



Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Teacher Recruitment Committee Agenda

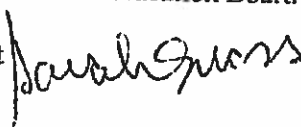
- Introductions of Representatives
- Process of Committee Work
 - Minutes
 - Structure
- Charge of the Committee and Sections of Chapter 740 to be covered:
 - Section 5(a)(1)(ii) How to incorporate and interweave the principals of national Board Certification with the Advanced Professional Certificate, Master of Education programs, and other teacher preparation programs
 - Section 5(a)(1)(iv) How to link loan forgiveness to teaching in high needs schools
- Charge of the Committee required by pre-existing workgroup initiatives:
 - Alternative Certification Programs: Conditional Certificate
 - Specialized Professional Areas: Routes to Certification
- Review of Materials
 - National Board for Professional Teaching Standards
 - Five Core Propositions
 - National Board Standards- <http://www.nbpts.org/national-board-standards>
 - Sustaining the Teaching Profession- Ronald Thorpe
 - May 5th Professional Standards and Teacher Education Board memorandum
 - SB 635 Workgroup Report
 - Materials for next meeting
- Discussion and Planning



Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

TO: Members of the Professional Standards and Teacher Education Board

FROM: Sarah Spross, Assistant State Superintendent
Kelly Meadows, Acting Branch Chief 

DATE: May 5, 2016

SUBJECT: COMAR 13A.12.02.27 Specialized Professional Areas (Grades 7-12)

PURPOSE:

The purpose of this item is to provide the opportunity for discussion regarding difficulty Local Schools Systems are experiencing in finding qualified individuals to teach specialty area courses (i.e nano technology and biomedical engineering), as it relates to the certification of these individuals. Currently, COMAR 13A.12.02.27 Specialized Professional Areas (Grades 7-12), would apply to this group of individuals, however the requirements are often a deterrent to hiring these teachers.

HISTORICAL BACKGROUND:

COMAR 13A.12.02.27 Specialized Professional Areas (Grades 7-12) was adopted effective March 5, 2012. This adoption occurred as a result of the Senate Bill 412, which was enacted in the 2010 General Assembly. Senate Bill 412 charged the Maryland State Department of Education to form a work group to investigate the creation of a certificate/license for career professionals. The workgroup included stakeholders from local school systems, nonpublic school personnel, and representatives from the arts and technology.

Since the creation of these regulations, there has been an increased concern regarding the ability to recruit career professionals to fulfill hard to staff positions in our schools. These concerns have manifested in two recent pieces of legislation SB 635: SBOE and PSTEB – Alternative Certification Programs in 2015 and HB 617: Anne Arundel County – Adjunct Instructor Program in 2016.

Senate Bill 635 required the State Board of Education (SBOE) and the Professional Standards and Teacher Education Board (PSTEB) to consider and if appropriate, develop an alternative teacher certification program for areas of the state experiencing a critical teacher shortage by December 1, 2015. Recommendations included:

1. Increase Awareness and Training to LSSs. Current regulations pertaining to MAAPPs appear to be sufficient; however, MSDE must increase outreach and awareness of the flexibility afforded to LSSs in developing a MAAPP; and
2. Examine the Conditional Certificate. Convene a large stakeholder group to include members from the SBOE, PSTEB, Superintendents/designees, principals, and Human Resources staff to explore the requirements for a conditional certificate and their impacts on teacher recruitment and retention. At this time, we are seeking representation from school systems across the state to examine the conditional certificate

House Bill 617 would have authorized Anne Arundel County Public Schools to establish a program whereby individuals with specific knowledge, skills, and experience in a specialty or hard-to-fill subject area as determined by the County Board could provide local school system recognized, but not State-recognized, certification to those individuals who meet the stated criteria. This bill did not pass, but the issue remains in Anne Arundel County.

SUMMARY:

There is a growing need for teachers who possess highly specialized skills to teach a variety of hard to fill positions in our local school systems. Currently, the certification regulations appear to be a barrier to recruiting highly motivated career professionals who are interested in teaching from joining the teacher workforce. As such, we bring this issue to you for discussion.

ACTION:

This item is presented for discussion only.

Attachments (1)

13A.12.02.27

.27 Specialized Professional Areas (Grades 7—12).

A. To receive certification in specialized professional areas (grades 7—12), the applicant shall complete one of the following options:

(1) Option I:

(a) An applicant shall have earned a bachelor's or higher degree from an IHE in the area to be taught and provide official verification of 5 years of satisfactory career professional experience in the area to be taught; and

(b) Meet the professional education course work required in §B of this regulation; or

(2) Option II:

(a) An applicant shall have earned an associate's degree in the area to be taught and provide official verification of 5 years of satisfactory career professional experience in the area to be taught; and

(b) Meet the professional education course work required in §B of this regulation; or

(3) Option III:

(a) An applicant shall have earned a secondary school diploma and provide official verification of 5 years of satisfactory career professional experience in the area to be taught; and

(b) Meet the professional education coursework as required in §B of this regulation.

B. Professional Education Courses.

(1) The applicant for specialized professional areas shall complete 12 semester hours of professional education course work, as provided in §B(2) of this regulation, from an IHE or through Department-approved Continuing Professional Development credits.

(2) The professional education course work shall include the following topics:

(a) Lesson planning and delivery of instruction;

(b) Assessing instruction;

(c) Diversifying instruction to accommodate special needs;

(d) Managing the instructional environment; and

(e) Providing literacy instruction relevant to the specialized professional area.

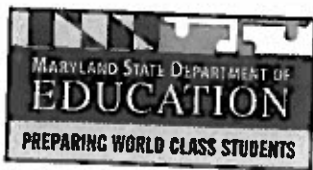
C. Special Provisions.

(1) Department-recognized specialized certifications from Department-approved professional organizations may be used in lieu of 2 years of career professional experience.

(2) This certification may only be used for instruction in a specialized program or at a specialized school.

(3) A list of specialized professional areas and approved professional organizations will be maintained by the Department.





Jack R. Smith, Ph.D.
Interim State Superintendent of Schools

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December 1, 2015

The Honorable Thomas "Mike" Miller
H-107 State House
100 State Circle
Annapolis, MD 21401

The Honorable Michael Busch
H-101 State House
100 State Circle
Annapolis, MD 21401

RE: Workgroup Report: Alternative Certification Programs (MSAR #10533)

Dear President Miller and Speaker Busch:

We are pleased to submit the findings of the workgroup assembled to study Alternative Certification programs as mandated by Senate Bill 635-State Board of Education and the Professional Standards and Teacher Education Board - Alternative Certification Programs (MSAR#10533). This bill, enacted during the 2015 session and signed into law, required the State Board of Education (SBOE) and the Professional Standards and Teacher Education Board (PSTEB) to consider and, if appropriate, develop an alternative teacher certification program for areas of the state experiencing a critical teacher shortage by December 1, 2015.

The SBOE and PSTEB each designated two participants to the workgroup, and the State Superintendent of Schools selected Prince George's County Public Schools to serve as the urban school system representative and Washington County Public Schools to serve as the rural district representative. Members included Mr. Guffrie Smith, Jr. (SBOE), Ms. Linda Eberhart (SBOE), Dr. Alyssia James (PSTEB), Mr. Charles Hagan (PSTEB), Ms. Laura Francisco (Washington County), Ms. Lindsey Darr (Washington County), and Mr. Theo Cramer (Prince George's County). Staff from the Maryland State Department of Education included Ms. Penelope Thornton Talley (Chief Performance Officer), Mr. Derek Simonsen (Office of the Maryland Attorney General), Ms. Sarah Spross (Assistant State Superintendent), Ms. Michelle Dunkle (Program Approval and Assessment) and Ms. Alexandra Cambra (Division of Educator Effectiveness).

The workgroup reviewed the current teacher shortage areas as defined by the 2014-2016 Teacher Staffing Report, identified the current routes to teacher certification, and discussed how the current Maryland Approved Alternative Preparation Program (MAAPP) regulations could be used to offer additional flexibility to address a local school system's (LSS's) hiring needs.

Prior to making recommendations, the group discussed the importance of ensuring that the certification requirements do not impede great teachers from achieving certification. It was noted that only 50% of all Maryland teachers have 10 years or more of teaching experience and 40% of Maryland's teachers leave the profession within the first three years. Furthermore, the participants emphasized the need to strike a balance between finding a way to keep quality teachers in the classroom while also assuring that all our teachers meet the necessary requirements for educating our students. They also identified the need to diversify the teacher population as an important goal.

Specific discussion, findings, and recommendations of the workgroup can be found below.

The Honorable Thomas "Mike" Miller
The Honorable Michael Busch
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Routes to Certification

Traditional:

Traditional routes include completing a college or university State-approved educator preparation program; holding a valid, out of state professional certificate and submitting verification of 27 months of full-time, satisfactory professional experience; meeting transcript analysis requirements; and by adding an endorsement to an existing certificate.

In 2012 and in response to an identified need, COMAR 13A.12.02.27 Specialized Professional Areas (grades 7-12) was adopted to provide an avenue for individuals with specialized skills, such as a concert violinist, to be able to enter the classroom through a traditional route. This particular regulation recognizes that to meet the diverse needs of our students, LSSs need to have additional ways to recruit and retain highly specialized teachers.

Non-traditional:

Non-traditional routes include completing a Resident Teacher Certification program in a MAAPP or applying for a conditional teaching certificate.

MAAPPs provide LSSs with the opportunity to design a Resident Teacher Program to meet their system's specific needs. The express purpose of the MAAPP is to assist LSSs fill hard-to-staff positions within their schools. MAAPPs depend upon the LSS's projection of hiring need by certification area. For example, if a LSS projects in the early spring that it would need two Math, one Spanish, and two Family and Consumer Science teachers the following fall, the MAAPP would recruit for exactly those teachers, entering candidates into a program approved to meet the COMAR requirements. Teachers who complete the program would be hired at the end of the training and have the opportunity to achieve experience toward tenure.

Conditional certificates provide another non-traditional route for individuals to enter the teaching profession. These certificates are valid for two years and can be renewed once, if the applicant has met specified requirements during the initial two-year time period. Local school systems may only apply for a conditional certificate on behalf of an individual when they are otherwise unable to find a qualified person.

Discussion of Non-Traditional Routes

Maryland Approved Alternative Preparation Programs:

Participants agreed that the current regulations pertaining to MAAPPs afford LSSs the opportunity to develop programs that meet their specific needs. However, members agreed that MSDE should provide increased training and outreach regarding the options available to LSSs so that they may meet their county-specific teacher needs. Furthermore, the members would like MSDE to explore the possibility of designing a state-wide or regional MAAPP that may benefit all LSSs interested in partnering.

Conditional Certificate:

The workgroup further discussed the benefits and drawbacks concerning the conditional certificate. Currently the regulations require an individual to complete 12 credits and pass the PRAXIS CORE within two years in order to maintain a conditional certificate. The amount of coursework required during the term of the first conditional certificate was especially concerning to members of the workgroup because this requirement makes it difficult for first year educators to earn credits while devoting the time necessary to become acclimated to the classroom and to participate in required LSS-level professional development.

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Ideas explored included expanding the conditional to a one time, four year certificate with no prescribed timelines for accruing coursework requirements. Other ideas included reducing the coursework requirements on the first conditional certificate, moving the test requirements to be completed by the end of the second conditional certificate, or expanding the first conditional certificate validity to three years. Ultimately, the group felt that there must be a much broader stakeholder group convened to explore potential changes to the requirements of the conditional certificate.

Recommendations

The recommendations of this workgroup are as follows:

- 1) Increase Awareness and Training to LSSs. Current regulations pertaining to MAAPPs appear to be sufficient; however, MSDE must increase outreach and awareness of the flexibility afforded to LSSs in developing a MAAPP; and
- 2) Examine the Conditional Certificate. Convene a large stakeholder group to include members from the SBOE, PSTEB, Superintendents/designees, principals, and Human Resources staff to explore the requirements for a conditional certificate and their impacts on teacher recruitment and retention.

Finally, while unrelated to the charge, the workgroup emphasized the need for MSDE to review teacher certification test requirements.

MSDE is grateful for the continued interest in maintaining the highest levels of quality for all children in Maryland Public Schools, particularly in our most difficult to staff schools and content areas. Should you have any questions regarding the information contained in any of this material I am sending today, please contact Sarah Spross at 410-767-0385 or at sarah.spross@maryland.gov.

On behalf of the workgroup, thank you for your ongoing efforts on behalf of a strong public education for all of Maryland's children.

Sincerely,



Sarah Spross
Chair, SB 635 Workgroup

C: Jack R. Smith, Ph.D.
Amanda Stakem Conn, Esq.
Sarah Albert



Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Teacher Preparation Committee Agenda

Committee's Purpose: To establish a committee to review legislative mandates identified in Chapter 740 Teacher Induction, Retention, and Advancement Act of 2016 that impact the preparation of quality teachers and make recommendations for ensuring that all Maryland teachers are thoroughly prepared and trained to be in the classroom.

- Introductions of Representatives
- Process of Committee Work
 - Minutes
 - Structure
 - Identification of Reporter
- Charge of the Committee required by Chapter 740:
 - Section 5(a)(1)(vi)4. How existing laws and regulations impact teacher recruitment, retention, and promotion for discipline in the classroom
 - Section 5(b)(2) Make recommendation regarding legislative changes that will ensure that teacher preparation academies, as authorized under the federal Every Student Succeeds Act (ESSA) will be of the highest quality and rigor if they are implemented in Maryland and the individuals that participate in these academies will be fully prepared and trained to be in a classroom in Maryland
- Charge of the Committee required by pre-existing workgroup initiatives:
 - Institutional Performance Criteria: Review the current criteria and framework for Maryland's approval of teacher preparation programs and make recommended changes for the workgroup's consideration
 - National Specialized Professional Association (SPAs), Interstate Teachers Assessment and Support Consortium, (InTASC) and other Program Review Options: review the current requirements and make recommended changes for the workgroup's consideration
- Review of Materials
 - "Every Student Succeeds Act: A New Day in Public Education"; American Federation of Teachers
 - "ESEA – Rewrite Bill Includes Controversial Teacher-Prep Provisions"; Education Week's blogs>Teacher Beat
 - Co-Editor's introduction: Every Student Succeeds Act – A policy shift"; Bilingual Research Journal, The Journal of the National Association for Bilingual Education



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Teacher Induction Committee Agenda

- Introductions of Representatives
- Process of Committee Work
 - Minutes
 - Structure
- Charge of the Committee and Sections of Chapter 740 to be covered:
 - Section 5(a)(1)(v) How to incorporate induction best practices into professional eligibility certificates
 - Section 5(a)(1)(vi)1. How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency
 - Section 5(a)(1)(vi)2. How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management
- Review of Materials
 - Supporting New Teachers: What Do We Know About Effective State Induction Policies
 - Beginning Teacher Induction: What Does the Data Tell Us
- Discussion and Planning
- Report Out to Workgroup
- Wrap up – Follow Up Assignments



Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Teacher Retention Committee Agenda

- Introductions of Representatives
- Process of Committee Work
 - Minutes
 - Structure
- Charge of the Committee and Sections of Chapter 740 to be covered:
 - Section 5(a)(1)(iii) How to make the teacher recertification process more valuable, including an exploration of how to link recertification to career ladders and content or high need area specializations
 - Section 5(a)(1)(vi)3. How existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work.
 - Section 5(b)(4) Make recommendation regarding the best methods of incentivizing effective teachers to choose to teaching low-performing schools and schools with a critical mass of economically disadvantaged students in light of federal regulations that require equitable distribution of effective teachers
 - Anne Arundel County Grant for Teaching in an Economically Disadvantaged School (Section 2: ends June 30, 2019) Section 5(a)(2)the Department is to evaluate whether the stipend created under 6-306(c) and as enacted by Section 2 of Chapter 740 was effective in retaining effective teachers in school with a critical mass of economically disadvantaged students. (Note: Determining this program effectiveness cannot begin until the program operational and funding for it has begun)
- Review of Materials
 - "Why do Teachers Quit?" The Atlantic, October 18, 2013
 - "Recruiting and Retaining Teachers; What Matters Most and What can Government Do?" The Forum for Education and Democracy, 2011.



- Materials for next meeting
 - Discussion and Planning
 - Report Out to Workgroup
 - Wrap up – Follow Up Assignments



Teacher Induction, Retention, and Advancement Act of 2016 - Workgroup

Tuesday, July 19, 2016

1:00 pm to 4:00 pm

Education Article §11-208/CAEP Committee Agenda

- Introductions of Representatives
- Process of Committee Work
 - Minutes
 - Structure
- Charge of the Committee and Sections of Chapter 740 to be covered:
 - Section 5(a)(1)(vi)3. How existing laws (Education Article §11-208) and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work.
- Charge of the Committee required by pre-existing workgroup initiatives:
 - CAEP Standards 3.2 and 3.3 Admissions criteria
 - CAEP Standard 4.1 Data requirements
- Review of Materials
 - CAEP Survey of National Association of Independent Colleges and Universities (NAICU), Prepared by Tina Bjarekull, President, Maryland Independent College and University Association
 - Materials for next meeting
- Discussion and Planning
- Report Out to Workgroup
- Wrap up – Follow Up Assignments

CAEP Survey of NAICU Members

State	<u>Require National Accreditation</u>	Guidance provided from State on CAEP Status	Independent Institutions have or are seeking CAEP Accreditation
California	State authorization required - National accreditation not required	N/A	Only a handful of EPPs at independent colleges and universities have national accreditation.
Colorado	Teacher preparation programs are not required to seek national accreditation, the IHE must be regionally accredited.	N/A	Unknown
Connecticut	State recently passed a law requiring State DOE to enter into an agreement with CAEP - Purpose is to coordinate the review, not to require CAEP	N/A	Some EPPs are nationally accredited (which prompted the recent law). Others are not nationally accredited.
Florida	National accreditation is not required.	N/A	1 of 21 EPPs are nationally accredited by CAEP - 3 of 21 are nationally accredited by NCATE.
Indiana	Teacher preparation programs must obtain national accreditation or approval by the State	State approval and national accreditation are well aligned.	Unknown
Kentucky	Currently, State licensing is the only requirement. Starting in 2021, EPPs must obtain national accreditation	N/A	Some public and private institutions have voluntarily sought national accreditation, but the majority have not. The issue about national accreditation is still being debated.
New Jersey	Requires national accreditation	Have received no notice from CAEP	All are nationally accredited

North Carolina	National or State accreditation required	N/A	Most member institutions are nationally accredited.
Ohio	Ohio EPPs must maintain accreditation by any applicable regional or national accrediting organization that has been designated for this purpose by the Ohio Department of Higher Education	N/A	Separate state reviews are only performed in areas where the external accreditors do not review. In CAEP's case, this includes Value-Added, Dyslexia, and state-specific standards for the teaching profession and school operating standards.
Oregon	Recently passed a law requiring teacher preparation programs to be accredited by a "national organization" by 2022	N/A	Unknown
Pennsylvania	National accreditation is not required for the independent institutions, but is required for 14 public universities	N/A	Unknown
Rhode Island	National accreditation is not required - State authorization is required	N/A	Preliminary discussions between the State Department and the institutions to require CAEP rather than the State process.
Texas	National accreditation is not required	N/A	5 of 33 EPPs at Texas independent institutions have national accreditation

