

# Appendices VIII-XIII

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

### Final Report



November 1, 2017



# Appendix VIII





**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
July 19, 2016 Meeting**

The 3<sup>rd</sup> meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1:04 p.m.

**In attendance:** Sarah Spross (MSDE), Emily Dow, (Maryland Higher Education Commission), Amanda Conn (MSDE), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Jennifer Frank (Maryland Independent College and University Association), Nancy Shapiro (University of Maryland System), Tess Blumenthal (Maryland Association of Elementary School Principals), Annette Wallace (Maryland Association of Secondary School Principals), Rowena Shurn (Maryland State Education Association), Gail Bennett (Public School Superintendents Association of Maryland)

**MSDE Staff:** Dr. Sylvia Lawson (MSDE), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE), Derrick Simonsen (Attorney General's Office/MSDE Legal Representative)

**Absentees:** Mariette English (Baltimore Teachers Union), Laura Weeldryer (Maryland State Board of Education) Aidan DeLisle (MSDE)

**Welcome**

Ms. Spross introduced herself and welcomed everyone to the 3<sup>rd</sup> meeting of the Teacher Induction, Retention, and Advancement Act of 2016 work group. She noted that the group would be breaking into committees and she anticipated important and robust committee work to occur.

Ms. Spross briefly reiterated that the workgroup was formed as a result of the legislative session. Its charge is to look at induction, preparation, retention and recruitment. These are the four basic tenants of teacher preparation education and pk-12. She reminded members that the interim report was due November 1, 2016. The second report is due November 1, 2017.

Ms. Spross continued to note the robust group of individuals interested in prek-12 across the state working together to see what is happening with regards to teacher retention, preparation, induction and recruitment. She then asked what is it we can do in MD that makes us leader's induction, preparation, recruitment and retention.

**Approval of Minutes**

Ms. Conn made motion- all in favor. None opposed. Minutes accepted as drafted.

### **Administrative Details:**

Ms. Spross asked if there were any specific topics of interest the group would like to hear about. She reminded the workgroup they had heard what is currently happening with regard to induction and teacher academies from MSDE staff at the last meeting. Topic recommendations from the July 9<sup>th</sup> meeting include: information on Massachusetts teacher reform and a presentation by Ann Nutter Coffman.

Mr. Dwayne Morgan noted that Ann Coffman has national perspective and information regarding trends and policy that would be interesting. Ms. Spross asked members of the committee for additional names of potential speakers that could provide an overview on the national perspective.

Ms. Spross recommended providing the opportunity for public comment at both the August 2 and August 16 meetings. Workgroup members agreed that this would be beneficial. Ms. Linda Gronberg-Quinn asked if there would be a limit to the number of speakers. It was determined that the first 10 to sign up would have 3 minutes to speak. Ms. Spross reminded that the purpose of public comment is to provide outside individuals the opportunity to provide their comments for the workgroup's consideration. During this period workgroup members listen only.

Ms. Frank asked how public comment would be focused. Ms. Spross explained that one would anticipate comments being about bill; however, the public may always give comment on something else. Ms. Spross shared that the MSDE Work Group website has been established and under each meeting there will be an agenda, materials of interest with links to the various document, and the minutes approved by the workgroup. They can be found here: [Teacher Induction, Retention and Advancement Act of 2016 Workgroup](#), on the left hand side there are meeting dates and times. Please click on this link to access all materials.

Ms. Spross asked permission to publish the email addresses of workgroup members with the work group. All members present agreed to share their contact information.

### **Review of Materials**

Ms. Spross noted while the materials of interest document is in the same format, paper copies were not provided for those items for which links were available. The materials are arranged by committee and workgroup members will be provided a copy of the items provided to each of the committees.

Ms. Spross explained that each of the 5 committees will have approximately 1.5 hours to discuss their topics. Each stakeholder group was asked to provide one the name of one participant for each committee. This will allow each committee to have equal representation.

There are five subcommittees: committee 1 will focus on recruitment, 2 will focus on teacher preparation, 3 will focus on teacher induction and 4 will focus on teacher retention. The fifth committee will address CAEP, and Education article §11-208.

Ms. Spross explained each committee would be making recommendations for the workgroup members to consider. Workgroup members will discuss those recommendations and formalize the recommendations to be shared with the State Superintendent of Schools, at which time there will be an internal review and vetting by MSDE's attorneys.

Ms. Spross reiterated how enmeshed all of the committee work is and the interrelatedness is recognized surrounding the charges of SB 493. Ms. Spross noted that while the sections of SB 493 that must be addressed are included on the agenda, the committees are free to discuss additional topics and ideas related to the charges of the bill.

Committee members were challenged to identify ideas and strategies that will move MD forward as a leader in teacher education and pk-12 education. This work should expand on the work that has already been done through the collaborative work of IHEs, Maryland Higher Education Commission (MHEC) and the pk-12 community. Questions to consider include what we need to do as a State to reduce the need to "import" teachers as well as what can we do during the induction period to prevent teachers from leaving the profession?

Ms. Spross explained the committees would work until 3:00 pm. Each group should pick a spokesperson to report out when we reconvene as a work group.

Dr. Shapiro asked a question about organization of committees, specifically if each committee should identify co-chairs; one from the higher education segment and one from the k-12 segment. She saw a tendency to dump work on whoever is taking notes. She suggested that the groups identify people to help organize. If there is an agenda, the chair could move the agenda forward.

Ms. Spross replied that every agenda is the same. Ms. Spross identified that each committee was made up with one representative from each stakeholder group. Not all stakeholder groups identified an individual for every committee and that is okay. Some stakeholder groups identified alternates and that is okay too, but only one member at a time can participate in the discussion. Ms. Spross indicated that there would be two people from MSDE in each committee- one is staff from her office to serve as the task master and time keeper; the second is a working member. The staff member is there to assist with securing specific information the committee needs. Ultimately if committee members want to contribute materials, the work group will have to establish a due date before meeting so that we can assure that all workgroup members have access to the materials the committees are using.

Dr. Shapiro asked if there are people present to represent k-12 schools? She also asked for a listing of the committee members. Finally Dr. Shapiro asked for the minutes to be provided earlier than the day of the meeting

Ms. Spross indicated that she had the list of committee members compiled but needed to obtain permission to share contact information. Ms. Spross further clarified that each stakeholder group was asked to share the names of committee members. Ms. Spross noted the importance of assuring that the work of the this workgroup and committees are representative of all of the stakeholders. Every voice is of equal importance. Everyone had a chance to put a representative on each of the five committees. Negotiation and collaboration must happen to accomplish the work required by SB 493. MSDE will not have double representation in committees 1-4 as the second MSDE employee will be participating asstaff. Ms. Spross noted that the CAEP group will have one extra person representing MSDE, Derek Simonsen, to provide legal guidance along with work group member Amanda Conn, who will provide legislative guidance.

Ms. Frank inquired about the time line for legislative changes. Ms. Conn's recommendation is to have a draft for submission no later than August 16<sup>th</sup>.

1:30-3:00pm-Workgroup divided into committees.

### **Committee Reports**

Please see the attached notes from each committee.

### **Discussion and Questions**

Ms. Spross noted that the open meetings act for workgroups and committees states that no more than two people can work outside of a formal work group meeting. The decision was made to keep it open to public.

The group can convene for an additional meeting on August 8<sup>th</sup> if necessary.

On August 15<sup>th</sup> there will be a more time to do questions and answers with the individual committees. At the end of meeting, the works group will make recommendations.

### **Committee Report Out**

Committee 1- Recruitment-Audra Butler: No questions from workgroup

Committee 2- Preparation-Laurie Mullen: No questions from workgroup

Committee 3- Induction- Cecilia Roe: No questions from workgroup

Committee 4- Retention- Judy Jenkins: No questions from workgroup



Committee 5- CAEP- Amanda Conn: No questions from workgroup

Ms. Spross noted the next meeting will be held on August 2<sup>nd</sup> at the Odenton Regional Library. The workgroup will decide at the end of the meeting on the 2<sup>nd</sup> if the tentatively scheduled meeting on August 8<sup>th</sup> will be necessary. The meeting on August 16<sup>th</sup> will be more focused on the workgroup. Each committee will provide presentation on what their recommendations are and the workgroup will discuss those recommendations.

Ms. Spross emphasized that the report due on November 1, 2016 will be content rich and high quality. The work does not end with interim report; the focus for the final report will include what we want to move forward with and what has the most potential impact.

Dr. Shapiro noted that the minutes of workgroup meeting are important. All committee members should be able to see all of the other minutes from each committee. Dr. Shapiro asked to have the minutes posted before the meeting. Ms. Spross noted the minutes need to approved by the workgroup before they are posted to the website.

Ms. Shapiro asked if it is possible to see draft minutes.

Ms. Spross indicated that she would provide workgroup members with a draft of the minutes 48 hours prior to the scheduled meeting.

Linda Gronberg-Quinn asked if there would be a limit to public comment.

Ms. Conn noted at the State Board there are spots for 10 speakers

Ms. Spross said we will follow the State Board model and allow up to 10 people. Public comment will be at the beginning of the agenda and we will reduce the time for each committee report.

A motion by made by Amanda Conn to adjourn the meeting, seconded by Emily Dow and the meeting adjourned 3:35.



# Appendix IX





**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
Materials of Interest  
July 19, 2016 Meeting**

**Materials of Interest by Committee**

**Committee I: Recruitment**

**National Board of Professional Teaching Standards (NBPTS) Five Core Propositions**

<http://www.nbpts.org/five-core-propositions>

**National Board Standards**

<http://www.nbpts.org/national-board-standards>

**Sustaining the Teaching Profession by Ronald Thorpe**

<http://scholarworks.umb.edu/nejpp/vol26/iss1/5/>

Ron Thorpe examines whether teaching is a true profession in this article that focuses on the importance of a national board certification. Using medicine as a model, Thorpe discuss why policymakers and the public should care about what it means to be an effective teacher and what it will take to create and sustain a teaching workforce defined by accomplished practice.

**May 5<sup>th</sup> Professional Standards and Teacher Education Board Memo Regarding Specialized Certification Areas**

PSTEB discussed the growing need for teachers who process highly specialized skills to teach a variety of hard to fill positions in our local school systems. It was determined that a workgroup would be formed to determine if the certification regulations are a barrier to recruiting highly motivated career professionals who are interested in teaching from joining the teacher workforce.

**December 1, 2015 Workgroup report: Alternative Certification Programs (MSAR #10533)**

The workgroup was asked to consider the appropriateness of developing and alternative teacher certification program for areas of the state experiencing a critical teacher shortage. Recommendations included increasing the awareness and training to LSSs in regards to Maryland Approved Alternative preparation Programs and to examine the conditional certificate further.

## Committee II: Preparation

**“Every Student Succeeds Act; A New Day in Public Education” American Federation of Teachers**

[http://www.aft.org/sites/default/files/essa\\_teachers-paras.pdf](http://www.aft.org/sites/default/files/essa_teachers-paras.pdf)

This document provides a brief overview of teacher preparation in ESSA. It covers allowable funding in Title II to expand preparation, summarizes state choices from activities that are permitted thru grant funding, and defines teacher residency programs.

**“ESEA – Rewrite Bill Includes Controversial Teacher-Prep Provisions” Education Week Blog, December 8, 2015**

[http://blogs.edweek.org/edweek/teacherbeat/2015/12/teacher-prep\\_provisions\\_in\\_ess.html](http://blogs.edweek.org/edweek/teacherbeat/2015/12/teacher-prep_provisions_in_ess.html)

This Article provides a brief analysis of the proposal to allow states to use federal teacher-quality funds to sponsor new types of program.

**“Co-editors’ introduction; Every Student Succeeds Act – A Policy Shift” Bilingual Research Journal, February 29, 2016.**

<http://www.tandfonline.com/doi/full/10.1080/15235882.2016.1148996>

Article discusses the shift away from AYP and the shift towards using multiple methods of measuring student success.

## Committee III: Induction

**Supporting New Teachers: What Do We Know About Effective State Induction Policies**

[http://www.gtlcenter.org/sites/default/files/Induction\\_Snapshot.pdf](http://www.gtlcenter.org/sites/default/files/Induction_Snapshot.pdf)

This article provides a snap shot of various states policies regarding teacher induction. Maryland, Kentucky and Connecticut are highlighted.

**“Beginning Teacher Induction: What Does the Data Tell Us” Education Week, May 2012**

[http://www.edweek.org/ew/articles/2012/05/16/kappan\\_ingersoll.h31.html](http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html)

This article comments on the reform efforts concerning Induction. It indicates that while studies indicate that induction can help retain teachers and improve their instruction, there are many variables that can impact those results and that there is not much data indicating the districts return on investment for induction.

## Committee IV: Retention

**“Why do Teachers Quit?” The Atlantic, October 18, 2013**

<http://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>

In this Atlantic article, the issues of why some teachers leave are examined. Beginner teachers site reasons that include ability to make decisions, work load that is not sustainable, and salary as contributing factors. Richard Ingersoll's research shows that how the administration handles the concerns of new teachers is a huge contributing factor to retention.

**Recruiting and Retaining Teachers: What Matters Most and What can Government Do?” The Forum for Education and Democracy, 2011.**

<http://www.forumforeducation.org/news/recruiting-and-retaining-teachers-what-matters-most-and-what-can-government-do>

This article from Linda Darling-Hammond and Charles Ducommun from Stanford University addresses the issue of retention and recruitment of quality teachers into US schools. It highlights California and Connecticut as examples of states that are leading by example in recruitment and induction of new teachers. The article concludes with suggestions for successful recruitment and retention of teachers.

**“Teacher Pension Policy in Maryland: A report card on the sustainability, flexibility and fairness of state teacher pension systems,” National Council on Teacher Quality, January 2015 (Provided 7/6/16)**

[http://www.nctq.org/dmsView/Pension\\_Report\\_Card\\_Maryland](http://www.nctq.org/dmsView/Pension_Report_Card_Maryland)

**“What is the Average Teacher Pension in My State?” Teacher Pensions.org, April 13, 2016 (Provided 7/6/16)**

<http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state>

**“How does your States Pension Plan Compare? An updated List of Pension Resources,” Teacher Pensions.org, May 19, 2015 (Provided 7/6/16)**

<http://www.teacherpensions.org/blog/what-average-teacher-pension-my-state>

**“The State of Retirement: Grading America’s Public Pension Plans”, Urban Institute, 2014 (provided 7/6/16)**

<http://apps.urban.org/features/SLEPP/index.html>

## **Committee V: CAEP**

**CAEP Survey of National Association of Independent Colleges and Universities (NAICU), Prepared by Tina Bjarekull, President, Maryland Independent College and University Association**

This chart provides the results of 16 state responses to whether or not their teacher preparation programs are required to obtain national certification

**States Impacted by CAEP not being recognized by USDOE (Provided 7/6/16)**

**A Compilation of Excerpts of Language for other State Bills and Laws regarding CAEP (Provided 7/6/16)**

**Annotated Code of Maryland, Education Article §11-208. National Accreditation (provided 6/22/16)**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=11-208&ext=html&session=2015RS&tab=subject5>

**COMAR 13A.07.06.01 Program Approval (provided 6/22/16)**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.06.01.htm>

## **Various Articles and Reports Regarding Teacher Induction, Retention, and Advancement Act**

**“Train Teachers Like Doctors,” The New York Times, July 8, 2016**

<http://www.nytimes.com/2016/07/08/opinion/train-teachers-like-doctors.html>

Article suggests that like doctors teachers need well-designed and well supported preparation. The article states that teachers that participate in yearlong residencies are significantly more likely to stay in the profession. Article also sights other countries that provide the necessary funding to ensure teachers get a “residency like’ training program.

**“Accountability in Teacher Preparation: Policies and Data in the 50 States & DC,” CCSSO, July 2016**

[file:///C:/Users/sspross/Downloads/50statescan%20\(2\).pdf](file:///C:/Users/sspross/Downloads/50statescan%20(2).pdf)

This report is a comprehensive look at the effectiveness of our educator preparation programs.

**“Train Teachers Like Doctors,” Pittsburgh Post-Gazette, June 22, 2014**

<http://www.post-gazette.com/opinion/2014/06/22/Train-teachers-like-doctors/stories/201406220112>

Author suggests that perhaps America should train teachers like doctors and make teacher colleges just as hard to get into as medical school. She comments on states that have begun doing just that and suggests that Rhode Island will be leading the pack by 2020. Furthermore she highlights the process of becoming a teacher in Finland.





## **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 5<sup>th</sup> 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

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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.



### Section 1: Introduction

The purpose of this document is to provide a comprehensive overview of the project's objectives and scope.

This document is intended for all stakeholders involved in the project, including management, team members, and external partners.

The project aims to deliver a high-quality solution that meets the needs of our customers and stakeholders.

The project will be managed in accordance with the principles of transparency, accountability, and collaboration.

The project team is committed to maintaining open communication and providing regular updates on the project's progress.

The project will be completed by the end of the fiscal year, ensuring that all deliverables are met on time.

The project team is confident that the project will be a success and will contribute significantly to the organization's goals.

The project team is grateful for the support and guidance provided by management and all stakeholders.

The project team is looking forward to working together to achieve the project's objectives.

The project team is committed to delivering a solution that exceeds expectations.

The project team is confident that the project will be a success and will contribute significantly to the organization's goals.

The project team is grateful for the support and guidance provided by management and all stakeholders.

The project team is looking forward to working together to achieve the project's objectives.

The project team is committed to delivering a solution that exceeds expectations.

The project team is confident that the project will be a success and will contribute significantly to the organization's goals.

The project team is grateful for the support and guidance provided by management and all stakeholders.

The project team is looking forward to working together to achieve the project's objectives.

The project team is committed to delivering a solution that exceeds expectations.



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.

## 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.



The Honorable Thomas "Mike" Miller  
The Honorable Michael Busch  
December 1, 2015  
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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](mailto: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



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## **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





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

**Tuesday, July 19, 2016**

**1:00 pm to 4:00 pm**

### **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





# Appendix X







**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
August 2, 2016 Meeting**

The 4<sup>th</sup> meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1 p.m.

**In attendance:** Sarah Spross (MSDE), John Enriquez, (MHEC), Amanda Conn (MSDE), Linda Gronberg-Quinn (MADTECC), Gail Bennett (PSSAM), Debra Kraft (MICUA), Donna Wiseman (USM), Tess Blumenthal (MAESP), Annette Wallace (MASSP), Rowena Shurn (MSEA),

**Absentees:** Mariette English (BTU), Laura Wheeldryer (SBOE)

**MSDE Staff:** Dr. Sylvia Lawson (MSDE), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE), Derrick Simonsen (Attorney General's Office/MSDE Legal Representative) Aidan DeLisle (MSDE)

**Welcome**

Ms. Spross began the meeting by noting that today is 4<sup>th</sup> meeting of the Teacher Induction, Retention, and Advancement Act of 2016 workgroup.

Ms. Spross briefly reiterated that the workgroup was formed as a result of the legislative session. The four basic tenants of the bill are to look at induction, preparation, retention and recruitment. She reminded members that the interim report was due November 1, 2016. The second report is due November 1, 2017.

Ms. Spross further highlighted the specific parts of Chapter 740.

- The first section focuses on the Quality Teacher Incentive Act of 1999. The changes in this section are twofold: first increasing the stipend for NBCTs in comprehensive needs schools to \$4,000.00 and the second is to place NBCTs in leadership roles to the maximum extent practicable.
- The second part is specific to Anne Arundle County. It creates a county grant in the amount of \$1,500.00 for teachers that hold a SPC or APC who work in a middle or high school in which at least 30% of the student receive free and reduced meals.
- The third section creates the Teacher, Induction, Retention, and Advancement Pilot. This pilot will provide support to those first year teachers in pilot programs. Specifically it will provide 20% more planning and mentoring in that year of teaching. \$5,000,000.00 has been allocated for this program; however, local boards that choose to participate in the pilot program will have to assume 20% of the cost while the State will assume 80%.
- The fourth section requires MSDE to form a diverse workgroup of those responsible for teacher preparation and prek-12 instruction. This section

provides the specific components that the workgroup must provide recommendations.

Ms. Spross reminded the group that each of the five committees has specific charges that are directly related to SB 493. Those charges are the have-to's and the interim and final reports must address these issues. However, the workgroup would be remiss if the report did not include all of the innovate ideas that are related to and support educator recruitment, preparation, induction and retention. Recruitment, preparation, induction and retention, must focus on what is best for Maryland children. The committees should not feel limited to the charges of the bill; there can be more discussion.

Ms. Spross reminded that while the workgroup members are charged with making the recommendations to be included in the reports that the task is immense and cannot be handled only by the 12 people at table. Therefore committees have been formed to assist with this work which expands the number of voices participating.

Committees will report their findings and recommendations for consideration by workgroup members. Workgroup members will review and prioritize the recommendations to be included in the interim and final report. Ms. Spross indicated that it is important to remember that these are recommendations that get submitted to Superintendent of Schools.

Ms. Spross emphasized what Dr. Salmon shared at our first meeting. Dr. Salmon put together an amazing team representing higher education, teachers, and the PreK-12 community. There is an amazing amount of work to be done and this is the group to work through complicated issue to come up with resolution and innovate ways to address the identified issues in education.

Ms. Spross addressed the confusion that was experienced by both committee and workgroup members at the last meeting. At the July 19<sup>th</sup> meeting, there was some confusion from committee members regarding their assignments (member vs. alternate) and that there was a misunderstanding about how many representatives could participate in the committee work. As has been shared and discussed at the workgroup meetings, each stakeholder group has an equal voice; and as such, will have equal representation on the both the workgroup and the committees. This means that each committee would only have one representative from an organization at the table as a participant at any given time. The alternate would fill in for that member if they are unable to attend a meeting or need to leave early.

Alternates are welcome to observe and listen so in the event they are asked to fill-in they are up-to-date with the relevant information. Workgroup members will continue to float to observe, participate, and ask questions for clarity. Furthermore Ms. Spross reiterated that it was never the intention to make anyone uncomfortable, we just believe it is critically important to have equal representation on the both the workgroup and committees.

Ms. Spross indicated that Dr. Shapiro; in her comments regarding the minutes, had asked for clarification regarding the number of people who can work together outside of group and not violate the open meetings act; specifically in regards to how she, as a workgroup member, can take information back to her constituency.

Due to the importance of this question, Ms. Spross asked Mr. Simonsen, to provide clarification for all workgroup members regarding the open meeting act. Mr. Simonsen noted that that sharing information from the workgroup with their organization is fine; as is asking your organization for their input and thoughts. He continued, stating that this body was created by statute and is subject to open meeting act, which allows the public to attend. We advertise so the public can see the business of group that is being done. What that means as a workgroup or a committee, is that it's fine to go back to a group and discuss concerns and viewpoints to your organization. The issue is if multiple members are together, discuss the work to be done and come to the meeting with all decisions made. That scenario would violate the Act because the public would not have the opportunity to observe the process. Transparency is the ultimate goal of the Open Meetings Act.

Dr. Wiseman asked about the idea of going back to her peers, if they need to make decisions, how Nancy can bring information back? Can it be a phone conference? Mr. Simonsen replied yes, as long as they are not all in the same workgroup of committee. Dr. Wiseman noted this is important if they want to give Dr. Shapiro a voice if she is voting on something around the table. Mr. Simonsen noted that in context of this workgroup that convening representatives from USM to discuss USMs to discuss view point that would be fine. Dr. Wiseman noted that that is what Dr. Shapiro wanted.

Ms. Conn used her committee as an example. She did not send draft bill out via email for comment because that might have led to conversation about the draft language which needs to be done together in public. Email conversation is an easy place to violate the open meetings act. Mr. Simonsen replied that it is a conversation when it's email or text, this is still a meeting. We need public discussion.

#### **Public Comment:**

We provided opportunity for public comment at today's meeting but, no one signed up. Notice has also been provided for public comment at the August 16, 2016 meeting. There will be more opportunities for public comment.

#### **Approval of Minutes**

Corrections:

- Gail Bennett was attending for Dr. Smith.
- Tess Blumenthal is the representative for MAESP a
- Dr. Shapiro provided the identity of the co-chairs for committees.

- Dr. Shapiro asked for clarification of MSDE committee members. If there more than one member from MSDE, who can speak, one or both members?

Ms. Spross explained that there is a staff person from MSDE for each committee who is responsible for acting as the facilitator, time keeper and note taker. The MSDE staff person will not take active role in discussion but they can provide information from MSDE as requested by a committee member. There is also one representative from MSDE for each committee; this individual will be an active participant in the discussion. Not every organization has someone on every committee. Committee five is unique because there are three individuals from MSDE; Dr. Madden, Ms. Conn, and Mr. Simmons. As previously explained, this is to assure that having the key players who will write the language be a part of it so the language is correct from the beginning. If you are uncomfortable with this we can move Dr. Madden to group four. The workgroup members did not express concern about these MSDE staff members participating in Committee V.

Ms. Conn made the motion and Ms. Shurn seconded. Minutes were accepted as amended.

### **Committee Reports**

Ms. Spross noted that the committees and needed to discuss if a meeting August 8<sup>th</sup> was necessary to complete work before the August 16<sup>th</sup> meeting where they will be asked to report their recommendations to the workgroup. Dr. Wiseman asked if committees will have time to meet on August 16<sup>th</sup>. Ms. Spross responded that there would be 30 minutes for the committees to meet at the August 16<sup>th</sup> meeting.

Ms. Shurn asked if committees will be providing information before the August 16<sup>th</sup> meeting. Ms. Spross responded that the meeting is designed for the committees to present to the group, however if there are committee meeting on August 8<sup>th</sup>, they might be able to provide information. The meeting August 16<sup>th</sup> is to start the writing process. Drafts will be shared with the workgroup members.

Please see committee minutes for specifics

### **Committee 1 (Recruitment):**

No Questions from Workgroup

### **Committee 2 (Preparation):**

Ms. Bennett noted that recruitment and preparation do overlap and asked if there are enough enrollment openings in teacher preparation programs, to address the recruit needs of the LSSs. Secondly, are teacher p[reparation programs recruiting applicants into the right preparation programs?

Dr. Wiseman responded that nationally enrollment numbers are dropping in teacher preparation programs. She also indicated that in higher education it is hard to be

nimble when faculty is tenured into a specific program such as social studies or elementary. Furthermore, IHEs cannot require those applicants interested in elementary education to become a math teacher. She indicated that IHEs try to take advantage of what we know about needs.

Ms. Bennett asked how do you recruit to high needs areas?

Committee 1 members indicated that the problems are matching applicants to the needed areas. Mr. Enriquez noted you cannot take someone who is passionate about math and ask them to teach special education. Dr. Wiseman stated that the problem is elementary education and social studies.

Fran Kroll noted that statistics show 50% of teacher education students have started at a community college. All AA programs are available for the students. It is a harder sell to think secondary critical shortage areas. She noted elementary education and early childhood are dual with special education. She has seen an uptick with interest in Special education.

Ms. Shurn noted that classroom management area is a concern. We should look at classroom management across preparation programs not just one class. Having only one class is not necessarily best way to approach learning. Ms. Dunkel noted that the preparation committee talked about how long it has been since we looked at how we placed students. We need to put a diverse field experience into practice so interns have opportunity to practice in a variety of demographics. This is a change from 15 years ago when current requirements were established.

### **Committee 3 (Induction)**

Dr. Wiseman asked how will people will reflect on best practices in the State?

Ms. Spross explained that individuals have been collecting information. They have been sharing article, strategies, and work that is being done is included in the next meeting's materials. Dr. Shapiro and Ms. Dow have been providing information. We collect materials any way we can get it.

Dr. Wiseman commented that she was thinking about what is already going on in higher education, pilots or different work that could be useful for some of these workgroups.

Ms. Spross noted that if pilots are going on in the University of Maryland System or any other system they should be shared with the workgroup for inclusion into the report. Ms. Spross also noted that pilots and innovative programs in LSSs should also be shared. For example, FCPS has recently collaborated with Frostburg in preparing teachers for NBC. We don't want to lose sight of what Maryland is already doing.

Mr. Thrift noted that Maryland will have to recruit 40-50% of its teacher work force from out of state. LSSs have to recruit outside of state. This is a huge void. What should we be doing differently?

**Committee 4 (Retention)**

No Questions from Workgroup

**Committee 5 (CAEP)**

Mr. Thrift sought clarification regarding CAEP not being approved as a accrediting body.

Ms. Kroll explained that CAEP is not approved by DOE. Group five was trying to have something open to use an accrediting body in future if it has similar standards to Maryland. Specifically, verbiage was taken out to make it simpler.

**Closing Remarks**

Ms. Spross noted that again there was strong and robust discussion and committees got to work today and got some good work done. There is a meeting tentatively on the schedule for committees to do work on August 8<sup>th</sup> from 12:30-3:30.

The groups were polled and all groups decided to meet on August 8<sup>th</sup> at 12:30pm. Workgroup members are welcome to attend to rotate between groups.

Ms. Spross concluded by reminding the workgroup and committees that the August 16<sup>th</sup> meeting will have time for public comment, 30 minutes for committee work, a short time for reporting out, and the addition time is for the workgroup to make decisions for the interim report

Meeting adjourned 3:59pm



**Teacher Induction, Retention, and Advancement Act of 2016**  
**Workgroup**  
**August 2, 2016 Meeting**  
**Committee #1- Recruitment**

**Attendees:** Jean Marie Holly (MSDE), Jessica Cuches (PSSAM), Tanya Williams (MICUA), Carrie Conley (MAESP), Nomsa Geleta (USM)

**Workgroup Members:** Deborah Kraft (MICUA), Sarah Spross (MSDE), John Enriquez (MHEC), Linda Gronberg-Quinn (MADTECC),

**MSDE Staff:** Kelly Meadows

**Alternates Present:** Mary Tillar (PSSAM)

**Introduction:**

Co-Chairs identified- Carrie Conley and Audra Butler  
Minutes approved  
Materials briefly reviewed

**Discussion:**

What were the main points of the discussion from last meeting? National Board- is this for profit org. the way that Maryland should go? Is there a conflict of interest?  
What role would higher ed have in National Board cert., if any?

Kelly shared .05- APC and how National Board Cert plays into being eligible for and APC

Kelly shared that for renewal, 6 CPDs can be earned for earning NBC

Deborah Kraft- "How do we link loan forgiveness to working in high needs areas? As this is a very important piece." Nomsa G.- How do reach this across higher ed and PreK-12?

JMH- encourage that teachers in Teacher Academies are encouraged to place in high needs areas

CC- How do recruit and retain the types of teachers needed for critical shortage areas? How do we reach educators of color, career changers, etc.? How do we recruit more teachers that students can relate to immediately?

Question- how are critical shortage areas identified? What is a critical shortage area? Answer- areas where there are more positions open than candidates to fill them. Do we know the reasons for which teacher ed prep graduates do not go into teaching? No. Do we know how many graduates of teacher prep apply for certification?

JC- AACPS is currently struggling to fill special education positions

NG- what incentives can we give to teachers in areas that are over populated to consider critical shortage areas?

SS- is pedagogy relevant for specialized areas of teaching? Something to discuss. Are there other avenues that one can complete for the pedagogy component. PSTEB and State Board must approve all teacher prep and certification regulations. PSTEB is very conservative right now and State Board is very innovative right now.

NG- higher ed doesn't have the flexibility to have different avenues for those candidates who come in with a lot of experience as they follow the National Standards

What are the bare minimums for every teacher? Regulations are a baseline, minimum set of standards. Highering requirements can be more or not.

JC- those educators who test in to the content area tend not to be the better teachers of those areas, which is a highering decision. There need to be different avenues as a minimum set up standards. Minimum standards may need to be discipline specific.

JMH- caution- the idea that prospective teachers may choose the path that has the least requirements if everything is discipline specific.

JC- what if there were financial incentives tied to the areas that are harder to qualify for

SS- do we need to restructure the types of certificates available? How long they are valid?

CC- from student perspective- something progressive in the way of teaching pedagogy may solve the issue for career changers who have a specialized content knowledge. In house support? Higher education?

JE- What are the problems that need to be addressed? Are we talking about solutions first or problems first? NG- each time you solve a problem, you add a different problem. Must weigh gains and consequences?

JC- AA would love to be a pilot county for progressive ideas but are restrained by certification requirements. Have good partnerships with Northrup Grumman and would like to bring them in and train. The alternative is a long term sub. NG- can AA be available to give these pilot people the pedagogy training during this time? TW- worried about them not having pedagogy. Can you use a conditional certification?

#### Loan Forgiveness Discussion-

What should the criteria be for loan forgiveness? Is it high needs school or critical shortage area? What comes first? Must define if it matters that the cert area was gained by test or credit count. Critical shortage area can be just as important as high needs schools.

Current programs identified- must have graduated from MD school.

Should this be State specific or County Specific? Would a State program cover all of the locals' needs?



Is income driven. Do we change the limits of income limit requirements?

Need an education specific loan forgiveness program. Current program includes all public servants.

Market a program directly to teachers. Need to do a better job of marketing.

What should the requirements be to qualify? How much time in the school? What type of school?

One current downfall is that it is solely for those who have already gone through school. Can there be a program to recruit teachers in the beginning? There is a need for a program at entry into education AND when entering the classroom.

#### **Specialized Teaching Area Discussion-**

Boutique areas (nanotechnology)- may only need a few but in the critical shortage areas, the need is much higher regardless of if the school is high needs.

Need more career changers to have educators who have secondary content knowledge as the traditional students are not going for secondary areas.

Need a way to get the industry professionals into the classrooms.

#### **Bare minimum requirements (pedagogy)**

Start thinking about minimum requirements that should be outlined in regs. Perhaps group should look at COMAR 13A.12.02 to get an idea of what current pedagogy requirements are. Are they appropriate? What needs to change? If the committee has recs to change regs, that is okay.

Can there be a diversified approach?

#### **Materials of Interest Requests:**

Teacher Staffing report from 2014-2015 (latest report)

- PTE regulations
- AACPS will send their proposed adjunct program to KM
- Conditional certification regs
- Specialized Teaching Areas Regulations
- Can we get the following data: how often is the loan forgiveness program (LARP) used for teachers in MD?
- What does the data say regarding how many educators are alt prep grads vs. MAP grads in MD?





**Teacher Preparation  
Committee #2  
August 2, 2016 Meeting Minutes**

**Members Present:** Chadia Abras, MICUA, Michelle Dunkle, MSDE

**Alternates Present:** Althea Pennerman, USM

**Members Not Present:** Chris Merson, MASSP, Debra Poese, MADTECC, Monique Sloan, MAESP, Robin McNair, MSEA, and Laurie Mullen, USM, Toni Ungaretti, MICUA (Alternate)

**MSDE Staff:** Alexandra Cambra

**Introductions:**

Minutes from the July 19, 2016 meeting were disseminated, reviewed, and approved. The group reviewed the charge of the committee required by Chapter 740 and the charge required by pre-existing workgroup initiatives. Materials were provided by Sarah Spross in advance of the committee meeting and again at today's meeting by staff for the group's review. Materials reviewed include the White Paper and the Institutional Performance Criteria.

**Discussion of White Paper:**

- Group discussed the "white paper" submitted to MSDE entitled "Paradigm Shift 2016: Bringing Maryland's Teacher Preparation Policies into the 21<sup>st</sup> Century".
- Why does pedagogy test still remain a requirement? MSDE has same concern.
- The linkage between PK-12 priorities is a valuable discussion to have; data sharing can be tricky due to privacy issues.
- Not seeing any reference to demographics in the paper: Maryland is a majority minority state.
- Group redirected to look at what we can glean from the White Paper, not to critique it.
- Perhaps we need to shift to an outcome-based model; but MSDE looks at outcomes; are we relying on performance assessments when the evidence we collect is not? Ex: how do we assess internships? Did they assess what the interns learned in the field? How is that shown? Did they gather data on what students learned?
- The 100 day internship may or may not be enough; often depends on the setting; special education may require more.
- Internship shouldn't be the only measure; should require more; should reflect on what they learned not just whether or not they finished; use the outcomes as a guiding principle.
- Need to have some minimums established or schools will take advantage of the time.
- Meeting the diversity piece in one setting may not be feasible; there are not Professional Development Schools (PDS) everywhere; different settings yield more diverse experiences.

- Special Education students are hard to place; we end up violating the “no more than 5 interns in a setting” rule; and PDS tend to be elitist.
- Group encouraged to look at strategies – how do we ensure more students attend “partner schools” (PDS) with low performing students? Partnerships can improve this collaboration; online support in rural areas?
- In direct response to the Bill – classroom management is less likely to be an issue at a less challenging school, so how does that prepare them? How to use the system to assure comprehensive training in comprehensive schools?
- Some PDS are in low performing schools but they tend to be less diverse now; placing students in most challenging schools ensures no longevity of the teachers; it’s disheartening.
- Training teachers to be in the classroom comes from staff who are far removed from the classroom themselves; that’s why PDS were initiated but its no longer in practice the way it was intended.
- We need to find creative ways to energize interns to teach in the classroom; some ways that aren’t bean counting and following a checklist.
- Given that we have the opportunity to make changes now, let’s look at our best interns and find out what schools did to “create” them.
- How do we build relationships and manage the classroom in a variety of settings? Too much “management” in the classroom decreased the teaching and subsequently the learning that occurs.
- Collaboration will be the key; the need to measure things causes all to move away from using the tool of collaboration.
- Group notes the difficulty in preparing students for the diversity of all Maryland counties; this is what recruiters seem to be looking for.
- Defining collaboration – Invitations to faculty meetings and parent-teacher conferences? That’s surface-level. There are too many standards to address it’s impossible to meet all of them effectively.
- Standards should be part of the blueprint but not the measure of the outcome.
- What data do we have to show an intern is ready to move from internship to residency? Program Approval (MSDE) looks at transition points; don’t dictate what to do. There is interest in having the standards met somewhere along the way.
- IHEs should collect data after graduation; employment data; this will help inform schools how and where to improve.
- How can we hold a teacher responsible for their outcomes when they are interning or working in one of the lowest performing schools? The group discussed this as it relates to other professions as well.
- How do we know if the success of a teacher is due to collaboration or their sole performance?
- The group questioned if there exists data that measures the effectiveness of teacher preparation programs; do schools even want that data published? Is student performance data what we need to look at? Is separation data telling us a different story Are there incentives for low performing schools? Yes. Is it effective?

**Next Meeting:** On Monday, August 8, 2016 from 12:30-3:30

- Group will review Minutes from this meeting and summarize discussion for members not present.
- Group will begin to formulate the language in their response to the charge of the committee.





**Teacher Induction, Retention and Advancement Act of 2016**  
**Committee 3-Induction**  
August 2, 2016

**In attendance:** Stacy Williams (MICUA), Cecilia Roe (MSDE), Cathy Carpela (MSEA), Kelly Fiala (USM).

**MSDE Staff:** Jessica Bancroft (MSDE).

**Absent:** Phyllis Lloyd (MAESP), Lance Pace (MASSP), Deanna Stock (MADTECC),

**Committee 3: Determine how to *induct* quality teachers at all levels of education in Maryland**

**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

**Committee 3- Materials and Information Requested by Committee Members**

- Information on the pilot program referenced in SB 493

**Introduction**

Ms. Bancroft opened the discussion with a brief reiteration of the charge of the group, distributed group charge materials, and confirmed attendees have received the previous materials for review. She also briefly answered questions regarding the professional eligibility certificate (PEC). The PEC may be renewed after two years, one time only. Furthermore, once the candidate completes their internship, this certificate immediately moves to the SPC I in the identified area. Ms. Fiala asked if this meant the candidate with a PEC does not have to retake required test for further certification. They do not have to retake the certification test for the area that is identified on their PEC; however, if they wish to add an endorsement they will need to complete the r requirements. The group discussed reasons someone may hold onto a PEC, including graduate school, moving to another state, family, and other options.

**Approval of Minutes**

Ms. Roe noted that on page 2, it is COMAR that requires the reporting out from Bridge to Excellence states. Minutes unamisouly approved with correction.

Kelly Fiala agreed to report out to the workgroup.

### **Discussion**

Ms. Roe asked to review the lists of best practices that Ms. Bancroft had provided in literature the previous week. Ms. Roe noted that the literature was sparse in its list of best practices for teacher induction. She also noted that if the lists provided were indeed the best practice, they reflect what Maryland is already doing to support new teachers.

Ms. Williams discussed the charge regarding the PEC and felt that it is not practical to implement with people who are not in jobs. She also noted the financial piece, asking who is responsible. She also noted there can be reasons to delay the professional certificate if candidates are doing something else.

Ms. Fiala discussed the reading and writing requirements and the challenge of trying to move when they are teachers and have classroom and students, that practice and theoretical are much different.

Ms. Williams noted that her personal experience at a small private college showed that many graduates go home to New York, New Jersey, or home to Pennsylvania. These students would have the PEC for Maryland but their certification in another state. How financially can higher education support them? Would Maryland as a state be supporting PEC holders in other state?

Ms. Roe brought the conversation back to the list of best practice. She recommend, for the first part of the Induction committee's charge, saying PEC students cannot be supported with induction best practices because they are not in a classroom and the current best practices require incorporation with their own students. All best practices are tied to students in in the classroom.

Ms. Williams asked if the charge was in fact to look at the PEC students or if it was a mistake.

Ms. Roe ask how can we answer this question or is it how we can't answer the question. She continued, maybe, to get candidates into teaching. That would be the goal, as induction practices are tied to the classroom. It might have been how to support teachers that go into teaching. Ms. Williams followed this with reflection on recruitment and if they, the candidates are eligible to pursue a job. Maybe the intent of the charge is to teach if they get a job. Ms. Roe noted that we could discuss how to support them when teaching, but that is not the charge.

Ms. Roe led the group forward to the next charge. She asked if Ms. Bancroft had found more then COMAR. She said looking at the two charges that they are tied together, one



asking how it impacts and other for performance management. The conversation continued, look at COMAR, only one we found, mentoring piece and having a mentor who is assigned specifically to teachers for years 1-3 will impact proficiency and will help retain them. It is possible that if a candidate knows they will get a mentor, it could help with recruitment.

Ms. Roe explained that COMAR specifies some pieces that are must haves and other pieces are recommendations. For instance, it recommends number of mentors per teachers.

Ms. Williams noted that not all things are required.

Ms. Roe explained that districts must report what they are doing to meet regulations. This includes the number of mentors and number of teachers. The reports are extensive and again, some are requirements some are recommendations. In general, if teachers have trained mentors, it would impact the new teachers. The trained mentor does mentors in pedagogy and content area. This helps with competency which helps with team competent and with management. If they feel successful and mentored, they may be more likely to stay and then be promoted. If they know they will have a good mentoring experience, they may be more likely to go to that district. Each district does induction and mentoring in their own way.

Ms. Williams and Ms. Roe had an extended conversation around access to data that shows if districts are doing their part with induction. Districts are required to do reports regarding induction, but the group was not sure if that data was public. Ms. Williams noted that if these things are all happening and there is better retention, we can say it, but where is the data to show what the impact is?

The conversation regarding data and how it can or would influence our report continued. Ms. Roe suggested we need to look at the laws, look at each piece of COMAR and show how it has an effect on induction.

Ms. Carpela said that the law greatly affects induction outcomes. COMAR lays it out clearly and in a specific way. Tells districts what mentors needs to have.

A discussion followed that set up a review of COMAR by each line to see how it relates to the second and third charge from the legislation. Ms. Fiala pointed out that we could use research to support our decisions.

The decision was made to answer the second and third charge by stating COMAR and the pieces contained in COMAR 13A.07.01, by including researched based best practices regarding induction and noting how these practices will impact competency.

The following conversation covers the discussion of how to interpret COMAR and the charge of the Senate Bill.

Ms. Fiala noted that COMAR 13A.07.01, 1-3 focus on individual and team competency and working together, while 4-6 address performance measurement and management and this leads to overlapping.

Ms. Williams also noted overlap. 1-5 address individual and team competencies, 4-6 performance measurement.

Ms. Fiala followed with a suggestion to talk about option items and how they can be considered with load reduction.

Ms. Roe pointed out that in regulation 05b it says you have to do one of these:

- 1) A reduction in the teaching schedule; and
- (2) A reduction in, or elimination of, responsibilities for involvement in non-instructional activities other than induction support.

Therefore, Sec 5b helps with management and individual competency.

Ms. Spross joined the group. She challenged the group to think outside of the specific charge. What is currently in place? How can IHE partner with school districts, what about credentialing? She reminded us that down the road there is a pilot program. What ideas would you like to see in the pilot? We can talk about things associated with induction. As long as we have the charges have tos- what would ideal induction practices look like?

Ms. Gronberg-Quinn asked if LEAS don't have the resources, can the two and four year colleges and universities help out?

Ms. Roe commented that her office has whole day meetings. She would like to explore collaboration with the Higher Education Community and a district. The meeting will group participants by needs, and have someone from USM in the groups to brain storm with LEA induction coordinators. What can IHE do to help?

Ms. Roe returned to the conversation regarding COMAR and stated that COMAR is a list of best practices. Districts don't have the resources, human, money, capital. For that reason, the state recognizes the challenges and that is why they don't make all of COMAR mandatory.

Ms. Roe gave the committee some history on Race to the Top money. At the state level, mentoring academies were held. They did do some regional ones with New Teacher

Center (NTC) as well. Moving forward they want to do that without paying NTC. Instead they are getting people in office trained to do it. NTC materials are really good. Dr. Shapiro mentioned before that IHE worked with NTC to develop materials. We need to think outside box and tap into the resources and knowledge of IHEs. We are always answering the question, what can we do to support ideas that do not take a lot of money?

Ms. Williams returned to the charge to ask what performance measurement and management means? Is it the performance of new teachers? Or, is it the performance of the students that the new teacher instructs?

Ms. Williams noted that CAEP is still working on standards and no one is sure what is happening. This led to a brief discussion of CAEP and if the induction standards in CAEP will have an effect on the current work we are doing.

Ms. Roe said she would love to look at the pilot program language from SB 493 and discuss potential ideas as they relate to the pilot. We can also look at COMAR and recommend changes from the 2011 update.

Ms. Williams described a unique pilot program at Loyola which is delivered virtually. Loyola is currently partnered with Teacher Connect. It is intended to keep Loyola graduates connected while student teaching. This allows interns to connect with others who have been assigned to different cohorts. Teacher Connect posts articles and questions to the students and graduates for to discuss. In addition, faculty can participate and connect to student and graduates. The best part, Loyola has community managers from PDS schools who are experts in schools and who post and help student interns. It is a good collaboration between IHE and graduates.

Ms. Fiala noted that Salisbury informally follow student interns. She was interested in who is responsible for keeping in touch with graduates.

Ms. Roe described a conference she recently attended. At the conference, she was introduced to a model of instruction used at the University of Pittsburgh. The goal was to dispel myth of faculty are not teachers. The school asks professors go into schools and teach model lessons. This demonstrates how what they teach happens in the classroom. The professor can do a model lesson or co-teach. This helps make connection with students

Ms. Williams noted that Loyola has professors who volunteer to do it.

The committee adjourned at 3:15pm

Early draft of recommended language:

Regarding Section 5(a)(1)(v): **How to incorporate induction best practices into professional eligibility certificates.** The committee recommends that no action be taken on this charge. Professional eligibility certificates do not offer a candidate access to students in a classroom, and based on known best practices of induction, a candidate must have access to students in a teaching environment and be engaged with a mentor teacher to best be served by any induction practice.

Continued discussion of this charge must include a discussion of access to a district and a classroom, and who and how would the experience of an educator who has not been hired by the district be financed.

**Section 5(a)(1)(vi)1: How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency and Section 5(a)(1)(vi)2: How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management.**

These two charges can be addressed at the same time. COMAR 13A.07.01 clearly articulates what we feel to be best practices in new teacher induction, as supported by research, literature, and current practice. If all pieces of COMAR are adhered to, there will be an improvement in recruitment and retention. An individual who knows a school district will support them as a new teacher may chose this district for employment over another district. With induction best practices in place and extended to the new teacher, they may be more likely to stay in their teaching position and district, increasing both recruitment and retention. The longer an educator stays in the teaching field, the more they are able to integrate into the school community and gain competency, while at the same time, contribute to team competency.

Similarly, if COMAR 13A.07.01 is followed as it is articulated, the recruitment and retention issues are consistent with the above scenario. Furthermore, the longer an individual stays in one school or district consistently, there will be an improvement in the ability to identify and address performance measurement and management.



Teacher Induction, Retention, and Advancement Act of 2016  
Committee IV – Teacher Retention  
August 2, 2016 Meeting

The 2<sup>nd</sup> meeting of Committee IV – Teacher Retention for the Teacher Induction, Retention, and Advancement Act of 2016.

**In attendance:** Ms. Lisa Booth (MAESP), Ms. Judy Jenkins (MICUA), and Mr. Justin Heid (MSEA)

**MSDE Staff:** Ms. Ruth Downs

**Absentees:** Ms. Stacie Burch (MADTECC), Ms. Laura Francisco (PSSAM), Mr. Conrad Judy (MASSP) and Mr. Gene Schaffer (USM)

**Overview:**

**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 recommendations regarding the best methods of incentivizing effective teachers to choose to teaching low-performing schools and schools with a critical mass of economically disadvantage 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 25(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 is operational and funding for it has begun.)

**Committee Discussion**

Ms. Judy Jenkins informed the committee that there are no regulations that impact teacher retention. Ms. Lisa Booth state that this can be a barrier in regards to not having any regulations for retention.

Ms. Jenkins stated that page 3 of the SB493 is focused on providing stipend to National Board Certified Teachers. The teachers must be national board certified and employed in Title I eligible school in to receive the stipend in the amount of \$4,000. There were several questions were asked:

1. If all the focus should be on these teachers?
2. Do the performing districts support this?
3. Does National Board know what type of school each teacher is in?
4. How many teachers in a comprehensive needs school received the stipend?
5. How many teachers in a non-comprehensive needs school received the stipend?

Ms. Jenkins stated that many of the teachers who receive the stipend are in comprehensive needs Schools. The bill allows up to a \$4,000 match from the local school system. Mr. Justin Heid stated that Frederick County has a program which allows NBCT teachers to work with Frostburg University. The teachers had to apply for the program and about 13 teachers were picked to participate. There should

be more awareness and accessibility created for all teachers to have additional training and assistance.

Ms. Jenkins stated that with ESSA, there will be a different criteria and a great opportunity for teachers. She asked how we match recertification to include teacher evaluation. Ms. Booth suggested to get rid of the current teacher evaluation system. Ms. Heid suggested that we need to be going back to all the counties and asking the teachers, "What is keeping you here and how do you make an impact on your school?" Ms. Booth stated, that this should be done in a way to assure that it is kept confidential. There needs to be a way to keep qualified teachers who are not national board certified. Ms. Jenkins stated that she had spoken to Gene Schaffer (USM) and he is working on gathering data in regards to all the school districts.

The members of Committee IV suggested that a committee needs to be formed from each of the counties to talk about what the teachers need. Administrators should be included in this committee, because retention is based off of administration. School climate has a lot to do with retention and should be taken into consideration. Ms. Booth stated that if you ask a teacher how excellent work is recognized, they will say with more time.

The committee discussed the Pilot program for first year teachers and the effect it may have on the teachers who are selected to participate. The teachers are given an additional 20% of extra time during the academic week day to be spent on mentoring, peer observation, assistance with planning and/or other activities. This is only provided for 1 year, so what happens in years 2 through 5? Each local school system may choose to participate in the program. Several questions were put forth.

1. Who provides the mentoring and planning?
2. In PD schools, is this something that Higher Ed could support?
3. How could that person who drops in 3 days a week, get up to speed?

Ms. Sarah Spross spoke to the committee members briefly in regards to National Board Certification. She stated that there is about 2,700 teachers who have national board certification (3% of teachers across the board). Mr. Heid stated that not everyone knows about national board and we should consider having someone from National Board come and speak on the certification process. Ms. Jenkins asked, in the law what latitude do the LEAs have for providing stipends? Ms. Spross stated that is the counties decision. Ms. Spross stated that there are two different programs for stipends. State funded "Quality Teacher Incentive Act", which pays up to \$2,000 per teacher and will be increased up to \$4,000 under SB493. Then there is local state aide that pays for participants to go through the NBCT tiers. The state pay 2/3 and the locals pay 1/3 for initial and/or renewal of certification. This is not addressed in the bill. She also stated that there is availability for national board certification if you become an administrator.

Ms. Booth stated that there needs to be mentors assigned to teachers who are not eligible for tenor. The question was asked, "What are the requirements to be a mentor? Not every teacher wants to become an assistant principal. Ms. Spross spoke about the program that Georgia has initiated for their teachers. It is a 3 tier certification level for mentors. Ms. Rowena Shurn stated that Kentucky and Ohio have teacher leadership endorsements. Mr. Heid have teacher leaders, who may teach one class a day, also co-chair together.

The following bullets attempt to capture the rich discussion of our sub-committee:

- Continue incentives for recertification, district or statewide.
- Existing laws:
  - How do we push for supportive regulations?
  - How do you define excellent work?
- Retention:

- Research why teachers are leaving school systems?
- Involve teachers to get input as what needs to be done to retain them?
- Ideas to retain teacher.
- Anne Arundel County Pilot supports teachers only in the first year.
  - Why are you not continuing support the teachers in the later years?
- Consider having someone from the National Board come and talk about National Board Certification.
- Get data on the number of teachers you are national board certified.







**Teacher Induction, Retention, and Advancement Act of 2016  
Committee #5- Education Article §11-208  
August 2, 2016 Meeting**

**Members Present:** Fran Kroll (MADTECC), Kathie Walasick (MSEA), Margret Trader (MICUA), Maggie Madden (MSDE), Kathy Angeletti (USM), Gary Thrift (MHEC) and Derek Simmons (OAG), Amanda Conn (MSDE)

**Alternates Present:**

**Members Absent:**

**MSDE Staff:**

Also in attendance was workgroup member Nancy Shapiro.

**Committee 5: Education Article §11-208**

**Other Workgroup Initiatives**

- CAEP Standards 3.2 and 3.3 Admissions criteria
- CAEP Standard 4.1 Data requirements

**Discussion**

The committee discussed changes to the existing statute. Please see the draft language which represents the group's work.



# Appendix XI



**Teacher Induction, Retention, and Advancement Act of 2016**  
**Workgroup**  
**Materials of Interest**  
**August 2, 2016 Meeting**



**Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016**

[http://mgaleg.maryland.gov/2016rs/chapters\\_noln/ch\\_740\\_sb0493e.pdf](http://mgaleg.maryland.gov/2016rs/chapters_noln/ch_740_sb0493e.pdf)

Statute that requires the State Department of Education to establish a workgroup, the participants, sets forth the elements to be reported on and the dates (November 1, 2016, November 1, 2017, and December 1, 2021) by which the interim and final reports must be submitted to the governor.

**Materials of Interest by Committee**

**Committee I: Recruitment**

**Annotated Code of Maryland, Educator Article §6-112 State and Local Aid Program for Certification or Renewal of Certification (National Board Grant)**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-112&ext=html&session=2015RS&tab=subject5>

This statute sets forth the State and Local aid for teachers that peruse National Board Certification. The State Board of Education (SBOE) is to select a maximum of 1,000 teachers to participate in the program and adopt regulations (COMAR 13A.07.08) that establish procedures for submitting applications and criteria for selection of candidates. Reimbursement is provided to each teacher in the amount equal to the certification fee charged by NBPTS. The LSS must pay 1/3 and the State pays 2/3. Finally, if a teacher does not complete the program they are required to repay the state the full amount.

**Annotated Code of Maryland, Educator Article §6-306 County Grants for National Certification (Annual Stipend)**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-306&ext=html&session=2015RS&tab=subject5>

This statute defines the monetary incentives that may be awarded to specified teachers. As of July 1, 2016 classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school will be eligible to receive a stipend up to \$2,000.00. Classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a non-comprehensive needs school are eligible to receive a stipend up to \$1,000.00. Local School systems can implement more stringent standards. As of July 1, 2017, the stipend will increase to \$4,000.00 for classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school.

**Annotated Code of Maryland, Education Article §6-705. Reciprocity in Certification of Teachers**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=6-705&ext=html&session=2015RS&tab=subject5>

This Statute allows the State Superintendent to make an agreement with the appropriate educational authority of any other state to provide for reciprocity in the certification of this teachers. It also allows the State Superintendent the authority to accept the accreditation for certification purposes of a teacher preparation program from another State.

**Annotated Code of Maryland, Education Article §11-208. National Accreditation**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=11-208&ext=html&session=2015RS&tab=subject5>

This Statute requires Institutes of Higher Education that offer a program of undergraduate or graduate studies leading to the educator certificate to have National Accreditation. Schools with a full time enrollment of under 2,000 students or those that are recognized as a school of fine arts or music may apply for a waiver of accreditation requirement. National accreditation is defined as teacher education accreditation by an accrediting agency recognized by the U.S. Department of Education and endorsed by the Department.

**COMAR 13A.12.01.04 Options for Obtaining Initial Certification in Maryland**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.04.htm>

This regulation sets forth the ways an individual can obtain a Maryland educator certificate. The routes include completion of a Maryland Approved Program, and Approved Out-of-State Reacher Preparation Program or a program leading to a specialist, administrator, or supervisor; the Approved Professional Experience route; and Transcript Analysis.

**COMAR 13A.12.01.05 General Requirements for Professional Certificates**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation sets forth the general requirements to hold a professional certificate in the state of Maryland.

**COMAR 13A.12.01.06 Professional Certificates**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation outlines each of the professional certificate options in MD, including the Advanced Professional Certificate. Please note COMAR 13A.12.01.06E(1)(d)(iii) in reference to National Board Certification as an option for APC.

**COMAR 13A.07.08 Incentive Programs for Certification by the National Board for Professional Teaching Standards**

[http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.08.\\*](http://www.dsd.state.md.us/COMAR/SubtitleSearch.aspx?search=13A.07.08.*)

This regulation establishes the criteria for the section of public school candidates who are eligible to receive financial aid to pursue initial certification or renewal by the National Board for Professional teaching Standards. Defines **Educator Article §6-112**

**Overview of Teacher Incentives by State Prepared by: Aidan DeLisle, Governors Summer Intern 2016 (Attachment I)**

This document provides a brief summary of the incentives offered by each state.

**National Board Certified Teachers and Student Achievement: Prepared by Griffin S. Riddler, Summer MSDE Intern, August 2015 (Attachment II)**

This literature review provides an overview of 9 studies, which focused on the link between National Board certification with student achievement.

**Loan Forgiveness Programs in Maryland**

**Janet L. Hoffman Loan Assistance Repayment Program (LARP)**

[http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog\\_larp.as](http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_larp.asp)

[p](#)

Individuals who provide public service in Maryland State or local government or nonprofit agencies in Maryland to low income or underserved residents.

**The Nancy Grasmick Teacher Award**

[http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog\\_larp.asp](http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_larp.asp)

The Nancy Grasmick Teacher Award provides loan repayment assistance to those teachers that have qualifying student loan debt and have taught in Maryland for the past 2 years

**Committee II: Preparation**

**Maryland Institution Performance Criteria (IPC) based on The Redesign of Teacher Education**

[http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/docs/InstitutionalPerformanceCriteria\\_09032014.pdf](http://marylandpublicschools.org/MSDE/divisions/certification/progapproval/docs/InstitutionalPerformanceCriteria_09032014.pdf)

The IPC was based on the Redesign of Teacher Education and provides the framework for the on-site reviews and reporting elements for program approval. There are five components; strong academic background; Extensive Internship; Performance Assessment; Linkage with PreK-12 priorities; and State Approval/(NCATE/CAEP) Accreditation Performance Criteria.

## **Paradigm Shift 2016; Bringing Maryland's Teacher Preparation Policies into the 21<sup>st</sup> Century (Attachment III)**

This white paper prepared by the Deans and Directors of Maryland Schools of Education, the Maryland Association of Directors of teacher Education at Community Colleges, and the Maryland Association of Colleges of Teacher Education provides a historic overview of the policy framework for teacher preparation programs, suggested strengths and weaknesses and recommendations for revisions. At the forefront this paper highlights the need to review and redesign the current IPC standards.

### **Committee III: Induction**

#### **COMAR 13A.12.01.06A. Professional Eligibility Certificate**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.06.htm>

This regulation sets forth the general requirements to hold a professional eligibility certificate in the State of Maryland.

#### **COMAR 13A.07.01.09 Reporting Requirements**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.01.09.htm>

#### **Various Articles/Reports Regarding Induction Best Practices**

**"Research Matters/Improving Teacher Induction," Educational Leadership, May 2005**

<http://www.ascd.org/publications/educational-leadership/may05/vol62/num08/Improving-Teacher-Induction.aspx>

This article briefly touches on the past efforts to address teacher induction and offers a number of best practices to consider when creating an induction program in a school or district.

**"Increasing the Effectiveness of Educator Induction in the State of Colorado," New Teacher Center, April 2013**

[https://newteachercenter.org/wp-content/uploads/ntc\\_co\\_induction\\_report-201305.pdf](https://newteachercenter.org/wp-content/uploads/ntc_co_induction_report-201305.pdf)

This report looks closely at the induction efforts in Colorado with the help of the New Teacher Center. It includes a look at current Colorado laws on induction. The report examines policy suggestions to support best practices.

**"Improve new teacher induction and mentoring, Pennsylvania State Education Association, January 2014**

<https://www.psea.org/uploadedFiles/LegislationAndPolitics/Solutions That Work/STW-ImproveNewTeacherInductionAndMentoring.pdf>

This brief report offers ideas on how to approach induction and mentoring in Pennsylvania including a look at best practices for induction policy.



**“Teacher Induction Programs: Trends and Opportunities,” American Association of State Colleges and Universities, October 2006**

<http://www.aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/TeacherInduction.pdf>

This paper provides a brief summary of how some states address induction. The paper encourages all states to examine their induction practices, including a paragraph on the relationship between U. Alaska and the Alaska State Department of Education.

## **Committee IV: Retention**

**Statewide Causes of Separation Data (Attachment IV)**

This document provides a statewide look at the data regarding why teachers leave in the first 5 years of employment.

**“State Information Request: Teacher attrition data,” Education Commission of the States, June 23, 2016**

**Provided by: Dr. Nancy Shapiro, Workgroup Member**

<http://www.ecs.org/state-information-request-teacher-attrition-data/>

This brief includes information on state level data regarding teacher attrition. It also contains information on alternative certification, financial incentives, induction and mentorship, evaluation, and teacher leadership.

## **Committee V: CAEP**

**Annotated Code of Maryland, Education Article §11-208. National Accreditation**

<http://mgaleg.maryland.gov/webmga/frmStatutesText.aspx?article=ged&section=11-208&ext=html&session=2015RS&tab=subject5>

**COMAR 13A.07.06.01 Program Approval**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.07.06.01.htm>

**Proposed Amendments to Education Article §11-208. National Accreditation (Attachment V)**

Draft language represents discussions that occurred during the July 19, 2016 meeting.

**Connecticut Senate Bill 382**

**Provided by: Dr. Nancy Shapiro, Workgroup Member**

<https://legiscan.com/CT/bill/SB00382/2016>

This bill passed on June 10, 2016 requires the Department of education and Office of Higher Education to enter into an agreement with the Council for the Accreditation of Educator Preparation Programs (CAEP).



## Teacher Incentives By State

State	Incentives
Alabama	Scholarships up to \$20,000 over four years for undergrads who agree to teach in Alabama public schools. Loan forgiveness for teachers in high-need schools. Various monetary incentives by district.
Alaska	Due to budget cuts in recent years, few incentive programs are currently funded.
Arizona	The Arizona Ready-for-Rigor Project provides pay-for-performance incentives to encourage high-quality teachers to teach in high-needs schools.
Arkansas	Arkansas offers increased pay to teachers of high-need subjects or teachers willing to work in high-demand districts. The state provides bonuses for teachers with National Board Certification; between \$1000-\$2000 in 2005/2006. Formerly offered housing support for teachers, however the program no longer appears to be funded.
California	California rewards teachers with a slight increase in salary for each semester unit of undergraduate coursework taken, as well as for years of experience. Additionally, teachers are eligible for the Good Neighbor Next Door program, which provides a significant discount on housing in certain areas. State and local agencies can issue tax-exempt mortgage revenue bonds or credit certificates to credentialed teachers and administrators who are employed at a low performing K-12 CA schools.
Colorado	Colorado offers differential pay and loan forgiveness to teachers working in high needs schools. Teachers receive compensation based on a variety of criteria including; length of employment, school performance level, school growth level, general performance, demand for position, loan reimbursement, level of education, and the current year's evaluation compared to the previous year's.

Connecticut	<p>Elementary and secondary school teachers who teach in high-needs school districts (those serving low-income families) may qualify for student loan forgiveness after five years. The borrower must have taught full-time for five consecutive academic years at a qualifying school.</p>
Delaware	<p>The Delaware Talent Cooperative program provides between \$5,500 and \$7,500 over two years for eligible educators already working in participating schools. Educators can earn this award annually, for a total of up to \$15,000. Initial training and ongoing professional learning is covered at no cost to the educator.</p>
District of Columbia	<p>Any WTU member who earns an IMPACT rating of Highly Effective is eligible for IMPACTplus. IMPACTplus has two parts: an annual bonus after one year of being rated Highly Effective and an increase in base salary after two consecutive years of being rated Highly Effective.</p>
Florida	<p>Florida provides differential pay as an incentive to get teachers into high needs schools and shortage subjects. All teachers hired after July 1, 2012 are to be placed on the new performance pay scale. Veteran teachers may move to the new performance pay schedule. If they relocate or are transferred to a new district, they will automatically be put on annual contracts for life and lose their Professional Service Contract.</p>
Georgia	<p>Georgia provides additional pay incentives for those willing to teach in high needs school districts, or in shortage subjects. The state provides support stipends, currently \$500 per semester, for individuals seeking secondary credentials, or degrees in early childhood education, or child development. Georgia rewards early care and education professionals for their educational attainment and for remaining employed in the same child care program for at least 12 consecutive months. Awards range from \$250 to \$1250 depending on the level of education attained.</p>

Hawaii	Hawaii is currently experiencing a shortage in special education trained teachers, so additional salary and benefits are being offered in that area. Incentives range from \$10,000 over 3 years to \$3,000 for each year of employment (no time limit denoted).
Idaho	Idaho uses a salary schedule that rewards teachers for years of service to the state, as well as higher levels of education. There is no differential pay offered for teaching in high need districts or subjects.
Illinois	The Illinois Teacher's Loan Repayment Program provides awards to encourage academically talented Illinois students to teach in Illinois schools in low-income areas.
Indiana	The Next Generation Hoosier Educators scholarship awards up to \$7,500 for no more than 4 years to 200 applicants at accredited post-secondary educational institutions approved by the commission.
Iowa	Iowa offers between \$5,000 and \$17,500 in loan forgiveness benefits to certain full-time teachers who serve in designated low-income schools. The Teach Iowa Scholar (TIS) Program provides qualified Iowa teachers with awards of up to \$4,000 a year, for a maximum of five years, for teaching in Iowa schools in designated shortage areas.
Kansas	The Governor has expressed an interest in instituting a merit pay system for teachers in the state.
Kentucky	Salaries and incentives are determined on a district by district basis.
Louisiana	Louisiana provides differential pay for teachers willing to work in high demand districts and in shortage subjects. Teachers also receive merit pay based on Compass evaluation ratings.
Maine	Maine does not provide incentives for teachers in high needs schools or shortage subject areas.

Maryland	Maryland provides additional pay support to teachers working in high needs schools and shortage subjects. Salary schedules are left up to the individual school districts.
Massachusetts	The aMAzing Educators program provides; performance based compensation, scholarships for those who agree to become teachers for at least one year, loan forgiveness for teachers in hard to staff assignments, special education, and in high need schools.
Michigan	Michigan does not provide additional pay for teachers working in high needs schools or shortage subjects. The State recently conducted buyouts of teachers in 2016 having previously conducted buyouts in 2010.
Minnesota	Minnesota does not currently provide differential pay for teachers in high needs schools or shortage subjects; however teacher shortages are resulting in calls for financial incentives for teachers who want to work in high-need areas
Mississippi	Mississippi provides additional salary for teachers in high needs schools and shortage subjects. Teachers in critical shortage areas may receive two years of - tuition, fees, books, and average cost of room/meals for two years of teaching. The state offers up to \$4000 in loan forgiveness for one year of teaching.
Missouri	Missouri does not provide any additional pay for teaching high-demand districts or school subject. Districts offer various monetary incentives for national certification.
Montana	Montana provides loan forgiveness to teachers willing to work in high demand schools and shortage subjects.
Nebraska	Nebraska provides loan forgiveness to teachers in high needs schools and shortage subject areas. Salary bonuses for ESL teachers are offered by some schools in the state.

Nevada	Nevada offers \$4000 per new teacher working in under performing schools. The Teach Nevada scholarship provides \$3,000/semester, per-student, not to exceed an aggregate of \$24,000 per-student.
New Hampshire	New Hampshire provides loan forgiveness for teachers willing to work in high need schools or shortage subjects.
New Jersey	New Jersey does not provide any additional pay for teaching high-demand districts or school subject.
New Mexico	New Mexico does not provide any additional pay for teaching in high needs schools or shortage subjects
New York	Recently hired teachers working in select high-need schools may be eligible for an annual award of \$3,400 for up to four years through the Teachers of Tomorrow (TOT) program. Master Teachers, who work intensively with other teachers, providing one-on-one coaching and guiding professional development, earn a \$20,000 salary differential. Model Teachers share and model proven teaching techniques with their peers, inviting other teachers into their classroom, and demonstrating those techniques in practice. They receive a \$7,500 salary differential. New York further provides loan forgiveness and scholarships for teachers willing to work in high-needs areas.
North Carolina	Teacher pay increases each year, and those who hold advanced degrees, such as a Master's degree, are also paid higher salaries. Mentoring new teachers and becoming National Board Certified Teachers can also result in additional salary in North Carolina.
North Dakota	The Teacher Incentive Grant Program provides financial assistance to teachers who wish to explore new and creative ways of integrating the arts into other areas of the curriculum.

Ohio	Ohio school districts follow a salary schedule for minimum teacher pay that starts at \$17,300 for 1st year teachers with no college degree, and culminating at \$32,460 for teachers with more than 11 years of experience and a master's degree. The Ohio Department of Education also rewards teachers with different monetary awards and recognitions, including the Ohio Teacher of the Year Award.
Oklahoma	The Teacher Shortage Employment Incentive Program (TSEIP) is a legislative ruling administered by the Oklahoma State Regents for Higher Education. TSEIP was designed to recruit and retain mathematics and science teachers in Oklahoma. Successful candidates will be reimbursed eligible student loan expenses (a set amount, which may vary yearly) or an equivalent cash benefit.
Oregon	Oregon provides loan forgiveness for teachers in high needs schools.
Pennsylvania	The state offers differential pay and loan forgiveness as incentives for teaching in high-needs schools or in subject areas with shortages.
Rhode Island	Rhode Island completed a trial pay-for-performance program in two districts in the 2013-2014 school year. At this point the program has concluded and no further action appears to have been taken.
South Carolina	South Carolina provides loan forgiveness for teachers in high needs schools and shortage subjects. The state also provides incentives for attaining National Board Certification, ranging between \$5,000 and \$7,500.
South Dakota	South Dakota dedicates revenue from video lottery for the purpose of supplementing teachers' salaries.
Tennessee	An LEA may be awarded incentive funds up until the maximum threshold of \$5,000 per year. Incentive funds are awarded on a first come, first served basis up to a statewide ceiling of \$100,000 per fiscal year.



Texas	<p>First year teachers are provided with a minimum salary of \$27,320, and teachers with 20 or more years of teaching experience are provided with a minimum salary of \$44,270. The most successful teachers in Texas can also receive merit awards, such as the Texas Educator Excellence Award and District Awards for Teacher Excellence.</p>
Utah	<p>House Bill 203 extends income supplements that are already offered to teachers of math and science classes to those that teach courses in engineering, special education, and computer science. The annual compensation is also being increased; qualified teachers would receive a supplemental \$5,100 to their income in 2016 (up from \$4,100), with incremental \$1,000 increase up to \$10,000 in 2021.</p>
Vermont	<p>Vermont does not seem to have any ongoing teacher incentive programs. In its recent Educator Equity report the state identifies issues which run counter to the national trend with regards to teacher retention. The major issue appears to be rural isolation and cultural acclimation rather than working in a high-minority environment.</p>
Virginia	<p>The Virginia Teaching Scholarship Loan Program (VTSLP) provides financial support to students who are preparing to teach in one of Virginia's critical shortage teaching areas. The critical shortage teaching areas are determined annually through the Supply and Demand Survey for School Personnel, based on data received by school divisions in Virginia. Shortages in specific subject areas are derived from the top 10 academic disciplines identified by the survey as shortage fields.</p>
Washington	<p>Teachers in qualifying challenging schools will receive an additional bonus up to \$5,000. This additional bonus is based on the teacher's percentage of time spent at the qualifying challenging school.</p>
West Virginia	<p>HB 2389: Teachers receive an annual \$1000 permanent salary increase per year.</p>
Wisconsin	<p>Teachers who receive performance based bonuses fall into one of four categories, with different dollar amounts assigned to each. They include "distinguished" (\$2,800), "high performing" (\$1,900), "proficient" (\$1,575) and "average" (\$500). The two lowest categories – basic and unacceptable – do not come with bonus money. After six years teachers are expected to rank above the "average" category to get a bonus.</p>

Wyoming

In 2014 Gov. Mead recommended that educator's salaries be increased to a more competitive level in order to attract/retain teachers. However, Wyoming does not appear to offer any incentives at this time.

**National Board Certified Teachers and Student Achievement**

**Griffin S. Riddler**

**Maryland State Department of Education**

In the 1980s, the nation's focus on American pre-college education sharpened as a result of the publication of two significant reports. *A Nation at Risk* (United States Commission on Excellence in Education, 1983) and *A Nation Prepared* (Carnegie Forum on Education and the Economy, 1986) shed light on the flaws in the American education system, as well as making an overt connection between the nation's economic performance and the quality of education. According to both reports, America was failing in its educational objectives and the economy was under threat as a result. The latter of the two reports offered a solution to the growing problem: focus on improving teacher quality (Vandevoort, Beardsley, and Berliner, 2004).

In response to these reports, the National Board for Professional Teaching Standards (NBPTS) was created. They called for stronger teaching standards and the professionalization of the workforce. They worked to create five core propositions intended to be similar to the Hippocratic Oath in medicine. These propositions became the foundation for a set of comprehensive national teaching standards and eventually National Board Certification (Vandevoort et al., 2004).

The first teachers to become National Board Certified did so in 1994: they numbered less than one hundred (Vandevoort et al., 2004). Now, there are more than 110,000 National Board Certified Teachers (NBCTs) across the country, with more than 4,000 receiving their certifications in 2013-14 (National Board for Professional Teaching Standards [NBPTS], 2014). One of the main reasons for this sudden spike in certifications is the increased focus on teacher quality as a result of the No Child Left Behind Act of 2001 (NCLB). The act charges that by the 2005-06 school year, every student would be taught by a "highly qualified teacher." Many states, in addition to developing pedagogy tests for their teachers, have allowed National Board Certifications to demonstrate that a teacher is "highly qualified" (Vandevoort et al., 2004).

Many states, including Maryland, have encouraged teachers to seek certification in a number of ways. Besides the certification going towards the Advanced Professional Certificate, Maryland offers hefty financial incentives to teachers who complete the process. More than twenty states have similar programs designed to reward their NBCTs. However, ever since the NBPTS's inception, one question has been asked above all others: are NBCTs more effective than other teachers?

The first major studies analyzing NBCTs began in the early 2000s, most likely as a response to NCLB. Nine key studies, published between 2004 and 2015, attempted to determine if the National Board Certification process accurately assessed teacher quality. One of the biggest problems with researching this issue has been the lack of previous research, and as a result, every new study moved into relatively uncharted territory. The results of the investigations were split: about half of the studies show a positive relationship between NBCTs and teacher quality, while the other half found that the relationship either didn't exist or that the data was inconclusive. However, a consistent issue in the studies' methodology calls into question their results: the lack of an experimental method.

When conducting a study on National Board Certified Teachers, two major questions must be answered: first, do students of NBCTs perform significantly better than students of non-NBCTs? And second: does the NBCT process effectively distinguish between effective and non-effective teachers? Each of the nine studies included in this report try to answer at least one of these questions using statistical analysis of student and teacher data.

After reading through the different studies, one can quickly realize which ones were positive towards NBCTs and which ones were not. In regards to student achievement, the split was very clear: three studies stated that students of NBCTs have significantly higher levels of

student achievement, while the other six take the opposing view. For the second guiding question, however, the research differs drastically. Four studies state emphatically that the certification process weeds out ineffective teachers, but the remaining five claim to have come to different conclusions. Two didn't even address the question, one stated flat-out that the process didn't accurately locate effective teachers, and the last one's findings were inconclusive on the subject at hand. With that in mind, the reports of the past decade paint two very different pictures of National Board Certified Teachers.

The early studies tended to be more limited in scope. The first significant piece of research, published in September 2004, analyzed student achievement data from 14 different Arizona school districts, focusing on students in grades 3 through 6 taught by 35 different NBCTs (Vandevoort et al., 2004, pp. 19-20). The study was comprised of two parts: the first consisted of the statistical analysis of SAT-9 scores, the standardized test in Arizona at the time of the study. The second was a compilation of surveys answered by both NBCTs and their principals (Vandevoort et al., 2004, p. 19). As the second part is self-reported data, its findings should be considered less trustworthy than the objective analysis of the students' scores. Through various sampling techniques, the authors tried to reduce non-random bias, but stated that "there is no way to guarantee [...] was completely successful in eliminating bias" (Vandevoort et al., 2004, p. 22).

The study found that in classrooms taught by NBCTs, the average effect size was .122. This is the equivalent of a month's gain per year on the SAT-9 (Vandevoort et al., 2004, p. 34). This indicates that NBCTs were much more effective in teaching their students. Students taught by NBCTs gained the equivalent of, on average, 25 extra days of teaching (Vandevoort et al., 2004, p. 36). With this preponderance of evidence, the authors declared that the NBPTS certified

effective teachers and incentives for such teachers may be helpful in promoting student achievement.

The next affirmative study came later in 2004, authored by Linda Cavalluzzo of the CNA Corporation. While the previous study had looked at less than fifty NBCTs spread out over 14 Arizona school districts, Cavalluzzo decided to narrow her focus to the Miami-Dade school district in Florida. In addition, the analysis only includes mathematics scores, and looks at the ninth and tenth grades (Cavalluzzo, 2004, p. 1). This study is far more advanced than the previous ones, looking at 108,000 students from the Miami-Dade system using highly detailed data (Cavalluzzo, 2004, pp. 10-11). It separates the teachers involved into four groups: NBCTs, those teachers who applied for certification but either failed or withdrew, teachers with pending applications, and teachers who never applied (Cavalluzzo, 2004, p. 8). The last group serves as the control group and allows the author to analyze the true power of the certification process.

The analysis indicated that “NBC teachers are doing things that result in higher average gains for students. In addition, the NBPTS process successfully discriminates among applicants of varying quality” (Cavalluzzo, 2004, p. 25). This study is far more useful than the previous ones, as it uses a complex dataset to account for a multitude of confounding and lurking variables. It controlled for almost every major effect, including demographics, absences, and English language proficiency (Cavalluzzo, 2004). The findings seem to suggest that not only do the students of NBCTs perform better, but that NBCTs are far more effective than their peers.

The third “positive” study was authored by Dan Goldhaber and Emily Anthony of the Urban Institute in 2005. The authors commissioned the study to answer three questions implied by previous research: does the NBPTS weed out bad applicants; are NBCTs highly effective teachers; and does the assessment process help to increase teacher effectiveness? The reasons

they cited for focusing education research on National Board Certification were twofold: first, that certification might be able to “weed out” less effective teachers; and second, that it might serve as a form of professional development (Goldhaber and Anthony, 2005, p. 3). The federal government, in its push for highly qualified teachers at the time, supported the use of NBPTS certification as a measure of teacher quality. Goldhaber and Anthony merely wished to see if the claim of NBCTs being “effective teachers” held true.

Like the first report, the study looks at data collected from elementary school students, this time from all across North Carolina from the 1996-1997 to 1998-1999 school years. The growth in students’ scores on state-administered reading and mathematics tests served as the dependent variable. The authors decided to use several different models, but their primary one compared, using the variable  $t$  (school year), future NBCTs (those who would become NBCTs by the 1999-2000 school year), current applicants (status pending in year  $t$ ), new NBCTs (those certified in year  $t$ ), and past NBCTs (those certified prior to year  $t$ ) (Goldhaber and Anthony, 2005, p. 15). These four variables allowed Goldhaber and Anthony to compare successful applicants to rejected ones and to determine the validity of the assessment process. In addition, the authors used the model to test a hypothesis of their own. Based on previous models, they believed that the time-intensive application process detracted from teacher effectiveness in the short term (Goldhaber and Anthony, 2005, pp. 15-16).

The findings of the study do reflect positively on the NBPTS process: students of NBCTs were expected to outperform their peers taught by unsuccessful applicants by about 5 percent of a standard deviation in reading and 9 percent of a standard deviation in mathematics (Goldhaber and Anthony, 2005, p. 16). However, even though NBCTs are more effective than their unsuccessful counterparts prior to certification, with non-applicants falling somewhere in the



middle, they are relatively as effective as non-applicants during the NBPTS process. It does appear that the application itself decreases teacher effectiveness in the short term (Goldhaber and Anthony, 2005, p. 16). In addition, the assessment does not appear to enhance effectiveness among applicants: the models “provide no evidence that completing the NBPTS assessment increases teacher effectiveness” (Goldhaber and Anthony, 2005, p. 18). The last conclusion in the study was equally as shocking: after controlling for the nonrandom distribution of teachers to different groups of students, the authors discovered that in reading, new NBCTs were no more effective than the unsuccessful applicants and past NBCTs were equal to non-applicants. In mathematics, past NBCTs were actually less effective than non-applicants: while the small sample of past NBCTs may play a role in these results, they are still contradictory to previous findings (Goldhaber and Anthony, 2005, p. 22). The overall findings of the study are clear: the NBPTS assessment clearly delineates the more effective and less effective applicants, but students of NBCTs do not appear to perform significantly higher than their peers taught by non-applicants.

In 2008, the National Bureau of Economic Research commissioned an experimental study of NBCTs, the first of its kind. It analyzed NBCTs in a brand new approach, looking at the scores on the NBPTS assessment as an indicator of future student achievement. The authors claimed that they could accurately “evaluate the ability of the NBPTS to identify those teachers with the biggest impact on student achievement as determined by standardized test scores” (Cantrell et al., 2008, p. 1). The study innovated in many new ways, but the most drastic shift from previous studies was the use of an experimental design. By randomly assigning students to teachers, the study’s authors lessened bias that could have otherwise hampered an observational study (Cantrell et al., 2008, p. 11).

The study used the Los Angeles Unified School District (LAUSD) as the dataset. The authors chose LAUSD due to their use of financial incentives to encourage NBCTs to teach at "high-priority" schools, which make up an astonishing eighty percent of the district. As of 2004, 1790 LAUSD teachers had applied for National Board Certification, with 1129 certified as effective teachers by the NBPTS (Cantrell et al., 2008, p. 7). The authors then laid out their experimental procedure: they claimed that previous research possessed two major flaws: it was non-experimental and looked at the NBCTs as a group. None of the studies analyzed the scaled scores of applicants or more importantly, the individual weighted sub-scores (Cantrell et al., 2008, p. 8). To rectify these flaws, the authors partnered with the LAUSD to create an experimental study of teachers of grade 2-5 over the school years 2003-2004 and 2004-2005.

99 pairs of teachers, one an applicant for certification and the other a comparison teacher, were randomly assigned classes of students, which were created to create roughly similar classrooms for comparison. The comparison teacher taught in the same school-grade year and calendar track as the NBCT, as well as possessing at least three years of experience (Cantrell et al., 2008, p. 11). The study also included a non-experimental portion, where all remaining NBCTs and qualifying comparison teachers in grades 2-5 were analyzed. The non-experimental portion looked at three distinct periods: "*the non-experimental sample during the experimental period (2004-2005); for the non-experimental sample during the pre-experimental period (2000-2003); and, for the experimental sample during the pre-experimental period (Cantrell et al., 2008, p. 4).*

The results of the study were varied, but possessed a high level of statistical accuracy. First, to test the effectiveness of random assignment, the authors tested the baseline characteristics of students assigned to both NBCTs and comparison teachers. They found that

“the random assignment process produced similar classes of students for each group of teachers” (Cantrell et al., 2008, p. 24). However, in the non-experimental sample, the findings concluded that “National Board applicants were regularly assigned students who are stronger academically than those assigned to non-applicants within the same school” (Cantrell et al., 2008, p. 24). Deeming the process valid, the authors then looked at the main focus of the study: using the various scores from the assessment as predictors of student achievement.

Shockingly, the study found that students of NBCTs did not perform consistently higher than non-applicants in mathematics, the difference being only .046 standard deviations based on a normal model of student scores in LAUSD. However, the students of unsuccessful applicants scored on average 0.173 standard deviations lower, a statistically significant amount at a 99 percent confidence level. In language arts, students of NBCTs do perform consistently higher than students of comparison teachers, with a difference of 0.060 standard deviations. Student of unsuccessful applicants, as in mathematics, perform significantly lower, with a difference of 0.134 standard deviations (Cantrell et al., 2008, pp. 27-28). The non-experimental sample is roughly similar in its findings to the experimental portion. In addition to their findings on student achievement, their tests regarding the assessment itself were met with mixed results. The authors found that if the 10 sub-scores were re-weighted, the predictive power of the scaled score would double. Even with its flaws, however, the assessment was found to be effective in weeding out ineffective teachers (Cantrell et al., 2008, p. 42).

Six years after the publication of the NBER working paper in December 2008, the Center for Education Data & Research at the University of Washington Bothell commissioned a pair of reports regarding National Board Certification. The reports, written by James Cowan and Dan Goldhaber, incorporated many aspects of previous studies. The study encompassed Washington

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State which at the time had the fourth largest population of NBCTs in the entire nation, partly due to an immensely successful incentive program (Cowan and Goldhaber, 2015a, p. 6). The dataset included student records from 2006-07 to 2008-09 at grades 4-6 and from 2009-10 to 2012-13 at grades 4-8. The addition of grades 6-8 in the latter time period is due to a change in the state's records, allowing the authors to link teachers to students at higher grade levels (Cowan and Goldhaber, 2015a, p. 7). Borrowing from the 2008 NBER paper, Cowan and Goldhaber analyze the linear relationship between the scaled scores of NBPTS applicants and student achievement as well as the standard categorical tests.

The results are relatively consistent with previous studies: there is a clear link between NBCT status and student achievement. NBCTs are "about 0.01 to 0.05 standard deviations more effective than non-NBCTs with similar levels of experience" (Cowan and Goldhaber, 2015a, p. 3). In regards to the scaled score of the assessment, "a one standard deviation difference on the National Board assessment score corresponds to an approximately 0.04-0.05 standard deviations difference in student achievement." These findings are remarkably similar to those of the NBER report, indicating a use for the scaled score as a measure of teacher effectiveness (Cowan and Goldhaber, 2015a, p. 18). Among elementary school students, those taught by successful applicants outperform those taught by unsuccessful applicants by a margin of 0.09 standard deviations. This corresponds to a difference equivalent to an extra 4.5 weeks of learning. The margin among middle school students, however, is far smaller, at only 0.06 standard deviations for mathematics and 0.03 in reading. At neither value is an NBCT statistically more effective than unsuccessful applicants (Cowan and Goldhaber, 2015a, p. 17). However, this study and the four before it have indicated that not only do students of NBCTs outperform their peers, but that the NBPTS assessment "weeds out" less effective teachers.

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While many reports sing praises of the NBPTS and its assessment, there are several that claim it is flawed or even useless. One of the earliest studies of NBCTs, published in March of 2005 and commissioned by the NBPTS itself, took that very stance. Written by William Sanders, James Ashton, and S. Paul Wright, the report analyzed scores on mathematics and reading tests from two large North Carolina school districts, ranging from the years 1999-2000 to 2002-2003 and grades 4 through 8. After exclusions due to insufficient data points, the student records analyzed numbered over 130,000. The authors set out to make three broad comparisons: "(1) NBCTs versus teachers who have never been involved in the certification process, (2) NBCTs versus teachers who planned to attain certification in the future, (3) NBCTs versus teachers who failed in their attempt at certification" (Sanders et al., 2005, p. 2).

Using these three comparisons as a launching point, four models were created, utilizing four categories of NBCT status. The categories, in order, were certified, attempted and failed, will participate, and never (Sanders et al., 2005, p. 5). Models 1 and 2 utilized students' raw scores as the dependent variable, while models 3 and 4 analyzed student achievement using gain scores. Models 1 and 3 were considered comparable to previous studies, but Models 2 and 4 included "a random teacher effect with a separate variance component for each certification status" (Sanders et al., 2005, p. 5). Not including this effect leads to "inferences that are overly optimistic," and are not found in previous research (Sanders et al., 2005, p. 5).

The study did not provide affirmation for the use of NBCT incentive programs. Models 1 and 3 validated the long-held belief that students of NBCTs performed better than their peers. "The sizes of the effects were generally less than one-half of a scale score unit and translated to standardized effect sizes that averaged 0.09 and 0.04 for math and reading, respectively, in Model 1, and 0.06 and 0.02 in Model 3," which were roughly equivalent to previous findings

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(Sanders et al., 2005, p. 6). However, in models 2 and 4, the authors found no statistically significant results: students of NBCTs performed no better than students of other teachers. And according to Sanders and the other authors, "Models 2 and 4, by properly accounting for the nested structure of the data, produce more defensible results (2005, p. 8). Another aspect of the study, looking at the variability within the previously defined categories of teachers, found that students were just as likely to get an "effective" teacher if their teacher was certified or not. In other words, the assessment process is ineffective in sorting out good teachers from the bad (Sanders et al., 2005, p. 7). The findings of this study paint a striking picture: one of wasted dollars and time on a seemingly useless program.

A year after the publication of the NBPTS report, another study was prepared on behalf of the National Board. The study would look at NBCTs using both student achievement data, as before, and through a series of other data points including observations and interviews. During the first phase of the study, data from three North Carolina school districts was utilized: test scores from 5<sup>th</sup> grade students were compared to statistical predictions, with the findings then standardized and aggregated by teacher (McColskey et al., 2006, pp. 10-11). Using the collected data, the second phase involved separating non-NBCTs into quartiles, taking the most effective and less effective quartiles, and comparing them to NBCTs on 15 different variables (McColskey et al., 2006, p. 12). The fifteen variables were separated into three groups based on the data and the methods by which it was collected: pre-instructional and dispositional, in-class, and teacher effectiveness (McColskey et al., 2006, p. ix). The sample size for this study is limited to 307 fifth-grade teachers in phase I and 51 fourth- and fifth-grade teachers for phase II (McColskey et al., 2006, p. 14).

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After aggregating student achievement by teacher, the teacher's effectiveness was given a number on the Teacher Achievement Index (TAI). In phase I of the study, it was found that there was "no significant correlation between the TAIs and teacher characteristics of years of service, ethnicity, and pay grade" (McColskey et al., 2006, p. 64). More surprisingly, the findings showed that students of NBCTs didn't perform significantly better on either the mathematics or reading tests than students of non-NBCTs. They did seem, however, to have a narrower range of scores, as indicated by the tighter grouping of NBCT's TAIs (McColskey et al., 2006, p. 64). In phase II of the study, the group of NBCTs had higher instances of post-masters coursework, were found to be more effective in lesson planning, and reading comprehension assignments created by NBCTs were more cognitively challenging than those given by non-NBCTs. While NBCTs were found to be more effective in the pre-instructional phase, the in-class variables showed no key differences in NBCTs. Even more shocking, in the teacher effectiveness set of variables, the most effective non-NBCTs actually surpassed the NBCTs in four out of fifteen dimensions (McColskey et al., 2006, pp. 58-59). The findings of this study clearly state that NBCTs are not significantly more effective than other teachers, striking another blow against the claims of the NBPTS.

In 2008, the same year as the influential NBER report, a study co-authored by Douglas Harris and Tim Sass also took a look at the influence of National Board Certification on teacher effectiveness. Their report is remarkable for its large scope: the data was taken from all across Florida over a four year span (2000/01-2003/04), looking at grades three through ten. When all said and done, the study encompassed over one million students and tens of thousands of teachers in both reading and mathematics (Harris and Sass, 2008, pp. 12-14). The student achievement data comes from two tests: the Sunshine State Standards (SSS) exam and the

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Stanford-9 achievement test. The primary test used for analysis is the SSS exam, with the Stanford-9 being used only when the results differ from the SSS exam. The scores are normalized by grade and year in order to be used in the statistical analysis (Harris and Sass, 2008, p. 15). The large dataset was useful in many regards: it allowed the authors to analyze the effect of NBCTs at different levels of schooling, to control for differences in teacher groups, and to properly account for heterogeneity in the student population (Harris and Sass, 2008, p. 3). The authors also used data on NBCT mentoring programs to determine the effect that the presence of NBCTs has on teachers in schools (Harris and Sass, 2008, p. 13). However, one major flaw in an otherwise astoundingly thorough dataset is the inability to determine rejected NBCT applicants from the pool of non-NBCTs. The variable for NBCT is therefore dichotomous: NBCT or not (Harris and Sass, 2008, p. 12).

The first model created by the authors tests the effect of NBCTs on their own students. On both tests and in both subjects (reading and mathematics), NBCTs are not found to be more effective than their non-certified colleagues (Harris and Sass, 2008, p. 16). In addition, the report validates the findings of Goldhaber and Anthony in regards to professional development: it does not appear that an NBCT's effectiveness increases post-certification (Harris and Sass, 2008, p. 17). Using the vast amounts of data at their disposal, the authors decided to test if NBCTs were more effective at different grade levels. However, as before, they found evidence contrary to popular belief. No difference in student achievement was detected in elementary schools, while NBCTs were found to be more effective before certification in middle school, but no different than non-NBCTs post-certification. In high school, NBCTs were found to be more effective than non-NBCTs post-certification, but only in mathematics (Harris and Sass, 2008, p. 20). The



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findings of this study contrast with the NBER report greatly, showing no difference between NBCTs and their fellow teachers.

The ninth and most recent study was published in March of 2015, authored by Cowan and Goldhaber. Using the same data collected from their earlier study, they set out to determine the impact of a teacher incentive policy in Washington State. At the time of the study, Washington had a two-tier incentive program for NBCTs. First, any NBCT would receive a \$5,000 yearly bonus for their certification. The second bonus, titled the Challenging Schools Bonus (CSB), was designed to incentivize NBCTs with up to \$5,000 to teach at high-poverty schools (Cowan and Goldhaber, 2015b, p. 6). As before, the dataset included student records from 2006-07 to 2008-09 at grades 4-6 and from 2009-10 to 2012-13 at grades 4-8. However, the data now also includes student achievement data from reading in grade 10 (Cowan and Goldhaber, 2015b, p. 12). The data now includes 2,470,049 student-year observations in math and 2,711,038 in reading, as well as 298,267 teachers, 62,635 of whom teach at challenging schools (Cowan and Goldhaber, 2015b, pp. 34 and 35).

Compared to other tests, the findings of this test are inconclusive and muddled by statistical insignificance. The authors found “that the bonus increased the proportion of teachers with the NBPTS credential both by incentivizing incumbent teachers to apply for certification and through better recruitment of teachers who already possess the NBPTS credential. We find suggestive evidence that eligible schools have higher retention rates among NBCTs” (Cowan and Goldhaber, 2015b, p. 21). Not only did the proportion of NBCTs at high-poverty schools increase, but even the retention of said teachers was higher than at other schools. However, the level of student achievement at these challenging schools was not found to be significantly higher, despite the greater number of NBCTs (Cowan and Goldhaber, 2015b, p. 21). Cowan and

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Goldhaber, however, were quick to point out two major limitations in their analysis. The time period, they stated, was limited to the first five or six years after implementation of the CSB, when the program was still getting up and running. In addition, limiting the definition of an effective teacher to high student test scores is far too narrow. They cite evidence that "effective" teachers provide students with long-term educational support that is not measured by traditional student achievement tests (Cowan and Goldhaber, 2015b, p. 21). With this in mind, the authors of the study state that as of now, financial incentives meant to boost performance in high-poverty schools using NBCTs do not have basis in statistical evidence.

Ever since the publication of *A Nation at Risk*, the United States has been focused on education as a driver of the economy. Whether it be through federal law, such as the No Child Left Behind Act in 2001, through state-based initiatives, such as the Common Core, or even at the local level, education is being shaped anew to meet the 21<sup>st</sup> century's needs. One of the centerpieces of this grand plan is teacher quality. In 2001, the Bush administration declared emphatically that by the summer of 2006, every teacher in the country would be "highly qualified." As a result of federal and state policies, numbers of National Board Certification applicants surged to new heights. With more NBCTs than ever before, the time has come to sit down and thoroughly investigate the NBPTS's claim of certifying the best and brightest teachers across the nation.

In all nine studies, they attempted to answer two basic questions: whether the students of NBCTs performed better than other students, and if the assessment process successfully discerned more effective teachers from the pool of applicants. Many of the earlier studies claimed to find correlation between student achievement and the presence of an NBCT, using statistical analysis of student test scores to back it up. However, the first three studies, published

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in 2004 and 2005, suffered from small sample sizes and limited datasets. However, the sole experimental study done regarding NBCTs, the NBER working paper in 2008, claimed that the assessment process did accurately distinguish effective teachers, even if student scores for such teachers weren't significant. The fifth affirmative study, looking at students in Washington, did find significant evidence linking student achievement and NBCT effectiveness, while not suffering from the problems of the first three reports. Overall, the positive studies do suffer from limited observational data, but the experiment undertaken in the NBER working paper does show that there is some merit to the NBPTS assessment process.

However, the negatives do make a strong case against the NBPTS assessment and NBCTs themselves. All of them claimed that students of NBCTs were no better than their fellows, citing large datasets as evidence. It does seem that most, if not all, of the negative studies have significant statistical evidence and solid data modeling. However, in regards to the assessment process itself, the camp is much more divided. Many of the negative studies do highlight some of the positive effects of the application, showing how ineffective teachers are consistently weeded out by the process.

It seems premature to declare that students taught by NBCTs perform better than other students. However, there is significant evidence to show that successful applicants are more effective than the unsuccessful applicants. The NBPTS assessment process does seem to "weed out" ineffective teachers and certify only the best, as they claim. Financial incentives for NBCTs have been effective in getting increasing numbers of teachers to attempt certification, and while NBCTs may not be more effective than average teachers, the process does seem to identify ineffective teachers as well. However, due to the inconclusive statistical evidence so far, the best course of action would be to conduct a study of NBCTs within Maryland itself. Each study in

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**this analysis came to a different conclusion, and it seems that location may be a factor in the effectiveness of NBCTs. With the number of certified teachers growing each year, it is important to discover the impact they have on the classroom and beyond.**

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***Paradigm Shift 2016:***

***Bringing Maryland's Teacher Preparation Policies into the 21<sup>st</sup> Century***

**Submitted to**

**Interim Superintendent Jack Smith**

**Maryland State Department of Education**

**From**

**Deans and Directors of Maryland Schools of Education**

**Eugene Schaffer, UMBC, and Phyllis Sunshine, Goucher College, Co-Chairs of D&D**

**Maryland Association of Directors of Teacher Education at Community Colleges**

**Colleen Eisenbeiser, Anne Arundel Community College, Chair of MADTECC**

**Maryland Association of Colleges of Teacher Education**

**Joshua Smith, Loyola University Maryland, President of MACTE**

**February 2016**

**Abstract:** This working paper was developed at the request of Interim Superintendent Dr. Jack Smith to provide an historic overview of the policy framework under which teacher preparation programs currently operate, suggest strengths and weaknesses of the current framework, offer guidelines for review and revision of the framework, and make recommendations for next steps.

### **Overview**

In 1995, MSDE and MHEC, in collaboration with stakeholder groups, developed the *Redesign of Education (Redesign)* to establish a framework for teacher education in the State of Maryland. In the ensuing years the *Redesign* has placed Maryland in the forefront of educational policy. However many changes in the society and the field of education support a review of the framework and policies to assure Maryland retains its efficacy and preeminence in the development of an effective teaching force.

The success of the *Redesign* can be seen in the large number of effective Professional Development Schools developed and sustained by districts and universities over the years. Other improvements identified by leadership in higher education and school systems in on-going discussions and reports include the strengthening of mentoring skills, increased time in classroom by teacher candidates, the diversity of experiences available to students in well-structured programs and increased collaboration among schools and higher education.

But much has changed since 1995. The children of the schools in 1995 are now the parents of the next generation: the world has turned and with it the role of education. The concerns of the 1980s have turned into the expectations of the 21<sup>st</sup> century. Schools must now educate all students to a degree of competence unparalleled in the history of schooling. Competition is not among neighboring schools and towns, but comparisons are drawn across states and among countries. The vision of an international competition among educational systems has emerged from both the immediate access to events worldwide and the level of comparative data. The context of schooling then is very different from the original *Redesign* and moved more toward the worldwide vision as explicated in Maryland's Race to The Top grant. It is now time to align policy with this expanded vision of education by framing a new, concise, comprehensive and coherent policy framework.

The sheer volume and complexity of data available to school systems, schools and individual teachers has grown exponentially in the last ten years. Teachers are now faced with a wealth of data, but limited capacity to analyze and determine the essential elements that will lead to success for the students. But technology has gone far beyond data richness. Collaboration among higher education and P-12 institutions envisioned in the *Redesign* are now possible among schools and across the spectrum of educational institutions through Facebook type mentoring programs or blogs, webinars, SKYPE or online forums. Technology has changed forever both the demands and resources for schools and teacher education programs from hardware such as mobile devices to



websites, data sources and platforms that have changed teaching from providing knowledge to fostering learning. This has been promulgated through Maryland's commitment to the Maryland College and Career Ready Standards and represents a shift in perspective as to the purpose of schools. Reviewing the *Redesign* in the light of major changes in curriculum and technology seems essential.

Other external forces have also influenced the schools in Maryland since 1995. At the national level The No Child Left Behind Act of 2001, ED Recovery Act as part of the American Recovery and Reinvestment Act of 2009, and Every Student Succeeds Act (ESSA) of 2015 have altered curriculum, assessment of students, accountability of schools and school systems, teachers and principal evaluations and commitments to our lowest performing schools. All of these major legislative efforts were initiated after the implementation of the *Redesign*. Likewise, in the field of teacher education major changes took place in the assessment of teacher education programs with a major shift from examining the inputs of teacher education programs to the assessment of the performance of the graduates of the programs. The reconstitution of National Council for the Accreditation of Teacher Education (NCATE) and Teacher Education Accreditation Council (TEAC) into the Council for Accreditation of Educator Preparation (CAEP) not only recognized the change, but moved from teacher education to educator preparation in part to recognize the many additional pathways to teaching.<sup>1</sup> However prescient the authors of the *Redesign* were in 1995, it would be difficult to suggest all of these changes and many not mentioned in this quick overview have been addressed in the current legislation and its related regulations. A review seems overdue.

The 1995 *Redesign*<sup>2</sup> has been implemented through the Maryland Institutional Performance Criteria (IPC).<sup>3</sup> The IPC lists the four essential elements of all initial teacher preparation programs. These four elements and emerging areas of concern are noted below:

**Strong Academic Background:** Each cohort (e.g., 2007-2008 graduates) meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores) and content and pedagogy tests (e.g., Educational Testing Service, ETS) or American Council on Teaching of Foreign Language (ACTFL) tests.

- **Concern:** These "academic background" standards are not aligned with CAEP accreditation standards; CAEP does not require pedagogy tests.

**Extensive Internship:** Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which include an

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<sup>1</sup> See Appendix 1

<sup>2</sup> See appendix 2

<sup>3</sup> See Appendix 3

internship within two consecutive semesters that at a minimum has 100 full days in a school.

- **Concern:** 100-day Internship models are “input” models, which are not based on performance or outcomes. The CAEP standards are less restrictive and align better with best practice.

**Performance Assessment:** The educator preparation provider (EPP) unit uses a performance assessment system that is based on the Interstate Teachers Assessment and Support Consortium (InTASC), national Specialized Professional Association (SPA) standards and/or the Essential Dimensions of Teaching, (EDoTs) and is assessed by a standards-based rubric.

- **Concern:** This standard does not address edTPA or ETS PPAT directly, and after all this time (20 years) standards will be more valuable and more relevant if they align with the measures that schools use to assess their teachers.

**Linkage with PreK-12 Priorities:** Programs prepare professional educators for assessment and accountability in Maryland, through focusing on the following reform elements: • Maryland College and Career-Ready Standards (MCCRS) • Ready for Kindergarten (R4K) (Early Childhood) • Student Learning Objectives (SLO) • PARCC Assessments (PARCC)

- **Concern:** The priorities stated above are high level MSDE priorities, but may or may not reflect all the LEA priorities. They are necessary but not sufficient. MSDE and LEA priorities may overlap, but new language should incorporate LEA partnerships as well as state goals. This standard requires real collaborations with LEAs (data sharing, cost-sharing, etc.) in order to be fully implemented, and currently this is not universally the case.

### **Looking for Evidence**

Although teacher educators, school personnel and teacher candidates have attested, anecdotally, to the value of many aspects of the *Redesign* standards, between 1995 and 2016 there have been few, if any, research studies of the *Redesign* and the IPC that offer grounded evidence of the success of this model. At a time when teacher preparation programs (university-based and alternative training programs) are coming under scrutiny with respect to best practice, it is imperative that policies and regulations be grounded in evidence-based findings.

The P-20 Task Force on Teacher Education (2014-2015) offers compelling evidence from national and international comparisons that the following elements need to be included in a new framework:

- high quality mentoring;
- sustained K-12 and higher education involvement with the intention of support student growth in the schools and extended;
- multiple field experience and internship with diverse populations;
- residency induction model for all pre-tenured teachers that engages higher education teacher preparation programs in collaborative partnerships with school districts; and,
- career-long professional development programs and career ladders for educators that are aligned with the high expectations of Maryland College and Career Ready Standards.

#### **Limitations of the IPC-Redesign**

The IPC-Redesign, like most policy, was written broadly to permit changes over time; however, the time has come to rewrite this important set of policies. Illustrative limitations are listed below:

1. **The IPC-Redesign language is too limiting.** In some cases specificity is a limitation in the *Redesign*. For example, the explicit inclusion of 100 days over two semesters for the internship does not convey the purpose of that requirement. The focus should be on the outcomes, ensuring that the candidate's successful performance in the internship contributes to student learning. In the 2000 revisions of NCATE, and now CAEP, the field has moved away from an input model of requirements to a performance-based assessment of the internship. Likewise, the requirement of an internship over two semesters no longer fits with models of extended internships that might match a block schedule in a K-12 school, or Pre-K programs, or a summer program in a public school.
1. **IPC-Redesign discourages innovation.** At the present there is no mechanism for proposing and validating innovation. It would seem reasonable for a university in collaboration with a school district to propose an innovation to MSDE for review, then create an agreement for a pilot that includes a review period and an independent research component to determine the efficacy of the innovation. Likewise programs offered by educator providers through alternative models or out-of-state universities do not currently have independent assessment of the performance of the teachers nor are they required to meet standards such as CAEP. To maintain quality of the teaching force in the state, regulations should strive for consistency across all providers.

2. **Under current policy, LEAs are not held responsible for participating in the IPC-Redesign. That creates an unworkable situation for implementation of the standards. The *Redesign* has no requirement for K-12 schools or school districts to participate in the *Redesign*. School districts have been willing collaborators for the most part, but have the option to walk away or alter agreements without accountability to the State or to higher education (IHE) partners. A more balanced policy would structure a fully integrated teacher education process from pre-service through experienced teachers, with accountability on both sides of the partnership.**

This is a particularly important point, and will be discussed at length later in this paper. The revised policy needs to ensure that LEAs have an equal share of responsibility for implementing the internship components (PDS) of the Redesign. P-12 officers who have authority over the budget and access to data should be held accountable for school-based aspects of the implementation of the IPC-Redesign, including induction. Gaining access to the schools to do research and collect data (an essential part of assessing the effectiveness of our preparation efforts) continues to be a challenge, but is a solvable problem.

#### **Guidelines for revising the IPC-Redesign**

1. **The IPC-Redesign should incorporate all essential Maryland partners in the development of policy, programs and assessments, and hold all partners accountable for the teacher preparation continuum. Currently, MSDE serves as the state approval agency for teacher preparation programs. A model that incorporates IHEs (two-year and four-year) and the Local Educational Agencies in all areas of the process with shared decision-making on the development of policies would increase the likelihood of an integrated teaching profession from pre-service teaching through advanced professional certification.<sup>4</sup>**
2. **Maryland's IPC-Redesign should be fully aligned with the CAEP accreditation and SPA standards such that fulfilling one fulfills the other. The recent changes in national accreditation with greater emphasis on outcomes and an increased emphasis on clinical practice bring the CAEP and SPA requirements more in line with Maryland's model. Separate or additional standards in the IPC should be eliminated in favor of the national standards, accreditation and SPA recognition.**

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<sup>4</sup> An example of the disconnect: The new CAEP Accreditation Handbook indicates that Standard 3.2, all of Standard 4, and Standard 5.3 and 5.4 must be met for full accreditation. Previously, CAEP had only listed Standard 4 and 5.3/5.4. To meet standards 4 and 5.3/5.4 higher ed institutions will need instruments demonstrating impact on student learning and teacher effectiveness, along with other highly robust data sharing agreements with LEA's that do not currently exist. Thus, the IPC-Redesign needs to be modified to include a modified LEA/higher education relationship structure, in order to incorporate the required CAEP standards.

3. **All changes to IPC-Redesign should be informed by evidence-based research. IPC-Redesign should be reviewed every 5 years by collaborative review team (MSDE, IHEs, LEAs) Evidence-based decisions should inform changes in the IPC where possible. When best practice is used then a research and evaluation effort should be put in place to address the practice with the purpose of review and possible revision after five years.**
  
4. **IPC-Redesign should incorporate AAT program standards recognizing the critical contributions community colleges make to the teacher pipeline in Maryland. Alignment and linkage of AAT programs with state and CAEP standards so that CAEP, the State of Maryland and community college form alliances that both verify and recognize the quality of AAT programs, including but not limited to the field experiences, measurement of dispositions, contributions to diversity, and alignment for certification.**
  
5. **IPC-Redesign should incorporate explicit provisions and incentives for innovations for schools and universities to continue to enhance the accreditation process. These might include: online observations, multiple IHE's to work within a single PDS site, international settings or integrated onsite instruction/teaching/feedback teacher education programs.**

#### **Next Steps**

**This paper outlines the opportunities that exist to dramatically improve a teacher pipeline that has served us well in the past, but is in need of urgent reform and revision. In order to reach our goals of recruiting the highest quality teachers, reaching higher teacher retention goals, aligning teacher education programs with the direct needs of school districts, and ultimately preparing Maryland's students for college and careers, we recommend that the Interim State Superintendent appoint a Statewide Task Force on Teacher Preparation to rewrite the current policies addressing the concerns raised in this paper, using the guidelines suggested here, and the charge to the task force should specifically incorporate the development of the Maryland MOU with CAEP, since a goal of the new IPC-Redesign will be to align Maryland standards with national accreditation.**

**The Task Force should be comprised of representatives from MSDE, LEAs and all segments of higher education (USM, MICUA, MACC, Morgan/St Mary's). Each segment head should be invited to nominate up to two members of the task force. The task force should be co-chaired by MSDE, an LEA Superintendent, and a Higher Education Chief Academic Officer, and should be directed to complete its work by April 30, 2016. The recommendations from the task force should be put before the State Board of Education in May, 2016, for implementation beginning July 1, 2016**

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**MARYLAND STATE DEPARTMENT OF EDUCATION  
NUMBER OF TEACHERS THAT SEPARATED BETWEEN  
OCTOBER 15, 2014 AND OCTOBER 15, 2015  
FIVE YEARS EXPERIENCE OR LESS**

<b>Reason for Separation</b>	<b>Number</b>
Death	2
Retirement	11
<b>Dropped</b>	
For provisional or substandard certificate	87
For inefficiency/ineffectiveness	84
For immorality, misconduct, insubordination, willful neglect of duty	8
For reduction in force	10
For resignation before non-renewal recommendation	39
<b>Work in (education)</b>	
Another country	42
Another state	201
Another local unit or the MD State Dept. of Ed.	105
A Maryland institution of higher education	138
A nonpublic school	20
Other type of position in the same local unit	6
<b>Work in (other than education)</b>	
Government services	11
Business	28
Defense work	2
Armed services	3
<b>Other Voluntary Resignation</b>	
Study	43
Move	342
Marriage	9
Maternity	20
Home responsibility	120
Personal illness	58
Dissatisfied with teaching	68
Other	410
Cause unknown	88
<b>Leave of Absence</b>	
For study	4
For illness	9
For maternity	23
Armed services	1
Other reasons	30
<b>Total</b>	<b>2,012</b>





DRAFT 7/29/16

Brackets indicate matter deleted from existing law

See Page 2 of this document to look at 11-208(a), (b), (c) without showing the current law that is being deleted

#### Article - Education

11-208.

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized [by the U.S. Department of Education and endorsed] by the Department.

(b) [(1) After July 1, 2004, an] AN institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

[(i)] (1) National accreditation; or

[(ii)] A waiver under paragraph (2) of this subsection] (2) APPROVAL BY THE DEPARTMENT.

[(2) The State Superintendent may grant a waiver from the national accreditation requirements to:

(i) Any liberal arts college with a full-time equivalent enrollment of not more than 2,000 students; and

(ii) Any nationally recognized professional school of fine arts specializing in music or art.]

(c) (1) [By July 1, 2000, an institution of higher education in the State that offers a program of undergraduate or graduate studies that would certify a recipient to teach must:

(i) File its intent to seek national accreditation;

(ii) Certify to the Department that it has national accreditation; or

(iii) Have received a waiver under subsection (b)(2) of this section.] **WHEN DETERMINING WHETHER A NATIONAL ACCREDITING AGENCY IS RECOGNIZED BY THE DEPARTMENT, THE DEPARTMENT SHALL CONSIDER WHETHER THE NATIONAL ACCREDITING AGENCY INCLUDES SIMILAR STANDARDS THAT ARE USED BY THE DEPARTMENT WHEN APPROVING A PROGRAM.**

**(2) The accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a [nationally recognized] NATIONAL accrediting agency and the Department.**

**(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support to assist institutions of higher education in the State that seek NATIONAL accreditation under this section.**

**(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:**

**(i) Any fee that [an] A NATIONAL accrediting agency charges an institution of higher education in connection with the accreditation process;**

**(ii) Any training fee that [an] A NATIONAL accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and**

**(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of [an] A NATIONAL accrediting agency.**

**(e) The Department shall adopt regulations to implement this section.**

**(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.**

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**(a), (b), and (c) without the current law being repealed**

**(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department.**

**(b) An institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:**

**(1) National accreditation; or**

**(2) Approval by the department.**

**(c) (1) When determining whether a national accrediting agency is recognized by the department, the department shall consider whether the national accrediting agency includes similar standards that are used by the department when approving a program.**

**(2) The accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a national accrediting agency and the Department.**



# Appendix XII





## **Teacher Induction, Retention, and Advancement Act of 2016 Workgroup August 16, 2016 Meeting Minutes**

The 6th meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1:00pm

**In attendance:** Dr. Sylvia Lawson (MSDE), Sarah Spross (MSDE), Emily Dow (MHEC), Amanda Conn (MSDE), Linda Gronberg-Quinn (MADTECC), Gail Bennett (PSSAM), Nancy Shapiro (UMS), Tess Blumenthal (MAESP), Rowena Shurn (MSEA), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE), Derek Simmons (Attorney General's Office) Debra Kraft (MICUA)

**Absentees:** Marietta English (BTU), Laura Weeldreyer (MSBE), Annette Wallace (MASSP)

### **Introductions**

Ms. Spross opened the meeting with an introduction of the workgroup. She noted that, during the meeting, the committees would be reporting their suggestions to the workgroup members for the interim report due September 1, 2016. She noted that the committees have done an incredible amount of work in the past three or four meetings.

Ms. Spross further noted that this work will extend the partnership work between P-12 and Institutions of Higher Education (IHE) begun more than two years ago. Currently, the workgroup members, combined with the committee members, have brought more than 72 people together to engage in this work.

Ms. Spross reminded the workgroup and committees that a comprehensive interim report with substantive recommendations and stated direction for continued work is due November 1, 2016 with the final report due November 1, 2017. The committees' reports will get feedback from the workgroup to inform Amanda Conn as she completes the required reports.

### **Public Comment:**

We provided opportunity for public comment at this meeting, but the individual who signed up did not appear. There will be more opportunities for public comment in the future.

### **Approval of Minutes**

Ms. Spross entertained a motion to approve the August 2, 2016 minutes.

**MOTION:** Ms. Gail Bennett/Ms. Amanda Conn moved and seconded a motion to approve the August 2, 2016 minutes.

**VOTE:** UNANIMOUS

**Break for Committees to meet**

Ms. Spross reiterated that, as agreed upon at the last meeting, committees would be given 30 minutes to finalize their recommendation for today's presentations. The committees reconvened at 1:50 p.m. for report out and discussion.

Ms. Spross offered two options for the committee report outs: Option 1: All five committees would report with the workgroup discussing the reports in total. Option 2: Each committee would report out separately and the discussion from the workgroup would immediately follow the individual report.

Dr. Shapiro felt the most urgent issue to be centered in the work of Committee V and asked if they could go first in order to assure adequate time to discuss the recommendations, vote, and make a decision thereby resolving the CAEP issue.. Ms. Spross agreed that Committee V could begin, but committing each equal time for each presentation since the information from the other four committees is what is required by the Statute. The workgroup must hear from all committees in order to make decisions for the interim report.

### **Committee Reports**

#### **Committee V: Education Article §11-208 (CAEP)**

Ms. Kröll spoke for Committee V. She reiterated that the goal was to amend the statute in order to fix the CAEP issue. In addition, Ms. Kröll noted two other issues, the first of which was to recommend further discussion to see if the Department (MSDE) should include educational providers other than CAEP. Secondly, it was suggested that the work of Committee V should be merged into Committee II, Teacher Preparation, to make sure the work is aligned.

Mr. Simonsen provided background on CAEP and its lack of national recognition, the statutory issue currently being addressed. Amanda Conn reviewed the recommended language for Education Article 11-208

#### **Workgroup questions and response to Committee V**

Ms. Bennett asked specific questions regarding the role of the workgroup in the vote/approval of the bill. Ms. Conn explained the process of approval from the Department and from the State Board. Mr. Simonsen commented that an affirmative vote indicates the group's suggestion of language change and that the committee would be asking for the proposed changes to be adopted. He also confirmed for the committee that if, in the future, their constituents are not in favor of the language, they are able to voice their disagreement.

Conversation continued regarding the issue of approval from MSDE and approval from a nationally recognized organization. As noted in the proposed language, the organization must have standards that align with the state approval standards. If an organization has received recognition, then an IHE would not need approval from both but only from one. However if there are any standards not covered by the national organization, a state Addendum would need to be completed. Ms. Spross noted that this puts Maryland in prime position to assure that IHEs with approved programs are doing what is right for Maryland students. The committee further



discussed the difference between state approval and national accreditation, noting that there needs to be awareness of the perception of the potential value of national recognition.

### **Vote for approval**

There were three abstentions (Dr. Shapiro, Ms. Bennett and Ms. Kraft) to the vote for the recommendations from Committee V's recommendations. As a result there were not enough members to complete a vote by quorum rules. The Department will take the recommendation from the committee and move forward with the proposed language.

### **Committee I: Determine how to recruit quality teachers at all levels of education in Maryland**

Ms. Butler presented on behalf of Committee I. She noted the charge led to broad topics and philosophical discussions. While there is an understanding of the tenets of National Board Certification (NBC), there is a concern with tying it directly to certification, noting it is a for-profit organization. The committee will further explore how to tie NBC into recruitment efforts. There is a goal to break down barriers to certification in Maryland. In addition, there is a focus on how to link loan forgiveness to recruitment and a review of the required basic skills assessment. The committee also looked at specialized areas of certification and routes to certification, noting how difficult some areas are to fill. Specific recommendations include:

#### **1. 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**

- Teacher preparation programs at the undergraduate and graduate level should include the tenets /principles (core propositions) of National Board Certification (NBC) as they support quality teaching and learning experiences (interwoven throughout course of study to reinforce interdisciplinary connection); however NBC should not be a requirement of an educator preparation program nor should it be a requirement for MD certification.
- The committee recognizes that NBC is already an alternate pathway to achieve the Advanced Professional Certification (APC) in Code of Maryland (COMAR) and would like to explore NBC as a route to initial professional certification.

#### **2. Section 5(a)(1)(iv) How to link loan forgiveness to teaching in high needs schools**

- The committee believes loan forgiveness should be a focused marketing tool for teachers vs. all employees. This extends beyond "High Need" schools in hard to fill areas (STEM, SPED, etc.).
- Loan Forgiveness should be clearly communicated during recruitment to enhance recruitment/marketing efforts with a guarantee upon hiring vs. condition of hiring.

- Loan Forgiveness program should be tailored to teachers, easy for college students to understand and marketed at the collegiate level – transparent/clear language with ease of navigation
- Loan Forgiveness should be in the beginning and the end (financial support with entry and conclusion)
- The committee will explore stipend options for those in comprehensive needs schools who go above and beyond (mentoring, etc.)
- The committee feels that the Quality Teacher Stipend should still be given to APC holders in comprehensive needs schools, not solely for those with NBC.

### **3. Alternative Certification Programs: Conditional Certificate**

- Group will explore different options for basic skills assessments, including whether assessments are the only way to measure basic skills and what multiple measures could be considered toward meeting this requirement. Could a performance-based assessment be considered?

### **4. Specialized Professional Areas: Routes to Certification**

- Group will also explore what minimum pedagogy requirements are essential for all teachers.
- This group will explore the possibility of adding an adjunct certificate to the continuum of certifications in Maryland.

### **5. Additional Recommendations**

- Expansion of Teacher Academies; increase number of Local School Systems (LSS)s participating to increase number of students participating.

### **Workgroup questions and response to Committee I**

Dr. Shapiro opened the discussion with comments regarding those who are conditionally certified and their knowledge of content, but possible lack of knowledge of pedagogy. She noted a need for creativity in recruitment of these individuals. Ms. Spross noted that individuals could be conditionally certified for any number of reasons, such as the need to complete required tests, lack of internship, expired certificate, etc. Ms. Spross encouraged the workgroup and committees to consider what elements of certification are most necessary for someone to teach a specialty area such as nanotechnology or diesel automotive. Dr. Lawson noted the committee had generated some good ideas and reminded the committee to continue to think about how to recruit people who can teach students who are interested in careers such as culinary.

Ms. Shurn asked briefly about the issue of pensions in Maryland and suggested this is a topic for exploration in the future.

### **Vote for Approval**

**VOTE: UNANIMOUS**

## **Committee II: Determine how to prepare quality teachers at all levels of education in Maryland**

### **Sections of Chapter 740 to be covered:**

- 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.

Dr. Mullen presented for Committee II. She noted that the committee would continue to explore how to work with the four charges and recognize how these charges are related to the workgroup and other committee charges. There needs to be consideration of discipline in the classroom. Here Ms. Mullen noted there was not consensus in the committee around the terms classroom discipline and classroom management. The committee also asked the intent of the charge and noted they will continue to explore an alignment between districts and the methodology of classroom discipline. The committee did not have specific recommendations for the workgroup to consider; however, they noted they would continue to explore, investigate the charges.

- Classroom management strategies need to be explored
  - Restorative practices
- Making recommendations for legislative changes regarding ESSA
  - They can't make recommendations on this today.
- Whether a teacher academy or university-based academy, all are held to the same high standards.
- Revision of institutional performance criteria
  - Institutions must show evidence
  - Still in great discussion and exploration
- Accreditation – look at national specialized professional associations
  - Still exploring and investigating

### **Workgroup questions and response to Committee II**

Ms. Dow asked for clarification on the difference between discipline and classroom management. Ms. Spross noted there is some discussion around this topic and there is a belief that teachers are not prepared for all the potential classroom environments in which they could be placed. We need to address how to better prepare our teachers to teach in any setting ranging from an IB program to an alternative setting. How do we better prepare our students for all of the different cultures and behaviors they will be faced with? She continued that this is our opportunity to set Maryland standards. To do this, there must be collaboration between Institutes of Higher Education (IHE)s and PreK-12.

Dr. Shapiro suggested Committee V should work with Committee II, even though this would mean two representatives from the constituencies on the committee. Ms. Spross noted that this would create a group of potentially 24, and that number would be

unmanageable as a committee. Dr. Lawson also added that a large group as proposed could potentially lend its self to a reduced level of productivity.

Ms. Shurn noted the need to look at diversity in the LEAs and the need to fill positions with educators who are prepared for the work that is being done.

**Vote for approval**

**VOTE: UNANIMOUS**

**Committee III: Determine how to induct quality teachers at all levels of education in Maryland.**

Ms. Williams presented for Committee III. She clarified the definition of the Professional Eligibility Certificate (PEC) and noted induction commonly takes place in the classroom and with students. Someone with a PEC is not in the classroom and therefore not in a position to take advantage of best practices for induction. The committee will continue to work on the requirements of a mentor teacher. Also, the committee researched best practices of induction and found COMAR to include these best practices. The COMAR regulations were updated in 2011 and the committee intends to look at these and offer further suggestions for revisions. Specific recommendations include:

**5(a)(1)(v): How to incorporate induction best practices into professional eligibility certificates.**

The committee recommends that no action be taken on this charge. Professional eligibility certificates do not offer a candidate access to students in a classroom, and based on known best practices of induction, a candidate must have access to students in a teaching environment and be engaged with a mentor teacher to best be served by any induction practice.

Continued discussion of this charge must include a discussion of access to a district and a classroom, and how would the experience of an educator who has not been hired by the district be financed.

**5(a)(1)(vi)1: How existing laws and regulations impact teacher recruitment, retention, and promotion for individual and team competency and Section 5(a)(1)(vi)2: How existing laws and regulations impact teacher recruitment, retention, and promotion for performance measurement and management.**

These two charges can be addressed at the same time. COMAR 13A.07.01 clearly articulates what we feel to be best practices in new teacher induction, as supported by research, literature, and current practice. If all pieces of COMAR are adhered to, there will be an improvement in recruitment and retention. An individual who knows a school district will support him or her as a new teacher may choose this district for employment over another district. With induction best practices in place and extended to the new teacher, the teacher may be more likely to stay in the teaching position and district, increasing the effectiveness of both recruitment and

retention. Individuals who are nurtured through the best practices outlined in COMAR will improve individual and team competency.

Similarly, if COMAR 13A.07.01 is followed as it is articulated, the recruitment and retention issues are consistent with the above scenario. Furthermore, following the best practices in COMAR should result in an improvement in the ability to identify and address performance measurement and management.

In response to the question, "***What should be the qualifications be for a mentor teacher?***"

The committee recommended that language be added to COMAR 13A.07.01.04 to reflect the following qualifications for mentor teachers.

Mentor teachers are recommended to be tenured and have at least five years teaching experience, with a minimum of three, and must be in good standing with a rating of highly effective, or the equivalent rating depending upon the rating scale used by the LEA. Further, mentor teachers should receive a recommendation from a principal or administrator and should express a willingness to participate in professional development specific to mentoring. Mentor teachers should receive training in best practices. Mentor teachers and administrators should mutually agree to the mentorship position.

**Special Note:**

During the committee meeting, prior to the report out, Dr. Karen Robertson asked the committee to consider including as a recommendation that the edTPA assessment should be used in candidates' final semesters of their educator preparation programs. Dr. Robertson provided the committee with pertinent information regarding edTPA, including a handout explaining the edTPA Professional Growth Plan (included).

Committee members expressed concern about including the edTPA language because not all of the programs in Maryland use edTPA. Additionally, concern was expressed regarding the inclusion of only one program. Dr. Robertson suggested that language be included stating that for IHEs who have students complete a professional development plan at the end of their full-time internship experience, this plan should be shared require the plan to be shared with their induction mentors. A committee member opposed this idea as a professional development plan did not need to be considered by the committee in the scope of this charge.

**Workgroup questions and response to Committee III**

The workgroup's conversation focused on the need for mentoring and mentor training. Dr. Shapiro asked if the final report could include requests for fiscal recommendations. She continued to note the importance of collaboration between the schools and IHEs to address induction. Ms. Blumenthal asked what MSDE and/or the regulations require regarding mentoring. Ms. Roe explained that COMAR is specific about what LEAs need to do and report on. COMAR includes both

requirements and recommendations allowing each district to determine what they are capable of doing. As a result there is great variation throughout the State.

The workgroup noted the committee's suggestions should be the minimum requirements. There was further discussion by the group recommending further consideration of the number of days an intern is in their placement, the ratio of mentors to teachers, and consideration of released time for both new teachers and mentors.

**Vote for approval**

**VOTE: UNANIMOUS**

**Committee IV: Determine how to retain quality teachers at all levels of education in Maryland**

Dr. Schaffer presented for committee IV. He discussed the use of the language "career lattice" and not ladder as a way to conceptualize an educator's career development in more broad terms. Teachers need to be valued for their time and experience. Committee IV questioned the merit of NBC and asked if it was the only model to follow. Mr. Schaffer also noted the need for recognition of teachers as a way to increase retention. In addition, any new policy needs to address the issue of diversity throughout the districts and schools.

***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.***

**Career Lattice:** Consider alternative career structures that fit the Maryland environment of both small rural and large urban and suburban districts. The lattice should reflect the development of teachers' expertise and experience and offer options, opportunities alternative pathways throughout their career.

**Mentoring:** Review mentoring models for beginning teachers that expand in duration and complexity. Teachers benefit from mentoring that reflects their needs in content, children's development and teacher experience and expertise. Just as first year teachers may require assistance with organizing classroom environments and instructional clarity, second and third year teachers often grow in expertise; therefore, while mentoring remains valuable, the emphasis can shift to exploring student in-depth learning and developing teacher expertise in advanced content. Mentors should be a major population for training as well.

**National Board for Professional Teaching Standards:** The committee recognizes the incentives and recognition national board certification provides teachers, but also is aware of the costs both financial and time to teachers and schools. Reviews of independent assessments of the benefits and limitations of NBC should be undertaken by the committee within the context of career lattice.

***Section 5(a)(1)(VI) 3. How existing laws and regulations impact teacher recruitment, retention, and promotion for reward and recognition for excellent work.***

**Beginning Teacher Pilot Program:** Recent laws provide 20% additional planning time for beginning teachers. This appears to be a valuable contribution to support beginning teachers, but there are a number of questions that need to be answered before this proposal becomes a widely implemented. Among questions that need to be answered include the following: Does a reduced load in fact increase teacher expertise or reduce issues of retention of first year teachers? How do districts support beginning teachers to benefit from the increase of planning time? As giving five new teachers increased planning time would require the employment of an additional teacher, how would districts absorb the related costs?

**Examination of Laws and Regulations:** An example of a regulation that limits recruiting is the practice of individual teacher candidates submitting documentation to the state for certification rather than submission of all graduates of a program by the university or college. The submission of all graduates from a given semester by the institutions would reduce paper work and often the back and forth between the individual teacher candidate and the state. Paperwork would not be submitted until reviewed and approved by the institutions for this population. The state's role would be verification. While this does not address all certification issues it would reduce a significant bottleneck in the process. Other regulations could be reviewed in the same manner.

***Section 5(b)4 Make recommendations regarding the best methods of incentivizing effective teachers to choose to teach in in low performing schools and schools with a critical mass of economically disadvantage students in light of federal regulations that require equitable distribution of effective teachers.***

**Teacher Voices:** Any discussion of retention and assignment of teachers should recognize the teachers' voices and include a variety of teachers in those discussions about what increases commitment and retention in their schools. The committee suggests inviting a range of teachers from across the spectrum of schools and a varying experiences and expertise to inform the committee on desirable incentives to increase retention in and commitment to challenging settings.

**Program Reviews:** The committee will review practices by states and districts to assure all students receive quality instruction.

**Additional Notes:**

The committee determined that the national discussion on retention is not necessarily mirrored in Maryland based on a preliminary analysis of Maryland data. The national discussion is less nuanced than needed to create a strong policy to improve retention. First, the committee proposes a policy that takes into account variation among districts. Furthermore, additional analysis is needed to examine attrition. These analyses include, but are not limited to attrition by subject matter,

but extend to attrition at the school rather than district level, and attrition based on teacher pay, school location, and school climate and community poverty.

Finally, the committee was charged to assess the Anne Arundel County Grant for Teaching in an Economically Disadvantaged School. This grant has not been implemented at this time and therefore no assessment is possible.

#### **Workgroup questions and response to Committee IV**

Dr. Shapiro stated she was interested in the data differentiation, noting there are so many factors that impact a teacher's decision to stay in a school. We cannot make a broad generalization those certain things that will increase retention in all schools. Currently we only discuss the retention of teachers who are already in schools. She asked if there are there some things we could see in the early induction experiences that lead to teachers staying longer and would tie them to their community. What are the Teaching, Empowering, Leading and Learning (TELL) Survey results?

Ms. Spross noted the TELL survey is online and available for review at [Tellmaryland.org](http://Tellmaryland.org)

#### **Vote for approval**

**Vote:** UNANIMOUS

#### **Conclusion/Adjournment**

Ms. Spross asked the workgroup if there were other things they would like to see the committees work on. There was a short discussion regarding the work previously done by other groups and the benefit of reviewing this work. Ms. Spross continued by noting the need for a comprehensive interim report. The work is not done, but will continue in order to assure that the best ideas are put in place for Maryland students. Ms. Spross and Ms. Conn will begin to write the report and they hope to share preliminary pieces at the next workgroup meeting.

Dr. Shapiro asked for clarification on the process moving forwards. Ms. Conn noted that, once the interim report is completed; there would be a legislative briefing that may lead to additional feedback that will come from pre-session briefing. There may also be a presentation to the State Board as a courtesy. In the future, the report will be submitted to the Governor and General Assembly.

Ms. Spross noted a possible change in location for future meeting and there was a brief discussion regarding the schedule of meetings and who would attend the workgroup and the committees or only the workgroup. Ms. Spross will look at options and communicate with the workgroup and committee members.

Meeting adjourned 3:55pm



# Appendix XIII



**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
Materials of Interest  
August 16, 2016 Meeting**



**Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016**

[http://mgaleg.maryland.gov/2016rs/chapters\\_noln/ch\\_740\\_sb0493e.pdf](http://mgaleg.maryland.gov/2016rs/chapters_noln/ch_740_sb0493e.pdf)

Statute that requires the State Department of Education to establish a workgroup, the participants, sets forth the elements to be reported on and the dates (November 1, 2016, November 1, 2017, and December 1, 2021) by which the interim and final reports must be submitted to the governor.

**Materials of Interest by Committee**

**Committee I: Recruitment**

**Teacher Education Assistance for College and Higher Education (TEACH) Grant**

<https://studentaid.ed.gov/sa/types/grants-scholarships/teach>

This link provides extensive information on the TEACH Grant, which provides up to \$4,000 a year to students who are completing or plan to complete coursework needed to begin a career in teaching.

**Teacher Staffing Report from 2014-2016 (latest report)**

<http://www.marylandpublicschools.org/msde/divisions/certification/progapproval/docs/MarylandTeacherReport20142016.pdf>

This report provides information on the number of teacher candidates produced through traditional and nontraditional teacher preparation programs. In addition the actual and anticipated hiring needs of the 24 local schools systems are included. This information addresses both the supply of new Maryland teachers and the demand that the local school systems expect in hiring.

**Guide to National Board Certification (Attachment I)**

This guide provides information on the certification process for individuals to become Board Certified. .

**AACPS Adjunct Teacher Program Description (Attachment II)**

This document serves as an example of an Adjunct Instructor Program. Its purpose is to allow individuals currently working in their industry or retired from their industry to serve as the teacher of record for hard to fill and specialty areas without meeting the existing requirement for teacher certification as they will never serve as a full time teacher.

### **Conditional Certification Regulations**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.01.08.htm>

This regulation sets forth the general requirements to hold a conditional certificate in the State of Maryland.

### **Professional and Technical Education (PTE) Certification regulations**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.02.15.htm>

This regulation sets forth the general requirements to hold a PTE certificate in the State of Maryland.

### **Specialized Professional Areas Regulations**

<http://www.dsd.state.md.us/comar/comarhtml/13a/13a.12.02.27.htm>

This regulation sets forth the general requirements to hold specialized professional certificate in the State of Maryland.

## **Committee II: Preparation**

### **CAEP/IPC Comparison (Attachment III)**

**Provided by: Dr. Laurie Mullen, Committee II Member at the August 8, 2016 Meeting**

**Drafted by: Dr. Kathy Angeletti, Committee V Member**

This document indicates elements of the Institutional Performance Criteria (IPC) that are not a part of CAEP and elements of CAEP that are not a part of the IPC.

## **Committee III: Induction**

### **Chapter 740 (SB 493) Teacher Induction, Retention, and Advancement Act of 2016**

#### **Section 3**

[http://mgaleg.maryland.gov/2016rs/chapters\\_noln/ch\\_740\\_sb0493e.pdf](http://mgaleg.maryland.gov/2016rs/chapters_noln/ch_740_sb0493e.pdf)

Section 3 of Chapter 640 contains the language that is specific to the Teacher Induction Retention, and Advancement Pilot Program.

## **Committee IV: Retention**

**National Board for Professional Teaching Standards: 2015 State Rankings by Total Number of National Board Certified Teachers**

[http://www.nbpts.org/sites/default/files/certification\\_2015/2015\\_staterankings\\_all\\_nbcts.pdf](http://www.nbpts.org/sites/default/files/certification_2015/2015_staterankings_all_nbcts.pdf)

**National Board for Professional Teaching Standards: 2015 State Rankings by Percent of Teachers who are Board-Certified**

[http://www.nbpts.org/sites/default/files/certification\\_2015/2015\\_staterankings\\_all\\_nbcts\\_percent\\_of\\_teaching\\_population.pdf](http://www.nbpts.org/sites/default/files/certification_2015/2015_staterankings_all_nbcts_percent_of_teaching_population.pdf)

**National Board for Professional Teaching Standards: 2015 State Rankings for Growth over three Years**

[http://www.nbpts.org/sites/default/files/certification\\_2015/2015\\_staterankings\\_all\\_nbcts\\_3yr\\_growth.pdf](http://www.nbpts.org/sites/default/files/certification_2015/2015_staterankings_all_nbcts_3yr_growth.pdf)

**National Board for Professional Teaching Standards: 2015 Top 30 Districts by Total Number of NBCTs**

[http://www.nbpts.org/sites/default/files/certification\\_2015/2015\\_districtrankings\\_to\\_talncts.pdf](http://www.nbpts.org/sites/default/files/certification_2015/2015_districtrankings_to_talncts.pdf)

**National Board for Professional Teaching Standards: 2015 Top Alma Maters by Total Number of NBCTs**

[http://www.nbpts.org/sites/default/files/certification\\_2015/2015\\_ihes\\_all\\_nbcts.pdf](http://www.nbpts.org/sites/default/files/certification_2015/2015_ihes_all_nbcts.pdf)

**National Board for Professional Teaching Standards: National Board Certified teachers by State (Map)**

[http://www.nbpts.org/sites/default/files/certification\\_2015/nbct\\_map\\_2015.pdf](http://www.nbpts.org/sites/default/files/certification_2015/nbct_map_2015.pdf)

**National Board for Professional Teaching Standards: Maryland Profile**

[http://www.boardcertifiedteachers.org/sites/default/files/state\\_profiles/State%20Profiles\\_2015\\_MD.pdf](http://www.boardcertifiedteachers.org/sites/default/files/state_profiles/State%20Profiles_2015_MD.pdf)

This document provides an overview of Maryland specific data regarding National Board Certification.

## **Committee V: CAEP**

**Proposed Amendments to Education Article §11-208. National Accreditation (Attachments IV & V)**

Draft language represents discussions that occurred during the August 2 and 8, 2016 meetings.

## **Various Articles and Reports Regarding Teacher Induction, Retention, and Advancement Act**

**American Association of Colleges for Teacher Education: State Policy Statement to Enhance Educator Preparation**

[https://secure.aacte.org/apps/rl/res\\_get.php?fid=2911&ref=res](https://secure.aacte.org/apps/rl/res_get.php?fid=2911&ref=res)

In June 2016, leaders of the state chapters of the American Association of Colleges for Teacher Education (AACTE) agreed on the following state policy statements to enhance educator preparation. More than 1,100 colleges and universities are members of these chapters.

### **Illinois endorsement for New Teacher Leader from Elmhurst College**

**Provided by: Rowena Shurn, Workgroup Member**

<http://www.elmhurst.edu/tl/248433181.html>

Currently there are 9 institutions approved by Illinois State Board of Education (ISBE) to offer the new Illinois Endorsement on Professional Educator License: Teacher Leader. This endorsement prepares teachers for roles within schools such as Curriculum Specialist; Coach or Mentor; Department Chair or Lead Teacher, Content Specialist; or Program Leaders. Superintendent Koch indicated that that. "The Teacher Leader Endorsement Program will be helpful in retaining and developing high-performing teacher for leadership roles and in building the competencies necessary for high quality leadership and decision-making in schools."

### **Ohio Board of Regents Department of Education, Teacher Leader Endorsement**

**Provided by: Rowena Shurn, Workgroup Member**

[https://www.ohiohighered.org/files/uploads/education-prep/documents/teacher\\_leader\\_endorsement\\_program\\_standards.pdf](https://www.ohiohighered.org/files/uploads/education-prep/documents/teacher_leader_endorsement_program_standards.pdf)

This document provides information on the Ohio Program Standards for the teacher Leader Endorsement. This endorsement is valid for mentoring and coaching teachers, providing staff development, and assisting the building principal in supporting a shared vision.

### **Kentucky Teacher Leader Endorsement from university of Kentucky College of Education**

**Provided by: Rowena Shurn, Workgroup Member**

<https://education.uky.edu/edl/teacher-leadership-program/teacher-leader-endorsement-only/>

This link provides information on the Teacher leadership program which was approved by the Kentucky Education Professional Standards Board to add a Teacher leader Endorsement to a valid Kentucky Professional Certificate for individuals who hold a graduate degree.

### **Teacher Leaders Model Standards: Teacher Leadership Exploratory Consortium**

**Provided by: Rowena Shurn, Workgroup Member**

[https://www.ets.org/s/education\\_topics/teaching\\_quality/pdf/teacher\\_leader\\_model\\_standards.pdf](https://www.ets.org/s/education_topics/teaching_quality/pdf/teacher_leader_model_standards.pdf)

This document provides information regarding the model standards for teacher leaders.

### **Educators Rising Standards**

**Provided by; Rowena Shurn, Workgroup Member**

(<https://www.educatorsrising.org/what-we-offer/standards>; <https://www.educatorsrising.org/uploads/people/Educators-Rising-Standards.pdf>).

Educators Rising is dedicated to building the teacher profession. They believe that the teacher pipeline "must begin in secondary education." The site reports that over 605 of teachers work within 20 miles of where they went to high school. Educators Rising is committed to helping communities "Start early to grow their own highly skilled, well-prepared teachers." In partnership with the National Education Association (NEA) to develop a set of standards that can be used in high school to prepare individuals to take their first steps to becoming a teacher. They are just beginning work on curriculum and it will be available for implementation during the 2017-18 academic year.

# NATIONAL BOARD

*for Professional Teaching Standards*

## Guide to National Board Certification

Version 1.6

For candidates who began the certification process in 2014-15 and later.

Register online at [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)

*National Board Certification  
Promotes Better Teaching  
Better Learning, Better Schools*





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# Introduction

## **What Is the National Board?**

**The National Board for Professional Teaching Standards (National Board) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. The founding mission of the National Board is to advance the quality of teaching and learning by**

**maintaining high and rigorous standards for what accomplished teachers should know and be able to do;  
providing a national voluntary system certifying teachers who meet these standards;  
and  
advocating related education reforms to integrate National Board Certification into American education and to capitalize on the expertise of National Board Certified Teachers.**

**Recognized as the "gold standard" in teacher certification, the National Board believes higher standards for teachers means better learning for students.**

**Founded in 1987, the National Board began by engaging teachers in the development of standards for accomplished teaching and in the building of an assessment – National Board Certification – that validly and reliably identifies when a teacher meets those standards. Today, there are 25 certificate areas that span 16 content areas and four student developmental levels. The essence of the National Board's vision of accomplished teaching is captured in the enduring document "What Teachers Should Know and Be Able to Do," at the heart of which are the Five Core Propositions:**

- Teachers are committed to students and their learning.**
- Teachers know the subjects they teach and how to teach those subjects to students.**
- Teachers are responsible for managing and monitoring student learning.**
- Teachers think systematically about their practice and learn from experience.**
- Teachers are members of learning communities.**

## Certification Revision

Over the last 25 years the National Board has advanced the teaching profession by establishing and maintaining the definitive standards of accomplished teaching and certifying more than 110,000 teachers across the country against those rigorous standards.

That number is significant but too small in a profession of more than 3 million practitioners. To make the dramatic improvements we all seek in education for every student, National Board Certification needs to be the norm, not the exception. It also must be what the profession expects and is designed to support. To meet this goal, the National Board revised the certification process while maintaining the integrity and transformative nature of National Board Certification. *Revisions to the certification process began to roll out with new candidates beginning in 2014-15.*

### Why did we revise the process?

**Incorporate the latest research.** Just as we ask teachers to be reflective in their practice, we are reflective to ensure the certification process mirrors the evolving nature of the profession and current research on best practices in teaching. The process was last revised in 2001.

**Remove barriers.** We worked with National Board Certified Teachers (NBCTs) and other experts in the profession to remove barriers in the process that have nothing to do with whether a teacher is accomplished.

### What changed in the process?

The National Board is providing options for educators. While teachers will be able to complete the entire certification process in one year, some may choose to do so over several years if that fits better with other demands on a teacher's time. While maintaining the same level of rigor, the assessment is now grouped into four components. The total cost of certification is now \$1,900, with each of the four components costing \$475. Candidates now have the option to pay for and submit each component separately.

The National Board also recently revised its policy for maintenance of certification, and will require Board-certified teachers to demonstrate their knowledge and skills every five years. This new policy is aligned with the movement of 40 state licensure systems to a five-year renewal period, but also reflects efforts to make certification more affordable and efficient for all teachers, so that that it can become the norm in the profession. Development of the maintenance of certification has not yet started, but the aim is to keep it similar in price and process to completion of a single component of the certification process every five years. This is in contrast to the current renewal process, which requires a "Profile of Professional Growth," with three interrelated components and a reflection. Visit our website at [boardcertifiedteachers.org/maintenance-of-certification](http://boardcertifiedteachers.org/maintenance-of-certification) for detailed information regarding the rollout of maintenance of certification.

### What hasn't changed?

Though the process has changed, our principles remain the same. This means the National Board Standards, the Five Core Propositions, and the Architecture of Accomplished Teaching did not change. National Board Certification remains performance-based and peer-reviewed, with the same emphasis on content knowledge and commitment to student learning.

## The Certification Process

The certification process for National Board Certification is designed to collect standards-based evidence of accomplished practice. In all certificate areas, candidates for National Board Certification are required to complete four components: three portfolio entries, which you submit online, and a computer-based assessment, which is administered to you at a testing center.

### Computer-based assessment

- Component 1: Content Knowledge

### Portfolio entries

- Component 2: Differentiation in Instruction
- Component 3: Teaching Practice and Learning Environment
- Component 4: Effective and Reflective Practitioner

## The Components

A general description of each component follows. The specific instructions will vary by certificate area, as will the standards assessed by each component.

### Content Knowledge

In this computer-based assessment, you demonstrate knowledge of and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area. This is assessed through the completion of three constructed response exercises and 45 selected response items (SRIs) of which five are embedded field test items and do not contribute to your score. (Refer to the Scoring Guide for additional information). You will have up to 30 minutes to complete each of the three constructed response exercises. The time allotted for the selected response section varies by certificate area, but will be no fewer 60 minutes.

### Differentiation in Instruction

This classroom-based portfolio entry is primarily comprised of samples of student work and an accompanying written commentary. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

### Teaching Practice and Learning Environment

This is a classroom-based portfolio entry that requires video recordings of interactions between you and your students. Two written commentaries, in which you describe, analyze and reflect on your teaching and interactions will also be submitted. Both the videos and the written commentaries should demonstrate how you engage students and impact their learning.

### Effective and Reflective Practitioner

This portfolio entry requires you to gather information from a variety of sources about a class of students with whom you work and demonstrate your knowledge of assessments and assessment practices to effectively plan for and positively impact these students' learning. The portfolio will also require you to provide evidence of your collaboration with families, the community, and colleagues and your contributions to learning communities to advance students' growth.

## How to Register and Select Components

- ✓ Take time to read all of the information provided in this guide prior to registering. Pay close attention to the Eligibility Prerequisites on page 6 and the Important Dates and Deadlines chart below.
- ✓ Determine if your state or district offers fee support. To ensure that you qualify for what is offered, you should begin this process as early as possible.
- ✓ Register online at [www.boardcertifiedteachers.org/sign-in](http://www.boardcertifiedteachers.org/sign-in). There is a \$75 nonrefundable and nontransferable registration fee that must be paid during each assessment cycle before you can select a component(s). Note that this does not cover the full cost of certification.
- ✓ Select the components you would like to complete during this assessment cycle. (You must complete this step even if you are receiving third-party financial support.) Refer to page 28 for instructions.
- ✓ Finally, submit payment in full by the payment deadline. Refer to the Fees chart on page 10 for associated costs.

You are expected to complete all components for which you register during the assessment cycle in which the component is purchased.

### Important Dates and Deadlines

*All dates and deadlines are subject to change.*

The following chart is applicable to candidates submitting components for scoring during the 2015-16 assessment cycle.

<b>2015-16 Important Dates and Deadlines</b>	
Registration Window	May 4 2015–January 31, 2016
Registration (Includes payment of \$75 fee)	January 31, 2016
Component Selection (Includes payment of component fees)	January 31, 2016
Change of Certificate and/or Specialty Area	January 31, 2016
Change of Component Selection	January 31, 2016
Withdrawal Deadline	January 31, 2016
ePortfolio Submission Window	April 1–May 18, 2016
Component 1: Content Knowledge Testing Window	April 19–June 15, 2016
Score Release	On or before December 31, 2016

The following chart is applicable to candidates submitting components for scoring during the 2016-17 assessment cycle.

<b>2016-17 Important Dates and Deadlines</b>	
Registration Window	April 1, 2016–January 31, 2017
Registration (Includes payment of \$75 fee)	January 31, 2017
Component Selection (Includes payment of component fees)	January 31, 2017
Change of Certificate and/or Specialty Area	January 31, 2017

Change of Component Selection	January 31, 2017
Withdrawal Deadline	January 31, 2017
ePortfolio Submission Window	April-May, 2017
Component 1: Content Knowledge Testing Window	April-June, 2017
Score Release	On or before December 31, 2017

## Fields of Certification

The National Board offers standards in 25 certificate areas based on its Five Core Propositions. A standards committee composed of a majority of classroom teachers is appointed for each certificate area. Other members of the committee may include experts in child development, teacher education and relevant disciplines. Standards committees recommend to the National Board the specific standards for each certificate area and advise those involved in developing the corresponding certification process.

The standards and the certificates are structured along two dimensions: the developmental level of students and the subject area(s). You may choose either a generalist or a subject-specific certificate. For a list of the available certificates and the links to the standards, please visit the National Board website at [boardcertifiedteachers.org/certificate-areas](http://boardcertifiedteachers.org/certificate-areas).

If you are a first-time candidate, you may change your certificate area prior to the established deadline through your National Board account by clicking "Service Requests" from the left-hand navigation menu. Simply log in to your National Board account and follow the online steps.

**Completing National Board Certification may take anywhere from one to five years, depending on the approach you take. The following rules apply:**

- You must attempt each of the four components within the first three years of your candidacy.
- There is no minimum or maximum score requirement to retake a component. However, once you achieve National Board Certification, retake attempts are no longer available.
- You have up to two retake attempts for each component and you can retake at any time during the five-year window; retake years do not have to be concurrent or consecutive.
- You can have a year when you take no components; however, it does not extend your five year window.
- The highest score received for an individual component will always be used for total score calculation.

For additional information on retaking refer to Scoring Guide: Understanding your scores, located online at [www.boardcertifiedteachers.org/first-time-candidates](http://www.boardcertifiedteachers.org/first-time-candidates).

## Eligibility Prerequisites

To be eligible for National Board Certification, you must meet the education, employment and licensure requirements described below. You must meet all eligibility requirements prior to starting the certification process. The rules for meeting eligibility for candidacy are described in this guide, but teaching situations across the country vary widely, and the rules may not address your particular circumstances. Please contact us for assistance if you are not sure whether you meet the eligibility requirements.

### **Do you possess a bachelor's degree from an accredited institution?**

An accredited institution is defined as one that is authorized or accepted by a state as fulfilling the state's educational requirement for initial teaching licensure or school counseling licensure. A teacher or school counselor with a degree awarded by an institution outside the United States must submit proof that the degree is equivalent to a baccalaureate either by submitting transcripts to an organization that belongs to the National Association of Credential Evaluation Services (see [www.naces.org/members.htm](http://www.naces.org/members.htm)) or by submitting documentation to National Board confirming that the state in which you teach or serve as a school counselor has accepted the degree for licensure requirements.

*NOTE: Candidates registering for the Career and Technical Education certificate are required to hold a bachelor's degree only if their state required one for their current license.*

**Have you completed three years of successful teaching in one or more early childhood, elementary, middle, or secondary schools? Applicants for ECYA/School Counseling must have completed three years of successfully serving as a school counselor.**

The three years of employment experience must have been completed prior to starting the certification process.

The employment must have occurred in one or more facilities located within the United States or at an institution accredited by one of 17 agencies recognized by the U.S. Secretary of Education. For a list of these agencies, access [www2.ed.gov/admins/finaid/accred/accreditation\\_pg6.html](http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html). You should check individual agency websites for the most current contact information.

The following activities do not count toward the teaching or counseling prerequisite:

time spent in administrative positions

student teaching or teaching internships (or student practice or school counseling internships)

employment as a teacher's assistant

employment under an intern or a similar teaching license

teaching or school counseling done at the postsecondary level (e.g., community college or university/college); teachers or counselors with students who are over the age of 18 years must be teaching at the pre-K-12 level and in pre-K-12 settings (e.g., vocational classes in a high school setting), not in a community college or university/college. Teachers in administrative positions or those teaching in the adult learner community may pursue National Board Certification only if they are able to provide evidence of classroom teaching with pre-K-12 students within the timeframe specified in the component instructions.



### **Part-Time or Substitute Teaching**

Teachers who have taught part time are eligible, provided that they have teaching employment that is the equivalent of three years of full-time teaching. Substitute teachers may count teaching time spent in long-term assignments toward the three years; substitute teaching that consisted of short-term or on-call assignments does not accrue toward the three years.

### **Part-Time School Counseling**

If you serve as a school counselor part time, you are eligible to be an ECYA/School Counseling candidate, provided your counseling employment is equivalent to three years of full-time counseling.

**Have you held a valid state teaching license (or met the licensure requirements established by your state for a "school counselor" and held that valid license if you applied for the ECYA/School Counseling certificate) for each of the three years of employment you verify? Employment under an intern or a similar teaching license does not meet the licensure prerequisite.**

Your state teaching or school counseling license must have been unencumbered (e.g., not suspended or revoked) while you were employed as a teacher or school counselor. Teachers who are or were employed in a facility that requires a state-issued license must hold a valid license during their candidacy period. If part or all of the employment you are verifying was served at a facility in which a state teaching or school counseling license was not required (e.g., private school, parochial school, school outside the United States, or early childhood facility), you must submit proof of this information if requested.

### **Verifying Your Eligibility**

During the registration process, first-time candidates will be required to attest that all eligibility prerequisites will be met before starting the certification process. By attesting to meeting these requirements, you represent the information is true and understand that if misrepresented or falsified, you will be withdrawn from the National Board Certification process or if granted, National Board Certification will be revoked.

National Board will routinely audit first-time candidate records and request proof of meeting these requirements. If you are randomly selected for an audit, you will need to provide supporting documentation demonstrating you met the eligibility requirements. If you are deemed ineligible at any point, you will not receive a refund of the registration fee, any service fees, or the assessment fee for any completed components.

### **Audit**

Candidates who are being audited for eligibility will be notified by the National Board via email within 30 days of registration. You will then have 30 days to return the appropriate verification forms located in the [Eligibility Verification Forms and Instructions](#). You will be notified of your eligibility status within 30 days of receipt of the completed verification forms. Candidates who do not return the appropriate forms and documentation within the specified time frame will be deemed ineligible and their application will be withdrawn.

*Note: Candidates who apply between May-August 1 may not be audited until September.*

## **Additional Prerequisite for World Languages Candidates**

The National Board for Professional Teaching Standards' Board of Directors adopted a prerequisite policy for the World Languages certificate area. In addition to the National Board candidate eligibility prerequisites, World Languages candidates must meet the National Board World Languages Standards for language proficiency by providing official American Council on the Teaching of Foreign Languages (ACTFL) certified ratings of Advanced Low or higher from two ACTFL assessments: the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT). ACTFL certificates from any version of the OPI and WPT, such as OPIc, Advanced Level Check - Speaking and Advanced Level Check - Writing, are allowed.

**If you are registering for the World Languages certificate, you must:**

Obtain both ACTFL certifications no more than two years prior to the registration deadline of your initial year of candidacy (the year in which you complete your first component). The two separate certifications do not need to have the same certification issue date.

Submit proof of having completed both ACTFL certifications no later than June 30 of the cycle year in which you complete initial testing on all four National Board components (no later than your third year of candidacy).

Receive a rating of Advanced Low or higher on each ACTFL certification.

**If you have not obtained ACTFL certifications with ratings of Advanced Low or higher before the deadline of June 30 in the year you complete your initial attempt of all four components, your candidacy will be terminated even if you have met all other National Board assessment score requirements.**

### **Obtaining Your ACTFL Certifications**

The National Board, in partnership with ACTFL, will provide one free OPIc Advanced Level Check and one free WPT Advanced Level Check to World Languages candidates who register in the 2014-15 through 2016-17 assessment cycles. Only the Advanced Level Check format will be available at no cost during the assessment cycles mentioned above. To be eligible for the ACTFL fee waiver, you must register and pay the nonrefundable and nontransferable \$75 National Board registration fee.

For National Board World Languages candidates who need to retake the ACTFL assessment(s), ACTFL is offering a discounted price of \$51.50 (US dollars) to retake either the ACTFL Advanced Level Check - Speaking or ACTFL Advanced Level Check- Writing through the 2016-17 assessment cycle.

**Note:** World Languages candidates who register in the 2017-18 cycle and later are not eligible to receive free or reduced cost testing.

### **Scheduling Your ACTFL Assessments**

Beginning in April 2016, the National Board will routinely provide candidate data for all registered World Languages candidates to the ACTFL Testing office, (LTI). During the first week of every month, LTI will send an email to each candidate which includes a proctor agreement and the requirements for scheduling\* an ACTFL assessment.

\*ACTFL assessments are available on demand and are not technically scheduled with LTI; they are merely activated. Candidates generally are given two weeks in which to coordinate with their proctors and complete the assessment(s). There will be two separate emails, and two separate logins for the assessments. Within 2-3 business days of receiving the proctor agreement, the assessments will be activated.

**Step 1: Identify the Proctor Who Will Administer Your Assessment(s):** You will be required to arrange for a proctor to administer your ACTFL assessment(s) and to have the proctor agreement completed. The proctor must be a trusted, responsible individual, ideally a member of the Human Resources department of the organization of the candidate requesting the assessment. In addition, the proctor must have a WORK email and the email address must contain the proctor's name and proctor's school name. Personal email addresses such as AOL, Hotmail, Comcast, Verizon, etc., will not be accepted. Below are the criteria for eligible proctors:

- **K-12 Schools and School District Proctors:** A proctor at a K-12 school or school district may only be a Principal, Assistant Principal, Dean, Administrative Assistant to the Principal or Dean, School District HR personnel, or Academic Chair. No other administrators or staff may act as proctors.
- **University or College Proctors:** A proctor at a college may be a Professor, Department Chair, Department Administrative Assistant or Department Coordinator, or Registrar and University Assessment Personnel. No other administrators or staff may act as proctors.

**Step 2: Return the Completed ACTFL Internet Test Proctoring Agreement:** The completed proctor agreement should be faxed to 914-963-7113 or emailed to [rlworthy@language-testing.com](mailto:rlworthy@language-testing.com) at LTI. Once LTI receives your completed proctor agreement, your ACTFL assessment(s) will be scheduled, and assessment log in information and instructions will be emailed directly to the proctor by LTI.

**Step 3: Schedule Your Test Date and Location:** Within 2-3 days after you submit the proctor agreement to LTI, your proctor will receive an email on how to access your ACTFL assessments. The assessments will be available for administration as soon as your proctor has received that email. The assessments will be delivered via the Internet and on any secure computer that meets the minimum technical specifications detailed [here](#).

### Submitting Your ACTFL Certifications

After you have completed the National Board registration process and submitted payment of the nonrefundable and nontransferable \$75 fee, your evidence of language proficiency will be accepted.

If you already have the required ACTFL certificates for the speaking and writing proficiency assessments with ratings of Advanced Low or higher and the issue date is no more than two years prior to the published deadline of your initial National Board Certification\* registration cycle, you must provide copies of those certificates via email to [NBPTSCandidateSupport@Pearson.com](mailto:NBPTSCandidateSupport@Pearson.com). Include your name, National Board candidate ID, and copies of your ACTFL certificates in the email. ACTFL certificates from both OPI and WPT assessments must be submitted at the same time.

\*Your ACTFL certificates are still valid for National Board Certification if you registered in:

2016-17 and have ACTFL certificates that were issued on or after January 31, 2015.

2015-16 and have ACTFL certificates that were issued on or after January 31, 2014.

2014-15 and have ACTFL certificates that were issued on or after January 31, 2013.

If you obtain ACTFL certifications after April 1, 2016, the National Board will verify your certification directly with the ACTFL Testing office (LTI).

For additional information regarding the ACTFL requirement, please review our [FAQs](#).

## Fees

This table lists the various fees applicable to National Board Certification. You are responsible for confirming receipt by the National Board of any payments. After your application has been processed, you can view the fees posted to your individual account at [www.boardcertifiedteachers.org/sign-in](http://www.boardcertifiedteachers.org/sign-in).

Fee Type	Details	Amount	2015-16 Cycle Deadline	2016-17 Cycle Deadline
Registration Fee*	Charged once per assessment cycle. You will not be able to select a component without payment of this nonrefundable and nontransferable fee.	\$75	No later than January 31, 2016	No later than January 31, 2017
Component 2-4 Fee (first attempt and retake)	Required for all portfolio components.	\$475, per component	January 31, 2016	January 31, 2017
Component 1 Fee (first attempt)	Required for the Content Knowledge assessment.	\$475	January 31, 2016	January 31, 2017
Component 1 Retake Fee	Required for each portion of Component 1 that you elect to retake.	\$125 per exercise and/or the Selected Response section	January 31, 2016	January 31, 2017
Component 1 Reauthorization Fee	If you require a certificate or specialty area change after the withdrawal deadline, miss your assessment center testing appointment, or do not cancel within 24 hours, you must be reinstated before you can schedule a new appointment.	\$175	August 30, 2016	August 30, 2017
Returned Check Fee	This fee may be assessed if your personal check is returned for non-sufficient funds	\$35	30 days after notification	30 days after notification

**\*Note:** The Registration Fee *must* be paid online via credit or debit card (Visa or MasterCard only), or via electronic check. This fee is required for each cycle in which you purchase a component(s).

**The National Board reserves the right to change the fees stated above. Please visit the National Board's website for the most current information on applicable fees.**

## Withdrawals, Refunds, and Reinstatements

### Component Withdrawal

You are expected to complete all components for which you register during the assessment cycle in which the component is purchased. If you are unable to complete a component, you can withdraw the component through your National Board account prior to the withdrawal deadline by clicking "Service Requests" from the left-hand navigation menu. **Note:** The National Board does not offer a deferral service. If the withdrawal deadline has passed, we recommend that you consider completing your selected component(s) by the established deadlines as the assessment fees are nontransferable and even if you do not complete the component(s), the assessment year will count toward your five-year window to pursue certification.

### Registration Withdrawal

If circumstances require you to end your candidacy, you can withdraw your entire registration. By withdrawing your entire registration, you are cancelling your candidacy and will be required to apply anew if you later wish to continue the pursuit of certification.

If you are a first-time candidate and have not completed a component(s) (i.e. you have not submitted a portfolio or tested at the assessment center), you can withdraw your registration through your National Board account prior to the withdrawal deadline by clicking "Service Requests" from the left-hand navigation menu. **Note:** You must first withdraw all currently purchased components before you will be permitted to withdraw your entire registration (see Component Withdrawal).

If the withdrawal deadline has passed OR if you have completed one or more components in a previous cycle (i.e., you submitted a portfolio or tested at the assessment center), you can withdraw your registration by contacting our Customer Support team - this service is not available online.

The following implications are true for all withdrawals:

Type of Withdrawal	Implications
Component Withdrawal	<p>Any component(s) not withdrawn prior to the withdrawal deadline must be completed during the assessment cycle in which the component(s) was purchased.</p> <p>Component(s) not withdrawn and not completed during the assessment cycle will count toward your five-year window to pursue certification and toward the three attempts allowed for each component.</p> <p>Assessment fees are nontransferable regardless of the circumstance.</p> <p>Please refer to page 12 for information about refunds.</p>
Registration Withdrawal	<p>All score(s) for component(s) completed during your five-year window to pursue certification will be forfeited.</p> <p>You will be required to apply anew as a first-time candidate for future attempts at National Board Certification. The following rules apply:</p> <ul style="list-style-type: none"> <li>• If you previously submitted components for scoring and wish to register again in the <i>same</i> certificate area, you must wait until the next assessment cycle.</li> <li>• You can register again in a <i>different</i> certificate without restriction. Refer to page 12 for the registration deadline.</li> </ul>

**Note: The National Board may withhold your scores if you withdraw your registration or any components after the established deadline. Additionally, the National Board will continue to maintain sole ownership of all assessment-related materials you have submitted notwithstanding any such withdrawal on your part.**

**Refunds**

**If you withdraw prior to the withdrawal deadline, you will be eligible for a fee refund, less the nonrefundable and nontransferable \$75 registration fee and any service fees. Refund processing time is 4-6 weeks.**

**You are NOT eligible for a refund if the withdrawal deadline has passed.**

**Reinstatements**

**If you have withdrawn your entire registration and wish to be reinstated before the withdrawal deadline, please contact our Customer Support team at 1-800-22TEACH.**

## Scholarships and Rewards

### Scholarships

Through the generosity of corporate and foundation partners, National Board is periodically able to offer a limited number of scholarships to help offset a portion of the fees for National Board Certification. Scholarships are allocated under the guidelines set by the donors on a first come, first served basis. If you are eligible for a scholarship, the funds will be automatically posted to your National Board account prior to the published payment deadline and you will be notified via email. Please note that funding is limited and you should not rely on a scholarship to cover your component fees.

### Incentives and Fee Support

Various states and local school districts have recognized the value of National Board Certification by offering salary increases, bonuses, or other incentives to educators who become NBCTs. There may also be some state, and/or local funds available to support National Board Certification fees.

Before you register, contact your state or local program administrator for information about fees and incentives available in your state, as well as for any special application requirements that may apply. Many states set candidate application deadlines that differ from those set by National Board, but the state application deadlines must be met for a candidate to be eligible for state fee support.

Learn more about how states and school districts support National Board Certification at [www.boardcertifiedteachers.org/in-your-state](http://www.boardcertifiedteachers.org/in-your-state).



## What Next?

In our ongoing efforts to streamline the certification process, we've moved to a paperless delivery system. Standards and other assessment documents are available at [www.boardcertifiedteachers.org/for-candidates](http://www.boardcertifiedteachers.org/for-candidates). You'll need to check our website and your email regularly for updates and information.

### Before registering

- Confirm you meet the eligibility prerequisites
- Review the National Board Standards and component instructions for your certificate area at [www.boardcertifiedteachers.org/certificate-areas](http://www.boardcertifiedteachers.org/certificate-areas)

### Register and begin the process

- Go to [www.boardcertifiedteachers.org/sign-in](http://www.boardcertifiedteachers.org/sign-in) to register and pay the \$75 nonrefundable and nontransferable registration fee
- Select the components you'd like to complete during this assessment cycle; you must complete this step even if you are receiving third-party financial support. All fees must be paid prior to the payment deadline
- Prepare for portfolio submission and assessment center testing
  - Download the National Board Standards, component instructions, and scoring guide for your certificate area at [www.boardcertifiedteachers.org/certificate-areas](http://www.boardcertifiedteachers.org/certificate-areas) (some instructions may not be available until the fall)
  - Review the ePortfolio tips, tools, and tutorials at [www.boardcertifiedteachers.org/eportfolio](http://www.boardcertifiedteachers.org/eportfolio)
  - Review the assessment center policy documents, tutorials, and FAQs at [www.boardcertifiedteachers.org/assessment-center](http://www.boardcertifiedteachers.org/assessment-center)

Candidates who are eligible and fully paid will:

- Receive an email prior to the start of the testing window authorizing them to schedule their appointment to complete the computer-based assessment (Component 1)
- Receive an email prior to the ePortfolio submission window providing their voucher codes and login information to upload and submit their portfolio entry(s)

### Communications

Email will be our primary means of communication throughout your candidacy. Ensure you receive important updates and information by keeping your preferred email address updated in your account and adding NBPTS.org and Pearson.com to your safe senders list so our emails do not end up in your spam filter.

### Portfolio Entry Submission

The three components comprised of portfolio entries will be submitted electronically for scoring using our online submission system. You will receive information about using the ePortfolio system during your candidacy.

### Assessment Center Testing

Component 1: Content Knowledge is administered at computer-based testing centers across the United States. Once test centers are ready to accept appointments and your eligibility has been verified, you will receive an email with instructions for scheduling your

appointment. Prior to scheduling your appointment, you should review *Assessment Center Policy and Guidelines* for important information about how Component 1: Content Knowledge is administered and how to prepare for a computer-administered assessment.

If you have a disability that necessitates an accommodation under the ADA for any component of the National Board Certification process, your request must be made using the form and instructions found in the Request for Testing Accommodations Form and Instructions. You are urged to submit your request form as early as possible to allow 6–8 weeks for National Board to review your request for accommodation(s) and make all appropriate arrangements for you to be able to attend the assessment center on your preferred testing date.

## **Scoring**

National Board Certification is a standards-based assessment. Your score reflects the degree to which assessors were able to locate clear, consistent, and convincing evidence that you have met the National Board Standards specific to your certificate field. Scoring rubrics are available in the component instructions. Scores for 2015-16 candidates will be reported by December 31, 2016. When results are reported, you will receive a score for each component attempted, as well as information to assist you in making decisions on whether or not to retake.

The reliability of the scores assigned to the performance of candidates is contingent upon maintaining the standardized scoring protocols that National Board has developed and refined since the certification program was first offered. For this reason, all scoring events for portfolio entries and constructed response exercises occur under the direction of experienced trainers and content specialists who are tasked with ensuring that the integrity of the process is maintained.

One or more assessors score each of the National Board Certification responses for all certificate areas and all constructed response exercises are scored by two independent assessors. The selected response item section of Component 1: Content Knowledge is machine-scored.

You are required to demonstrate practice in your selected certificate area. Performances that demonstrate work with students who are not in the certificate areas (i.e., students who do not fit the content area or age parameters) will not be scored.

Candidates who work as members of a team of teachers or school counselors have an excellent opportunity to collaborate with their peers. However, there are guidelines provided in the portfolio instructions for candidates to submit appropriate original individual work to support evidence of meeting standards of accomplished teaching.

Before you submit your portfolio entries for scoring, assessors who have served at a scoring site for the National Board, especially NBCTs, may be willing to provide supportive and constructive feedback to you regarding your performance. It would be inappropriate, however, for any person who has served as a member of the National Board scoring staff to make a judgment about the score that a performance should be given if reviewed outside of a formal scoring session.

National Board assessors sign a statement agreeing that they will not give their opinions about the potential score that might be assigned to a performance when reviewing candidate performances outside of the scoring session.

For more information on the scoring process and how to interpret your scores, review *Scoring Guide: Understanding Your Scores*, located [online](#).

## National Board Policies

The National Board makes every effort to ensure that the National Board Certification process is fair for all applicants. National Board is committed to examining and refining its policies continuously in ways that benefit all candidates and enhance its delivery of efficient and high-quality services. The following policies (in italics, below) have been adopted by the Board of Directors and are applicable to National Board Certification.

**NOTE: The National Board's policies and procedures relating to assessment and certification, as set forth in this Guide and in the sources referenced in this Guide, are subject to change at the sole discretion of National Board for Professional Teaching Standards, as it deems necessary for the betterment of the program.**

### Candidates with Disabilities

It is the policy of the National Board for Professional Teaching Standards to comply with the *Americans with Disabilities Act of 1990 (ADA)* regulations governing both facilities and administration. The National Board program is committed to serving candidates with disabilities by providing services and reasonable accommodations that are appropriate given the purpose of the assessments. If you have a disability that necessitates an accommodation under the ADA for either the portfolio or the assessment center component of the National Board Certification process, your request must be made using the form and instructions found in the Request for Testing Accommodations Form and Instructions.

You are urged to submit your request form as early as possible to allow 6–8 weeks for National Board to review your request for accommodation(s). All requests for accommodations must be approved in accordance with National Board policies and procedures.

### Confidentiality Guidelines

- I.** *The National Board for Professional Teaching Standards will take precautions so that all information about a candidate's candidacy and performance is strictly confidential. The names, school districts, certificate areas, and certification expiration dates of National Board Certified Teachers will be published and NBCT mailing addresses will be shared with public officials representing NBCTs' jurisdictions. Candidate scores will not be published or released by the National Board without prior written consent. The National Board will release certification decision information only to the candidate seeking National Board Certification unless the National Board receives written authorization from the candidate.*
- II.** *Any candidate who accepts full or partial payment of the assessment fee by a third-party agency is deemed to have given permission to the National Board for release of the certification decision to that third-party agency.*
- III.** *During the application process, the National Board will collect information necessary to communicate with candidates, to verify that candidates have met eligibility requirements, and to conduct research projects.*
- IV.** *On the application, the National Board offers potential candidates the option of having limited candidate information released to third-party agencies that may provide incentives, supports, and rewards for teachers/school counselors seeking National Board Certification. Such agencies may include national, state, and local professional and disciplinary associations whether or not the candidate is a member of such associations, state education agencies, county education agencies, local school districts, and community foundations. Candidates who do not wish to have their names released for this purpose can indicate this preference on the application form; however, doing so may result in missed opportunities for candidacy funding support. Candidates*

- who accept full or partial funding from a third-party agency are deemed to have authorized permission for release of information to that third-party agency, regardless of the preference indicated on their application.
- V. Upon full or partial payment of a candidate's assessment fee by a third-party agency, the National Board will provide the candidate's completion and certification status to the third-party agency. Neither total scores nor individual exercise scores will be released to third parties.
  - VI. The National Board will establish procedures requiring that all employees, contractors, assessors, or administrators who have access to information about the identity or performance of candidates understand the strictly confidential nature of this information.
  - VII. National Board will take precautions to assure that written and electronic confidential information is reasonably protected.
  - VIII. The National Board will assure that when research data are shared, any information about the identity or performance of individual candidates will be concealed.

### Denial or Revocation of Certification

- I. Certification may be denied or revoked for any applicant or certificate holder who, in the sole judgment of the National Board for Professional Teaching Standards,
  - A) has knowingly misrepresented or falsified material information in connection with an application, credentials, assessment documentation, or other materials or information submitted to National Board or
  - B) has knowingly engaged in inappropriate conduct in connection with the certification process or renewal of the certification process, including but not limited to:
    - noncompliance with assessment procedures, regulations, or instructions;
    - violation of confidentiality agreements signed in accordance with the candidate application and/or assessment administration;
    - obtaining improper access to secure assessment materials or information prior to the administration of the assessment;
    - sharing, publishing, electronically posting, or otherwise reproducing secure assessment materials or information;
    - violation of the National Board guidelines that describe collaboration with others; or
    - any other form of cheating or misconduct that compromises the integrity of the certification process; or
- II. National Board shall establish a fair procedure for such denials or revocations that is based on a finding by the President that certification should be denied or revoked based on the criteria in the preceding section and imposition of appropriate sanctions, including but not limited to:
  - denial of certification and withholding of score report, with leave to retake one or more assessment exercise(s),
  - denial of certification and exclusion from future participation in the assessment program,
  - revocation of certification,
  - assessment of monetary sanctions to cover costs and/or damages (including the costs of investigation) associated with the misconduct found.
- III. In the interest of public protection and protecting the integrity of the teaching profession, for all teachers who have been denied certification and excluded from future participation in the assessment program or had a National Board Certificate revoked, National Board will
  - A) provide the following information to the agency responsible for state licensure, employers, as well as to any third-party payer who financially supported or supports

- the teacher involved: (1) teacher name; (2) teacher home address, city, and state; (3) teacher school; and (4) date of action taken by National Board;*
- B) *remove the name of the teacher from any National Board official listing of National Board Certified Teachers; and***
  - C) *make the following information available through online and print publications and press releases: (1) teacher name; (2) teacher city and state; and (3) date of action taken by National Board.***

## **Maintenance of Certification**

Beginning with certificates issued in 2017, maintenance of certification will be required every five years. This Guide will be updated with additional information as it becomes available.

## **Reconsideration of Certification or Scoring Decisions**

*Revised October 2004*

### **I. Background**

*Recognizing that the cost to file an appeal is significant, National Board feels it is important to disclose that history has shown that most candidates who file an appeal do not establish good cause as defined by policy, expending time and personal funds unnecessarily.*

### **II. Grounds for Reconsideration**

- A) *Once a candidate has received a certification decision and/or a report of exercise scores relating to his or her performance on an assessment, it is the policy of the National Board for Professional Teaching Standards to reconsider those certification or scoring decisions only where the candidate has submitted to National Board a written request for reconsideration that demonstrates good cause as to why such reconsideration is necessary. To establish good cause to support a request of reconsideration of a certification or scoring decision, a candidate must identify some particular circumstance or condition that makes it fundamentally unfair for National Board to maintain the certification and/or scoring decisions previously released to the candidate.***
- B) *Before National Board makes final and releases any certification or scoring decision, it carefully reviews the assessment materials, the scoring process, and the performance standard to be used in connection with those decisions and assures itself that they are valid and reasonably reliable means of arriving at those decisions. Accordingly, for purposes of this policy, a candidate will not establish good cause to support a request for reconsideration of a certification or scoring decision by stating, for example, that:***
  - 1) *the candidate or others believe that the certification decision or one or more of the exercise scores received by the candidate do not accurately reflect the quality of the candidate's performance or teaching abilities; or***
  - 2) *the candidate or others disagree with or seek an exception from or challenge the performance standard or some component of the performance standard that has been adopted by the board, the standards, the portfolio instructions, or scoring processes; or***

- 3) *the candidate failed to understand or follow National Board policy and procedures (as outlined in the Guide to National Board Certification and the online Assessment Center Policy and Guidelines), failed to understand or follow an instruction in the assessment materials, failed to submit documents, or failed to perform in a manner that best presented the candidate's qualifications for certification. Please note this includes, but is not limited to, the failure to report test center problems within seven days after a testing appointment.*

*This holds true regardless of how close a candidate comes to achieving certification. This also holds true regardless of personal circumstances endured while seeking certification. Furthermore, there are no circumstances under which mere disagreement with the score of a portfolio entry or assessment center exercise will result in the immediate award of additional "points."*

### **III. Procedure and Timeline for Filing an Appeal**

*Candidates who wish to submit a letter of appeal must follow these instructions:*

- *Submit your letter of appeal and appeal fee (\$500) to:  
National Board  
1525 Wilson Blvd, Suite 700  
Arlington, VA 22209*
- *Include in the letter all pertinent details supporting the appeal. Be specific. Enclose only materials that are directly relevant to a show of "good cause."*
- *The letter of appeal must be received within 60 calendar days of the date that is printed on the score report.*
- *Appeals are only received for a period of 60 days after the date that scores are released. During that period, a candidate can only appeal a certification or scoring decision that was rendered during that specific score release. Appeals filed for certification or scoring decisions rendered in former score releases will not be considered. Once the appeal deadline has passed and a candidate has not submitted an appeal, scores will be final and not subject to appeal.*

### **Score Verification Service**

The Score Verification Service offers candidates the option to have one or more scores verified. A fee of \$75 per score verified, which can be paid by credit card online, is charged to the candidate for this service. No explanation of the request is required and a response is guaranteed within 30 days. In the past, many candidates who filed an appeal could have first verified the accuracy of their results at a lower cost through score verification. The National Board strongly encourages candidates to make use of the Score Verification Service before deciding if an appeal is in their best interest.

For more information on the Score Verification Service, please contact our Customer Support team at 1-800-22TEACH.

### **VI. Annual Report**

*The President shall submit a report to the Board of Directors on the implementation of this policy.*

### **Ethics**

The National Board does not tolerate cheating or confidentiality breaches of any type. Help protect the integrity of National Board Certification. Immediately report breaches of

security, misconduct, and/or unethical practice by calling National Board at 1-800-22TEACH (83224).

### **Language Accommodations**

We recognize that languages other than English are frequently used in the classroom; therefore, for the following circumstances, the accommodations described are allowed.

**Student Work Samples and Video Evidence with Brief Expressions or Phrases in a Language Other than English.** Student work samples and video evidence may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited because assessors do not have fluency in languages other than English. If expressions or phrases in a language other than English that are important for an assessor to understand are included, you must include brief explanations of these expressions or phrases in the Written Commentary.

**Student Work Samples and Video Evidence in a Language Other than English.** If you are submitting student work samples or video evidence in a language other than English, you must provide a written English translation for the samples or evidence with your submission. The translation must include your candidate ID number, the entry title, and any necessary student identifiers (but do not include students' names). Note that the pages of your translation do not count toward your page totals.

### **Exceptions**

**English Language Arts.** Candidates seeking certification in this area must submit student work samples and video evidence in English.

**World Languages.** Assessors for this certificate area are fluent in English and the target language; therefore translations are only required for documentation that is written in a language other than English or the target language.

If the majority of your instruction takes place with students for whom English is a new language, the appropriate National Board certificate may be either the Early and Middle Childhood/English as a New Language certificate or the Early Adolescence through Young Adulthood/English as a New Language certificate. To help you make the decision whether to pursue certification in one of the available certificate areas, discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher, or your faculty support group. For more information on submissions in languages other than English, see the component instructions for your certificate.

# National Board Candidate Management System

## Create an Account

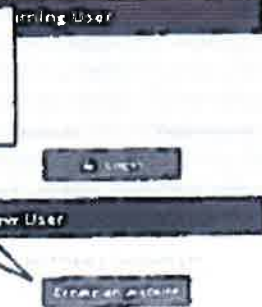
The *National Board Candidate Management System (NBCMS)* is where you will create a National Board account, register for National Board Certification, and select and pay for components. You can log into your account at any time to review your status, view payment history, and manage your personal contact information. NBCMS is accessible from the National Board's website at [www.boardcertifiedteachers.org/sign-in](http://www.boardcertifiedteachers.org/sign-in).

The first step in the registration process is creating an account. Click the Create an Account button and complete the steps to enter your personal information, demographics, and contact information, as well as to create your account log in credentials. **Note: In order to be considered an active candidate for National Board Certification, you must also complete the steps to register and select components.**

### NATIONAL BOARD



Click the Create an Account button and complete the steps to enter your personal information, demographics, and contact information, as well as to create your account log in credentials.





## Register for National Board Certification

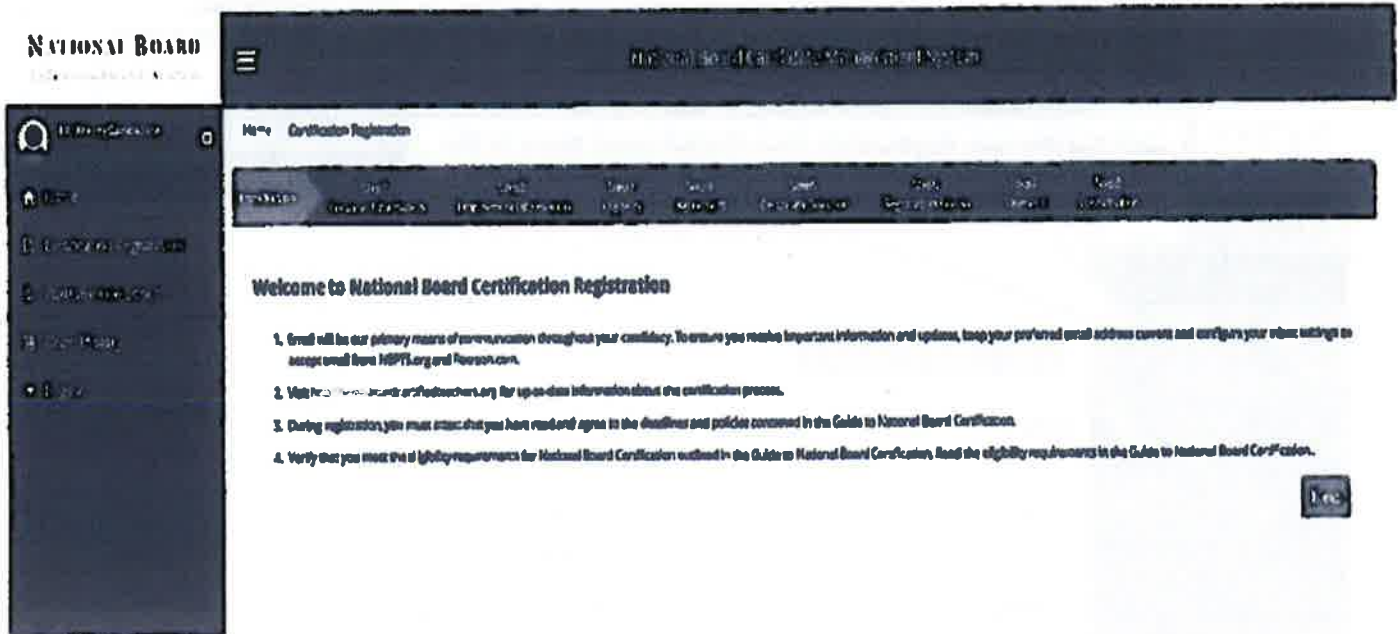
### First-time Candidates

Log in to your account at [www.boardcertifiedteachers.org/sign-in](http://www.boardcertifiedteachers.org/sign-in). Click Certification Registration from the left-hand menu or the Register for National Board Certification button under Quick Start to begin the registration process.

The screenshot displays the National Board Candidate Management System interface. At the top left, the text "NATIONAL BOARD" is visible. A dark blue navigation menu on the left contains the following items: Home, Certification Registration, Board Candidate, Add another candidate, Boarding, and Boarding. The "Register" option is highlighted with a white circle. A callout box with a white background and black border points to the "Register" option, containing the text: "Click Certification Registration from the left-hand menu or the Register for National Board Certification button under Quick Start to begin the registration process." In the top right corner, a dark blue header reads "National Board Candidate Management System". Below the navigation menu, a button labeled "Register for National Board Certification" is highlighted with a black border. Below this button, a "Profile" section is visible, containing a table with the following data:

Name	Birth Date	Status
Nancy Durr ID	03/21/1965	Primary
Profession	Teacher	Mailing Address
Primary Email	nancy.durr@nd.gov	
Primary Phone	(412) 621-1111	

The registration process consists of eight steps, ending with the payment of the \$75 nonrefundable and nontransferable Registration Fee. An overview of these steps is provided below.



### Step 1: Personal Information

Step one of certification registration requires you to complete the personal information fields, which are divided into six subcategories. Subcategories include: Name, Demographic, Address, Email, Phone, and Education Information.

### Step 2: Employment Information

Employment information is gathered based on School Type (public or private), School State, School District, School, Grade Level Taught, and Union Affiliation. To provide consistency in capturing information, dropdown menus are provided. If your employment information is not listed in the dropdown menu, you may select "Other" and manually input your information. Note: After completing all required fields, you must click "Save" before you can move on to the next step.

### Step 3: Eligibility

Before proceeding to step four, you must confirm you meet the eligibility prerequisites outlined on page 7 of this Guide.

### Step 4: Agreement

The Agreement tab requires you to select 'yes' or 'no' to the following policies:

- I hereby confirm that I have carefully read the *Guide to National Board Certification* (the "Guide"). I agree to comply with and be bound by all policies and procedures set forth in the *Guide*, and in the sources referenced in the *Guide*, including but not limited to those relating to confidentiality, deadlines and withdrawal.
- I certify that the information provided is true and correct to the best of my knowledge and belief.
- I understand and agree to the terms of the Certification Denial or Revocation Policy that describes areas of misconduct and consequences of unethical practices.
- I hereby confirm that I have carefully read the *Guide to National Board Certification*

*Guide to National Board Certification*

(the "Guide"). I agree to comply with and be bound by all policies and procedures set forth in the *Guide*, and in the sources referenced in the *Guide*, including but not limited to those relating to confidentiality, deadlines and withdrawal.

- I agree that in the event I achieve National Board Certification, the National Board will publish my name in the NBCT directory, along with my state, city, school district, year certified, and certification expiration date.
- I understand that the \$75 Registration Fee is nonrefundable and nontransferable, regardless of circumstance.

The Agreement tab also allows you to elect to have your name released to third-party agencies that may provide incentives, support and rewards for teachers seeking National Board Certification. **This election is necessary if you wish to request funding from a third party. Note: You MUST select 'yes' to all policies in order to continue with the registration process.**

**Step 5: Certificate Selection**

Here you will select your Certificate Area, Development Level, and Specialty Area (if applicable). You are encouraged to review the National Board Standards and the Choosing the Right Certificate Area and Component at a Glance documents located at [www.boardcertifiedteachers.org/first-time-candidates](http://www.boardcertifiedteachers.org/first-time-candidates) before making your selection.

**Step 6: Registration Review**

This step allows you to review and edit the information you've entered. **Note: All required fields must be completed in order to proceed to the next step.**

**Step 7: Payment**

You may pay the \$75 Registration Fee by credit or debit card or by electronic check. **Note: Your registration is not complete until this payment has been made.**

**Step 8: Confirmation**

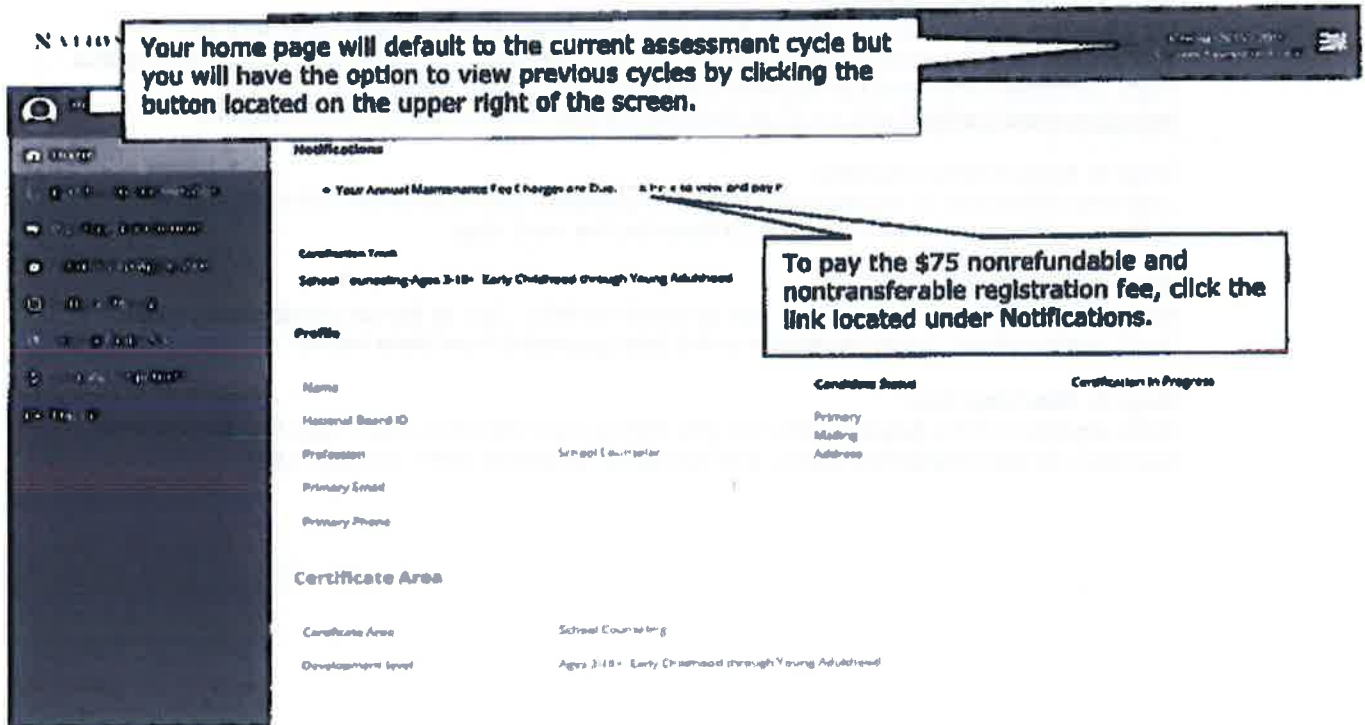
Upon payment of the Registration Fee, you will be sent an email confirmation with receipt of payment. **Note: Additional steps are required to select your components.**

**Returning Candidates**

If you completed the certification process as a first-time candidate during the previous assessment cycle, you may register during the current assessment cycle and select a new component(s) or retake a previously completed component(s). **Note: The option to retake a component will be available after score release.**

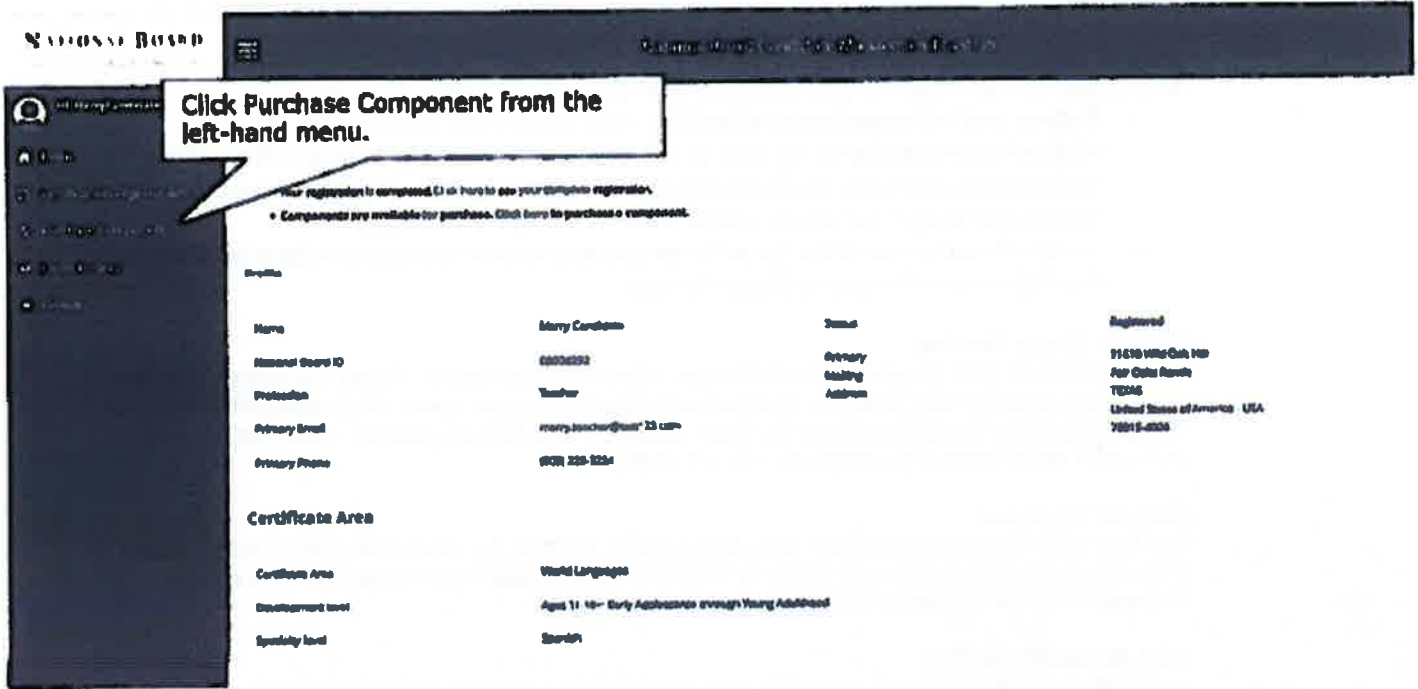
You must pay a \$75 nonrefundable and nontransferable Registration Fee in order to complete your registration.

Log in to your account at [www.boardcertifiedteachers.org/sign-in](http://www.boardcertifiedteachers.org/sign-in). Your home page will default to the current assessment cycle but you will have the option to view previous cycles by clicking the button located on the upper right of the screen. To pay the \$75 nonrefundable and nontransferable registration fee, click the link located under Notifications. You may pay this fee via credit card or electronic check. Once your registration is complete, you may follow the steps to select a component.

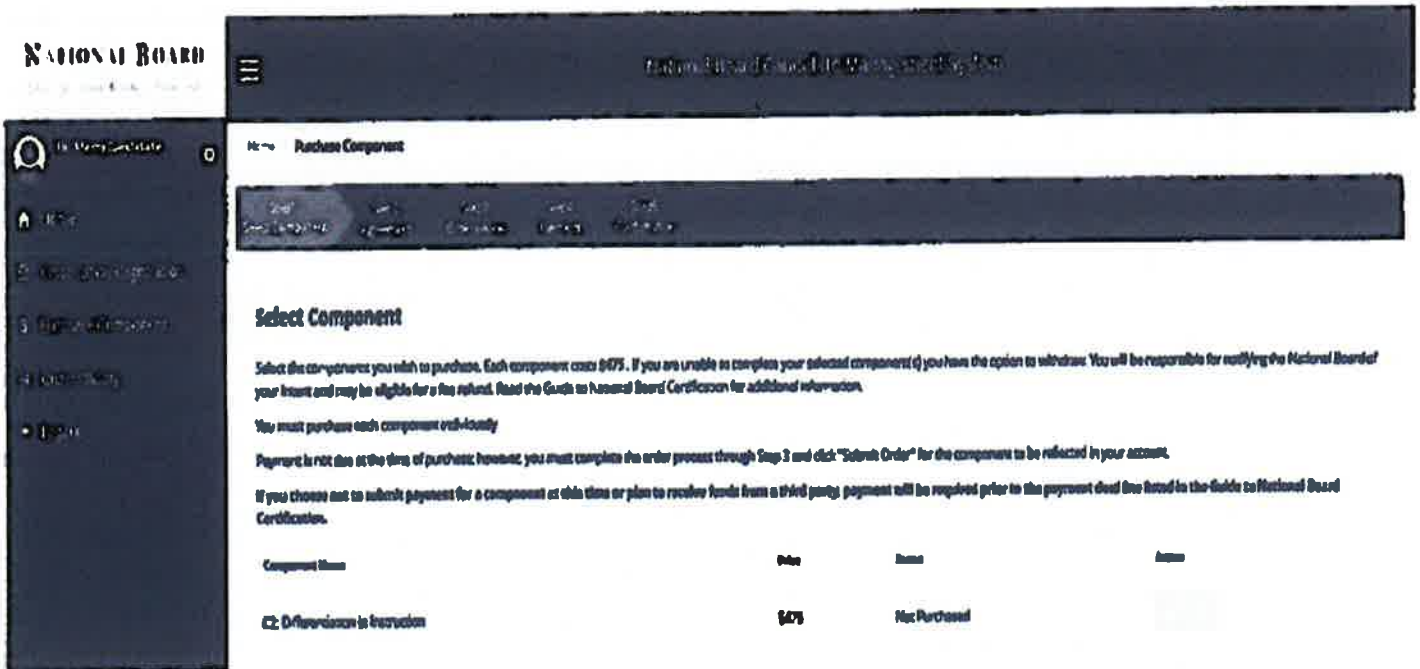


Select Components

Log in to your account at [www.boardcertifiedteachers.org/sign-in](http://www.boardcertifiedteachers.org/sign-in) and click Purchase Component from the left-hand menu. Only purchase the components you plan to complete during the current assessment cycle. (You must complete this step even if you are receiving third-party financial support.)



The component selection process consists of five steps. An overview of these steps is provided below.



**Step 1: Select Component**

The components available for your certificate area will be displayed here. You must select and purchase each component individually. **Note: Although payment is not required at the time of component selection, you must complete the order process through Step 3 and click Submit Order for the component to be reflected on your account.**

**Step 2: Agreement**

The Agreement tab requires you to select 'yes' or 'no' to the following policies:

- I agree that my assessment materials, once submitted, are the property of the National Board and may be used at the sole discretion of the National Board for assessment, professional development, research, and any other purposes the National Board deems appropriate to further the mission of the organization.
- I understand the deadline for withdrawing and receiving a partial refund as outlined in the Guide to National Board Certification.

**Step 3: Order Review**

This step allows you to review and edit your component selection. **Note: Although payment is not required at the time of component selection, you must click Submit Order for the component to be reflected in your account and for payments – including any potential third-party payments – to be applied.**

**Step 4: Payment**

You may pay the component fee by credit or debit card or by electronic check. **Note: Even if you are expecting payment from a third party you must be prepared to submit payment in full by the published deadline.**

**Step 5: Confirmation**

Upon payment of the component fee, you will be sent an email confirmation with receipt of payment.

## Contact Us

### Online Resources\*

Access [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org) for information regarding

- Registration
- Eligibility Requirements
- Nonstandard Testing Accommodations
- National Board Standards
- Component Instructions
- ePortfolio
- Assessment Center Policy and Guidelines
- Scoring Guide for Candidates

*\*Note: Not all updated resources for 2016-17 will be available at the time of this Guide publication.*

Your information is managed via a secure, online account. Access [www.boardcertifiedteachers.org/sign-in](http://www.boardcertifiedteachers.org/sign-in) to

- create/access your account,
- register for the upcoming assessment cycle,
- purchase components,
- view your candidate record,
- pay by credit or debit card,
- view payments, and
- update personal information.

Contact National Board Customer Support (Be sure to include your candidate ID number in all correspondence with the National Board.)

By phone: 1-800-22TEACH (83224) Monday–Friday, 8:00 a.m.–6:00 p.m., CST  
By email: [NBPTSCandidateSupport@Pearson.com](mailto:NBPTSCandidateSupport@Pearson.com)

For assistance with registration.

To inquire about deadlines, policies, or the status of your account.

Section 1. The Board of Directors of the [Organization Name] is hereby authorized to execute and deliver to the [Recipient Name] a certificate of incorporation and the articles of incorporation of the [Organization Name], in and to the effect of the attached exhibits.

Section 2. The Board of Directors of the [Organization Name] is hereby authorized to execute and deliver to the [Recipient Name] a certificate of incorporation and the articles of incorporation of the [Organization Name], in and to the effect of the attached exhibits.

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Section 8. The Board of Directors of the [Organization Name] is hereby authorized to execute and deliver to the [Recipient Name] a certificate of incorporation and the articles of incorporation of the [Organization Name], in and to the effect of the attached exhibits.



**Produced for**

**NATIONAL BOARD**

*for Professional Teaching Standards*

**by**

**PEARSON**



### Adjunct Instructor Program

**PURPOSE:** Allow individuals currently working in their industry or retired from their industry to serve as the teacher of record for hard to fill and specialty areas without meeting the existing requirement for teacher certification as they will never serve as a full time teacher.

#### **CONCEPT:**

Exempt adjunct instructors from current state teacher certification requirements.

*Adjunct instructor* – an individual who serves as the teacher of record for a particular hard to fill or specialty area, in a part-time capacity

- Specific knowledge, skills and experience in STEM based fields including computer science and PVA pathways or other hard to fill or specialty areas as defined by the LEA
  - o Examples include: international economics and finance, environmental economics, environmental media, computer science
- Instructional experience in a branch of the U.S. military
- Hold current industry licensure for the profession or have passed the appropriate industry test or hold the appropriate industry license (they must show proof), if applicable
- Minimally 3 years of verified occupational experience applicable to the area in which they will be employed
- The individual must have 3 years of experience, in good standing (as demonstrated by evaluations or references) in his/her industry.
- The individual must be willing to take 9 credits over 3 years in:
  - o Pedagogy
  - o Teaching & Learning (which includes grading & basics of AACPS)
  - o Classroom Management
- The LEA will assign a mentor/coach with a professional teaching certificate
- Adjunct certificate/status valid for one year – eligible for renewal each year
- Adjunct certificate will indicate the field in which he/she is authorized to teach / certificate is not transferrable to any field that is not designated on the adjunct certificate unless it is a critical shortage area as identified by the LEA
- LEA must assure that the adjunct instructor is not teaching more than 50% of the school day & they may only teach in the field associated with their adjunct certificate. The certificate is not transferrable to another LEA.
- Only in grades 6 – 12
- Exempt from regular teacher's contract – they shall be placed on a new adjunct instructor certificate
- No tenure as they are on year-to-year contracts that shall be renewed as needed by the LEA.



CAEP Components not in IPC	IPC Components not in CAEP Standards
<p><b>Overall Summary of CAEP Components not in IPC</b></p> <p>Places greater emphasis on the P12 partnership. Emphasizes greater role of P12 partners in ALL unit operations including admissions</p> <p>Teacher Recruitment Plan based on workforce needs; focus on diversifying teaching pool</p> <p>Requirements for Quality Assurance System – much more rigorous than NCATE or PDS Standards. CAEP Assessment Rubric – new requirements/higher levels of accountability for reliability and validity, etc.</p> <p>Focus on Program Completion and student impact data (IPC focuses on Candidates/Interns = Preservice)</p> <p>Focus on non-academic criteria for admission, during program, and completion</p> <p>CAEP places greater emphasis on Technology, including technology-based collaborations for clinical preparation and training of clinical educators. Also places emphasis on the <i>ISTE Standards</i>.</p>	<p><b>IPC includes some very specific provisions, which in many instances are more prescriptive than the CAEP standards:</b></p> <p><b>Redesign of Teacher Education Component I: Strong Academic Background</b></p> <ul style="list-style-type: none"> <li>• Institution provides instruction in mathematics (12 credits) and science (12 credits). <i>[IPC focus is on credits, rather than outcomes and performance, which CAEP emphasizes.]</i></li> <li>• Education and arts and sciences faculty work with one another to achieve PreK-16 standards alignment. <i>[CAEP standards leave it up to the EPP to identify the relevant stakeholders; IPC specifies Arts and Sciences involvement.]</i></li> <li>• Secondary education teacher candidates major in their certificate area. <i>[CAEP requires strong content knowledge. The IPC requirement for candidates to major in their certificate area may be too prohibitive – e.g., candidates who complete an ENGR major. Completion of the major, or its equivalent would allow more flexibility.]</i></li> </ul>

CAEP Components not in IPC	IPC Components not in CAEP Standards
<p><b>QUALITY ASSURANCE SYSTEM:</b> The CAEP expectations for developing a quality assurance system are much more demanding and rigorous in comparison to what had been in place for NCATE or for any of the PDS accountability and/or research and inquiry components.</p> <p>CAEP emphasizes the reliability and validity of performance assessment measures and predictive validity of assessments. CAEP Assessment Rubric delineates the criteria more explicitly. IPC does not speak to these aspects except for Redesign Component V – NCATE Accreditation – which touches on reliability/validity type issues. (CAEP has established a more rigorous threshold as compared to the old NCATE Standards.)</p> <p>CAEP standards require EPPs to benchmark candidate performance (i.e., to document their performance in comparison to non-education majors in the same courses, to compare scaled scores on test scores to state/national data, etc.); to make comparisons across specialty licensed areas and identify trends in data; ensure answers to specialty licensure areas questions are complete and supported by analysis and accurate interpretation of data.</p>	<p><b>THINGS EXPLICITLY MENTIONED IN IPC AND IMPLIED IN CAEP:</b></p> <ul style="list-style-type: none"> <li>• IHE and school faculty engage in cross-institutional staffing</li> <li>• PDS partners recognize one another's accomplishments</li> <li>• IHEs recognize and reward the PDS work of IHE faculty and staff through organizational structures and incentives that fully integrate PDS work with the mission of the teacher education program.</li> <li>• Representatives of PDS stakeholder groups participate on the school improvement team.</li> <li>• PDS partners seek and assess feedback concerning PDS induction for interns and new faculty, making changes as needed</li> </ul> <p><b>All-school focus of PDS:</b></p> <ul style="list-style-type: none"> <li>• Interns engage in the full range of teacher activities in the school community</li> <li>• PDS partners plan and participate in activities where all school staff is encouraged to support and interact with interns.</li> <li>• PDS partners provide ongoing support for all educators, including non-tenured and provisionally certified teachers</li> </ul> <p><b>Research and Inquiry:</b></p> <ul style="list-style-type: none"> <li>• IPC references the role of PDS partners in research and inquiry (through the Research and Inquiry component of the PDS Standards). CAEP explicitly addresses the candidates' abilities to engage in research and inquiry, but</li> </ul>

	<p>doesn't explicitly mention the role of other PDS partners in this regard (though it's IMPLIED – CAEP narrative focuses heavily on research and evidence-based practice).</p>
<p><b>FOCUS ON PROGRAM COMPLETER AND STUDENT IMPACT DATA:</b>  <b>CAEP Standards focus on the performance of program completers. The Redesign Components largely focus on pre-service candidates (exception: some aspects of the PDS Accountability Standard). The requirement for surveying employers, alumni, etc. (which touches on program completer performance) are associated with Redesign Component V: NCATE Accreditation, which is subject to elimination. To date, the MLDS has not focused on the type of data CAEP is seeking, and it likely will be some time before this information will be available to EPPs.</b></p>	





DRAFT 8/5/16

Highlights indication new language added based on committee discussions on 8/2

Brackets indicate matter deleted from existing law.

See Page 2 and 3 of this document to look at 11-208 without showing the current law that is being deleted

Article - Education

11-208.

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized [by the U.S. Department of Education and endorsed] by the Department.

(b) (1) [After July 1, 2004, an] AN institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

(i) National accreditation; or

(ii) [A waiver under paragraph (2) of this subsection] APPROVAL BY THE DEPARTMENT.

(2) [The State Superintendent may grant a waiver from the national accreditation requirements to:

(i) Any liberal arts college with a full-time equivalent enrollment of not more than 2,000 students; and

(ii) Any nationally recognized professional school of fine arts specializing in music or art.] AN INSTITUTION OF HIGHER EDUCATION DETERMINES WHETHER TO SEEK NATIONAL ACCREDITATION OR APPROVAL BY THE DEPARTMENT UNDER THIS SUBSECTION.

(c) (1) [By July 1, 2000, an institution of higher education in the State that offers a program of undergraduate or graduate studies that would certify a recipient to teach must:

(i) File its intent to seek national accreditation;

(ii) Certify to the Department that it has national accreditation; or

(iii) Have received a waiver under subsection (b)(2) of this section.] **WHEN DETERMINING WHETHER A NATIONAL ACCREDITING AGENCY IS RECOGNIZED BY THE DEPARTMENT, THE DEPARTMENT SHALL CONSIDER WHETHER THE NATIONAL ACCREDITING AGENCY INCLUDES SIMILAR STANDARDS THAT ARE USED BY THE DEPARTMENT WHEN APPROVING A PROGRAM.**

(2) The NATIONAL accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a [nationally recognized] NATIONAL accrediting agency and the Department.

(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support to assist institutions of higher education in the State that seek NATIONAL accreditation OR DEPARTMENTAL APPROVAL under this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that [an] A NATIONAL accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that [an] A NATIONAL accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of [an] A NATIONAL accrediting agency.

(e) The Department shall adopt regulations to implement this section.

(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

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### **Proposed §11-208 without showing the current law being repealed**

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department.

(b)(1) An institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

(i) National accreditation; or

(ii) Approval by the department.

**(2) An institution of higher education determines whether to seek national accreditation or approval by the department under this subsection.**

**(c) (1) When determining whether a national accrediting agency is recognized by the department, the department shall consider whether the national accrediting agency includes similar standards that are used by the Department when approving a program.**

**(2) The national accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a national accrediting agency and the Department.**

**(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support to assist institutions of higher education in the State that seek national accreditation or departmental approval under this section.**

**(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:**

**(i) Any fee that a national accrediting agency charges an institution of higher education in connection with the accreditation process;**

**(ii) Any training fee that a national accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and**

**(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of a national accrediting agency.**

**(e) The Department shall adopt regulations to implement this section.**

**(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.**



DRAFT 8/11/16

Highlights indication new language added based on committee discussions on 8/5

Brackets indicate matter deleted from existing law.

See Page 2 and 3 of this document to look at 11-208 without showing the current law that is being deleted

Article - Education

11-208.

- (a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized [by the U.S. Department of Education and endorsed] by the Department.
  
- (b) (1) [After July 1, 2004, an] AN institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:
  - (i) National accreditation; or
  - (ii) [A waiver under paragraph (2) of this subsection] **APPROVAL BY THE DEPARTMENT.**
  
- (2) [The State Superintendent may grant a waiver from the national accreditation requirements to:
  - (i) Any liberal arts college with a full-time equivalent enrollment of not more than 2,000 students; and
  - (ii) Any nationally recognized professional school of fine arts specializing in music or art.] **AN INSTITUTION OF HIGHER EDUCATION DETERMINES WHETHER TO SEEK NATIONAL ACCREDITATION OR APPROVAL BY THE DEPARTMENT UNDER THIS SUBSECTION.**
  
- (c) (1) [By July 1, 2000, an institution of higher education in the State that offers a program of undergraduate or graduate studies that would certify a recipient to teach must:
  - (i) File its intent to seek national accreditation;
  - (ii) Certify to the Department that it has national accreditation; or



(iii) Have received a waiver under subsection (b)(2) of this section.] **WHEN DETERMINING WHETHER A NATIONAL ACCREDITING AGENCY IS RECOGNIZED BY THE DEPARTMENT, THE DEPARTMENT SHALL CONSIDER WHETHER THE NATIONAL ACCREDITING AGENCY USES NATIONAL PROFESSIONAL STANDARDS THAT ARE COMPARABLE TO THE STANDARDS THAT ARE USED BY THE DEPARTMENT WHEN APPROVING AN EDUCATOR PREPARATION PROGRAM.**

(2) The NATIONAL accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a [nationally recognized] NATIONAL accrediting agency and the Department.

(d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support, **AVAILABLE ON REQUEST**, to assist institutions of higher education in the State that seek NATIONAL accreditation OR DEPARTMENTAL APPROVAL under this section.

(2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:

(i) Any fee that [an] A NATIONAL accrediting agency charges an institution of higher education in connection with the accreditation process;

(ii) Any training fee that [an] A NATIONAL accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of [an] A NATIONAL accrediting agency.

(e) The Department shall adopt regulations to implement this section.

(f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.

---

**Proposed §11-208 without showing the current law being repealed**

(a) In this section, "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department.

(b)(1) An institution of higher education in this State may not offer a program of undergraduate or graduate studies that would certify a recipient to teach unless the institution has received:

(i) National accreditation; or





- (ii) Approval by the department.**
- (2) An institution of higher education determines whether to seek national accreditation or approval by the department under this subsection.**
- (c) (1) When determining whether a national accrediting agency is recognized by the department, the department shall consider whether the national accrediting agency uses national professional standards that are comparable to the standards that are used by the department when approving an educator preparation program.**
- (2) The national accreditation process for an institution of higher education subject to this section shall be conducted in accordance with the protocol established by a national accrediting agency and the Department.**
- (d) (1) In conjunction with accrediting agencies, the Department shall develop and administer a program of technical support, available on request, to assist institutions of higher education in the State that seek national accreditation or departmental approval under this section.**
- (2) In addition to the technical support provided to an institution of higher education under paragraph (1) of this subsection, the Department shall pay:**
  - (i) Any fee that a national accrediting agency charges an institution of higher education in connection with the accreditation process;**
  - (ii) Any training fee that a national accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and**
  - (iii) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of a national accrediting agency.**
- (e) The Department shall adopt regulations to implement this section.**
- (f) The Governor shall provide sufficient funds in the Department's annual budget for the additional costs incurred by the Department under this section.**

