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TO: Members of the State Board of Education
FROM: Nancy S. Grasmick *Nancy*
DATE: December 17-18, 2008
SUBJECT: COMAR 13A.12.01.07
Resident Teacher Certificate (AMEND)

PURPOSE

The purpose of this item is to present proposed amendments to COMAR 13A.12.01.07, Resident Teacher Certificate (RTC). The proposed regulatory changes would expand this option for obtaining an initial certificate to individuals and approved alternative preparation programs in certain nonpublic schools, thus further increasing the supply of highly qualified teachers consistent with the standards of the *No Child Left Behind Act of 2002*.

HISTORICAL BACKGROUND

In 1991, the Resident Teacher Certificate (RTC) was conceived as a licensure vehicle to be used in conjunction with alternative routes for entry into the teaching profession. Over successive years, nearly 1,200 individuals have held this certificate; significantly, this number has been increasing somewhat exponentially. Since the enactment of *No Child Left Behind* and adoption of Maryland's *Bridge to Excellence*, there has been heightened emphasis on alternative teacher preparation. During the 2007-2008 school year, over 700 candidates were enrolled in Maryland Approved Alternative Preparation Programs (MAAPP).

In December 2005, after extended discussion with multiple stakeholders and consideration of recommendations from the Teacher Requirements Study Group, the Professional Standards and Teacher Education Board (PSTEB) adopted changes to the regulation that aligned certification requirements with enrollment in approved alternative programs designed, implemented, and monitored in accordance with guidelines established jointly by the PSTEB and the Maryland State Board of Education (MSBE). This adoption took place after collaborative discussion between the PSTEB and the MSBE through a joint conference committee. Additionally, the changes replaced outdated language with respect to preemployment requirements and added the option of RTC eligibility for a candidate who presents a valid alternative certificate from another state issued pursuant to a program agreed to under the Interstate Certification Agreement.

Recently, interest has emerged from both the nonpublic schools and higher education communities with regard to inclusion of nonpublic schools as participating partners in approved alternative preparation programs. The proposed regulatory changes to COMAR 13A.12.01.07 would provide this constituency with access to a proven and viable alternative for initial certification.

At the same time, amended language preserves departmental ability to screen and approve participants by working with entities and organizations that parallel, to some degree, the local school system organizational structure identified in current regulation.

This topic was first presented at the PSTEB meeting on August 7, 2008. Subsequent discussion took place at the October 2, 2008 PSTEB meeting with final consideration at November's meeting. The PSTEB voted to publish the proposed amendment at its meeting on November 6, 2008. A copy of the regulation with proposed amendments is attached.

Increasing the supply of highly qualified teachers benefits all Maryland students – in both public and nonpublic schools. Teachers often move between these communities, and expanding the universe of alternative preparation options to nonpublic schools with appropriate accountability creates enhanced opportunities for everyone involved in the teaching profession.

SUMMARY

Proposed changes to COMAR 13A.12.01.07, Resident Teacher Certificate, provide expanded alternative teacher preparation program options utilizing the Resident Teacher Certificate to a constituency previously precluded from developing and participating in such opportunities. Expanding the availability of teacher preparation through approved alternative programs provides an additional strategy for the nonpublic schools community to address their respective needs, adds potential for ensuring that the students they serve are taught by highly qualified teachers, and increases the overall teacher supply for Maryland. This regulatory proposal does not have any economic impact, nor is there any impact on individuals with disabilities. There is no corresponding federal standard for this proposed action. The Professional Standards and Teacher Education Board voted to publish the proposed repeal and amendment at its meeting on October 2, 2008 with the following TENTATIVE timeline:

<i>Maryland Register</i> Issue Date:	January 30, 2009
30 Day Open Comment Period Ends:	March 2, 2009
Approval (MSBE):	March 24-25, 2009
Adoption (PSTEB):	April 2, 2009

ACTION

This item is presented for information and to provide the option to request a Joint Conference Committee meeting prior to publication should you so desire.

NSG:jes

Attachment

.07 Resident Teacher Certificate.

A. Definitions.

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

(2) Terms Defined.

(a) "Comparable state-approved test" means an assessment, approved by a state certification agency, that tests proficiency in basic skill areas such as reading, writing, and mathematics or in content areas such as English, mathematics, science, and social studies, lists of which are maintained by the Department.

(b) "Clock hours" means hours devoted to instruction and preparation related to teaching, exclusive of internship hours.

B. The Resident Teacher Certificate shall be issued initially for 2 school years and may not be renewed.

C. Except as provided in §D of this regulation, an applicant for a Resident Teacher Certificate shall meet all of the following requirements:

(1) Hold a bachelor or higher degree from an IHE;

(2) Obtain a qualifying score on a Department-approved test in basic skills or a comparable state-approved test in basic skills;

(3) Obtain a qualifying score on a Department-approved content area test or a comparable state-approved content test; and

(4) Present official documentation from the local superintendent of schools, or Department-recognized head of an organization of nonpublic schools, of completion of standards-based pre-employment training that includes:

(a) A minimum of 90 hours of study that may consist of a combination of semester hours and clock hours and that are based on Maryland Essential Dimensions of Teaching or the Interstate New Teacher Assessment and Support Consortium standards and include:

(i) Elementary reading processes and acquisition; or

(ii) Secondary teaching reading in the content areas part I;

(b) Enrollment in a Department-approved alternative preparation program; and

(c) An internship which was part of a Department-approved alternative preparation program.

D. Instead of meeting the requirements in §C of this regulation, an applicant may present official verification from the local superintendent of schools, or Department-recognized head of an organization of nonpublic schools, of a valid alternative certificate issued pursuant to an out-of-State program that Maryland accepts under the Interstate Certification Compact.

E. The local superintendent of schools or Department-recognized head of an organization of nonpublic schools shall file a written request with the State Superintendent of Schools for the issuance of the Resident Teacher Certificate after the applicant has met the requirements under §C of this regulation.

F. An applicant who holds the Resident Teacher Certificate shall be eligible for the Standard Professional Certificate upon receipt by the Department of all of the following items:

- (1) Completion of an approved alternative program as verified by the program provider;
- (2) A qualifying score on the applicable Department-approved pedagogy test; and
- (3) Satisfactory teaching performance during the period of the residency as verified by the local superintendent of schools or Department-recognized head of an organization of nonpublic schools.