




Nancy S. Grasmick
State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Nancy S. Grasmick 
DATE: March 22, 2011
SUBJECT: COMAR 13A.12.02.16
Work-Based Learning Coordinator (AMEND)
APPROVAL

PURPOSE:

The purpose of this memo is to request approval of proposed changes to COMAR 13A.12.02.16, Work-Based Learning Coordinator. These amendments represent changes proposed by a representative Work Group to revise the existing regulation to accommodate local school system curricular and staffing needs.

BACKGROUND INFORMATION:

The Division of Career and College Readiness (DCCR) went before the Professional Standards and Teacher Education Board (PSTEB) at its October 2010 meeting to discuss the need to update the Work-Based Learning Coordinator endorsement. There were three primary reasons for the proposed changes. Local school systems are implementing a new MSDE-developed Career and Technology Education (CTE) program of study that replaces traditional, locally-developed work-based learning programs. This new program, called Career Research and Development (CRD), has resulted in local school system administrators' expressing the need for more teachers to be eligible to earn the Work-Based Learning Coordinator endorsement needed to teach the program. Since the current certification areas eligible to teach CRD are limited to teachers that hold certifications in traditional CTE areas, there is a need to expand the pool of teachers eligible for this endorsement. The PSTEB agreed with the need to update the Work-Based Learning endorsement and recommended that staff from DCCR convene a workgroup to revise the regulation.

DCCR convened a workgroup whose members included experienced CRD teachers, Work-Based Learning Coordinators, and Local Directors of Career and Technology Education. They proposed the following revisions to the Work-Based Learning Coordinator endorsement:

- Expand the certification areas eligible to earn the endorsement;
- Decrease the number of required courses from three to two;
- Decrease the number of hours of work experience a teacher must have outside of the school environment;

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- Decrease the number of hours required for the teacher externship; and
- Allow for teachers to take an additional course in lieu of the work experience or externship requirement.

DCCR also shared this information in a memorandum to Assistant Superintendents of Instruction and Directors of Human Resources. Furthermore, DCCR contacted several human resource directors in local school systems and shared the proposed changes to the certification with them. They were supportive of the workgroup's recommendations.

The PSTEB voted to publish the proposed changes at their December 2, 2010 meeting. Subsequently, you reviewed the proposal at your December 14-15, 2010 meeting and determined that a Joint Conference Committee was not necessary prior to publication.

A copy of the proposed changes as published in the *Maryland Register* on January 28, 2011. The period for public comment concluded on February 28, 2011. No comments were submitted. These changes have no economic impact, nor is there any impact on individuals with disabilities. There is no corresponding federal standard for the proposed action.

SUMMARY:

Three primary reasons prompted the need for proposed changes to COMAR 13A.12.02.16, Work-Based Learning Coordinator. The changes included the development of a new program of study entitled Career Research and Development (CRD); recognition of the need to expand the current areas which were limited specific certification areas eligible to add this endorsement; and requests from local school systems stating a need for more individuals with this endorsement. The aforementioned changes will address the above needs.

ACTION:

I am requesting approval of COMAR 13A.12.02.16, Work-Based Learning Coordinator.

NSG: jhe

Attachment

.05 Student Assessments.

A. Student academic achievement will be formally assessed upon intake into the education program to determine appropriate instructional placement.

B. Student academic achievement will be formally assessed after 30 days of enrollment to determine academic gains in reading and math.

C. Certificates of achievement will be awarded to students based on demonstrated gains.

.06 Special Education Instruction and Related Services.

Eligible students with disabilities will receive special education and related services as specified in an existing IEP or based upon the determination of eligibility as a student with a disability by the Residential Facility School IEP team in accordance with COMAR 13A.05.01.

.07 Personnel Requirements.

A. Instructional personnel shall obtain and maintain a valid Maryland Educator Certificate in accordance with COMAR 13A.12.01 and 13A.12.02.

B. Residential Facility School and Juvenile Services Educational Program administrators shall obtain and maintain a valid Maryland Educator Certificate in accordance with COMAR 13A.12.01 and 13A.12.04.

C. Teacher Evaluation.

(1) Teachers will be evaluated in accordance with the established State Performance and Evaluation Program set forth in COMAR 17.04.03.21.

(2) Evaluations will meet the requirements for Evaluation of Professional Certified Personnel set forth in COMAR 13A.07.04.02 and 13A.07.04.03.

.08 Interagency Cooperation.

A. The Department and DJS shall execute a memorandum of understanding outlining responsibilities of each agency in the provision of education to students in the residential facilities.

B. All residential facility schools shall incorporate and adhere to the residential facility behavior management program established by the DJS.

.09 Student Records.

A. The Juvenile Services Educational Program will establish policies and procedures to obtain, maintain, and share student records as specified in the Program Policy and Procedure Manual and consistent with COMAR 13A.08.02.

B. The Department may transfer education records to DJS personnel who have been determined by the Department to have legitimate educational interests.

.10 Education Coordinating Council for Juvenile Services Educational Programs.

A. Education Article, §22-305, Annotated Code of Maryland, establishes an Education Coordinating Council for Juvenile Services Educational Programs within the Maryland State Department of Education.

B. The Education Coordinating Council shall develop, recommend, and approve an educational program for each residential facility to meet the special needs and circumstances of the children in DJS residential facilities in accordance with Education Article, §22-306, Annotated Code of Maryland.

C. The Council shall actively advocate and promote the interests of educational programs and opportunities in programs of the Department of Juvenile Services.

D. On a regular basis the Council shall meet to review the effectiveness of the program of educational instruction.

NANCY S. GRASMICK
State Superintendent of Schools

Subtitle 12 CERTIFICATION

13A.12.02 Teachers

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

Notices of Proposed Action
[11-068-P]

The Professional Standards and Teacher Education Board proposes to amend Regulations .06, .08, .13, .14, .16, and .17 under COMAR 13A.12.02 Teachers. This action was considered at the December 2, 2010, meeting of the Professional Standards and Teacher Education Board.

Statement of Purpose

The purpose of this action is to align the number of credit hours required for course work, from 36 to 30, with other sections in this chapter, as well as in COMAR 13A.12.01. Additionally, existing language for Work-Based Learning Coordinator is changed to clarify that this area may be added only to an existing professional certificate.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Jean Satterfield, Assistant State Superintendent, Certification and Accreditation, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0385, or email to jsatterfield@msde.state.md.us, or fax to 410-333-8963. Comments will be accepted through February 28, 2011. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Professional Standards and Teacher Education Board during a public meeting to be held on March 3, 2011, at 200 West Baltimore Street, Baltimore, MD 21201.

.06 Certification in General Secondary Academic Areas (Grades 7—12).

A. To receive certification in the areas of agriculture (agribusiness and renewable natural resources), biology, business education, chemistry, computer science, earth/space science, English, foreign language—classical, foreign language—modern, geography, history, mathematics, physical science, physics, speech communication, and theater, the applicant shall:

(1) Complete one of the following options:

(a) (text unchanged)

- (b) Complete [36] 30 semester hours or more of content course work taken at an IHE in the certification area;
- (2) — (3) (text unchanged)
- B. — C. (text unchanged)

.08 Family and Consumer Sciences (Grades 7—12).

A. To receive certification in family and consumer sciences (grades 7—12), the applicant shall:

- (1) Complete one of the following options:
 - (a) (text unchanged)
 - (b) Complete [at an IHE 36] 30 semester hours or more of family and consumer sciences/home economics content course work taken at an IHE with a minimum of 3 semester hours in each of the following content areas:
 - (i) — (vi) (text unchanged)
- (2) (text unchanged)

B. — C. (text unchanged)

.13 Social Studies (Grades 7—12).

A. To receive certification in social studies (grades 7—12), the applicant shall:

- (1) Complete one of the following options:
 - (a) (text unchanged)
 - (b) Complete [36] 30 semester hours or more of social studies content course work taken at an IHE including at least two courses each in history, geography, economics, and political science; and
- (2) (text unchanged)

B. (text unchanged)

.14 Technology Education (Grades 7—12).

A. To receive certification in technology education (grades 7—12), the applicant shall:

- (1) Complete one of the following options:
 - (a) (text unchanged)
 - (b) Complete [36] 30 semester hours or more of technology education or industrial arts/technology content course work taken at an IHE, with a minimum of 3 semester hours in each of the following content areas:
 - (i) — (v) (text unchanged)
- (2) (text unchanged)

B. (text unchanged)

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

A. [To receive certification in work-based learning coordinator (grades 7—12), the applicant shall:] *An applicant may not seek initial certification as a work-based learning coordinator (grades 7—12).*

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

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

[(1)] (2) Complete [9] 6 semester hours of content course work taken at an IHE or through CPDs with a minimum of 3 semester hours in each of the following content areas:

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

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

[(c) Contemporary workplace practices;

(2) Meet the professional education course work required in Regulation .06A(2) of this chapter, or the teacher requirements in Regulation .06 to be certified in agriculture (agribusiness and renewable natural resources) or business education areas, or in Regulations .08, .09, .11, .14, or .15 of this chapter; and]

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

(a) Documented evidence of [work] employment equivalent to a minimum of [2,000] 1,000 hours of successful, wage-earning, nonteaching occupational experience;

(b) Documented evidence of [work] employment equivalent to a minimum of 1,500 hours of successful, wage-earning, nonteaching occupational experience plus 500 hours of self-employment; [or]

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

(i) Be [200] 150 hours;

(ii) — (iii) (text unchanged)

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

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

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

(ii) Exposure to all aspects of the industry.

[B.] C. — [C.] D. (text unchanged)

.17 Other Academic Subjects (Grades 7 — 12).

A. To receive certification at the secondary school level (grades 7 — 12) in a certification area other than the certification areas listed Regulations .06— .16 of this chapter, the applicant shall:

(1) Complete [36] 30 semester hours or more of content course work taken at an IHE in the specific academic subject area; and

(2) (text unchanged)

B. (text unchanged)

NANCY S. GRASMICK
State Superintendent of Schools

Title 14 INDEPENDENT AGENCIES

Subtitle 01 STATE LOTTERY AGENCY

14.01.10 Video Lottery Terminals

Authority: State Government Article, Title 9, Subtitle 1A, Annotated Code of Maryland

Notice of Proposed Action
[11-075-P]

The Maryland State Lottery Agency proposes to amend Regulation .20 under COMAR 14.01.10 Video Lottery Terminals. This action was considered at the Maryland State Lottery Commission open meeting held on December 14, 2010, notice of which was given pursuant to State Government Article, §10-506(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to update regulations to incorporate provisions required for the implementation and operation of the State's new Video Lottery Terminal program and for the five VLT Facilities authorized by law, which began opening with the Hollywood Casino Perryville on September 27, 2010.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.