 post-baccalaureate credits from an institution of higher education in reading and related areas to include:

(a) 15 semester hours of reading coursework 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 coursework 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.

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.

.07 Reading Teacher.

A. Requirements for Licensure. The requirements for licensure as a reading teacher are that the applicant shall:

(1) Meet the requirements for licensure in early childhood education, elementary education, *special education*, or a secondary education area;

(2) Complete 3 semester hours or State-approved CPD credits in special education coursework;

(3) Have 12 semester hours of post-baccalaureate graduate credit from an institution of higher education in reading, including a foundation or survey course and a course in diagnosis and correction of reading difficulties; and

(4) Have 2 years of successful teaching experience.

B. Special Provision.

(1) An applicant who satisfies the requirements of §A(1) 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.

.13 Renewal and Advancement of a Specialist License.

A. General.

(1) An applicant who holds 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 nonrenewal 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 the educator shall provide additional documentation 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 coursework 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 that shall 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] **Licensure** 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 coursework 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

.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 institution of higher education;

(3) Have 3 years of effective library media program experience;

(4) Complete 3 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] licensure as Administrator I.

C. Special Provision. An applicant seeking to satisfy the requirements of §B(3) of this regulation may, at the recommendation of the local school superintendent, substitute 2 years of related effective experience for 2 years of library media program experience.

.07 Supervisor of School Counseling.

The requirements for [certification] licensure 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 3 semester hours or State-approved CPD credits in special education coursework; and
- D. Have 12 semester hours of graduate credit from an institution of higher education 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.12.0[3]4.0[7]9;
- 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 3 semester hours or State-approved CPD credits in special education coursework.

.10 Supervisor of Special Education.

A. Principal Public Separate School. The requirements for [certification] licensure 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.

.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 that shall 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
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C. Additional Requirements for Specific [Certification] *Licensure* 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 coursework 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.

CAREY M. WRIGHT, ED.D.
State Superintendent of Schools