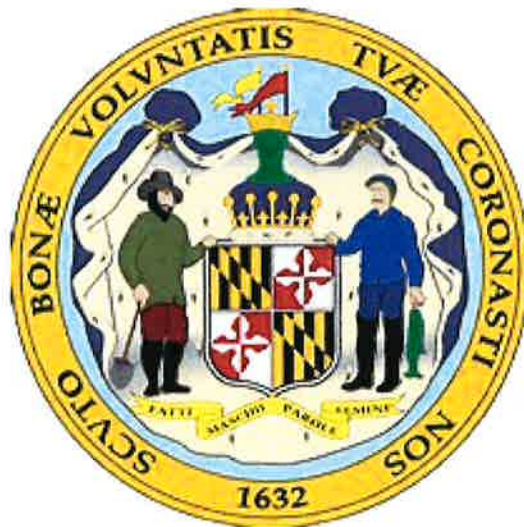


# Appendices XXII-XXV

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

### Final Report



November 1, 2017



# Appendix XXII



**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
February 21, 2017 Meeting**

The 12<sup>th</sup> meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1:00 p.m.

**In attendance:** Sarah Spross ( MSDE), Jack Smith (Principals Public School Superintendents Association of Maryland), Deborah Kraft (Maryland Independent College and University Association), Nancy Shapiro (University of Maryland System), Tess Blumenthal (Maryland Association of Elementary School Principals), Rowena Shurn (Maryland State Education Association), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Ruth Downs (MSDE), Karen Dates-Dunmore (MSDE), Tanisha Brown (MSDE), Michelle Dunkle (MSDE), Linda Murel (MSDE)

**Absentees:** Emily Dow, (Maryland Higher Education Commission), Mariette English (Baltimore Teachers Union), Laura Weeldryer (Maryland State Board of Education), Annette Wallace (Maryland Association of Secondary School Principals)

Ms. Sarah Spross called the meeting to order at 1:00pm

Ms. Spross welcomed those attending the TIRA workgroup. The meeting is a full meeting of workgroup and committees and she thanks all for their attendance and participation.

The workgroup members introduced themselves.

**Public Comment:** Mr. Charles Hagan, Principal, Harford Technical High School, and President of the Maryland Association of Secondary School Principals and a member of the Professional Standards Teacher Education Board (PSTEB).

Mr. Hagan noted that he was at the meeting to be voice for certification standards. There is a unique problem for those hired at Technical schools. Welders are welding because of their expertise. We need these experts. The certification for these folks is for two years. Their last education was high school. In the first two years they need to learn everything the school system does, take college classes and pass Praxis I. Technical principals are losing great people because we are making this too hard. Mr. Hagan noted he was to ask for an additional two years to get Praxis I. This is not about lowering standards. "I have two instructors I may lose in May. A suggestion would be teachers take classes and pass part of Praxis or have more time to get Praxis done. For many teacher it takes 4, 5, 6 times. This is a real problem for Technical principals. Currently there is only one applicant for mechanic or welder."

Dr. Shapiro asked what part of Praxis is the biggest challenge for the technical teachers. Ms. Meadows said, although anecdotal, it is not just one part, but all are issues. Dr. Shapiro asked if there are there any models around the country for technical teacher where there is a certified teacher of record and a specialist for the skill in the classroom. Ms. Spross said she would look into it. Ms. Shurm clarified that it would be a co taught classroom. Ms. Spross noted it would be like special education, both teachers all day. Dr. Shapiro noted, when we were talking about STEM issues we were talking about using community college professors to have a special certification to teach in public schools. They have a degree but have not gone through the certification process.

Ms. Spross stated there are certification requirements that are perceived or not perceived as barriers to certification. Professional and Technical Education (PTE) requirements are currently going through revisions. There were some specialized tech issues out of Baltimore City. Some avenues require within two years of conditional certification, or PTE, or Section 27, you still need to meet 24 credit hours, and you still need the rest of the requirements. This is a limiting component. We have heard of individuals coming in with high set of skills in all counties. This is an ongoing two year problem. As we have talked before in the 2015 session there was Senate Bill 635 out of Washington County asking for a county certification. We must look at conditional certification. Is it fair for someone with 15 years welding experience to have to take classes, Praxis, and learn the rules of the school house? Do you utilize a conditionally certified teacher only when you cannot find someone else? Alternative is to shut down the class and not offer it. Or, have long term substitutes or someone teaching out of their certification area. Committee I is absolutely looking at the Conditional certification and adjunct teacher certification option in order to bring in highly skilled people. We have also reviewed a letter from the Harford delegation in support of Mr. Hagan's comments. This is also being discussed at Professional Standards and Teacher Education Board (PSTEB).

Dr. Smith noted that whatever comes of the recommendation, it should be a strong statement that this needs to be changed. If you have expertise to weld, that is most important. We need to change the requirements and remove the barriers.

Ms. Spross said that we want a strong statement and draft of regulations. PSTEB and the State Board work collaboratively. It will be powerful to have committee and workgroup input.

Dr. Smith noted it should be in career areas.

### **Approval of minutes:**

All minutes for both workgroup and committees are still in draft form.

Dr. Shapiro asked for revisions to the minutes from the January 31 workgroup meeting. In the minutes, on the 2<sup>nd</sup> page, 3<sup>rd</sup> paragraph, strike the line regarding the statement that begins with “the new teachers...”

Darren Hornbeck noted that in the minutes from Committee I, we must revise the referenced sentence to include “unless they have proper certification”. This is for adjunct certification.

Ms. Linda Gronberg-Quinn made the motion to approve the minutes and Dr. Deborah Kraft seconded the motion. The minutes were approved with the requested revisions.

Ms. Spross stated that the workgroup would look at what the committees recommend and provide a request for comments.

Ms. Spross offered some overarching thoughts. She commended the committees on the work they did with thought behind the recommendations. Two to five recommendations per group were generated with overlap of use of micro credentialing. There is a large learning curve with micro credentialing. Ms. Lagerman in Committee III and Dr. Yi were available to talk about these pieces for professional development and renewal of certification. Committee II talked about state wide incentives. They recommend they look at the Quality Teacher Incentive Act in place, weigh the pros and cons, and consider how can it be reshaped. There are only 24 priority schools in Maryland. How can we get the most talented teachers to the lowest performing schools? Also, how do we get the best and brightest to go to the farthest reaches of counties? Mentoring has a solid plan and the work that came out of the committee is well thought out.

Dr. Shapiro mentioned one of the things we need to do is incorporate research based conclusions. We should be using findings from research and be explicit. We have some good systems in Maryland and we need to know which are working and which are not and we want to keep those that are working. We should think through what is working and what we want to keep; and consider what evidence we have that these systems are working.

Ms. Spross agreed that we need to base our recommendations in research. Professional Development for example, what would it take to have a state wide network. What are other states doing for incentives? We need actionable items.

### **Announcements**

Next meeting, March 29, 2017. 1-3pm. Workgroup only

Updates, HB 715 are scheduled for March 7, 2017 at 1pm. Ms. Spross will let the group know who is testifying.

HB 152 has seen heavy amendments to the work, specifically the funding behind the projects. There is a pilot program with the RFP ready to go, but the bill eliminates or makes the funding optional in the future. This is a change for Quality Teacher Incentive Act: there *shall* be money has changed to *may*. Dr. Smith noted there can be lobbying. Ms. Shapiro advocated for people to take note of these changes.



## **Committee Priority Recommendations From 1/31/17**

### **Committee 1**

- Discuss the possibility of an adjunct certification and elements for inclusion in a draft regulation
- Define the must haves and basic requirements for initial certification, renewals and endorsements, including:
  - Classroom management
  - Special needs
  - Reading
  - Content
  - Pedagogy
- Discuss the conditional certificate and possible regulatory language changes
- Explore the concept of micro-credentialing
- Draft regulatory language elements to be included for National Board Certification to be included in the initial route option continuum

### **Committee 2**

Recommended specific priorities; one geared towards recruitment and the other retention

- Career Lattice (retention)
- State-wide Loan Forgiveness (retention and recruitment)
- Mentoring Programs (retention and recruitment)
- Residency/Mentoring (retention)
- Teacher Academy (retention and recruitment)
- Research various state-wide models at Maryland Higher Education Commission

### **Committee 3**

- Create statewide professional development pathways with career-wide learning opportunities for educators across the state.
- Establish a school-university partnership process for building PD programs that link but are not limited to certification requirements for renewing.
  - A. Establish shared responsibilities for induction and professional development programs that may include components such as mentoring and coaching, etc.
  - B. Programs should incorporate a quality assurance framework that meets state and national guidelines such as National DPDS, Learning Forward Standards for Professional Learning, etc.

### **Committee 4:**

Work is focused on rewriting the standards of the Institutional Performance Criteria (IPC)

### **Committee 5:**

- Ensure reduced workloads to mentors, as well as new teachers.
- Establish IHE's and LEA partnerships to develop induction programs with innovative evidence based strategies.
- Develop on line resource centers to build mentor and teacher capacity.





## **NASDTEC 2017 TAWS Symposium Open Space Collaboration Sessions**

### **Focusing Question**

*What can I learn, share, and explore with you regarding how states, districts, and education preparation programs can partner to attract and retain effective teachers and leaders for all students?*

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# And How Are the Children?

**Adapted by Pat Hoertdoerfer**

**From an excerpt from a speech by Rev. Patrick T. O'Neil**

Among the most accomplished and fabled tribes of Africa, no tribe was considered to have warriors more fearsome or more intelligent than the mighty Masai. It is perhaps surprising, then, to learn the traditional greeting that passed between Masai warriors: Kassaerian Ingera, one would always say to another.

***It means, And how are the children?***

It is still the traditional greeting among Masai, acknowledging the high value that the Masai always place on their children's well-being. Even warriors with no children of their own would always give the traditional answer, *All the children are well*. Meaning, of course, that peace and safety prevail, that the priorities of protecting the young, the powerless, are in place. That Masai society has not forgotten its reason for being, its proper functions and responsibilities. *All the children are well* means life is good. It means that the daily struggles for existence do not preclude proper caring for their young.

I wonder how it might affect our consciousness of our own children's welfare if in our cultures we took to greeting each other with this daily question: *And how are the children?* I wonder if we heard that question and passed it along to each other a dozen times a day, if it would begin to make a difference in the reality of how children are thought of or cared about in our own country.

I wonder if every adult among us, parent, and non-parent alike, felt an equal weight for the daily care and protection of all the children in our communities, in our towns, in our states, in our country.... I wonder if we could truly say without any hesitation, *The children are well, yes, all the children are well*.

## About Open Space Technology

The second day of our meeting convened using the meeting and conferencing process called Open Space Technology. “Technology” in this case means simply a tool; a process. However, like most facilitated processes—as those of you who convene groups may know—there is much more to the productivity and use of this tool than putting topics on the wall and conversing in circles. This document captures the notes from the interactive discussions held during the three Open Space collaboration sessions from the meeting. To honor the multiple ways participants captured their conversations, notes have not been altered.

Open Space is a method used around the world for convening participant-driven conferences, interdisciplinary knowledge-sharing and task work, sharing of best practices, participatory decision making, and understanding each other across differences. In Open Space, people typically work together quickly, break through to new thinking, and appreciate each other in new ways. One facilitator can convene 20, 200, or 2,000+ people.

Open Space was originated in 1985 when Harrison Owen designed and planned a conference, and at this conference, noticed that all the best work was done during the coffee breaks. All the networking, deal-making, visioning, and collaboration transpired during these breaks. All the new ideas, new products, and new programs came from small circles of people chatting over similar passions and interests. They occurred just as it happens in life. So for the next conference, he designed a process that would be all coffee-break energy, all the time, and Open Space Technology was born. To date, this method has been used in over 140 countries and a diversity of settings, cultures, and industries.

### Why Use Open Space

It is essential to learn when Open Space, a deceptively simple process, is the right tool and when it is not. Like any tool, it is not right for all jobs, and it is best to learn when and how to use it. In addition, understanding how to adjust the design for action planning, conflict resolution, or other variations and when or when not to intervene during an Open Space (for example if there is conflict in the group) are important elements of the process. Organizing participants’ topics and sessions for them or shortening certain sections of this process can be the worst thing to do.

Thorough, thoughtful pre-work ensures the success of the meeting—the core planning team and facilitator work together on communication, design, planning, logistics, decisions regarding site, documentation, and more. We worked together from Opening Circle, agenda

co-creation, multiple discussion sessions, and closing comments and reflection to create a highly charged, participant-driven event that yielded this rich document.

As you can tell from your experience in our meeting, Open Space events are great for sharing knowledge, resources, challenges, experiences, points of view, puzzles, and solutions for both existing and emergent issues and opportunities. Open Space meetings are participant driven, energetic, and creative, allowing participants to share ideas and best practices, collaborate on challenges and solutions, and appreciate each other across perceived or actual differences. These actions shift the dynamic from experts and audience to everyone has knowledge to share.

To read more about Open Space Technology, see Harrison Owen's *Open Space Technology: A User's Guide* (Berrett-Koehler, Inc., San Francisco) a book that tells about development of the process, the theory behind it, and the basic method.



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# Session I Discussion Circles

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## Topics:

- What professional development should we provide to our current (white, female) teaching workforce to strengthen culturally responsive/relevant instruction?
- Differentiated pay for shortage areas? The good, the bad, and the ugly!
- Now that HQT is gone, what should the role of content area tests be, given that they are a barrier for some aspiring teachers
- What are states doing to help legislators understand the importance of preparing and certifying effective teachers and leaders?
- Is there a rationale for paying differentiated or all student teachers/interns? Is there an ethical issue for doing or not doing so?
- How can districts and EPPS collaborate to improve leader prep?
- Since most states have districts that are implementing multi-tiered systems of supports, how do we better prepare teachers and leaders to provide more inclusive and responsive instruction to each learner?
- How to collaborate to support recruitment and retention in rural communities
- Definition of effective educator not using value-added

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**Discussion topic:** What professional development should we provide to our current (white, female) teaching workforce to strengthen culturally responsive/relevant instruction?

**Members:** Eugene Williams, Amy Shannon, Laci Coppins Robbins, Jodi McKenzie, Wil Delpilar, Leah Breen, Mary-Dean Barringer

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### *Discussion Notes*

How can we use Title II dollars to help provide professional development for white female teachers who work with culturally diverse students?

- Strategies needed to work with students to better understand their backgrounds
- How to bridge the language barrier and the understanding of the importance of education
- Understanding of the wholistic view of the child in the classroom and home
- Game → poverty simulation to show what it means to be in poverty and refugee piece
- Professional development to help learn to build culture, community, and relationships across all cultures
- Cultural courses need to be required for traditional route teachers in college courses
- Teacher induction programs could also offer a multicultural component in the training

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Givetips and tricks on how to simply build relationships with kids
2. Include cultural competency definition in ESSA plans to show the effectiveness of a teacher

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**Discussion topic:** Differentiated pay for shortage areas? The good, the bad, and the ugly!

**Convener:** Nancy Pugliese

**Email:** nancy.pugliese@ct.gov

**Other members:** Leah Breen, Nancy Pugliese, Cheryl Krohn, Joan Luneau, Cyndy Stephens, Kelee Dupuis

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#### *Discussion Notes*

- How do you differentiate in a heavily unionized state?
- The pay demotion is a big disincentive to career changers
- Nevada tried to increase retirement benefits in high-poverty schools. It didn't work; young teachers couldn't see the value
- IDEA schools — differentiated pay
- Studies show differentiated pay for effectiveness doesn't work
- Does tiered licensure equate differentiated pay?
- Legislative pay/cushions for teacher salaries?
- Education Enhancement Act in Connecticut
- Social workers pay schedule and working conditions; are they comparable? There isn't a social worker shortage.
- How do we attract teachers to hard-to-staff positions without affecting pay?
- Once teachers are unsatisfied, pay becomes the number one obstacle
- Good instructional leaders direct who received pay differentiation
- Climate of profession needs to change

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Getting districts to buy into differentiated pay is a huge barrier
2. Turnover leaves inexperienced teachers with limited resources in high-need areas
3. No evidence on performance pay with retention being successful

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**Discussion topic:** Now that HQT is gone, what should the role of content area tests be, given that they are a barrier for some aspiring teachers?

**Convener:** David DeGuire

**Email:** david.deguire@dpi.wi/gov

**Other members:** Nicole A. Amador, Anne Marie Fenton, Kimberly LaPrade, Robert Hagerman, David DeGuire, Mary Vixie Sandy, Marci Elliott, Matt Borek, Sarah LaVan, Alexandra Manuel

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#### *Discussion Notes*

- South Dakota interested in exploring getting rid of content-related tests
- Content-related tests
- Subject matter content is important to licensure. Yes, there are multiple ways
- More time for testing — Washington state for ELL/language needs
- Pathways/relationships among content-related endorsements
- Content pedagogy in California — program or test
- West Virginia — BA in subject area — must have at least a certain number of hours of teacher pedagogy
- Michigan language — “knowledge for learning”
  - Shift language
  - All elementary literacy or early math
- Interesting conversation — EdTPA performance based
- Do away with basic skills? Do away with content/use EdTPA performance-based relationships between teacher, learner, subject knowledge, student achievement
- Effective teachers adapt content to the students they are teaching
- Plan teach assess teach apply
- Smart people — apply content is variable
  - Focus on teaching
- Linkages
- Role of content area tests and teacher shortage — research vs. politics
- Content area tests — different ways to demonstrate options should be available

### Additional questions

- If a state's license is seen as being easy to obtain, what is to stop a prospective teacher from obtaining the "easy" license and then leaving for a state with reciprocity agreement?
  - Possible to have in-state teaching as a requirement
- Discussion about adding endorsements ONLY through content test — some states are adding additional requirements (student teaching, additional competencies, etc.)

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Subject matter content is important for licensure
2. Content-based knowledge (arts and sciences) vs. school-based knowledge program design
3. Do we need all this testing — are there other ways to assess content — EdTPA
4. Application of content knowledge
  - a. preservice vs. inservice testing
5. What is the ROI on testing?
  - a. differentiation of subgroup performance
  - b. look at equity issues

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**Discussion topic:** What are states doing to help legislators understand the importance of preparing and certifying effective teachers and leaders?

**Convener:** Lisa Colon Durham

**Email:** lcolondurham@sde.idaho.gov

**Other members:** Erin Doan, Sungti Hsu, Julia Simmerer, Lisa Colon Durham, Reid Riggle, Kristi Enger

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#### *Discussion Notes*

- Legislators are lowering certification requirements in response to shortages
- How do we define the professional standard such that there is a nationally agreed upon minimum?
- Is there a nationally recognized group (NASDTEC or other mission similar organization that can assist states in lobbying/testimony)
- How do states keep track of non-licensed personnel when legislators “deprofessionalize” teaching (Ohio)
- (Wisconsin) governor does not support public education licensure to be issued without even high school diploma for CTE; mobility and reciprocity make this an issue for surrounding states
- District reality of shortage is increasing lobbying to legislators — but they are not communicating the desire to hire licensed personnel by choice
- Is there a place for broad field licensing to open the field vs. opening the door to those who lack pedagogy (e.g., science vs. physics, life sciences, chemistry)
- Is giving them a solution an alternative to their deprofessionalizing?
- What restrictions are in place to prevent states (LEAs) from being heard by legislators
- Who can be mobilized to help share educator voice
  - Voice of Ed Prep (grass roots rep to organization)
  - Regional superintendents meetings
- Higher education collaboration network to support districts is needed vs. competitive relationship for tuition dollars
- AACTE — trying to educate state legislators continually to address turnaround with Education Commission of the States as a partner

- How/who can assist SEAs in messaging to governors and senators or state representatives when combating active deprofessionalizing by these lawmakers — NASDTEC? — AACTE
- How can we increase messaging among teachers and lawmakers that this is a “practice” like medicine and law. We would never consider letting untrained people practice in those professions. Why teaching?
- Mobilization of parents to support the requirement for pedagogical instruction
- How do we reach new advocates for education mobilize parent groups — “not for my child” PTA associations? PTOs?
- Is there a role for NASDTEC to define minimum professional standards? For national use?
- Visual of alignment for testing requirements NASDTEC assist?
- State-by-state template to break down cost of legislative requirements when added together make a large wall
- Pedagogy as a base for all, but where can we provide flexibility?
- Flexibility relies on states to have a competency based exam? Or online courses to add areas
- Is there room for residency model but testing based on content-specific pedagogy?
  - Principal has local control but they would have to engage in coursework or pass content-specific pedagogy test
- Do evaluations have a role in providing evidence for licensure, or is lack of evaluator training a concern?
- “Teaching boards” to be created based on practice (pedagogy) — similar to nursing — could this be the/a teacher performance assessment
- We must be able to articulate what an effective teacher is — and to articulate how we measure those things in order to help them make professionally appropriate policies

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. The education profession must be able to articulate a definition of effective teachers in order to engage professionally appropriate state policy
2. Retention information/data about underprepared candidates must be shared nationally to demonstrate the “cost” (\$ — student achievement cost) of the revolving door and short-term fixes
3. What new staffing models would allow mobility of professionals in concert with business/industry? Find and share examples of where this is already happening.

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**Discussion topic:** Is there a rationale for paying differentiated or all student teachers/interns? Is there an ethical issue for doing or not doing so?

**Members:** Jimmy Adams, Elizabeth Qualman, Anne Heckman

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*Discussion Notes*

Current state laws or opinions of the attorney general prohibit the paying of student teachers. Where it is allowed the structure of EPPs make it prohibitive. With the shortage or distribution problems that currently exist, we need to find ways to assist people to come into the profession.

Paid internships can help offset this cost, but finding the funding is another issue

Colorado (Eagle County Schools) currently has \$5K-\$20K paid interns, and workforce development will offset that by \$3K. However, finding other sources of funding is problematic. Also, the cost of living in Eagle County is extremely high, making retention and recruitment difficult.

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Laws and practices need to change
2. Liability issues/concerns need to be addressed



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**Discussion topic:** How can districts and EPPS collaborate to improve leader prep?

**Convener:** Angie Gant

**Email:** [angie.gant@gapsc.com](mailto:angie.gant@gapsc.com)

**Other members:** Greer Richardson, LaToiya Jefferson, LaToya Doby-Holmes

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#### *Discussion Notes*

- Leader turnover — we talk a lot about improving teacher quality
- Leader exit interview. Pressure is being placed on leaders. Fewer people are going into leadership. Tiers I–II are performance based
- Accountability — testing, discipline, climate surveys
- Pipeline was coach to administrator
- Poor leaders lead to poor teachers
- District leadership team — superintendent, cabinet, directors, and instructional coaches
- Restructure in leadership. Provide extensive professional development
- Embedded PD and follow up to support leaders
- Partner/invest in residency program
- Induction program for leaders
- Utilize aspiring leaders
- Collaborating with higher education
- Professional learning communities for leaders
- Explore models to support leaders
- Explore leadership academy
- Focus on getting and retaining good leaders

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Utilize Professional Learning Communities (PLCs) to support and improve leader
2. Prep collaboration is key to support leaders
3. Induction is the key in supporting leaders

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**Discussion topic:** Since most states have districts that are implementing multi-tiered systems of supports, how do we better prepare teachers and leaders to provide more inclusive and responsive instruction to each learner?

**Convener:** Mary Brownell

**Email:** mbrownell@coe.ufl.edu

**Other members:** Karen Wyler, Patricia Mathes

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*Discussion Notes*

- How do we brand MTSS differently? Communication strategy?
- Is there someone in each center that could communicate the problem?
- Communication and alignment to share talking points
- On our website — “Did you know?”
- Culturally responsive in MTSS, but unfortunately many do not understand
- How do we get around these conversations that divide or stall important conversations that allow teachers to be prepared to include each learner?

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**Discussion topic:** How to collaborate to support recruitment and retention in rural communities

**Convener:** Nadene Davidson

**Email:** ndavidson52@gmail.com

**Other members:** Topher Erickson, Judi Wilson, Rhonda Hutchins, Taylor Raney, Clay Smith, Alexandre Koutta, Gary Bunn, Holly Hill, Jennifer Burns, Jennifer Baker, Christina Linder, Laura Bilbro-Berry, CinLackey

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#### *Discussion Notes*

Good mix of EPP, state, and district reps; mostly rural

- 2-plus-2 opportunity placed in rural communities at community college extension sites from college populations (recruitment) — those extension site coordinators assist with transfer advising, then serve as university advisors once joining the university, as rapport and relationships stimulate retention
  - Also have part-time option that serves as a 2 plus 3
  - All online instruction from university — offered in elementary (K-6), middle grades (6-9), and special education (K-12, general )
  - SECU Partnership East — [www.ecu.edu/PE](http://www.ecu.edu/PE)
  - Funding and stipend is key
- Similar program offered online through Adobe Connect, although only serves elementary content area
- Difficulty is not so much engaging students rooted in rural areas but in attracting relocation to rural areas
- TFA corps members serve for 2 years but are not retained, so the “grow your own” concept is essential
- Partnered with the Delta to offer F2F coursework, as those folks love those rural communities and wish to stay and serve
- Economic development with local organizations is key, as they depend on the livelihood of communal success — would these organizations assist with funding, jobs, housing, etc., to stimulate R&R for teachers/schools?
- Baltimore schools offers free housing for students who want to serve as resident teachers in rural communities — local banks offering lower interest rates to teachers — balance is key if adjuncting is assumed

- Idaho focused on high school students to dual-enroll and offers opportunities for community college or university credit, training themes para-educators (R&R) — participant questioned, “Is there longevity to this model?” “20-year-old newly graduated students are still finding themselves.”
- Career-changers who are flexible and mobile could serve as a population to serve rural communities — hybrid, part-time roles (job share) may be more attractive to these candidates (similar to consistent or long-term substitutes in Oregon). This may also be to the benefit of students with different learning styles — “adjuncting” but balance is important
- Implementing a school-system child care center may be attractive, as this gives a cheaper option for teachers with respect to child care, as well as training and observation opportunities for high school students in vocational training
- Military population with early retirement and interest in science in low-income schools
  - NC has “Brass to Class Act” as 2-for-1 salary scale for technical skill and 1 for 1 for documented military — approved instructional experience
  - Many military folks may have used military to “get out” of rural communities, but they feel comfortable going back to serve in low-income, low-resource districts
  - Identify base education centers as a viable pipeline close to these rural communities
- Kentucky has Alternative Certification of Elementary and Secondary (ACES) as a means of staffing urban schools — high interest, but can this be translated to rural areas?
- Mentoring responsibilities and beginning teacher induction is key, especially for those who have no formal training in pedagogy
- Build better bridges with those who have terminal degrees — articulation to assist them with state licensing requirements — instead of requiring ABCD tests of Praxis, require them to “prove themselves” through a formal assessment model like EdTPA — this had merit that shows tangible capabilities in planning, delivery, assessment, and reflection
- How do we advocate for this to legislators?
- Collaborate between EPPs in a “boot camp” to let candidates take EdTPA so that they are externally approved but EPP also gets credit for completer (for terminal degree holders)
  - Possibly a paid internship or incentive — maybe a second semester contract once they show merit and prove themselves
  - Paid interns would be huge to rural communities, especially if second semester they could be teacher of record

- May work with teacher pay scales for those in year-long internships

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Online instruction from EPPs seems to facilitate training for rural communities
2. Easier to “grow your own” from rural population as opposed to bringing new teachers in
3. Economic and financial support is key to incentivize recruitment into rural communities
4. Military population with early retirement can be viable, especially with salary scale incentive
5. Formal efforts (ACES) in articulation and employment have merit
6. Terminal degree holders could be highly effective teachers, although states need to make licensing requirements easier based on degrees (EdTPA is key)

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**Discussion topic:** Definition of effective educator not using value-added

**Convener:** Teri Clark

**Email:** tclark@cfc.ca.gov

**Other members:** Mark LaCelle Peterson, Teri Clark, Janine Theiler, Susanne Kuresa, Catherine Wigent, Katherine Bassett, Janice Poda

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### *Discussion Notes*

CA — legislation against VAM → Binary satisfactory or unsatisfactory

How else can we think differently?

- What are characteristics that we want to see in preservice at outcomes?
  - TPs are updated in CA (works with CSTP)
  - Survey district has its own evaluation system in CA
- Revisit and note that most of these are in InTASC
  - We need another grain size — to actually drive growth
  - Discussion of competencies
- Katherine → study currently under way on student perception measures for educator evaluation. Publication late May
  - TRIPOD, for example

Michigan → what are we really looking for, and are our instruments really helping us with this?

- What is the purpose of the process?
  - Certification at SEA
  - PD at LEA
- What is our purpose for this at the state level?
- How do we make these more useful in sense of evaluative tool?
- What are the BIG competencies non-negotiable for EPP?
- Learning progressions
  - Discussions will look at InTASC standards through lens of competencies

Michigan — looking at Deborah Ball's high leverage practice, but it is so complex

- Learn from RTTs → some states selected specific emphasis within framework and cycled through to be sure that all standards will eventually be addressed
- Need to articulate purpose of the tool
  - Measure/evaluate?

- Drive growth?
- The regs will disappear? September determination
  - Efforts under way
  - Can we align data and leverage what is collected — do it right
- ESSA — power to states
  - Think of what states pulled off with NCLB and flexibility
  - Be brave and do what's right for kids
- Fundamental problem with profession is that we do not have a common and shared definition for educator effectiveness
  - 42 states InTASC adoption
  - But research focuses on value added
  - Because calibration is a concern
  - EdAVAIL
  - States seem to be running from value added
  - Michigan 40% value added, but up to local school districts
  - NJ lowered the % → Student Growth Objective (SGO)
  - CA law → Teacher evaluation based in part on value added
  - Utah — statewide or submit proposal (70% performance stand, 20% growth, 10% stakeholder); cumbersome
- Drives conversation, but time investment results in compliance rather than necessary conversations
- UT → need time to have dialogue and have growth-oriented conversation
- UT pay → union because we don't want money withheld
  - Risk taking is discouraged
- How do we change the culture to be able to focus on growth and the 86%
- Triage metaphor (you are evaluated and sorted, cut score)
  - We can eliminate focus for those who perform
  - We can identify leaders

Thought — legal system would support this

- Eval 1 = cut score — identify need and lead
- Eval 2 = eliminate false negatives
- Eval between → ongoing for those who need help
- Eval end = overarching growth
  - Big pic guidance with local level extremes
  - State should trust district to develop process to drive growth
  - Important to establish standards and trust districts to develop process to drive growth
  - We must really clearly define the standard
    - Support the leadership

- Mass → competencies for EPP, and these same competencies are part of the district system
- SC → extensive framework for every teacher. But state did not report trends
- Five-year plan cycle for framework
- Grain/aggregate size for district is different from state. Broad standards for state
- Educator effectiveness — conceptually we are there, but when we operationalize the conversation, we struggle and may need to operationalize at different bands
- Conversation — what's the most meaningful evaluation you've ever experienced? Why? Drive dialogue at essential pieces of the system of evaluation
- SC → 3 people always rated every individual and then consensus yielded results. This allows for some subjectivity
- Given that our instruments are blunt and untrained eval
- Quality control approach → could a state research build an approach that uses:
  - 5-year cycle
  - Random sample
  - How do we know about teaching in general in our state
- Quality of evaluator is critical, and money needs to be spent on the training rather than the instrument



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## Session 2 Discussion Circles

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Topics:

- How do we make teaching attractive to the millennial generation?
- Given the need to retain new teachers in the workforce, how can we bridge the gap between an educator's first day in the classroom and the beginning of an induction program?
- How could national groups facilitate/help with your work at EPP, district, and state level?
- Given the public view of teaching, could an added emphasis on ethics shift perceptions to align with other professions such as lawyers, doctors, etc.
- Bridging the gap from beginning employment to start of induction
- Process of creating a new teacher ed prep program and engaging local districts in a partnership to find and retain new, diverse teachers. Incentives and supports to keep moving forward.
- Models for state support of EPPS and districts to address teacher retention (mutually beneficial partnerships)

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**Discussion topic:** How do we make teaching attractive to the millennial generation?

**Convener:** Mary Vixie Sandy

**Email:** msandy@ctc.ca.gov

**Other members:** Rhonda Hutchins, Eugene Williams, Mary-Dean Barringer, Gary Bunn, Cina Lackey, Taylor Raney, Mary Sandy, Kelee Dupuis, Jennifer Burns, Holly Hill, Nadene Davidson, Reid Riggle, Angel Lopez, Charlie Waters

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### *Discussion Notes*

Chiefs having this conversation across the country

- May need to shift the expectation of teaching being a 25-30 year career, as we know millennials tend to change careers more often than in the past
- New modalities of delivery not represented — must help them find their way
- Teaching as a gateway career?
- Millennials want to make a difference earlier
- We've lost control of the narrative — must regain that control
- Expectations for leadership to allow people the freedom to innovate
- Must highlight and publicize innovation
- Recognize millennials are mobile and can be adventurous
- Must be explicit in advocating that all, not "all" but those who feel called to it, particularly minorities, feel they have a place in the classroom
- How do we tap into the social justice desires of millennials?
- Work/life balance is very important — lifestyle
- Important to have current candidates advocate for the profession to younger generation — ambassadors
- Social media is an under-tapped resource
- Early experiences are important to helping candidates understand the realities of the profession — incorporation of social media helps
- What do millennials love to do/talk about, etc.? Travel, competition, selection
  - They do their homework about where they want to work
- Workplace must adapt to millennials, not vice versa
- One-year exchange programs may be valuable
- Teachers and leaders changing positions occasionally to gain new perspectives

- Systemic change must occur to allow for innovation — societal reinforcement of poor performance is pervasive — rewarding conformity
- Seeing a similar negative narrative around law enforcement
- Entrepreneurial/innovative cultures are attractive
- Market-driven change in the new political climate
- Love math? Teach it. Love science? Teach it, etc.

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Reframing the narrative—taking control of it

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**Discussion topic:** Given the need to retain new teachers in the workforce, how can we bridge the gap between an educator's first day in the classroom and the beginning of an induction program?

**Convener:** Nancy Pugliese

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**Other members:** Nancy Pugliese, Jimmy Adams, Jodi McKenzie, Janine Theiler, David Crable, Cyndy Stephens

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#### *Discussion Notes*

- Need for mentoring of admin
- Need for admin to have content knowledge of all core subjects
- An induction program for new admin
- California does an admin induction program — all locally funded. The commission approves the SO program for admin induction
- Georgia has a new job embedded professional learning for all in education
- ESSA has Title II funds to help with principal induction programs
- Disposition training
- What is a leader? What kind of leader works in your situation?
- Need more leadership training in admin training programs
- Received critical feedback from teacher leaders in the school

Mentors: have had experiences that allow them to provide valuable feedback, help understand timelines for when decisions need to be made. Someone who understands what is needed for the culture of the building, balanced delegation of responsibilities for VP & P so that new admin has had some genuine experiences in other areas besides discipline

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**Discussion topic:** How could national groups facilitate/help with your work at EPP, district, and state level?

**Convener:** Sungti Hsu

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**Other members:** Anne Marie Fenton, Alexandre Manuel, Kimberly Laprade

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#### *Discussion Notes*

National organizations — unify and share agenda  
Strengthen voice

- Continued professional learning
- Convening — state/LEA
- Resource wise
- Lit review
- State comparisons
- Leverage organizations/bring together
- Modulated sharing of resources

Virtual learning community model  
Platform to share resources

Other stakeholders who should be a part of shared collaboration

Policy seminar — opportunities/resources, publish share resources, build stakeholders — share with national policy groups and state stakeholders

State partnerships  
State activity — encourage activity — relationships  
Expand resources and chapter work  
Communication on guidance  
Focus on state support

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Aligned state resource sharing and agenda
2. More regional conversations
3. Unified priorities among agencies at national level

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**Discussion topic:** Given the public view of teaching, could an added emphasis on ethics shift perceptions to align with other professions such as lawyers, doctors, etc.?

**Convener:** Angel Lopez

**Email:** alopez@ctc.ca.gov

**Other members:** Latoya Daby-Holmes, Angel Lopez, Charlie Waters, Clay Smith

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*Discussion Notes*

Public perception of teachers

There is so much more to being a teacher

How are teachers representing themselves?

Do teachers see themselves as professionals?

Perception — anyone can teach

Why are doctors and lawyers viewed as professionals over teachers?

Public/social media display of teachers

What do other countries do to express the value of education?

Share graduate training

Know that your value is there

Trust

Invest in students

Try to build up profession

Conversation and collaborate

Retaining the better teachers

How do we lift the profession up?

Campaign for teachers...ask a teacher...

Teachers don't see the payoff in their profession

Rewards are long term...instinct

Teachers need to tell their own stories...be more in charge of their narrative

Public campaign to support professional

Not enough positive communication about teachers

Educators need to be elevated

Teachers cannot pick and choose students like doctors and lawyers can pick and choose clients

Majority of people who go into teaching are passionate

Teachers have to apply their professional knowledge  
Teachers' successes are represented through standards and performance  
Teachers have alternate ways to be certified; doctors and lawyers generally have a distinct pathway  
Why do people ask "why do you teach"?  
Build motivation and be advocates for the profession  
Reflect a positive climate for educators  
Training in programs  
Each one reach one...  
Spotlight educators  
Service learners

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Social media displays teachers as negative. We must change that.
2. Public perception views educators negatively. Educators must display positive interactions, perceptions.
3. Waivers' impact...lawyers/doctors aren't given waivers to practice, but we allow teachers to enter the classroom without practice.



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**Discussion topic:** Bridging the gap from beginning employment to start of induction

**Convener:** Erin Skubal

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**Other members:** Karen Wyler, Alexandre Koytta, Patricia Mathes, Nicole A. Amador, David DeGuire, Catherine Wigent, Wil Del Pilar, Marcia Elliott, Susanne Kuresa

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#### *Discussion Notes*

- Induction — one-year program for first year — several states require this
- Coaching certification/endorsement for mentors
- Do principals/superintendents understand the value of induction with a focus on teacher retention?
- How can the induction policy better focus on targeted schools/districts with very low teacher retention?
- State guidance to districts that allow flexibility yet also provides assurance that plan is effective when there is no induction taking place
- How do we change the mindset that teacher support is beneficial?
- Summer “bridge” program to orient new teachers to the job and expectations
- EPP partnerships with districts where new teachers will be working; finding a good fit for district culture and needs to keep new teachers motivated
- Induction collaborative between districts to identify needs and review collective data
- Use performance assessment results for new teachers to develop induction plan that could strengthen deficiencies through professional learning
- What about alternative preparation and the new teachers who have never completed student teaching?
- Pre-service license within higher education program
- Academy model — fourth year as an in-placement position within the schools (professional development schools)
- “Teach live” Avatar process to prepare new teachers for difficult situations
- Common language, but not a common understanding
- Build up teacher leaders so they can bridge the gap
- District level criteria for mentors and coaches
- Relationships between districts and preparation programs

- Develop a culture of hopefulness
- Pride and investment in the school site and community to create that culture
- Additional endorsements/certifications for teacher leaders could strengthen new teachers and also help existing teachers feel they have a voice in their school/classroom
- Need those pathways for teachers to progress in career without becoming administrators
- Teachers need to feel respected

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Building teacher leaders so that they are capable of mentoring new teachers and feeling respected and have a voice within their schools — coupled with the buy-in of the administrators

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**Discussion topic:** Process of creating a new teacher ed prep program and engaging local districts in a partnership to find and retain new, diverse teachers. Incentives and supports to keep moving forward.

**Convener:** Liz Qualman

**Other members:** Kristi Enger, Judi Wilson, Robert Hagerman, Cheryl Krohn, Anne Heckman, LaToya Jefferson

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#### *Discussion Notes*

Thoughts on how to attract student teachers to stay locally and commit to working in their local school district. Thoughts on how to incentivize student teaching with stipends, internships, paid work, etc. Thoughts on how colleges can be more flexible on field hours vs. work hours in schools.

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Paid internships is a groundbreaking area to solve teacher shortage

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**Discussion topic:** Models for state support of EPPS and districts to address teacher retention (mutually beneficial partnerships)

**Convener:** Erin Doan

**Email:** erin.doan@state.mn.us

**Other members:** Laci Coppini Robbins, Jennifer Baker, Mary Brownell, Sarah LaVan, Julia Simmerer, Matt Borek, Lisa Colon Durham, Joan Luneau, Mark LaCelle-Peterson, Christina Linder

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#### *Discussion Notes*

- Varying levels of support for new teachers available across states
- Ohio 4-year residency with trained mentors complete performance assessments
- States can help by providing performance data back to districts/providers to address continuous improvement of policies/systems/procedures
- Model — West Virginia — induction and mentoring center for special ed SEA/providers/districts/regional centers created content modules online to support teachers beyond mentoring — payments/state investment in national board certification to increase pool of mentors
- Unrealistic expectations
- Model — Idaho — no competitive spirit among institutions provides widespread help to districts
- Model — Michigan — partnership supported by Title IIA to provide mentorship/induction (unfunded mandate) — training educators to speak to legislators and build leader voice
- We need a definition of teacher leadership
- Declining enrollments in FL teacher education; taking job and never returning to teacher education — disincentive to be retrained → retention is difficult
- Florida has value added research/data to show training = predictors of success for students and rates of retention
- Certification status is also a predictor of years prior to learning
- Idaho — are teachers helped to target areas of growth when leaving program? Create a professional learning plan in order to apply for certification
- New teachers have a professional growth trajectory to partner with receiving district

- Summative evaluation at end of programs is the same as teacher evaluation for continuity across career — Idaho
- Is there a place for SEA to insist that districts submit plan for those with greater than 30% turnover? Or that this dictates a change in how Title II funds are used?
- As teacher educators are we playing the right role? What new types of partnerships are needed (using School Improvement and Title IIA funds)?
- Technical assistance to districts to collect and analyze data (provided by SEA/IHE). (Georgia and Idaho — regional models for this). Room for major growth in other states present. Not yet tied to preparation — would allow specialization of universities to provide targeted support.
- Online content collaborations have potential to motivate partnerships — better deployment of resources when shared!!
- (Michigan) collaborative design team to pilot processes for districts/IHEs to give feedback to MDE regarding data systems and MDE provides useful data back for continuous improvement

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Collaborative conversations are helping to redefine roles and responsibilities of IHEs and state
2. Information from end of teacher prep needs to be connected to position and establishing professional growth plan — more collaboration between IHE and district needed across teacher's career
3. Is there a technical assistance role to be provided to districts by regional IHE/SEA support teams?

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## Session 3 Discussion Circles

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### Topics:

- Given that hiring and placement decisions are made at the local level, what can we as a state education agency do to get more of our best teachers into our poorest and lowest performing schools?
- Strategies for high teacher/leader turnover in high poverty/high minority schools
- What could be implemented to give teachers more control/say/power in their classrooms and in their school sites with an eye towards improving teacher retention?
- What efforts are under way — or should we start to create a positive campaign about teaching and teachers to counter the negative?
- What is the ongoing role of alternative preparation/certification programs in the future of the American education workforce? How can the alternative path to teaching and leading evolve for continuous effectiveness?
- How can SEAs work together to understand how program approval works in each state, so we all have a better grasp on state requirements?
- How can (EPP) program approval process be more responsive to needs and nurture innovation, rather than being compliance-driven? (Or: Is the current model what we would design if starting from scratch?)

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**Discussion topic:** Given that hiring and placement decisions are made at the local level, what can we as a state education agency do to get more of our best teachers into our poorest and lowest performing schools?

**Convener:** David DeGuire

**Email:** david.deguire@dpi.wi.gov

**Other members:** Nancy Pugliese, Jimmy Adams, David DeGuire, Mary Brownell, Reid Riggle

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#### *Discussion Notes*

IHEs do not do enough to help graduates choose the locations they will teach in.

Pulling from those communities, they will return, but those who came through Teach for America in Kentucky did not stay.

What would it take to set up a high-quality virtual curriculum? Could initial instruction come from a virtual school? Use instructional coaching to help build their skills across individualized instruction through a computer-based system. It is inequitable if poor students and those of color get their instruction in this way and those in wealthy suburban schools do not.

We do not have a shortage problem, we have a distribution problem.

Providing housing and supports — a coach/mentor who lives with first-year teacher who guides induction half paid for by EPP and half by the school district

Provide tax breaks for those who . . .  
Provide cheaper mortgages for teachers

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. How do we use technology to support blended learning that would work in a high school setting?
2. We don't have a shortage problem, we have a distribution problem.
3. Incentivize to donate houses in urban settings. First-year teachers live in . . . guided and supported by a mentor who is half paid for by IHE and half by the school district.

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**Discussion topic:** Strategies for high teacher/leader turnover in high poverty/high minority schools

**Convener:** Karen Wyler

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**Other members:** LaToya Daby-Holmes, Jodi McKenzie, Janine Theiler, Greer Richardson, Susanne Kureca, Kimberly LaPrude, Alexandre Koutta, Jennifer Baker

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*Discussion Notes:*

Solutions include:

- Student teaching intern certificate — to help paraprofessional transition into teaching in Arizona. Pennsylvania has similar transition to teaching
- Educators rising — encouraging students to go into education field
- “Teachers’ high school” to train teachers
- Consolidation of schools for low enrollment areas (rural)
  - opportunity to recruit in those districts to grow teacher population
- Signing bonuses used to recruit; payback needed if you leave
- Report teachers who abandon their contracts
- Pay for degree/course/improvement
- Help with housing to encourage long-term residency in state
  - Child care
  - Meals
- Partnerships — “Canyon Corridor” — to revitalize an area and its schools

Persistent issues

- High poverty, low industry areas — school resources are low, pay is low, high teacher turnover
- Low interest in rural teaching, rural living
- Lack of positive beliefs that teaching is a good profession — from educators themselves

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

- I. Promote the profession of teaching — your legacy and vision



2. Incentivize and remove barriers to remain in the profession
3. Grow your own educators that are invested in communities in which they teach

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**Discussion topic:** What could be implemented to give teachers more control/say/power in their classrooms and in their school sites with an eye towards improving teacher retention?

**Convener:** Angel Lopez

**Email:** alopez@ctc.ca.gov

**Other members:** Angel Lopez, Janice Poda, LaToiya Jefferson, Liz Qualman, Anne Heckman, Charlie Watters, Pamela Powell, Erin Skibal

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*Discussion Notes:*

- Eagle County Schools — superintendent is amazing!
- What did all high-performing schools/systems have in common?
- Created strategic plan from vision by superintendent
- Empowerment, empower professionals to make decisions
- Cultural shift
- Empowerment isn't just a free-for-all
- Must be support and structure for empowerment
- Eagle County Schools is in year 3 of change process
- Change took time and people needed to believe that change is possible
- Change started with a leader that said "I have some ideas, but what are your ideas?"
- Leaders model what they want others to do
- Empowerment for teachers is reflected in autonomy. This has created buy-in.
- Visionary leader, positive, everyone likes him
- What is perceived as "empowerment"
- What are expectations for empowerment
- Millennials perceive career advancement differently
- System currently rewards seniority
- How much does experience matter?
- How to build upon relationships

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**Discussion topic:** What efforts are under way — or should we start to create a positive campaign about teaching and teachers to counter the negative?

**Convener:** Mary-Dean Barringer

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**Other members:** Jennifer Burns, Erin Doan, Eugene Williams, Lisa Colon Durham, Judi Wilson, Marci Elliott, Cina Lackey, David Crable, Kristi Enger

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### *Discussion Notes*

Separate “improving education” from implicating teacher improvement

Teaching is a “practice” — like doctors, lawyers, etc.

- Teachers also forget their efforts; practice that needs to continue to improve

Teachers have created a “culture of grievance” — hard to argue with

- Teachers don’t feel appreciated
- ESEA to ESSA — need to say instead, “You’re doing an incredible job. How do we help you keep it up?”

PRACTICE oriented without exception of staying in the profession

Changing education climate

- MN — state as whole doesn’t see what’s needed in all areas of MN
- Instead of engaging in hopelessness, how do we engage masses to find needed solutions?
- People feeling like government not hearing them — changed directions — where’s common ground?

Can’t identify meaningful ways that allow teachers to engage politically — or are there ways?

- Help teachers realize they are advocates — positively or negatively — for their profession
- Find the parallel conversation where teachers, on social media, talk about what’s going well with their teaching
  - Complain “up,” never down or across

- So caught up in curriculum, discipline, etc., that they may not recognize ability to speak positively/promotionally about the profession

#### Rebrand whole profession

- Social media
- Print media
- Get people to turn to the other side
  - “Yeah, but” people and “yeah, and” people
    - No excuses
    - What do I have control of; what can I help change?
- Focus shift — on those that “make it” out of tough, challenging situations
  - (Logan, Utah — Marci Elliott)
  - Shout outs — #shoutout
    - with PayDay candy bar
    - on school website

#### Discourse of crisis — discourse of possibility

The goal — what can we do to get teachers and the community to recognize all the positive things occurring in your school?

- And not let the negative (the one negative) prevail

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next steps:*

1. Message in a way that “improving education” is not assumed “the teacher”
2. Couch teaching as the “practice” it is — a career-long endeavor to improve and hone
3. Little things make a big difference — individually and collectively — to let people know they’re in this together and are being recognized
  - a. Like: #icebucketchallenge similar for teachers (#thankateacher, #teachstrong) that shows appreciation of the teaching profession

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**Discussion topic:** What is the ongoing role of alternative prep/cert in the future of the American education workforce? How can the alternative path to teaching and leading evolve for continuous effectiveness?

**Convener:** Cyndy Stephens

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**Other members:** Cyndy Stephens, Robert Hagerman, Alexandra Manuel, Laci Coppins Robbins, Leah Breen, Christina Linder, Nicole A. Amador

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#### *Discussion Notes*

Need for alternate route teachers research study

- Standards
- Reciprocity for alt routes
- Alternative route programs are about design, not who participates
- Need supply and demand data

Needs to be standards nationally for alternate routes. Future — efficacy — GYO (grow your own and mid-career)

Focus on program design — resident intern teacher of record

Useful tool for niche workforce development

- Respond to teacher shortage/make sure high standards meet workforce needs

Data to tell the story — retention tied to workforce need

Washington — same standards — focus on program design

- Resident intern/teacher of record

Milwaukee — teacher of record — 2013 started school — some candidates placed in schools — coaching into practice

Models replicated

Georgia TAPP — pre-TAPP program

- Needs to be national standards for alternate route programs
- Alternate routes should meet needs of schools
- Data
- Human resources local control hiring issue
- Hire vs. retain
- Connection between supply and demand
- Need standards for alternative route program; all participants in session agree

#### Words describing alternate routes

- Non-traditional
- Residency
- Partnerships with districts
- Pipeline
- Coaching into practice
- Earn while you learn
- Grow your own
- Career changers
- Focus — program design to meet district needs

*Key understandings, outstanding questions, observations, and, if appropriate to this discussion: action items, next step*

1. Needs to be standards nationally for alternate route programs
2. National dialogue on what constitutes an alternate route
3. Gold standard for alt route programs
4. Data that reflects the reality of alternate route space
5. Program design
6. Common messaging

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**Discussion topic:** How can SEAs work together to understand how program approval works in each state, so we all have a better grasp on state requirements?

**Convener:** Angie Gant

**Other members:** Taylor Raney, Sarah LaVan, Catherine Wigent, Wil Del Pilor, Sungti Hsu

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*Discussion Notes*

Reciprocity is great, but there would be value in having understanding of other states' approval processes

Varying categories by state make portability wonky

Varying testing requirements

Professional certificate requirements vary by state

Alternative routes often are held to different (watered down?) standards — receiving states may not recognize they're accepting candidates who have met lesser expectations

Basic skills tests' outcomes may appear skewed by those not required to take it because they had qualifying ACT/SAT scores

Some states allow addition of an endorsement through content exams only after initial certification

Concerns re: NBPT requirements changing (entrance requirements included) and that being a candidate to full state teacher certification

Concerns re: CAEP expectations

State participant on CAEP team to provide state-specific context

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**Discussion topic:** How can (EPP) program approval process be more responsive to needs and nurture innovation, rather than being compliance-driven? (Or: Is the current model what we would design if starting from scratch?)

**Convener:** Matt Borek

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**Other members:** Teri Clark, Nadene Davidson, Amy Reising, Joan Luneau

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#### *Discussion Notes*

- California — review and approval processes same for traditional and alternate programs
  - Old was heavy on narrative; now limit on narratives
  - Programs provide grid/matrix to show alignment; where/how taught; how assessed
  - Work products → use natural implementation docs
  - Review once in 5th year, site visit in year 6
- Arkansas → CAEP required
  - Alternate is patterned on traditional
- Need and shortages across state rarely seemed to be a factor in alt-route approval
- Discussed new Title II regs, challenge of student growth measures
- TPAs → newly starting
  - California allows new TPAs, if they meet certain standards (but roughly one-quarter use EdTPA)
  - TPA pass rates (if high) may take some off of program review process
- More priorities now to eliminating bad programs, little attention to highlighting great programs
  - Using revision of teaching standards to raise bar
- Importance of context → “excellence” may not work everywhere
- Perhaps “compliance” is not a bad goal? As long as the bar is meaningful

Our conversation tended to drift away from the program approval side, focusing more on residency, and other issues — but there was some useful sharing, so we went with it.



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## Closing Circle

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At the end of the day, we gathered to reflect on the information shared as well as the value of face-to-face interaction and the Open Space process. Participants recorded their key takeaways on index cards. Those takeaways are listed on the following pages.

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Good conversations that allowed all to find a topic that was of interest.

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We all have stories that need to be shared with students' pre-service induction phase teachers — celebrate what is right in education

When did you feel most alive — knew you were making a difference in the life of a child

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1. Common issues
  2. Plan and find solutions to the issues
- 

Need more and better data to inform policy and to follow educators into and through profession

We as a profession need to better document and celebrate our success stories and use them to spread good teaching and learning practices

Open Space meeting format — excellent!

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Relationship between districts and EPPs are key, not just for candidate placements, but for better planning of meeting recruitment and retention needs as well as for engaging districts in the ownership of educator prep

Don't lower standards to meet the need of perceived teacher shortages. Lowered standards are not the answer.

Most teacher shortages are myths that really [are] vacancies, not shortages, caused by employer or teacher preferences.

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There is an openness to creating significant change in this group — we just have to convince others.

Challenges create opportunities

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The learning from my colleagues in other states. We all face similar challenges — California, Michigan, Minnesota, Pennsylvania. Together we find solutions (i.e., principal induction!)

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What does an effective teacher look like?

Licensure testing

- Many states are thinking about what to do — which assessments give the information they need to help EPPS, candidates, etc., and for accountability.
- 

Collaboration/partnerships

- We need to continue to examine challenges with systems and subsystems to determine influences and outcomes and to overcome/solve.
- 

Biggest takeaways — some specific strategies for attracting people to and retaining them in the profession

- Targeting disciplines in colleges other than the colleges of Ed. “Like English? Teach it.”
- Creating opportunities to mutually benefit candidates and districts through paid internships

Also the Open Space concept as a vehicle for idea development

Build relationships

Differing perspectives on alternative licensure and how they might bring value to my corner of the certification world

While we face the same/similar problems, broadened/altered perspectives can change how I approach certification issues

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Takeaways: balancing act

We’re not alone — collaboration across state lines

Little things can make a big difference

Great things happening throughout country

We all have voices that matter!

How are the children?

All the children are well

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Ideas about ways to use technology to address shortage areas

Frustrations about no answers about differential pay between teaching and other professions

New ideas about administrator induction (may involve certification of administrators)

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1. Many states share similarities in the issues we are struggling with
  2. There are innovative practices occurring nationally
  3. Teacher/educator voice matters in this process
  4. Consistent engagement is critical in building consensus making people feel valued builds credibility
- 

- That we are underutilizing the capacity of technology to solve our shortage problems and our teacher development problems
  - The need for more time and space to collaboratively develop more novel solutions to challenging personnel problems
  - The continued need to ensure that the education of students with disabilities and the development of all the teachers becomes a prominent part of our broader professional deliberations and integrated efforts to address equity issues
- 

Context is everything

Federal guidance can be challenging or disruptive (sometimes negative, sometimes positive)

Sharing innovative practice can be challenging — how can state agencies support best practices and not just be a mandate

We all think about alternative routes in very different ways — but seem to agree they should be held to same standards

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Biggest takeaway

I noticed how many patterns there were of themes across states (i.e., define teacher quality need for relationships)

What a powerful voice we could have if we become united on EPPS, IHES

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- The Professional Learning Communities value of professional dialogue
  - The importance of publishing the dialogue
  - The essential to prioritize and form consensus to act on the dialogue
  - The relevance and intelligence around the discussions
  - The critical themes that evolved from the original questions
  - Themes are common among us
- 

We can begin to answer the question “How are the children?” with when in the care of good teaching, the children are well — and here’s how we know — through social media — other media strategies telling me stories of the impact teachers are having on America’s kids

Positive narrative

Small wins

Collectively show momentum

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Biggest takeaways

- Residency programs
  - Contracts to pay to further education for promised years in district
  - Community buy-in for smaller areas
  - Student teaching internships (professional development)
  - What is the legacy you want to leave to your teachers?
  - Admin induction programs
  - Stronger teacher induction program
  - Grow your own experiences
  - “How are the children?”
- 

Repositioning the teaching profession to be more attractive to millennials — to regain the narrative of the profession

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Energy

Resources for innovative change ideal

Collaborative ideas

Power of positive thinking

Community effectiveness begins where?

Re-branding needed for profession

Empowered by ideas for progress and change

All the children are well

Empowered

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1. Regardless of location, educators are facing the same problems
  2. The perception of the teaching profession and its related components is often damaged more from within than from outside
  3. Administrators need help in their preparation and practice to comprehend the significant impact they can have on a culture — cowboy vs shepherd
  4. More collaboration is needed not only on a local level but across state lines to support the needs all have in common
- 

- Look at barriers for certification, is there another way to look at things such as science. Do we really need certification in each specific strand, or just one general science?
  - Public campaign on recognizing teachers
- 

The somewhat simple solution that if we come together we could solve many of our common issues. We are all doing our piece of the puzzle. But some of us need the connecting piece to put it together.

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How powerful our work is!

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I am 32 years old, a millennial, and without asking the room I feel I may be the only one here. If we are really going to tackle the big issues of retention, shortages, and others, the millennials must be more involved in the conversation. Don't gloss over the bad and problematic in the profession, work towards solutions together.

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Biggest takeaway

- Need to put efforts into retention not recruitment (pipeline)
  - States are all in the "same place" with regards to IHE/districts/SEA partnerships
  - Small setting is so productive
-

My biggest takeaway from today's workshop was how many pieces of the collective world of public school education could benefit from a shift in cultural perception of teachers and a strengthening of teachers as leaders and mentors

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There are two kinds of people "Yeah, but" and "Yeah, and." I want to be the "Yeah and" person.

I want to help change the narrative about teaching.

Teach/coach our candidates to be advocates for our profession.

Change — create a positive message about teaching as a profession and share it publicly. Facebook and video.

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States, districts, and higher Ed/EPPs are all working toward the goal of teaching and learning

We should listen more to one another rather than presuming we are at odds with one another

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Teaching as a profession requires the efforts of many stakeholders to be something of value to society. It is hard to get it right, and resources to foster renewal are needed constantly to recruit, train, develop, and retain teaching professionals.

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Largest success gains involved large scale collaboration

1. Support of leadership may sit at the heart of ensuring an effective evaluation and growth system
  2. ESSA is designed to move control to the state level — the potential for change is significant but the risks associated with not acting are greater
  3. Multi-component approach (silver bullet)
- 

Collaboration

- Needs for schools in rural communities all across the country
  - Educators **MUST** take control of the narrative regarding the significance a public education and demonstrate leadership
-

1. This model would be a powerful personalized professional development activity to model for teachers what personalized and interest-based learning can look like
  2. Most states are facing the same issues, and even with all of the smart and experienced professionals in the room, it is hard to come up with solutions. The easy stuff has already been tried.
- 

#### Biggest takeaways

- Raising collective voice for the profession is the responsibility and a shared passion of everyone in the room
    - Taking risks and sharing out can be the catalyst for action; my voice can be a catalyst for action
  - Personal interaction, moves us toward common understanding
- 

I was pleased to hear how much EPPS and state agencies desire to partner with school districts to improve teacher quality as well as aid in recruitment and retention efforts

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If we want different results, we must be willing to take risks and do things differently. (licensure, support, re-thinking the roles of teachers, times they work (part-time)). Global changes

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Supporting and retaining passionate teachers are the key to answering the question “What about the children?” in our jobs daily we have to stay focused on our purpose. “Students” and we must do everything in our power to ensure we keep the focus on what is best for students.



# Appendix XXIII



**Teacher Induction, Retention, and Advancement Act of 2016 Workgroup**  
**March 29, 2017 Meeting**  
**Committee #4 - Revising the Institutional Performance Criteria (IPC)**

**Committee Members Present:** Chadia Abras (MICUA), Lisa Booth, MAESP), Michelle Dunkle (MSDE), and Laurie Mullen (USM).

**Committee Members Absent:** Stacie Burch (MADTECC), Deborah Kraft (Stevenson University), Robin L. McNair (MSEA), and Eugene Schaffer (USM) Jack Smith (PSSAM), and Donna Wiseman (UMD),

**Workgroup Members and Staff Present:** Jessica Bancroft and Alexandra Cambra, (MSDE) and Geraldine Duvall (MSEA)

**Maryland State Department of Education (MSDE) Staff:** Linda Murel

**Alternates Present:** None

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**Convene:** 1:11 p.m.

**Discussion:**

Ms. Alexandra Cambra and Ms. Jessica Bancroft welcomed Committee #4. Ms. Cambra stated that the commitment and work of the groups are appreciated. Ms. Cambra advised the group that Ms. Sarah Spross was unable to attend as she was attending a meeting in Annapolis. She stated that the work group report was due September 2017 and, if additional meetings were needed to complete the work, to let them know.

Ms. Michelle Dunkle distributed the following handouts:

- Professional Development Standards (PDS)
- Ideas Already Discussed
- IPC of the *Redesign of Teacher Education* Discussion Revision Draft
- Worksheets for Components I, II, III and IV

Ms. Dunkle stated the following:

- Terrific ideas have already discussed and shared
- The review the IPC of the *Redesign of Teacher Education* Discussion Revision Draft is focused on what should stay and what should be removed
- With regard to Component I and its relationship to Title II reporting, we do not know what will happen to Title II at this time, but should proceed as things are
- Other than that which may remain dependent on Title II requirements the only MSDE non-negotiable at this point is that teacher preparation programs will have to provide opportunities for teachers candidates to have direct experience with a diverse PreK-12 student population

- As a part of the revision process, the PDS Standards will need to be reviewed and revised, where needed
- Dee has written the implementation of regional hubs as part of the ESSA Plan. Staff has just begun working in regional teams. She noted that the working location of staff would not be moved physically. Ms. Dunkle mentioned that she did not know what the department's other divisions were doing specifically regarding regionalization at this time.
- Recently-collected data indicate that preservice candidates are currently placed in more than 600 schools, not all PDS. Remembering that 60% of our new hires in 2015 were prepared out of state tends to put some of the conversations in perspectives.

Ms. Lisa Booth asked who we are placing teachers with. There should be a way to have more selection criteria for training mentors. It is important to work with principals. Ms. Dunkle said there is information in the PDS Framework, but do they really access it for information and guidance?

Dr. Laurie Mullen noted that folks that are current principals may not have the background. How do we engage the school leaders? Is it a PDS issue or not? The CAEP standards come up with negotiated agreement.

Ms. Dunkle mentioned that Dr. Jon Andes had made presentations at the most recent national PDS Conference concerning the importance of PDS and how instrumental it is. Also, Dr. Mullen may be right in that partnerships may need to be countywide. Do we ask the superintendents for an opportunity to present to them or not?

Dr. Chadia Abras asked how one measures what is extensive and will everyone need to do it the same way?

Ms. Geraldine Duval asked what the minimum characteristics are for a good mentor. Since another committee has mentoring as its focus, it was agreed to do some collaborating with them to see if there were any work products that might assist us in our determinations concerning mentoring as we move forward.

Ms. Dunkle suggested that the committee start working with Component II revisions since there were so many comments and suggestions already made surrounding it thus far. Also, she said that an updated draft will be distributed to all members present at the upcoming April meeting.

The rest of the meeting was spent very productively redesigning Component 2 of the IPC which will be shared, as noted above, at the next committee meeting.

**Next Steps:**

Workgroup Session scheduled for April 26, 2017 from 1:00 until 4:00 p.m. at the Arbutus Library Meeting Room. This committee has agreed to hold a meeting, as well, on that day.

Adjourn 3:30 p.m.



# Appendix XXIV





**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
April 26, 2017 Meeting**

The 13<sup>th</sup> meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1:00 p.m.

**In attendance:** Sarah Spross (MSDE), Deborah Kraft (Maryland Independent College and University Association), Kathy Angeletti (University of Maryland System), Tess Blumenthal (Maryland Association of Elementary School Principals), Rowena Shurn (Maryland State Education Association), Linda Gronberg-Quinn (Maryland Association of Directors of Teacher Education at Community Colleges), Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Karen Dates-Dunmore (MSDE), Tanisha Brown (MSDE), Michelle Dunkle (MSDE), Linda Murel (MSDE)

**Absentees:** Emily Dow, (Maryland Higher Education Commission), Mariette English (Baltimore Teachers Union), Jack Smith (Public School Superintendents Association of Maryland), Laura Weeldryer (Maryland State Board of Education), Annette Wallace (Maryland Association of Secondary School Principals)

Ms. Sarah Spross called the meeting to order at 1:00pm

Ms. Spross welcomed those attending the TIRA workgroup. The meeting is a full meeting of workgroup and committees and she thanks all for their attendance and participation. The Kiwan Commission is also meeting today; therefore, several workgroup members are being represented by others, or are not present.

**Introductions:**

The workgroup members introduced themselves. Sarah Spross introduced Dara Shaw, Executive Director of Research, Accountability and Special Projects for MSDE. Dara Shaw summarized her background briefly, and her intention to support the Workgroup and Committees. Prior to this she was the resident director at a think-tank, and a former math teacher prior to that.

**Approval of minutes:**

Minutes were reviewed and approved unanimously from the February meeting.

**Announcements**

Sarah Spross noted that the "CAEP Bill" was signed into law and that the next meeting of the work group will be May 30<sup>th</sup> and that committees will not meet; only workgroup members will meet.

**Public Comments**

**Public Comment #1:** Barbara Matthews, Coordinator of Certification for Harford County, with 23 years of experience, including experience at MSDE and as a local certification

specialist with Howard County in Harford County. Ms. Matthews has been through two major restructures of the certification regulations; once in 1994-95 and again in 2002-03. While she is in favor of changes to the certification regulations in general, in particular, she would like to see changes made to the Professional and Technical Education (PTE) regulations. Trades and Industry, as it was previously referred to, includes folks who are often hired just before or after the school year starts, without the opportunity to attend and participate in orientation, who arrive without teaching experience. They are not introduced to curriculum, web tools and evaluation tools, and expectations. They don't get to visit working model classrooms. They meet annually but they miss out on the fall semester. PTE teachers come in with a high school diploma, they are career changers by regulation, and no second conditional is allowed if they fail to meet the Basic Skills test requirement, even though the course requirements have been met. Without the second conditional being awarded, they leave and the cycle repeats.

**Public Comment #2:** Deborah Carter, recently retired teacher who was a Nationally Board Certified teacher of Latin and English, from Frederick County. She spent 30 years teaching and achieved National Board Certification twice in Maryland. Ms. Carter provided a summary of her experience and her tremendous respect for educators. She noted she is retiring this year and realizes that she did not love teaching in the later years, she stayed with it for the benefits. While they did not provide an exit conference, she wants to explain to this group why she's retiring. There's no autonomy given to teachers in this profession. Teachers want to teach, but have less instructional time now because of all the testing. They want to become teacher leaders without having to become administrators and they want to be given supervisors with more than three years of experience.

**Public Comment #3:** Mr. Charles Hagan, Principal, Harford Technical High School, and President of the Maryland Association of Secondary School Principals and a member of the Professional Standards Teacher Education Board (PSTEB).

Mr. Hagan noted that he was at the meeting to be voice for certification standards. There is a unique problem for those hired at Technical schools. Welders are welding because of their expertise. We need these experts. The certification for these folks is for two years. Their last education was high school. In the first two years they need to learn everything the school system does, take college classes and pass Praxis I. Technical principals are losing great people because we are making this too hard. Mr. Hagan noted he was to ask for an additional two years to get Praxis I. In the last three years, 13 PTE teachers have been let go or are on their way out. Thirteen, at six schools, in not even four years. These are hard to fill these positions. This is in the areas of automotive, masonry, machines. Anything we can do to get them and to keep them should be done.

### **Committee Work**

Each of the committees worked independently on their respective topics.

### **Adjournment**

The meeting ended at 4:00 p.m.

**Teacher Induction, Retention, and Advancement Act of 2016**  
**Workgroup**  
April 26, 2017 Meeting  
**Committee #1- Certification Restructuring**

**Committee Members Present:** Darren Hornbeck, MSEA; Kelly Meadows, MSDE; Mary Tillar, PSSAM; Nomsa Geleta, USM; Audra Butler, MADTEC

**Committee Members Absent:** Jessica Cuches, PSSAM; Margret Trader, MICUA, Carrie Conley, MAESP;

**MSDE Staff:** Tanisha L. Brown

**Attorney General's Office:** Derek Simonsen, Esq., Assistant Attorney General

**Guests:** Charles Hagan, Principal, Harford County Public Schools, Barbara Matthews, Coordinator of Certification, Harford County Public Schools

**Alternates Present:** N/A

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**Discussion**

Ms. Spross began the meeting asking if any changes were necessary to the minutes from the February 21, 2017 meeting. Ms. Spross also indicated that the following materials of interest had been shared:

- Committee I : Praxis pass rates by state and Georgia certification plan documents
- Committee IV: Summary of their work to date and a draft of the Revised IPR criteria

No changes were noted for committee I minutes. Three individuals signed up for public comment:

- **Barbara Matthews, Harford County Public Schools:** 23 years experience as a certification specialist with MSDE, Howard and Harford Counties. She commented:
  - Many PTE teachers have difficulty passing Praxis I because they are often career changers who have long been out of high school.
  - PTE teachers are often not given the full two years to acquire necessary coursework because many are hired right before or just after school year starts, causing them to miss deadlines for fall registration at most institutions of higher education (IHES). As a result, they lose one semester to obtain required classes.
  - Because of when they are hired, they also miss out on week long new teacher orientation (intro to curriculum, meeting with supervisors, technology training, evaluation, etc.).
- **Deborah Carter , Frederick County Public Schools:** 39 years teaching English and Latin. She commented:

- Teachers need more autonomy, are given less instructional time, and not enough opportunities to be leaders. She also commented that administrators need more experience beyond the required 3 years of teaching, to obtain certification.
  - Teachers need a reason to love the job again (not just the teaching).
  - Teachers are not treated as professionals. They need to be allowed to teach, but are given less instructional time due to testing.
- **Charles Hagen, Harford County Public Schools:** PSTEB member, Adjunct for one of the required PTE cert courses, principal in Harford Co. He commented:
    - Based on information he gathered from emailing tech principals around the state, 13 PTE teachers across 6 schools in the last 4 years were not retained because they had difficulty passing Praxis I. He argued they are losing good PTE teachers, which are already hard to find given their expertise.
    - The following options may help with the issue:
      - Using composite scores
      - Allowing renewal of the conditional without basic skills exam

After public comment, Ms. Spross indicated that for FY 18 \$2.18 million was restored to the budget for a pilot program to provide first year teachers with 20% more planning time per week. For the 2018 FY, the Quality Teacher Incentive Act will provide: \$2k for National Board Certified teachers teaching in a comprehensive needs area; and \$1k if National Board certified, but not teaching in a comprehensive needs area. The request for proposals (RFP) for the Pilot Program was posted April 7, 2017. The deadline to apply is June 5, 2017.

Kelly Meadows began the committee discussion with questions for the public commenters.

- Barbara Matthews was given an opportunity to share suggested solutions for the PTE Basic Skills assessment issue, given that she was unable to do so before her 3 minute public comment period had lapsed. Ms. Matthews noted issues with PTE teachers didn't arise until basic skill assessment requirement was put in place, and therefore suggested: 1) Having an option for the composite score 2) Issuing a second and final Conditional certificate for PTE teachers.
  - Deborah Kraft asked:-Do you think the composite will help all teachers or just PTE teachers?
    - Barbara responded: Just PTE teachers.
  - Charles Hagen asked if we had discussed not requiring the basic skills assessment from anyone who attended an approved MD IHE. Ms. Meadows clarified that we discussed the possibility of removing the requirement for anyone with a Bachelor's degree, not just those who attended an approved MD IHE. Ms. Meadows also indicated that she doesn't know the history behind now requiring the basic skills assessment for PTE teachers, given that it was not always required.
  - Mr. Hagen commented that instituting a basic skills assessment for PTE teachers may have seemed like a good idea, but we may not have had the appropriate foresight to see all of the impacts. He stated we are losing great teachers because of this requirement, and that he would at least like to see an additional 2 years allotted for them to pass the assessment.

- Ms. Geleta suggested that perhaps the basic skills assessment requirement for PTE teachers came with changes to the institutional performance criteria redesign?
- Mr. Hagen commented that PTE teachers are often taking more classes than any other teachers in order to maintain their professional technical certifications, and that this should count for something.
- Ms. Butler asked if PTE teachers were required to have an industry credential and to keep it active
  - Ms. Meadows indicated that they are required to have an active industry credential for certification and that MSDE does not currently use industry credits to renew educator certificates; however, it is something that should be considered.

Ms. Meadows mentioned that professional teaching courses can be offered by the local school system as CPDs for PTEs. Local school systems can create the courses needed for the pedagogy requirement, but it is rare that a LSS does. She noted that it might be a good option for more districts to consider. Mr. Hagen noted there may only be a few people in the classes if it is a small district. Ms. Meadows mentioned it may be helpful for districts to partner in offering these courses.

Ms. Meadows shared a draft National Board regulation allowing entry to MD certification via National Board. The committee approved of the draft. But asked the following questions:

- Mr. Hornbeck: Can National Board Certification be used to renew a Maryland certificate?
  - Ms. Meadows responded that the hours behind it can be used for certification renewal.
- Ms. Geleta asked what is required to renew National Board certification.
  - Ms. Meadows responded that it has to be renewed every 5 years. This is a new change from the previous ten year renewal cycle.

After sharing the draft regulation, Heather Lageman shared information on micro-credentialing (MC). She gave handouts on the topic and shared the following:

- Digital Promise is the primary platform for MC at Baltimore County Public Schools, but it is not the only platform being used
- The concept is designed to recognize the self-paced, self-identified learning that educators receive
- MC is competency based and self-directed
- MC can be job embedded or part of other activities, such as professional learning communities.
- MC allows the candidate to focus on a discrete skill, then collect and submit evidence of competence

Anne Arundel County shared that they are looking to create their own micro-credentialing. Ms. Meadows asked what the objective was for the local school system (LSS) to do this. Anne Arundel County responded that it allows for professional and personal growth that can be shared and recognized. For educators, it can be used as a “scorecard,” allowing them to display their competency.

- MC can be considered in promotions. Locals are also vetting courses and making them available to educators. The local HR/Advanced Learning office chooses which courses are available to take.

Audra shared that Anne Arundel Community College allows people to attach their MC badges so that people can see what their specialties are. She notes that regulation of MC is still unclear.

Ms. Geleta asked if the value of MC would be recognized outside of a local school system

A member asked if MC badges could be used as CEUs. Ms. Meadows responded this is a great question for the committee to discuss: Should MCs be associated and used with certification as well, or just renewal?

- Mr. Hornbeck commented, if it's not tied to certification it just seems like extra work to do.
- Ms. Lageman noted that teachers like the idea of just being able to demonstrate what they have learned through their badges.
- A committee member noted that if they are tied to an IHE partnership teachers can possibly earn credits from IHE

Ms. Butler commented that MCs are great for giving educators another choice for demonstrating learning. Mr. Hornbeck asked what the associated costs were for MC. Ms. Butler responded Anne Arundel has no cost.

A committee member asked how educators use their badges to improve. Anne Arundel County indicated there are three levels in their district: **Level 1**, educators use it for personal growth, **Level 2**: To improve their own school; and **Level 3**: To improve the local school system?

Ms. Butler noted MC is still a new concept in education, and we still have to learn application and management of it. Ms. Meadows noted that if we use MC as equivalent credit, the local school system will have complete autonomy because regulations do not define equivalent credits, but if it is going to be a CPD, MSDE has to regulate the process and that requires a lot of management and resources. Ms. Meadows does not recommend putting MC in regulations as a standalone option; it would best be subsumed under equivalent credit or CPDs. Everyone agreed that micro-credentialing fits nicely with renewal, either as a CPD or equivalent credit.

Ms. Meadows begins the discussion of Adjunct Certificates by sharing information on COMAR 13A.12.02.27 (Specialized Professional Areas). She disseminated a copy of the regulation, as well as a presentation on how Georgia is using the adjunct certificate. She noted that it is based on Georgia's written presentation. Ms. Meadows also likes the idea that Georgia defines specific areas for adjunct certification. Ms. Meadows suggested that we may want to also define subject areas, but trying to use critical shortage areas (as it appears GA did) may be difficult because 1) they change frequently 2) currently nearly everything is a critical shortage area, and 3) The state and local school systems may have different lists of critical shortage areas

- Mr. Hagan recommend using for very specialized areas to define the adjunct list. And that 50% should be defined as teaching assignment not necessarily the school day.

- Mr. Hornbeck asked: Should a person have to know less to teach children just because they're only teaching 30 kids and the other person is teaching a full load? He believes this sounds like standards are being lowered.
- Ms. Meadows asked what would be required to hold an Adjunct certificate, if one existed.
  - The committee suggested lesson planning and delivering instruction
    - Ms. Meadows noted that she does not see it working unless the courses are offered by the LSS
    - Ms. Butler agrees with Ms. Meadows, but also sees the need for a course in literacy instruction
      - Ms. Meadows ask if this can this be integrated with other content?
  - The committee suggested requiring a course in Methodology
    - Ms. Butler suggested a hybrid course with Methodology and literacy instruction
- Ms. Meadows suggested that if the adjunct certificate is valid for one year, certificate holders can be evaluated at the end of the year and dismissed if they are not doing well. She also noted that it is equitable to a conditional since they too are allowed to begin teaching without pedagogy courses.
- The committee suggested that we may want to limit the amount of times an Adjunct Certificate holder can renew

The committee agreed it is necessary to meet again on May 30<sup>th</sup>. Ms. Butler indicated that she will be unable to attend on the 30<sup>th</sup> of May. Ms. Meadows asked that everyone think about what should be needed for the adjunct certificate. The committee will use the time on May 30<sup>st</sup> to discuss the adjunct certificate.

Ms. Meadows asked the committee if they needed additional information on EdTPA, and also suggested looking at the PPAT. Ms. Meadows asked committee members if they would appreciate having a representative from Pearson and ETS present on the assessments. The committee agreed.

**Materials of Interest requests for next meeting:**

**NONE**





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

April 26, 2017 Meeting

**Committee #2- Quality Teacher Incentives**

**Committee Members Present:** Justin Heid, MSEA; Fran Kroll, MADTECC; Tess Blumenthal, MAESP; Tanya Williams, MICUA; Althea Pennerman, USM; Tony Navarro, PSSAM; Alexandra Cambra, MSDE

**Committee Members Absent:** Monique Sloan, MAESP

**MSDE Staff:** Dara shaw, MSDE

**Alternates Present:** None

**Guests:** None

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**Approval of Minutes:**

Approved by Committee

**Discussion:**

Fran Kroll reviewed last month's discussion of the Committee. MHEC speakers were very helpful. It was valuable to clear up misperceptions. Vocabulary around this can be confusing: loan forgiveness, loan repayment. Different ways around the country to refer to financial incentives. We have a limited exposure and don't know what's happening all over the country. The group reviewed recommendations from their last meeting. There is no need to look for additional information at this point. Dara Shaw asked the group "What is it you are looking at?"

Incentives are our first priority. The group responded by summarizing, four-year schools have dropped attendance and enrollment nationwide. Community college students can't afford less time in school, they need to work. Is it the economics? Does a teacher's beginning salary need to be higher? Is lifetime salary the barrier? The group considered a housing stipend - early recommendations included (1) loan forgiveness; (2) housing incentives; (3) differentiated pay for work in priority schools; and (4) paid internships. The group also discussed the Nancy Grasmick Award and the fact that it was infrequently used. Review of this award was a suggestion by Dr. Shapiro. Paid internships may be a disincentive because you need to stop working.

Loan forgiveness and recruitment should be first, to recruit and retain, loans, scholarships, free college to pay back a year for each year of education. Four years is then guaranteed. Student loans come from the banking industry. Who forgives these loans? Who dictates that? Should we recommend to the legislature that they direct a bank? The group discussed Teacher Academies (TAM) Agreements. Would a four-year loan repayment incentive increase enrollment dramatically? The committee thinks so. Dara Shaw mentioned that Florida has a big loan forgiveness program - this was a bigger push than tuition reimbursement by far. The concern is for lowering the quality of the entry level folks. Loan forgiveness and tuition reimbursement costs a lot of money, whereas differentiated pay, that makes a bigger difference, is provided at a nominal cost. One thousand to \$2000 a year per person. The goal is not to have the newest teachers in the highest needs schools. Loan forgiveness seems linked to that - if you

open loan forgiveness to all and not just to new teachers, perhaps that changes. Who is here and already educated? How to forgive loans for who's already here? Don't make it linked to high needs school.

Frederick county representatives discussed that they have no financial incentives in their county. In February of each year you can elect to go to a "Star" school. In March, they begin interviewing people at the Star schools. Then when a position opens, an administrative position or a leadership position, you're already interviewed and ready. More teacher leader positions open up to these people in Star schools. Aspiring administrators are encouraged to take these positions. It provides new experiences for these aspiring administrators. New teachers leave so quickly, these experienced teachers move into Star schools. It is established that it is more of a benefit to students in the schools to have a more experienced teacher for one year than a new and inexperienced teacher for one year. So there's no immediate financial incentive; however, this is an incentive program that appears to work.

Frederick County also discussed coursework that is offered where you get paid to take it, it's a valuable, a good support group. It's referred to as the new teacher course, or "Great Beginnings". Described as a safe place for feedback to be shared. School based mentors and use of the co-teaching model for the first year are also incentives, as are TAMs. Not all counties have TAMs but they're working to get them into all counties.

A new recommendation is that the para educator pool be a larger so there is a nice pool to pick from. Perhaps selecting from other majors may be of benefit as well. Recruiting could also come from faith groups. Another recommendation is for the state to provide money to teacher education programs for recruitment. Community colleges can't manage this financially. Recruitment is everyone's job. Another option is paid internships.

### **Recommendations**

1. Loan Forgiveness and Repayment
2. Housing Incentives
3. Differentiated Pay for Priority School Teachers
4. Paid Internships

### **Materials of Interest:**

The Committee requests information be provided by the Kirwin Commission.

### **Next Steps:**

1. Consider and discuss details of proposed incentives.
2. Continue to explore what other states are currently offering for incentives (ex., Florida)
3. Is there research on whether incentives have an impact on retention of teachers for at least 4-8 years?

**TEACHER INDUCTION, RETENTION, AND ADVANCEMENT ACT OF 2016**

**WORKGROUP**

**April 26, 2017 Meeting**

**COMMITTEE #3 – Professional Development for Teachers and Administrators**

**Committee Members Present:** Kathy Angeletti (UMD), Henoah Hailu (MSEA), Yi Huang (USM), Heather Lageman (PSSAM), Angela deGusman (MSDE)

**Committee Members Absent:** Deanna Stock (MADTECC), Phyllis Lloyd (MAESP), Judy Jenkins (MICUA)

**MSDE Staff:** Karen Dates Dunmore

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**Approval of Minutes:**

Committee minutes from February 21 were approved with following change:

*Page 2 – UMD is having K12 teachers hired in a new master teacher role (shared position with time on campus and in the district 40/60)*

**Discussion:**

Question: Can we revise some of the recommendations to incorporate the email conversation that Yi sent to Nancy Shapiro—adding additional material to refine? (Yi)

1 – adding supporting references to recommendation 1.

2 – language change a little bit and add more definition to support recommendation 2.

Can there be integration of two – email and committee recommendations? (Kathy)

**Recommendation 1 -- Create state-wide professional development pathways with career-wide learning opportunities for educators across the state.**

*Conversation:*

*What about community colleges? Are we missing two year colleges? Are all key stakeholders in the recommendation statement? (Kathy)*

*What about alternative providers? What about funding? Alternative providers will want to seek benefit of all services, but they might not be eligible for all services. – Parking lot for conversation at another time (Yi)*

- a. **Leverage state, LEA, union and two and four year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.**

*Discussion:*

*Who is responsible for doing PD in the LSS right now? (Kathy)*

*The county, union and working in partnership with the state. Induction and mentoring programs are shared responsibilities. (Hench)*

*We need to look at the current lay of the land and make sure everyone is represented. (Kathy)*

*How do we know what coursework is like from school to school? How do we know what high quality coursework is available across the state? Need a statewide resource that all can access. (Kathy)*

*All need to be on the same page. Need to get into a central repository so that all can see. Do we need to elaborate on what transparency means? – Parking lot for conversation at another time (Kathy)*

- b. Leverage new knowledge, promising practices, and advanced technologies to increase access and success.**
- c. Leverage statewide and regional partnerships, resources, and delivery structure to ensure equitable access across the state.**

*Certain regions across the state have hubs that act as a resource across the state – build up the capacity that do not always get with a single institution or single LSS. (Kathy)*

*Increase access and success at the same time. Reduces cost, increase efficiency. (Yi)*

*Each LSS has different needs but with hubs can make it accessible. (Hench)*

*Hubs that share resources so do not have to drive across the state to access PD. (Angela)*

*Could drive to another county to access a PD program, however will there be enough spaces for those who are from those counties? (Hench)*

*Delivery structure references the content and conditions. (Yi)*

*How is this going to work? (Angela)*

*This is what has been missing for so long. Is the partnership aspect implicit in the recommendation – how do the hubs interact and meet broader needs. A particular county or school that can tap into resources from across the state would be beneficial. (Kathy)*

*Equitable access and success was based upon the idea of networks. When have statewide access it implies that everything falls under the entire state. (Yi)*

*A portion of PD funding by district could be re-directed to the regional model. Having these resources could help to push this model forward. (Kathy)*

*Educators feel that the LSS's do not provide enough PD now. (Hench)*

*This offers educators more choice and more access. (Yi)*

*This is pooling resources so everyone can access. Shared resources. (Kathy)*

*How to sell this model? If take funding away from my LSS and now I have to go to a regional hub, I will have to drive further. (Hench)*

*The hub is not a physical place. It is out of a university office used to bring together resources– more of an organizational resource. It brings people together as far as the centers. Technology usage. Not a physical building. (Angela)*

*Similar to universities with campuses all over the state. (Yi)*

**Recommendation 2 -- Establish LEA-Institutes of Higher Education (IHE) partnerships in developing, delivering and ensuring high quality induction professional development programs that link but are not limited to certification regulations for renewal.**

- a. Establish shared vision, responsibilities and resources for professional development and induction programs that meet LEA and school priorities and address individualized needs for educators.**

*Discussion:*

*What about mentoring? (Hench)*

*If LSS could work with teachers during induction, then less of a load for mentors. Now there are no structures to have conversations. Right now the current model does not make the best of what is available. There are a lot of people who are not being served. (Kathy)*

*Inconsistencies between LSS's re mentoring because of funding – difference in quality of what is delivered. Induction coordinators are not sharing with each other as much as they could be. We need a way to bring induction resources together and pool funds and resources to make it work. Make sure new teachers are ready – part of the shared responsibility. (Angela)*

*How address when it comes to funding? If take funding, how is it distributed? Should not be pushed off to IHE. (Hench)*

*How can we move forward so that certain parts of the state are not disadvantaged? (Kathy)*

*Schools and universities have partnerships but schools do not have between districts. (Angela)*

*If we could start from scratch, how do it so that no disadvantaged counties? (Kathy)*

*The system could work a lot better. For instance, there is no specific language re what a mentor really is. There is a difference between what a PT and FT mentor really is. People who are moving into the county may need some support as well. Mentors are FT teachers so they do not have any release but are supposed to fully support a new teacher. Multiple year support is necessary. Need 2-3 years of support with a consulting teacher. First year teachers do not feel supported their second year. (Hench)*

*What would the ideal world look like if we changed funding in MD and was equitable? What would need to change? (Kathy)*

*Teachers coming out of college and going into a LSS – needs to change the process. Also change – each district should have the support necessary for the teacher. Disconnection from higher ed into the schools. Districts are not aligned with higher ed. Pre service teachers do not have classroom management, multi cultural training, etc. (Angela)*

*There needs to be more time for application of what is learned. Not by yourself until last year in the classroom during four year program – need to have the pressure of the classroom experience earlier. Much depends upon the mentor teacher a student may have. (Henoch)*

*There is a greater rationale for the residency model. Three year mentoring – induction through tenure. (Kathy)*

*LEA and higher ed partnerships could really expand and flourish. (Yi)*

*The model used with Race to the Top – expand – worked on having cohorts of all induction coordinators from each LSS come together – have higher ed come to those meetings for quarterly meetings to talk about best practices, alignment, areas of need and provide them with professional learning. Learning is being provided to coordinators but the problem continues to be expansion. (Heather)*

*We are starting to expand partnerships. (Angela)*

*If we all agree upon standards to make sure all agree with not just COMAR but mentor standards, and mentor selection – needs to be outlined and ratio adhered to by each school(1/15). The whole idea that everyone is on the same page and held accountable so everyone getting the support services needed. Everyone who is a mentor has aligned PD. Race to the Top – trained over 900 mentors over 4 years. Same standards, learned community, regional meetings, web meetings so that people are getting a big learning experience in the summers. State is making sure mentors have solid foundation. Be conscious and focused on full engagement. Now working on coaching principals – looking at how everyone needs a coach – not about “fixing” so it is not something people don’t want. Common expectation that it is part of the profession as an educational professional as part of teaching and learning in profession. (Heather)*

*A statewide institutional process. Professional continuum is the ideal way. What did you learn from Race to the Top? (Yi)*

*Part of learning is that unless there is accountability tied at a really high level, it is not going to work. Data was collected but no way that we could take money away from LSS’s with high ratio. Need to make a value proposition. (Heather)*

*There is a need to be a district priority. (Angela)*

*Give everyone support from the beginning rather than getting assigned when a few failing observations – too negative. (Henoch)*

*Negative connotation needs to be changed. (Kathy)*

- b. Establish professional development and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency, technology integration and promising practices in mentoring to increase educator effectiveness and student achievement.**

*Discussion:*

*We need to add mentoring as an expectation. (Kathy)*

*We need a system that is supportive and helps teachers grow. (Hench)*

*We need to establish common standards, including for mentors. (Yi)*

- c. Establish a quality assurance framework that meets state and national guidelines such as National Board of Professional Teaching Standards and Learning Forward Standards for Professional Learning.**

*We need to address losing educators at such a high rate. (Hench)*

*Do we need to incorporate recommendations from another entity when all are finalized? (Yi)*

#### **FINAL RECOMMENDATIONS WITH CHANGES INCOPORATED:**

**Recommendation 1 -- Create state-wide professional development pathways with career-wide learning opportunities for educators across the state.**

- a. Leverage state, LEA, union and two and four year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.**
- b. Leverage new knowledge, promising practices, and advanced technologies to increase access and success.**
- c. Leverage statewide and regional partnerships, resources, and delivery structure to ensure equitable access across the state.**

**Recommendation 2 -- Establish LEA-Institutes of Higher Education (IHE) partnerships in developing, delivering and ensuring high quality induction professional development programs that link but are not limited to certification regulations for renewal.**

- a. Establish shared vision, responsibilities and resources for professional development and induction programs that meet LEA and school priorities and address individualized needs for educators.**
- b. Establish professional development and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency, technology integration and promising practices in mentoring to increase educator effectiveness and student achievement.**
- c. Establish a quality assurance framework that meets state and national guidelines such as National Board of Professional Teaching Standards and Learning Forward Standards for Professional Learning.**





**Teacher Induction, Retention, and Advancement Act of 2016 Workgroup**  
**April 26, 2017 Meeting**  
**Committee #4 - Revising the Institutional Performance Criteria (IPC)**

**Committee Members Present:** Chadia Abras (MICUA), Lisa Booth, (MAESP), Stacie Burch (MADTECC), Michelle Dunkle (MSDE), Robin L. McNair (MSEA), Laurie Mullen (USM) and Jon Singer (UMBC).

**Committee Members Absent:** Deborah Kraft (Stevenson University), Jack Smith (PSSAM) and Donna Wiseman (UMD).

**Workgroup Members Present:** Linda Gronberg-Quinn (MADTECC), John Enriquez (MHEC), and Rowena Shurn (MSEA).

**Maryland State Department of Education (MSDE) Staff:** Linda Murel

**Alternates Present:** None

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**Convene:** 1:45 p.m.

**Discussion:**

Ms. Michelle Dunkle distributed the following handouts:

- TIRA Materials of Interest
- Committee Priority Recommendations from 1/31/17
- Committee Priority Recommendations from 2/21/17
- Workgroup Agenda and 2/21/17 Minutes
- Committee #4 Minutes for 2/21/17 and 3/29/17
- Summary of Progress Committee 4 TIRA
- Revised copy of the *Redesign of Teacher Education*

The February 21, 2017 and March 29, 2017 minutes were reviewed by all committee members present and approved.

Ms. Dunkle said that the last meeting was fabulous, productive and great progress was made. She noted that Component #2 was completed and the committee would start with Component #1. Also, Ms. Dunkle made the committee aware that, ultimately, State Board decisions would probably impact the committee's work.

Ms. Dunkle mentioned that Ms. Sarah Spross and Dr. Dara Shaw would research the grade point entrance requirements.

Dr. Laurie Mullen said that we have not yet talked about competency requirements and what are we might be referring to as competencies that should be met during clinical experiences. While she is not against setting requirements to be met during field and internship experiences, why could requirements not follow InTASC Standards? In trying to assure seamless movement from teacher preparation to induction, Ms. Dunkle said that that all Principal/Teacher Evaluations are linked to Danielson, Marzano, or other similar programs. Dr. Chadia Abras said we should specify the requirements. Dr. Mullen stated it is probably best to leave specifically-named programs out since programs come and go, but standards tend to remain for a longer period of time.

Mr. Jon Singer asked if SPAs could be added to the requirements. Ms. Dunkle said that the state is not building to be directly related to SPAs. Mr. Jon Singer said it is redundant to employ InTASC Standards and the SPAs. Ms. Lisa Booth said whatever is required should fit everybody. Ms. Dunkle reminded the committee that they do not have to be specific because all programs will need to do what the Maryland State Department of Education requires. The choice of a national accreditor will be made as a result of Maryland requirements with MHEC and MSDE applying those requirements to the selection of an accreditor, with only one in the mix at the moment. However, that one has not as yet received national approval, so the state requirements will move forward. Also, we do not want to be as specific as to what the institution would be asked to do in terms of how the requirements would be met, but rather allow flexibility in program design with evidence of having met the requirements up to the IHE to devise.

The IPC document requires demonstration of national content competencies. Ms. Dunkle said she would try to research a model of scaffolded experiences and let the group know the outcome at the next meeting. She said to be careful how prescriptively the IPC is written.

Ms. Dunkle shared that 623 students are currently placed in 50% farms, high minority and/or low performing schools. Ms. Chadia Abras asked do we know why and that it is very concerning. Ms. Dunkle replied that the number is far greater than has been suggested. Within partnerships we can provide just about any experience needed with more flexibility. One size never did fit all. She added that this data set included everyplace that had an intern, not just those designated as a PDS. Ms. Dunkle said we might want to look at the relationship within the intern assignment, not the number placed in a setting.

Also, what are you looking for in a mentor? Ms. Dunkle mentioned that she has talked with Ms. Cecilia Roe and they are moving toward one mentor model out of the New Teacher Center. Dr. Abras asked how we plan to define "high quality" in a mentor. Ms. Mullen said we have to do it together. Ms. Robin McNair asked if the county could have interns be a part of trainings and workgroups to explore more avenues of the art of teaching, such as those concerning Restorative Justice, for example.

The remainder of the meeting was spent as a working session on the IPC document. Ms. Dunkle said a revision will be distributed at the May meeting.

**Next Steps:**

Workgroup Session scheduled for May 30, 2017 from 1:00 until 3:00 p.m. at the Arbutus Branch: Baltimore County Public Library meeting room.

Adjourn 4:00 p.m.



Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
April 26, 2017 Meeting  
Committee #5- Mentoring

**Committee Members Present:** Deborah Poese, MADTEC; Justin McConnaughey, MAESP; Sarah Mallory, UMS; Stacy Williams, MICUA; Laura Liccione, MSDE

**Guests:** Liam Goldrick, New Teacher Center

**Committee Members Absent:** Jasmine Stewart, MSEA; Diane Workman, PSSAM.

**MSDE Staff:** Jessica Bancroft, Dara Shaw

**Approval of Minutes:** Sarah Mallory motioned for approval. Stacy Williams seconded.

All in favor. None opposed

**Discussion:**

Ms. Liccione asked the group to review the recommendation that have been made thus far and distributed the minutes from the last two meetings to provide background for anyone who is not familiar with the four recommendations drafted by the committee.

Ms. Poese asked for a rewording of recommendation two to read instead, establish partnerships between Institutes of Higher Education (IHE) and Local Agencies of Education (LEA) to develop induction programs with innovative evidence based strategies.

Ms. Mallory noted the research does support the recommendations made. There are more opinion pieces than studies. Ingersoll and Strong are two of the researchers who a considerable amount of the work. The study provided is from 2011. There were 17 different studies done and Ms. Mallory provided the critical review. Each study had its own issues. Ms. Mallory is able to provide the research referenced to provide support for the recommendations.

Ms. Williams asked if this research was in isolation of teacher preparation. How well prepared were you when you came in, and then how much induction did you need? Ms. Mallory talked about the concept of the research around this as causal and regression.

Mr. Goldrick provided more information on how the research is done. The challenge as an organization is that you are trying to find impacts on students but you have

tertiary touch. You work with mentors who are working with teachers who are working with students. It is complicated to show how a change in instructional practices impacts student learning over three years. The study did not address why did this happen.

Overall there are complicated issues with the studies.

Ms. Mallory tied studies to what we are talking about. Referencing the research information she provided, page 206 offered information that showed the retention. The second one was over three years instead of two years. This links to the beginning statement. Mr. Goldricks reminded the committee that generally the work has a positive impact on students with some emerging evidence it impacts student learning so there needs to be additional research.

Ms. Liccione asked Ms. Spross how to best site the research for each of the four recommendations. Ms. Spross reminded the group we are working on the fact we import 61% of teachers. There is a low retention rate over three year time period. There is turnover in critical shortage area. The committee should use research to support the recommendations. State the issue, the recommendation, and then show the research that supports it.

Ms. Poese noted the work needs to be done with induction committee.

Mr. Goldrick noted in the first recommendation the contact time with the mentor teacher is important but it is not quantifiable. Ms. Liccione pointed out throughout the state this varies.

Ms. Mallory noted there needs to be differentiated support between counties. Ms. Williams asked if there is any way to know what each LEA is doing.

### **Need to follow up on what each LEA is doing.**

Mr. Goldrick noted research says a one year course does not show that it does anything. Maryland is an exception with COMAR saying three years. In Maryland who are the teachers who are not getting the full support they should be getting?

Mr. Goldrick indicated he could speak to recommendation 1, a little to 4 and some to (hand out provided- Cecilia has it). Summary to six questions.

1. Does this work matter at all? Yes, see research provided- Ingersoll/Strong
2. Rate of return on retention. Research is all over the place. Turn over can be effected by the economy and will it change?
3. Discussion of grant funded study. (see handout, page 2)

4. Time spent on behalf of what new teachers need. Some research on release time. If you are asking a full time classroom teacher to mentor on the side they will not be able to do as good a job. They need release as mentors.

Minnesota and Colorado reports on the New Teacher Center website.

Recommendation #4 – Smith and Ingersoll page 207- #4

Ms. Mallory. There is not research that address or supports some of the recommendations. This does not mean the recommendations are not important.

Ms. Shaw joined the conversation. First question, who are the mentor teachers? The group responded with different examples of how different LEAs chose mentors differently. Ms. Shaw noted retired teachers are some of the best mentors. There are multiple factors that show this. Mr. Goldrick asked if retired teachers mean they have more time to spend. However, one drawback is generational issues that materialize. Dara asked what question we are trying to solve. Why are we changing what is currently happening? Ms. Mallory noted we need a set of standards to select the correct mentors.

Ms. Poese said the group agreed that COMAR standards are working, if everyone is holding to those regulations.

Ms. Shaw noted what matters is who is the mentor, and how do they connect with the mentee? It is not just about the number of minutes. Can you write the recommendations then pilot them and study them?

Mr. McCannaughey asked what is the purpose? Is this about retention or advancement? How do we make teachers better teachers?

Suggestion- Look into the Tell Data and can we find disaggregated information by system. Ms. Shaw has some ideas.

Mr. McCannaughey asked about exit interviews.

Ms. Williams asked if there any research that we have that would change our recommendations.

Ms. Poese pointed out there is research for number 1, 3 and 4. This brings us back to number 2 that does not have the research. There needs to be research about LEA funding. Mr. McCannaughey noted this is an issue in Frederick county.

There could be a continued conversation of what is the structure of the growth of strong mentors. This comes back to the career lattice.

Mr. Goldrick noted there is a need to employ full or part time mentors. Use examples in Maryland or other states for other systems to replicate.

**Recommendation language? Leadership pathway in mentoring.**

Combined Summary of 2/21/2017 and 4/26/2017:

- **Recommendation #1 revised to: *Provide appropriate time for mentors to support non-tenured teachers based upon individual teacher needs.***

An excellent summary of the research on teacher induction is provided by Richard Ingersoll and Michael Strong's in their [2011 academic journal article](#). In addition, past analyses by New Teacher Center for the states of [Colorado](#) and [Minnesota](#) also distilled the research to demonstrate benefit afforded from specific aspects of induction and mentoring. [The NCTAF Teacher Turnover Cost Calculator](#) can be used to estimate a financial price tag of teacher turnover and estimate potential savings.

**Possibly include something from the Senate Bill regarding the Pilot Program:**

UNDER THE PILOT PROGRAM, EACH PARTICIPATING FIRST YEAR TEACHER SHALL BE AFFORDED AT LEAST 20% MORE TIME THAN TEACHERS WHO ARE NOT FIRST YEAR TEACHERS DURING THE ACADEMIC WEEK TO BE SPENT ON MENTORING, PEER OBSERVATION, ASSISTANCE WITH PLANNING, OR OTHER PREPARATION ACTIVITIES.

Research suggests that regular interactions between a beginning teacher and his or her mentor are required to generate positive benefits on instructional improvement and teacher retention. It is difficult to quantify an exact amount of time, but research is somewhat instructive. First, research has shown that full-time mentors may be more effective than mentors who engage in this work alongside a partial or full classroom-teaching load. Second, the breadth of research suggests that weekly mentor-mentee 3 interactions of between 60-180 minutes may be most beneficial. But, of course, what occurs during these time periods (observing teaching, instructional feedback, lesson planning, etc.) may be even more important than the time spent itself.

- **Recommendation #2 revised to: *Establish IHE's and LEA partnerships to develop and implement mentorship training programs which embed innovative evidence-based strategies as part of a comprehensive induction program.***
- **Recommendation #3 revised to: *Develop online resource repository of resources to strengthen mentor best practices.***

**Resources may include:**

- videos
- mentor and mentee tools
- webinars



- protocols
- self-reflection guides/surveys
- training modules

It is possible these are similar recommendation to the work done in Committee #3

- **Recommendation #4: *Match mentees with mentors who have similar experiences serving specific student populations, such as student with disabilities, EL, and socio-economic background.***

It is important to note that all induction programs are not created equal, and may range from informal buddy systems to comprehensive programs focused of transforming the instructional practices of beginning educators. The same is true of the design and implementation of state policies. While Maryland has a strong induction mandate and set of program requirements in place (as summarized here by New Teacher Center), the 2015 TELL Maryland Survey found that a quarter of new teachers reported not being formally assigned a mentor. Further, nearly one third said they never engaged in lesson planning with their mentor and 35% said they never analyzed student work during mentoring time.



# Appendix XXV



**Teacher Induction, Retention, and Advancement Act of 2016**  
**Workgroup**  
**Materials of Interest**  
**April 26, 2017 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**

**“Principals test not predictive of success on the job”, Education Week, April 12, 2017**

<http://www.edweek.org/ew/articles/2017/04/05/principals-test-not-predictive-of-success-on.html>

Reports that recent research has no positive correlation between principals performance on the School Leaders Licensure Assessment (SLLA) and on-the-job performance over a 10 year period. It also found that the results showed racial disparities in the pass rate.

**“States struggle to find teachers for tech training” The Herald Dispatch April 10, 2017**

**Provided by: Charles Hagan, Principal, Harford Technical High School**

[http://www.herald-dispatch.com/news/states-struggle-to-find-teachers-for-tech-training/article\\_525b8c30-e912-5fd2-ab39-2419f6d8351c.html](http://www.herald-dispatch.com/news/states-struggle-to-find-teachers-for-tech-training/article_525b8c30-e912-5fd2-ab39-2419f6d8351c.html)

Article highlights the difficulty states are having finding individuals with the appropriate skill training to teacher CTE courses. It reports that 2/3 of states are reporting a shortage in CTE teachers and highlights that Maryland has had difficulty for 20 years. It further highlights the licensing changes and workaround solutions.

**“Teacher Prep Slow to Embrace Social-Emotional Learning” Education Week, April 4, 2017**

<http://www.edweek.org/ew/articles/2017/04/05/teacher-prep-slow-to-embrace-social-emotional-learning.html>

Article highlights that teachers are unprepared to develop students social-emotional skills and that teacher preparation don't provide enough training in this area.

**“ Want to Fix School? Go to the Principal’s Office” Sunday Review, March 10, 2017**

**Provided by: Nancy Shapiro**

<https://www.nytimes.com/2017/03/10/opinion/sunday/want-to-fix-schools-go-to-the-principals-office.html?emc=eta1& r=0>

This article highlights the importance of the principal in school culture and success.

**Annapolis teachers fight for bonuses”, Capital Gazette, March 6, 2017**

<http://www.capitalgazette.com/news/schools/ph-ac-cn-annapolis-mou-0305-20170303-story.html>

Article highlights the concerns Anne Arundel County teachers have regarding the loss of several bonuses causing their salaries to decrease.

**“House panel Oks requiring teachers to pass a skills test” The Salt Lake Tribune, February 27, 2017**

**Provided by: Dr. Emily Dow, MHEC**

<http://www.sltrib.com/home/4992294-155/house-panel-oks-requiring-teachers-to>

UTAH SB 78 requires graduates of teacher preparation programs to pass a test of pedagogical skill prior to obtaining a teacher certificate. Individuals complete alternative pathways would be required to pass the test before their 3<sup>rd</sup> year in the classroom.

## **Committee 1**

**“The *Praxis* Passing Scores by test and State” ETS, January 1, 2017**

**“Georgia’s Policy Reforms That Support Deeper Learning” PowerPoint by Kelly C. Henson and Anne Marie Fenton**

**Provided by: Kathy Angeletti**

Outlines the Tier Certification Structure recently put in place in GA.

## **Committee 4**

**Summary of Progress Committee 4 TIRA**

**Draft Institutional Performance Criteria of the *Redesign of Teacher Education* Chart**

This chart will be used for discussion and continued work

## **Committee Priority Recommendations From 2/21/17**

### **Committee 1**

- Draft regulatory language for an adjunct certification
- Draft regulatory language for National Board Certification to be included in the initial route option continuum
- Discuss the conditional certificate and possible regulatory language changes regarding the length of the conditional certificate
- Explore changes to testing requirements for certification
  - Using math and reading coursework (college level, credit bearing) in lieu of basic skills test;
  - Not requiring the basic skills test if one has a Bachelor's Degree;
  - Using a composite score for the Praxis Core
  - Allowing a local school system superintendent to approve an "equivalent" measure for basic skills test (e.g., evaluation, portfolio);
- Define the must haves and basic requirements for initial certification, renewals and endorsements, including:
  - Classroom management
  - Special needs
  - Reading
  - Content
  - Pedagogy
- Explore the concept of micro-credentialing for certificate renewal and addition of endorsements

### **Committee 2**

#### ***Loan Forgiveness and Repayment:***

1. Request MHEC information on loan repayment and loan forgiveness.
2. Request MHEC review their current literature and update, as appropriate; to ensure the list of critical shortage areas are up to date and accurate.
  - a. MHEC does have the current Maryland Teacher Staffing Report. It is possible that additional areas of shortage could be added, allowing access to financial assistance for more educators.
3. Request MHEC consider a loan forgiveness program specifically for teachers, instead of having teachers be part of a bigger program. Make educators a specific priority for financial assistance. There are a limited number of awards.
  - a. Currently the Janet L. Hoffman Loan Assistance Repayment Program (LRAP) is for lawyers, nurses, licensed clinical counselors, physical and occupational therapists, social workers, speech pathologists, and teachers.
  - b. Consider increasing the amount awarded, currently you must have over \$75,001 in debt and can awarded a max of \$30,000. If your debt is \$40,001-\$75,001 you can be awarded \$18,000. If your debt is \$15,001-\$40,000 you can be awarded \$9,000. These are distributed over a 3 year period.
  - c. Increase the allowed gross annual salary of \$60,000 or combined married \$130,000 for eligibility.
4. Expand the Nancy Grasmick Teacher Award
5. Federal Loan Forgiveness- <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher#teacher-loan-forgiveness>

**Compensation:**

Not all compensation should focus on loan repayment or loan forgiveness. There will be teachers who do not qualify or for whom loan repayment is not needed.

1. Research housing assistance programs. There are models in other states such as California.
  - a. Program is called California Teacher Home Loan & Assistance Program
  - b. HUD has a program called Good Teacher Next Door:  
[https://portal.hud.gov/hudportal/HUD?src=/program\\_offices/housing/sfh/reo/goodn/gnndabot](https://portal.hud.gov/hudportal/HUD?src=/program_offices/housing/sfh/reo/goodn/gnndabot).
  - c. There is a Baltimore Housing/Home buying Incentive for teachers:  
[http://www.baltimorehousing.org/vtov\\_incentives](http://www.baltimorehousing.org/vtov_incentives).
2. Consider signing bonuses for teachers who will work in priority schools.
3. Consider a bonus after 5 years (possibly 3-need more discussion) teachers who continue in a priority school.
  - a. This could be complicated, not just for funding, but also addressing the teachers who have already been in the school for the 3 or 5 years.
4. Create a scholarship specifically for teacher shortage areas and priority schools that is in addition to currently available financial assistance.

**Committee 3**

- Create statewide professional development pathways with career-wide learning opportunities for educators across the state.
- Establish a school-university partnership process for building PD programs that link but are not limited to certification requirements for renewing.
  - A. Establish shared responsibilities for induction and professional development programs that may include components such as mentoring and coaching, etc.
  - B. Programs should incorporate a quality assurance framework that meets state and national guidelines such as National DPDS, Learning Forward Standards for Professional Learning, etc.

**Committee 4:**

Work is focused on rewriting the standards of the Institutional Performance Criteria (IPC).

**Committee 5:**

- Provide appropriate time for mentors to support non-tenured teachers based upon individual teacher needs.
- Establish institutes of higher education and local education agency partnerships to develop and implement mentorship training programs which embed innovative evidence-based strategies as part of a comprehensive induction program.
- Develop online repository of resources to strengthen mentor best practices.
- Match mentees with mentors who have similar experiences serving specific student populations, such as student with disabilities, English Language Learners, and socio-economic backgrounds.





## The Praxis® Passing Scores by Test and State

This document shows the minimum/passing scores of user states/agencies for each of the *Praxis* tests. To determine if you passed a test in a particular state, compare your test score with the score listed for the state or agency in which you are interested and read all related footnotes. If your scaled score equals or exceeds the printed score for that state or agency, you have passed. (Note: Number in parentheses following the test name is the test code.) This document is not intended to show full licensure requirements for each state/agency. To determine which tests are required for a specific license or certificate, please visit the *Praxis* website at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

These scores are current as of January 1, 2017. For the most up-to-date test requirements, please visit your state page on the *Praxis* website, at [www.ets.org/praxis/states](http://www.ets.org/praxis/states).

### CORE ACADEMIC SKILLS FOR EDUCATORS

#### CORE ACADEMIC SKILLS FOR EDUCATORS: MATHEMATICS (5732)

AK -150	AR -150	DC -150	DE -150	HI -150
KY -150	LA -150	MD -150	ME - <sup>a</sup>	MN -150
MS -150	NC -150	ND -150 <sup>b</sup>	NE -150	NH -150
NJ -150	NV -150	OK -150	OR -150	PA -142 <sup>c</sup>
SC -150	TN -150	VA -150	VT -150	WA -142
WI -150	WV -150	DODEA -150	AS -150	GU -150
MP -160	VI -150			

#### CORE ACADEMIC SKILLS FOR EDUCATORS: READING (5712)

AK -156	AR -156	DC -156	DE -156	HI -156
KY -156	LA -156	MD -156	ME - <sup>a</sup>	MN -156
MS -156	NC -156	ND -156 <sup>b</sup>	NE -156	NH -156
NJ -156	NV -156	OK -156	OR -156	PA - <sup>c</sup>
SC -156	TN -156	VA -156	VT -156	WA -156
WI -156	WV -156	DODEA -156	AS -156	GU -156
MP -156	VI -156			

#### CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING (5722)

AK -162	AR -162	DC -162	DE -162	HI -162
KY -162	LA -162	MD -162	ME - <sup>a</sup>	MN -162
MS -162	NC -162	ND -162 <sup>b</sup>	NE -162	NH -162
NJ -162	NV -162	OK -162	OR -162	PA - <sup>c</sup>
SC -162	TN -162	VA -162	VT -162	WA -158
WI -162	WV -162	DODEA -162	AS -162	GU -162
MP -162	VI -162			

### PRINCIPLES OF LEARNING AND TEACHING (PLT)

#### PLT: EARLY CHILDHOOD (0821/5821)

AR -157	DC -157	HI -157	IA -160	KS -180
LA -157	MD -157	ME -157	MS -157	ND -157
SC -157	SD -157	TN -155	UT -160	AS -157
GU -157	MP -163			

#### PLT: GRADES K-6 (0622/5622)

AL -145	AR -160	DC -160	HI -160	IA -168
ID -154	KS -160	KY -160	LA -160	MD -160
ME -160	MS -160	ND -160	NV -160	RI -160
SC -160	SD -160	TN -158	UT -160	WV -160
DODEA -160	AS -160	GU -160	MP -163	VI -160

#### PLT: GRADES 5-9 (0623/5623)

AR -160	DC -160	HI -160	IA -166	ID -154
KS -160	KY -160	LA -160	MD -160	MS -160
ND -160	RI -160	SC -160	SD -160	TN -158
UT -160	WV -160	DODEA -160	AS -160	MP -163

#### PLT: GRADES 7-12 (0624/5624)

AL -153	AR -157	DC -157	HI -157	IA -168
KS -160	KY -160	LA -157	MD -157	ME -157
MS -157	NC -157	ND -157	NV -157	RI -157
SC -157	SD -157	TN -155	UT -160	WV -157
DODEA -158	AS -157	GU -157	MP -163	

### PRAXIS SUBJECT ASSESSMENTS

#### AGRICULTURE (5701)

AL -141	AR -147	CO -147	DE -147	HI -147
IA -160	ID -147	KS -147	KY -147	LA -147
MD -147	ND -147	NE -147	OR -147	PA -147
RI -147	SC -147	SD -147	TN -147	UT -147
WI -147	WV -147	WY -147	MP -147	

#### ART: CONTENT AND ANALYSIS (0135/5135)

CO -158	CT -161	IA -157	KY -161	MD -161
NC -181	NV -161	SC -161	TN -157	VT -161
MP -160				

#### ART: CONTENT KNOWLEDGE (0134/5134)

AK -158	AL -154	AR -168	DC -158	DE -158
HI -158	ID -151	KS -160	LA -158	ME -158
MS -158	MT -158	ND -168	NE -158	NH -158
NJ -158	PA -158	RI -158	SD -151	UT -158
VA -158	WI -158	WV -158	WY -160	AS -158
GU -158	MP -168			

#### AUDIOLOGY (0342/5342)

State Departments of Education:	CO -170	MS -170	NC -170
	ND -170	OH -170	
ASHA and All State Boards of Examiners:	170		

#### BIOLOGY: CONTENT KNOWLEDGE (0235/5235) \*\* ROE: 179

AK -144	AL -143	AR -142	CT -152	DC -150
DE -157	HI -151	IA -150	ID -139	KS -150
KY -148	LA -150	MD -150	ME -150	MS -150
MT -151	NC -160	ND -153	NE -148	NH -153
NJ -152	NV -145	PA -147	RI -157	SC -148
SD -147	TN -148	UT -149	VA -155	VT -151
WI -152	WV -152	WY -148	AS -151	MP -152

#### BRILLE PROFICIENCY (0633)

RI -169	VA -157	WV -169
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#### BUSINESS EDUCATION: CONTENT KNOWLEDGE (0101/5101)

AK -154	AL -147	AR -154	CO -154	CT -154
DC -154	DE -154	HI -154	IA -163	ID -148
KS -150	KY -154	LA -154	MD -154	ME -154
MS -153	MT -154	NC -154	ND -154	NE -154
NJ -154	NV -161	PA -154	RI -167	SC -154
SD -148	TN -154	UT -154	VA -157	WI -154
WV -157	WY -174	AS -154	GU -154	MP -154

#### CHEMISTRY: CONTENT KNOWLEDGE (0245/5245) \*\* ROE: 164

AK -139	AL -150	AR -150	CT -151	DC -152
DE -158	HI -154	IA -142	ID -139	KS -152
KY -147	LA -151	MD -153	ME -151	MS -151
MT -148	NC -152	ND -147	NE -140	NH -153
NJ -152	NV -151	PA -154	RI -156	SC -152
SD -135	TN -152	UT -151	VA -153	VT -160
WI -152	WV -157	WY -151	AS -154	MP -145

<sup>a</sup> = Test required – passing score not set – verify with state.

<sup>\*\*</sup> = Target score for ETS Recognition of Excellence.

<sup>‡</sup> = Multiple scores required – verify with state.

a-c = See state notes at end of this section.

KEY TO AGENCIES: ASHA - American Speech-Language-Hearing Association  
NASP - National Association of School Psychologists

DODEA - Department of Defense Education Activity

**CHINESE (MANDARIN): WORLD LANGUAGE (5688)**

AR -164	CO -164	DC -164	DE -164	HI -164
IA -179	ID -164	KS -164	KY -164	LA -164
MD -165	ME -164	MS -164	MT -164	ND -164
NH -155	NV -164	PA -164	SC -164	TN -164
UT -145	VT -164	GU -164		

**CITIZENSHIP EDUCATION: CONTENT KNOWLEDGE (0087/5087)**

PA -148

**COMPUTER SCIENCE (5651)**

AR -159	CO -166	ID -160	MD -171	ND -171
WI -171	WV -171	WY -171		

**EARLY CHILDHOOD EDUCATION (5025)**

AL -150	AR -156	DC -156	IA -155	ID -156
MD -156	MT -156	NC -156	ND -156	NJ -156
NV -156	RI -156	UT -156	AS -156	MP -156

**EARTH AND SPACE SCIENCES: CONTENT KNOWLEDGE (0571/5571)**

AK -144	AL -150	AR -145	CT -157	DE -150
HI -147	IA -149	ID -144	KS -150	KY -147
MD -152	MT -151	NC -136	ND -149	NE -147
NH -148	NJ -153	PA -157	SD -150	TN -146
UT -153	VA -156	VT -158	WI -152	WV -147
WY -150	AS -147	MP -152		

**ECONOMICS (0911/8911)**

AK -150	AL -144	HI -150	IA -133	ID -150
MD -150	MS -150	MT -150	ND -150	NE -150
NV -150	SD -147	TN -150	UT -150	WI -150
WY -150	AS -150	MP -150		

**EDUCATION OF YOUNG CHILDREN (5024)**

AR -160	CO -160	DE -160	HI -160	KS -160
ME -160	MS -160	NE -160	NH -160	NV -160
RI -160	SC -160	SD -160	TN -160	WV -160
WY -160	MP -160			

**EDUCATIONAL LEADERSHIP: ADMINISTRATION AND SUPERVISION (0411/5411)**

AL -149	CO -145	MI -*	NC -145	NE -145
PA -143	SC -145	SD -145	UT -151	WV -141
MP -122				

**ELEM ED: CONTENT KNOWLEDGE (5018)**

AK -163	IA -156	LA -163	MS -163	MT -163
SD -157	TN -163	WI -157	AS -157	GU -163
MP -163	VI -163			

**ELEM ED: CURRICULUM, INSTRUCTION, & ASSESSMENT (5017)**

AK -153	KS -153	MS -153	ND -153	NE -153
TN -153				

**ELEM ED: INSTRUCTIONAL PRACTICE & APPLICATIONS (5019)**

MD -155 NV -155 SC -155

**ELEMENTARY EDUCATION: MULTIPLE SUBJECTS (5001)  
MATHEMATICS SUBTEST (5003)**

AK -157	AL -143	AR -157	CO -157	CT -157
DC -157	DE -157	HI -157	ID -157	KY -157
LA -157	ME -157	NH -157	NJ -157	RI -157
SC -157	UT -157	VA -157	VT -167	WV -157
WY -157				

**READING AND LANGUAGE ARTS SUBTEST (5002)**

AK -157	AL -154	AR -157	CO -157	CT -157
DC -157	DE -157	HI -157	ID -167	KY -157
LA -157	ME -157	NH -167	NJ -157	RI -157
SC -157	UT -157	VA -157	VT -157	WV -157
WY -157				

**SCIENCE SUBTEST (5005)**

AK -159	AL -144	AR -159	CO -159	CT -159
DC -159	DE -159	HI -159	ID -159	KY -159
LA -159	ME -159	NH -159	NJ -159	RI -159
SC -159	UT -159	VA -159	VT -159	WV -159
WY -159				

**SOCIAL STUDIES SUBTEST (5004)**

AK -155	AL -142	AR -155	CO -155	CT -155
DC -155	DE -155	HI -155	ID -155	KY -155
LA -155	ME -155	NH -155	NJ -155	RI -155
SC -155	UT -155	VA -155	VT -155	WV -155
WY -155				

**ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS (5039)**

AK -168	AR -168	CT -168	IA -168	KY -168
LA -168	MD -168	NE -168	NH -168	RI -168
SC -168	UT -162	VT -168	WV -168	MP -168

**ENGLISH LANGUAGE ARTS: CONTENT KNOWLEDGE (5038)**

AK -167	AL -147	CO -167	DC -167	DE -167
HI -167	ID -167	KS -162	ME -167	MS -167
MT -167	NC -167	ND -167	NJ -167	NV -167
PA -167	SD -167	TN -167	VA -167	WI -167
WV -167	AS -152	GU -167	MP -167	VI -167

**ENGLISH TO SPEAKERS OF OTHER LANGUAGES (0361/5361)**

DC -141	IA -148	KY -157	MD -149	TN -143
AS -140				

**ENGLISH TO SPEAKERS OF OTHER LANGUAGES (5362)**

AL -149	AR -155	CO -155	CT -155	DC -*
HI -140	IA -*	ID -155	KS -149	ME -155
NC -155	ND -155	RI -155	SC -155	TN -155
VA -149	VT -155	WI -149	WV -155	WY -155
GU -155	MP -*	VI -155		

**FAMILY AND CONSUMER SCIENCES (5122)**

AK -153	AL -161	AR -153	CO -153	CT -153
DC -153	DE -153	HI -153	IA -153	ID -153
KS -153	KY -153	LA -153	MD -153	ME -153
MS -153	NC -153	ND -153	NE -153	NJ -153
NV -153	PA -153	RI -153	SC -153	SD -153
TN -153	UT -160	VA -153	WI -153	WV -153
WY -153	AS -153	GU -153		

**FRENCH: WORLD LANGUAGE (5174)**

AK -162	AL -162	AR -162	CO -162	DC -162
DE -162	HI -162	IA -155	ID -156	KS -159
KY -162	LA -157	MD -162	ME -162	MS -153
MT -162	NC -162	ND -162	NE -162	NH -162
NJ -162	NV -162	PA -162	RI -162	SC -162
SD -152	TN -156	UT -160	VA -163	VT -162
WV -160	GU -162			

**FUNDAMENTAL SUBJECTS: CONTENT KNOWLEDGE (0511/5511)**

AK -150	AR -148	IA -163	ME -150	MS -142
NC -148	PA -150			

**GENERAL SCIENCE: CONTENT KNOWLEDGE (0435/5435) \*\* ROE: 185**

AK -146	AL -147	CO -152	CT -157	DC -157
DE -160	HI -152	IA -149	ID -149	LA -156
ME -153	MT -152	NC -151	ND -150	NE -148
NH -147	NJ -152	NV -152	PA -146	RI -153
SC -150	SD -143	UT -166	VT -157	WI -154
WV -153	AS -152	GU -150	MP -153	VI -154

**GEOGRAPHY (0921/5921)**

AK -149	AL -145	HI -151	IA -160	ID -153
MD -168	MT -155	ND -140	NE -157	NV -153
SD -138	TN -149	UT -158	WI -153	WY -157
AS -153				

\* = Test required – passing score not set – verify with state.

\*\* = Target score for ETS Recognition of Excellence.

‡ = Multiple scores required – verify with state.

a-c = See state notes at end of this section.

**KEY TO AGENCIES:** ASHA – American Speech-Language-Hearing Association  
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**GERMAN: WORLD LANGUAGE (5183)**

AK -163	AL -161	AR -163	CO -163	DC -163
DE -163	HI -163	IA -151	ID -157	KS -160
KY -163	LA -157	MD -163	ME -163	MS -154
MT -163	NC -163	ND -163	NE -163	NH -163
NJ -163	NV -163	PA -163	RI -163	SC -163
SD -154	TN -157	UT -160	VA -163	VT -163
WV -160				

**GIFTED EDUCATION (5368)**

AL -151	AR -155	CO -157	DC -157	DE -157
IA -154	KS -157	KY -157	ME -157	ND -157
TN -157	WV -157			

**GOVERNMENT/POLITICAL SCIENCE (0931/5931)**

AK -149	AL -143	HI -149	IA -149	ID -149
MD -149	MT -149	ND -149	NE -149	SD -149
TN -149	UT -149	WI -149	WY -149	AS -149

**HEALTH EDUCATION (5551)**

AK -155	AL -145	CO -155	CT -164	DE -162
HI -142	IA -157	ID -155	KS -153	KY -155
MD -155	ME -156	MS -149	NC -156	ND -154
NE -155	NV -149	PA -158	RI -162	SC -164
SD -146	TN -144	UT -162	VT -163	WI -151
WV -156	WY -166	AS -142	GU -142	MP -142

**HEALTH & PHYSICAL EDUCATION: CONTENT KNOWLEDGE (5857)**

AK -160	AR -155	DC -160	DE -160	KY -160
LA -160	MT -155	NC -160	NE -160	NJ -160
NV -160	PA -160	VA -160	GU -160	MP -150

**INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION (IECE) (0023/5023)**

AR -160	IA -174	KY -166	WY -166	MP -166
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**JOURNALISM (0223/5223)**

AR -155	IA -157	KS -150	NV -150	SD -150
WI -150	WV -150	WY -150		

**LATIN (0801/5801)**

AL -149	AR -161	CO -152	DC -152	DE -152
IA -160	ID -152	KS -155	KY -166	MD -152
ME -152	MS -152	NC -146	ND -135	NE -155
NH -156	NV -152	PA -152	RI -161	TN -141
UT -152	VT -147	WV -131		

**LIBRARY MEDIA SPECIALIST (0311/5311)**

AL -146	AR -148	CO -148	DC -151	HI -148
IA -156	ID -151	KS -153	KY -156	LA -136
ME -143	MS -143	NC -148	ND -158	NE -151
PA -151	RI -162	SC -151	TN -146	UT -141
WV -138	WY -152	MP -124		

**MARKETING EDUCATION (0561/5561)**

AL -135	AR -156	CO -157	DC -160	DE -166
IA -159	ID -156	MS -151	NC -169	ND -155
NJ -158	OR -163	PA -144	TN -160	VA -147
WI -153	WV -153	MP -160		

**MATHEMATICS: CONTENT KNOWLEDGE (5161)**

AK -160	AL -145	AR -160	CO -152	CT -160
DC -160	DE -160	HI -160	IA -134	ID -160
KS -152	KY -180	LA -160	MD -160	ME -180
MS -160	MT -160	NC -160	ND -160	NE -146
NH -160	NJ -160	NV -160	PA -160	RI -160
SC -150	SD -160	TN -160	UT -160	VA -160
VT -160	WI -160	WV -160	WY -160	AS -160
GU -160	MP -136	VI -160		

**MIDDLE SCHOOL: CONTENT KNOWLEDGE (0146/5146)**

AK -140	DC -155	SD -141	TN -150	WI -146
WY -150	MP -146			

**MIDDLE SCHOOL ENGLISH LANGUAGE ARTS (5047)**

AK -164	AL -146	AR -164	CT -164	DC -164
DE -164	HI -164	IA -152	ID -164	KS -158
KY -164	LA -164	MD -164	ME -164	MS -164
NC -164	ND -164	NH -164	NJ -164	NV -164
RI -164	SC -164	SD -164	TN -164	UT -158
VA -164	VT -164	WV -164	WY -164	AS -161
MP -158				

**MIDDLE SCHOOL MATHEMATICS (5169)**

AK -165	AL -148	AR -165	CT -165	DC -165
DE -165	HI -164	IA -151	ID -165	KS -157
KY -165	LA -165	MD -165	ME -165	MS -165
NC -165	ND -165	NH -165	NJ -165	NV -165
RI -165	SC -165	SD -165	TN -165	UT -165
VA -165	VT -165	WV -165	WY -165	AS -152
GU -165	MP -150			

**MIDDLE SCHOOL SCIENCE (5440)**

AK -150	AL -151	AR -150	CT -150	DC -150
DE -150	HI -150	IA -139	ID -150	KS -150
KY -150	LA -150	MD -150	ME -150	MS -150
NC -150	ND -150	NH -150	NJ -150	NV -150
RI -150	SC -150	SD -150	TN -150	VA -150
VT -150	WV -150	WY -150	AS -148	GU -150
MP -145				

**MIDDLE SCHOOL SOCIAL STUDIES: (0089/5089)**

AK -149	AL -149	AR -149	CT -160	DC -155
DE -164	HI -152	IA -153	ID -149	KS -155
KY -149	LA -149	MD -154	ME -153	MS -149
NC -149	ND -152	NH -153	NJ -158	NV -148
RI -160	SC -155	SD -145	TN -148	VA -160
VT -165	WV -151	WY -153	AS -152	MP -150

**MUSIC: CONTENT AND INSTRUCTION (0114/5114)**

CT -162	KY -162	MD -162	NC -162	NE -152
NV -162	SC -162	TN -162	VT -162	MP -162

**MUSIC: CONTENT KNOWLEDGE (0113/5113)**

AK -154	AL -150	AR -157	CO -161	DC -161
DE -155	HI -139	IA -159	ID -148	KS -152
LA -151	ME -151	MS -161	MT -152	ND -149
NH -161	NJ -153	PA -158	RI -160	SD -150
UT -156	VA -160	WI -150	WV -155	WY -156
AS -139	GU -139	MP -150		

**PARAPRO ASSESSMENT (0755/1755)**

AK -459	AR -457	AZ -459	CO -460	CT -457
DC -461	DE -459	HI -459	ID -460	IL -460
IN -460	KS -455	LA -450	MA -464	MD -455
ME -459	MI -460	MN -460	ND -464	NE -456
NH -460	NJ -456	NM -457	NV -460	OH -456
OR -455	RI -461	SC -456	SD -461	TN -456
UT -460	VA -455	VT -456	WA -461	WY -462
VI -466				

**PENNSYLVANIA GRADES 4-8 CORE ASSESSMENT (5162)****ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES SUBTEST (5154)**

PA -152

**MATHEMATICS AND SCIENCE SUBTEST (5155)**

PA -164

**PEDAGOGY SUBTEST (5153)**

PA -162

\* = Test required - passing score not set - verify with state.

\*\* = Target score for ETS Recognition of Excellence.

‡ = Multiple scores required - verify with state.

a-c = See state notes at end of this section.

KEY TO AGENCIES: ASHA = American Speech-Language-Hearing Association  
NASP = National Association of School Psychologists

DODEA = Department of Defense Education Activity



**PENNSYLVANIA GRADES 4-8 SUBJECT CONCENTRATION:  
ENGLISH LANGUAGE ARTS (5156)**

PA -158

**PENNSYLVANIA GRADES 4-8 SUBJECT CONCENTRATION:  
MATHEMATICS (5156)**

PA -173

**PENNSYLVANIA GRADES 4-8 SUBJECT CONCENTRATION:  
SCIENCE (5159)**

PA -158

**PENNSYLVANIA GRADES 4-8 SUBJECT CONCENTRATION:  
SOCIAL STUDIES (5157)**

PA -150

**PHYSICAL ED.: CONTENT AND DESIGN (0095/5095)**

AR -189	CT -169	IA -180	KY -169	MD -169
NH -169	NV -164	SC -189	TN -164	VT -169
WY -176	MP -189			

**PHYSICAL ED.: CONTENT KNOWLEDGE (0091/5091)**

AK -146	AL -141	CO -148	DE -155	HI -155
ID -143	KS -148	ME -149	MS -145	NC -152
ND -143	NE -146	NJ -148	RI -154	SD -140
UT -152	WI -150	WV -150	AS -155	GU -148
MP -160				

**PHYSICS: CONTENT KNOWLEDGE (0265/5265) \*\* ROE: 177**

AK -127	AL -138	AR -135	CT -141	DC -143
DE -144	HI -153	IA -131	ID -129	KS -141
KY -133	LA -141	MD -143	ME -141	MS -139
MT -135	NC -133	ND -132	NE -131	NH -146
NJ -141	PA -140	RI -146	SC -130	SD -130
TN -144	UT -136	VA -147	VT -140	WI -141
WV -128	WY -137	AS -153	MP -139	

**PRE-KINDERGARTEN EDUCATION (0531/5531)**

WV -155 WY -155

**PROFESSIONAL SCHOOL COUNSELOR (0421/5421)**

AL -151	AR -156	DC -156	DE -156	HI -156
KS -156	LA -156	ME -156	MS -156	MT -156
NC -156	ND -156	NE -156	NV -156	PA -156
RI -156	SC -156	TN -156	UT -164	WA -156
WI -156	WV -156	GU -156	MP -156	

**PSYCHOLOGY (0391/5391)**

AL -149	HI -154	IA -156	ID -154	KS -154
ND -154	NE -154	NV -184	SC -154	SD -154
TN -154	UT -154	WI -154	WY -154	MP -154

**READING FOR VIRGINIA EDUCATORS: ELEMENTARY AND SPECIAL  
EDUCATION (0308/5308)**

VA -157

**READING FOR VIRGINIA EDUCATORS: READING SPECIALIST (0304/5304)**

VA -162

**READING SPECIALIST (3301)**

AL -157	AR -164	CO -164	DC -164	DE -164
HI -164	IA -173	ID -164	KS -164	KY -164
ME -164	NC -164	ND -164	NE -164	OR -164
PA -164	RI -164	TN -164	VT -164	WV -164
GU -164	MP -164			

**SCHOOL PSYCHOLOGIST (5402)**

**State Boards of Education:**

AL -141	AR -147	CO -147	DC -147	KS -147
KY -147	MD -147	MO -147	MS -147	NC -147
ND -147	NE -147	OH -147	OR -147	PA -147
RI -147	SC -147	TN -147	UT -147	VT -147
WA -147	WI -147	WV -147	MP -158	

NASP and All Boards of Psychology: 147

**SOCIAL STUDIES: CONTENT AND INTERPRETATION (0088/5088)**

AR -153	KY -153	LA -160	MD -153	NH -153
SC -153	VT -153	MP -153		

**SOCIAL STUDIES: CONTENT KNOWLEDGE (0081/5081) \*\* ROE: 184**

AK -152	AL -153	CO -150	CT -162	DC -155
DE -157	HI -154	IA -154	ID -150	KS -158
ME -157	MS -150	MT -155	NC -158	ND -153
NE -154	NJ -157	NV -152	PA -157	RI -162
SD -146	UT -159	VA -161	WI -153	WV -148
WY -158	AS -154	GU -154	MP -157	

**SOCIOLOGY (5952)**

AL -149	IA -160	ID -154	ND -154	NE -154
NV -154	SD -154	TN -154	UT -154	WI -154
WY -154				

**SPANISH: WORLD LANGUAGE (5195)**

AK -168	AL -158	AR -168	CO -163	DC -168
DE -168	HI -168	IA -154	ID -163	KS -165
KY -168	LA -157	MD -168	ME -168	MS -160
MT -168	NC -168	ND -168	NE -156	NH -168
NJ -168	NV -168	PA -168	RI -168	SC -168
SD -160	TN -163	UT -168	VA -168	VT -168
WV -163	GU -168	MP -168		

**SPECIAL EDUCATION: CORE KNOWLEDGE AND APPLICATIONS  
(0354/5354)**

AL -153	AR -151	CO -151	DC -151	DE -151
HI -151	IA -165	ID -145	KY -151	LA -145
MD -151	ME -151	MS -152	MT -159	NC -151
ND -151	NE -151	NV -159	SC -151	SD -145
TN -145	UT -160	WV -151	WY -173	AS -151
GU -151	MP -150	VI -145		

**SPECIAL EDUCATION: CORE KNOWLEDGE AND MILD TO MODERATE  
APPLICATIONS (0543/5543)**

CT -158	HI -158	ID -153	KS -155	KY -158
LA -153	NC -158	RI -164	SC -158	TN -153
UT -158	WV -153	AS -158	MP -158	

**SPECIAL EDUCATION: CORE KNOWLEDGE AND SEVERE TO PROFOUND  
APPLICATIONS (0545/5545)**

HI -158	IA -170	KS -155	KY -158	LA -153
ME -158	NC -158	RI -164	SC -158	TN -153
UT -158	WV -158	AS -158	MP -158	

**SPECIAL EDUCATION: EDUCATION OF DEAF & HARD OF HEARING  
STUDENTS (0272/5272)**

AR -160	CO -160	DC -160	HI -160	IA -160
ID -160	KS -160	KY -160	LA -160	ME -160
MS -160	ND -160	NE -160	NV -160	OR -160
PA -160	RI -160	SC -160	TN -160	AS -160
MP -160				

**SPECIAL EDUCATION: PRESCHOOL/EARLY CHILDHOOD (0691/5691)**

CO -159	DC -159	IA -167	ID -159	LA -159
ME -159	ND -159	NE -159	NV -159	OR -159
RI -159	SC -159	SD -159	TN -159	WV -159
AS -159	MP -159			

\* = Test required - passing score not set - verify with state.  
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 ‡ = Multiple scores required - verify with state.  
 a-o = See state notes at end of this section.

<b>KEY TO AGENCIES:</b>	ASHA - American Speech-Language-Hearing Association	DODEA - Department of Defense Education Activity
	NASP - National Association of School Psychologists	

**SPECIAL EDUCATION: TEACHING SPEECH TO STUDENTS WITH LANGUAGE IMPAIRMENTS (0881/5881)**

ME -152 NV -146 AS -152 MP -142

**SPECIAL EDUCATION: TEACHING STUDENTS WITH BEHAVIORAL DISORDERS/EMOTIONAL DISTURBANCES (0372/5372)**DC -154 IA -172 MS -154 NC -154 ND -154  
SC -154 WV -154 AS -154 MP -159**SPECIAL EDUCATION: TEACHING STUDENTS WITH INTELLECTUAL DISABILITIES (5322)**

DC -156 NC -156 ND -156 SC -143 MP -158

**SPECIAL EDUCATION: TEACHING STUDENTS WITH LEARNING DISABILITIES (0383/5383)**DC -151 IA -159 NC -151 ND -151 SC -151  
WV -151 AS -151 MP -153**SPECIAL EDUCATION: TEACHING STUDENTS WITH VISUAL IMPAIRMENTS (0282/5282)**AR -183 CO -183 DC -183 HI -183 IA -180  
ID -183 KS -183 KY -183 LA -183 ME -183  
MS -183 NC -183 ND -183 NE -183 NV -183  
OR -183 PA -183 RI -183 SC -183 TN -183  
WV -183 AS -183 MP -183**SPEECH COMMUNICATION: CONTENT KNOWLEDGE (0221/5221)**AK -146 AL -148 AR -141 CO -146 IA -151  
ID -143 KS -148 KY -148 LA -146 MS -143  
NC -143 ND -150 NJ -143 NV -146 OR -155  
PA -145 SD -143 TN -144 UT -144 WI -150  
WV -150 WY -148**SPEECH-LANGUAGE PATHOLOGY (5331)**

State Boards of Education:

AR -162 CA -162 CO -162 GA -162 KY -162  
MS -162 ND -162 NE -162 NJ -162 NY -162  
OH -162 OR -162 PA -162 RI -162 SC -162  
TN -162 WI -162 WV -162 MP -162

ASHA and All State Boards of Examiners: 162

**TEACHING READING (0204/5204)**AL -155 CO -159 HI -159 IA -181 KY -153  
LA -157 MT -159 NC -159 NJ -159 SC -159  
SD -154 UT -159 WY -164 AS -158 MP -159**TEACHING READING: ELEMENTARY EDUCATION (5203)**MD -162 OH -162 TN -162 WV -162 MP -162  
VI -162**TECHNOLOGY EDUCATION (0051/5051)**AK -159 AL -154 AR -159 CO -159 CT -159  
DE -159 HI -159 IA -170 ID -154 KS -160  
KY -159 LA -159 MD -159 ME -159 MS -159  
NC -159 ND -150 NJ -159 NV -159 OR -159  
PA -159 RI -168 SC -169 SD -154 TN -156  
UT -159 VA -162 WI -159 WV -159 WY -159  
AS -159 MP -159**THEATRE (0641/5641)**AK -157 AL -143 AR -154 CO -153 DC -157  
DE -153 IA -159 ID -148 KY -162 MD -151  
ME -146 ND -132 NJ -153 NV -155 RI -159  
SC -157 SD -148 TN -159 UT -162 WI -157  
WY -162 MP -151**WORLD & US HISTORY: CONTENT KNOWLEDGE (0841/5941)**AK -141 AL -143 IA -148 ID -141 MD -160  
MT -146 ND -151 NE -147 NV -162 SD -135  
TN -138 UT -156 WI -150 WY -146 AS -147  
MP -152**WORLD LANGUAGES PEDAGOGY (0841/5841)**AR -158 DC -158 ID -151 LA -158 MD -158  
UT -170 MP -158**a = MAINE Notes**

All Areas, K-12 (except Career and Technical Education) require (1) meeting the passing score of 150 for Core Academic Skills for Educators: Mathematics (5732), meeting the passing score of 156 for Core Academic Skills for Educators: Reading (5712), and meeting the passing score of 162 for Core Academic Skills for Educators: Writing (5722) or (2) achieving a combined total score of 468 with no single score on any section being more than 3 points lower than the required score.

Career and Technical Education requires (1) meeting the passing score of 147 for Core Academic Skills for Educators: Mathematics (5732), meeting the passing score of 153 for Core Academic Skills for Educators: Reading (5712), and meeting the passing score of 156 for Core Academic Skills for Educators: Writing (5722) or (2) achieving a combined total score of 456 with no single score on any section being more than 3 points lower than the required score.

**b = NORTH DAKOTA Notes**

ND Licensure for all areas requires (1) achieving a combined total score of 466 and meeting the passing scores on any two of the three tests or (2) meeting the passing score of 150 for Core Academic Skills for Educators: Mathematics (5732), meeting the passing score of 156 for Core Academic Skills for Educators: Reading (5712), and meeting the passing score of 160 for Core Academic Skills for Educators: Writing (5722).

**c = PENNSYLVANIA Notes**

PA Initial Licensure (all areas, Instructional I, Educational Specialist I): requires meeting the passing score of 142 on Core Academic Skills for Educators: Mathematics (5732), meeting the passing score of 156 on Core Academic Skills for Educators: Reading (5712), and meeting the passing score of 162 on Core Academic Skills for Educators: Writing (5722).

PA Vocational Instructional I requires meeting the passing score of 148 on Core Academic Skills for Educators: Reading (5712) and meeting the passing score of 158 on Core Academic Skills for Educators: Writing (5722).

PA Vocational Instructional II requires meeting the passing score of 142 on Core Academic Skills for Educators: Mathematics (5732).

- \* = Test required - passing score not set - verify with state.
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- ‡ = Multiple scores required - verify with state.
- §-c = See state notes at end of this section.

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Georgia Professional  
Standards Commission  
*Promoting Quality • Higher Standards • Learning*

## **Georgia's Policy Reforms That Support Deeper Learning**

**Kelly C. Henson**

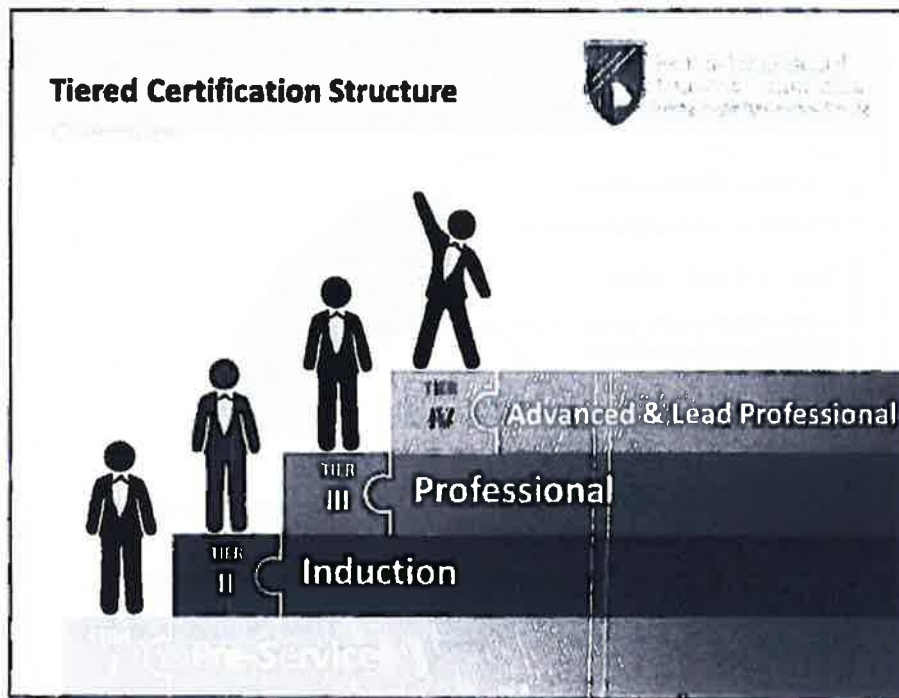
**Executive Secretary**

**Anne Marie Fenton**

**Director, Rules Management and Educator Assessment**

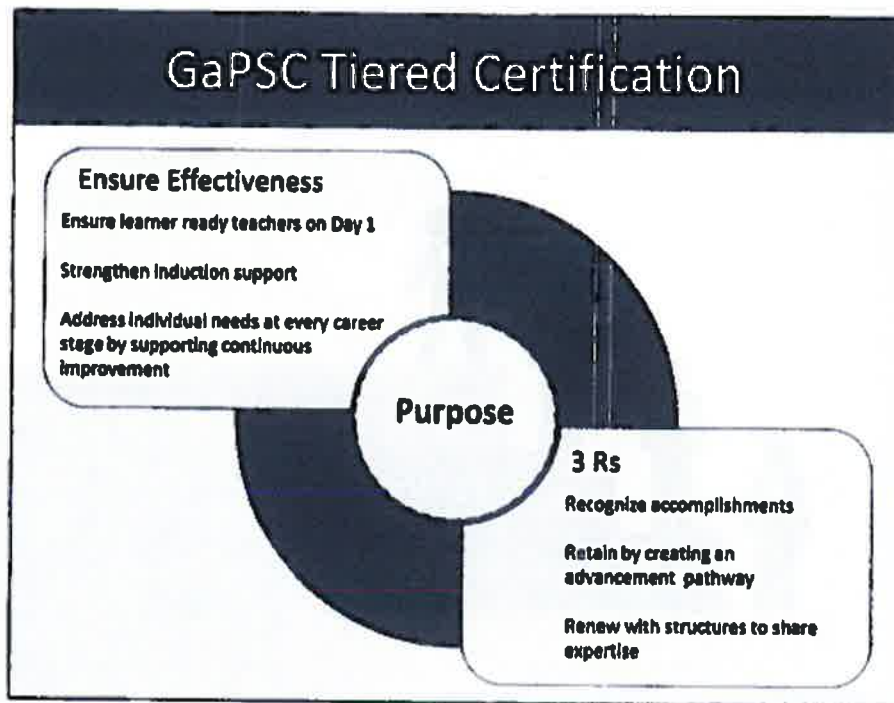
Georgia Professional Standards Commission

**Individualized support should be intentional throughout the professional continuum. Toward this aim, Georgia has shifted to a tiered certification structure that supports differentiated and meaningful professional learning for teachers.**



**This policy was informed by a diverse and representative task force, with broad based input from across the educational community and as you can see is aligned with the developmental continuum of teachers. The tiers along this continuum are 1) Pre-service, 2) Induction, 3) Professional, and 4) Advanced and Lead Professional, which are each separate paths.**





So what is the purpose of tiered certification?

The tiered certification model:

CHANGE

- Ensures learner ready teachers on Day 1 by requiring student teachers to demonstrate proficiency before they are certified to be a teacher.
- Strengthens induction support for new teachers.
- Addresses unique developmental needs of teachers at every career stage, while facilitating and supporting continuous improvement

CHANGE

- Recognizes the accomplishments of excellent teachers
- Retains effective teachers by creating a pathway to advance in the profession while remaining in the classroom.
- Renews by providing avenues to share expertise, which honors, encourages, motivates, and validates their contribution

Let's very briefly examine these tiers, but only through the lens of how each tier supports individualized professional learning.



Complete information about the certification requirements in each tier are available on our website at [www.gapsc.com](http://www.gapsc.com).



Tier I is the Pre-Service Certificate.

**CHANGE**

Every state-approved initial teaching candidate admitted into a program, as well as candidates enrolled in out-of-state preparation programs who are doing field experiences in Georgia schools, must have a Pre-service certificate, which not only makes accountable to the Georgia Code of Ethics for Educators, and insures they have received instruction on the code as well as ethical principles to guide decision making. This also put them into our data system that let's us know in what fields and how many are coming through the pipeline.

**CHANGE:**

These candidates must attempt state certification assessments, including edTPA, prior to program completion (must pass for certification), and yes this does include those candidates enrolled in out-of-state programs who are doing their field work in GA schools.

I cannot stress enough the value to individualized support than requiring in policy that all candidates attempt the state assessments before they complete the program (this does not mean we require them to pass – that is a program provider decision in our state).

Not only to these common, complete data from all candidates inform preparation programs, as well as any Preparation Program Effectiveness Measures (PPEMS) that states, like Georgia, are working to implement, candidates who do not attempt do not have these data to inform their practice, and employing schools do not have this critical information to inform their structures of individualized support.

**CHANGE:**

Data and experiences inform EPPs' programs and candidates' practice as they:

**CHANGE:**

Reflect on and articulate strengths and areas for growth based on evidence and experiences.

So, what happens with these data?



The second tier is the Induction Certificate.

**CHANGE**

The Induction certificate inserts a certificate level prior what we used to call a clear, renewable, now a professional certificate, with an intentional 3 year period of support.

To in part help support Induction, Georgia will transition in 2017 to a job-embedded professional learning model related to certificate renewal that is designed on the personalized needs of teachers and school goals.

**CHANGE:**

As part of this substantive professional learning reform, new teachers will be required to have a Professional Learning Plan (PLP) to guide the individualized support.

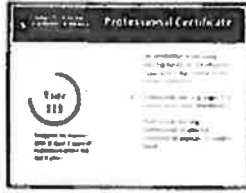
These PLPs will be greatly informed by those Pre-service Tier data and experiences that each candidate now has, with a focus on edTPA. We are strongly encouraging our EPPs and their P-12 partners to work together, to help candidates form their plans and ensure the needs are met.

**CHANGE:**

In Induction, this individualized mentoring and coaching provided by Lead Professionals, which is part of the fourth tier in our Tiered Certification model.

**CHANGE:**

The Induction tier support is enhanced by the Job-embedded professional learning that is infused throughout.



**Tier III is the Professional Certificate**

**CHANGE**

**It is designed for teachers with at least 3 year of experience.**

**CHANGE**

**The coming Professional Learning reform also supports veteran teachers' individualized needs.**

**All teachers who do not develop a formal written professional learning plan are required to develop written professional learning goals (PLGs).**

**This support, whether for new or veteran teachers, will be provided through:**

**CHANGE:**

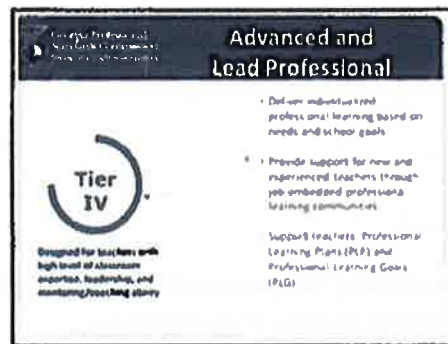
**Job-embedded professional learning based on individualized needs and in the context of the school community**

**CHANGE:**

**With veteran teachers, these Professional Learning Goals (PLG) ensure continuous improvement and an intentionality toward differentiation.**

**CHANGE:**

**Professional learning communities are effective collaborative avenues to support needs and will be the primary vehicle for professional learning.**



**Advanced and Lead Professional is Tier IV,**

**CHANGE:**

**which is designed for teachers with high level of classroom expertise, leadership, and mentoring/coaching ability.**

**The fourth tier includes two different certificates designed for classroom teachers: Advanced Professional and Lead Professional. The Advanced Professional certificate is for teachers who demonstrate expert classroom practice, and the Lead Professional certificate is for teachers who are leaders of their peers.**

**CHANGE:**

**The Lead Professional certificate provides the avenue for effective teacher leaders who can inform, guide, and deliver this individualized professional learning based on needs and goals.**

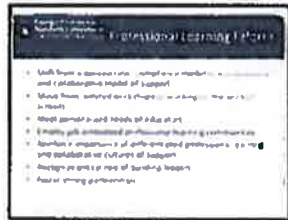
**CHANGE:**

**These master teachers provide support for new and experienced teachers through job-embedded professional learning communities.**

**The most effective job-embedded learning is focused on addressing problems of practice and results in taking action to address these problems. Examples of job-embedded PL are: Action research; Peer observations; Collaborative lesson planning; Analyzing student work; Engaging in classroom walk-throughs or instructional rounds; Participating in lesson study; Engaging in a case study ; Participating in a professional network; Engaging in reflection and revision**

**CHANGE:**

**Support teachers' Professional Learning Plans (PLP) and Professional Learning Goals (PLG)**



**This new Professional Learning Policy will have a fundamental impact and change in the way we think , implement, monitor, and evaluate professional learning.**

**CHANGE:**

**We are shifting from a bureaucratic, compliance model to a professional and collaborative model of support**

**CHANGE:**

**Moving from isolated workshops, including counting Professional Learning Units (PLUs), to working on the work of schools. In short, moving from a FLAT, one size fits all model, to one that is relevant, ongoing, uses team talents, neutralizes barriers, and is designed with the focus on student learning.**

**CHANGE:**

**Meet personalized needs of educators**

**CHANGE:**

**As professionals we need to engage in meaningful learning with our colleagues in our school learning communities and as LearningForward describes as "committed to continuous improvement through engagement in collaborative professional learning to strengthen their practice and increase student results. Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement. "**

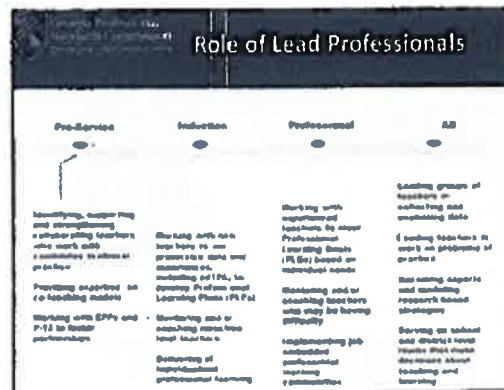
**CHANGE:**

**Reinforce importance of differentiated professional learning and collaborative cultures of support**

**CHANGE:**

**Recognize critical role of building leaders – we know that it is the building leader that most influences teacher retention as well as the culture of the school.**

**CHANGE: Foster strong partnerships**



### **PRESERVICE**

- **Identifying, supporting and strengthening collaborating teachers who work with candidates in clinical practice.**
- **Providing expertise on co-teaching models**
- **Working with EPPs and P-12 to foster partnerships**

### **PROFESSIONAL**

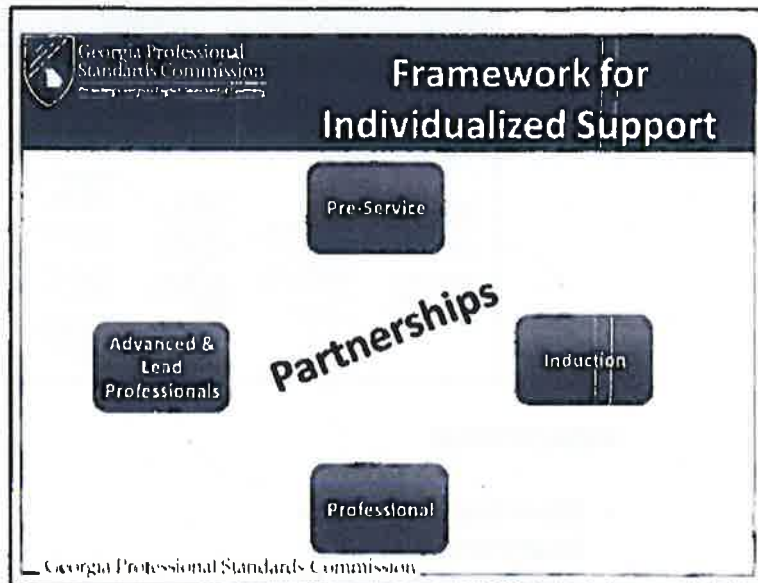
- **Working with experienced teachers to meet Professional Learning Goals (PLGs) based on individual needs**
- **Mentoring and/or coaching teachers who may be having difficulty**
- **Implementing job-embedded professional learning communities**

### **INDUCTION**

- **Working with new teachers to use preservice data and experiences, including edTPA, to develop Professional Learning Plans (PLPs)**
- **Mentoring and/or coaching induction level teachers**
- **Delivering of individualized professional learning**

### **ALL**

- **Leading groups of teachers in collecting and examining data**
- **Leading teachers in work on problems of practice**
- **Becoming experts and modeling research-based strategies**
- **Serving on school and district level teams that make decisions about teaching and learning**



In addition to the linear view I just presented, let's envision this framework, if you will, as cyclical with all pieces supporting each other. Kelly Henson shared in his video posted on the [gapsc.com](http://gapsc.com) website regarding this work that "Professional Learning is fundamental to all things that are most important in our profession."

So envision through policy and practice:

- Educator Preparation providers working in strong partnerships with the P-12 districts produce candidates who are learner ready on Day 1;
- These partners help new teachers form their Professional Learning plans, build on their pre-service data experiences;
- Informs strong individualized induction programs;
- That foster effective professional teachers;
- Who are helped by and become lead professionals;
- Who in turn help train effective educators who become strong collaborating teachers.
- Critical is strong effective partnerships as professional communities of learning.

Closing



## **Summary of Progress Committee 4 TIRA**

The four Components of the Institutional Performance Criteria are:

- **Strong Instructional Preparation (Changed from Strong Academic Content)**
- **Extensive Pre-Professional Field and Clinical Experiences (Changed from Extensive Field Experience)**
- **Performance Assessment**
- **Linkage with PreK-12 Priorities**

Component I has required few changes. However, extensive revisions have been made to the currently-existing Component II. Teacher candidates will have extensive field-based preparation in PreK-12 schools with diverse populations, which includes a scaffolded plan of clinical experiences culminating in evidence-based demonstration of competencies in a minimum of one full semester full-time teaching internship, mentored by a high-quality mentor, across all initial preparation programs. Specific competencies will be determined subsequently. High quality mentorship will intersect with those discussed and decided upon in collaboration with the Induction Committee for alignment between colleges and universities and local Maryland school systems. All mentors of full-time culminating experiences will need to meet these expectations.

This change moves away from counting the 100 days of internship to requiring a series of clinical, field experiences over a longer period of time that build upon one another. It also requires that the Professional Development School Standards (PDS) and Assessment Framework be revised. Revisions include the development of capacity-based experiences in Levels 1, 2, 3, 4 PDSs, which would offer opportunities for competency acquisition in a variety of areas. For example, Level 1 PDS might offer the opportunity to observe and reflect on in-school programs that offer social services, high-intensity special education services, intervention programs for low-performing schools, reading recovery programs, specialized magnet programs, etc. This PDS could provide opportunities for faculty to interact with other levels of PDS, network trainings, or access to professional development. A Level 4 PDS would offer the full-time teaching experience under the supervision of a high-quality, trained mentor where research and reflection is possible within the culture and capacity of the school, and full interaction with the college/university is standard practice. This idea is based on a medical model, the analogy being Patient First for a cold or stitches to a local hospital which could provide excellent service for a major heart attack, to a hospital with the capacity to perform a heart transplant. In this model, more schools, including those with challenges that preclude the integration of a full-time, high-quality teaching internship program, could be included in networks of partnerships between local school systems and colleges and universities designed to benefit both the schools themselves and the experiences of teacher candidates. The college/university will document how the institution scaffolds these experiences. All candidates must have **direct** experience with a diverse population. The PDS Standards and Assessment Framework revisions will include annual self-assessments of local schools based on the experiences they are able to provide determined by expectations of the level of the school.

Work will continue with what are expected to be minimal changes to Components III and IV.

### Institutional Performance Criteria of the Redesign of Teacher Education

Element	Indicator	Evidence	Area of Change/Innovation
<p>Each cohort 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.</p> <p><b>Required by federal Title II checking to see actual wording of law</b></p>	<p>Praxis 80% Summary Pass Rate- required by Title II</p>		
	<p>Programs provide a strong academic background in mathematics and science for teacher candidates.</p>	<p>12 credits each math and science for elementary. Appropriate to certification area. <u>Determined by HEGIS code or syllabus?</u> <u>Makes a difference for transcript analysis, but for program?</u></p>	
	<p>Document how your institution provides instruction in mathematics appropriate to certification area.</p>		

	<p>Provide evidence that teacher candidates demonstrate proficiency in math and science and how your assessment system is measuring that proficiency.</p> <p>Document your use of a system that assesses candidate competence in mathematics and science and method used to address areas of candidate weakness.</p> <p>Programs provide strong academic background for teacher candidates that aligns with the Maryland College and Career-Ready Standards (MCCRS). Evidence of candidates' proficiency with MCCRS using performance assessment</p> <p>Document ways in which your institution's education and arts and sciences faculty work with one another to achieve PreK-16 standards alignment.</p> <p>Secondary candidates major in certificate areas</p>	<p>Data that determine proficiency appropriate to certification area</p> <p>Systematic data collection of both candidate and aggregated program data with system of addressing weaknesses at candidate and program level.</p>	
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**Component II: Extensive Pre-Professional Field and Clinical Experiences**

Element	Indicator	Evidence	Area of Change/Innovation
<p>Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which includes a scaffolded plan of clinical experiences culminating in evidence-based demonstration of competencies in a minimum of one full semester full-time teaching internship mentored by a high-quality mentor, across all initial preparation programs.</p>	<p>Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which includes an internship within two consecutive semesters that at a minimum has 100 full days in a school.</p>	<p>Optimum # 5</p>	<p>This change moves from counting the 100 days of internship to requiring a series of clinical experiences that build upon one another. It also suggests that the Professional Development School Standards (PDS) be revised. Revisions may include capacity-based experiences in schools which could offer experiences leading to competencies in a variety of areas. This idea is based on a medical model, the analogy being Patient First for a cold or stitches to a local hospital which could provide excellent service for a major heart attack, to a hospital able to perform a heart transplant. The focus is on acquiring competency-based experiences in a variety of PDS, levels 1, 2, 3, completed by full-time teaching in a full-capacity PDS level 4. More schools, including those with challenges, could be included in networks of partnerships between local school systems and colleges and universities. Qualities denoting high quality of mentorship will intersect with those discussed and decided upon in collaboration with the induction</p>

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	<p>State the total number of schools in which you place an intern across the two consecutive semester internships.</p>	<p>Total # of interns - by 5 = optimum number of PDS</p>	<p>Committee for alignment with both colleges and universities and local Maryland school systems.</p>
<p>Document how your institution ensures each candidate is prepared trained in a diverse setting.</p>	<p>Document how the institution you scaffolds experiences leading to acquisition of required competencies that are demonstrated in the full-time teaching internship for all initial preparation programs. These competencies should intersect with quality induction programs. achieve an internship of a minimum of 100-days across two consecutive semesters in a PDS for each certification program (excluding PreK-12 areas) at the baccalaureate and full-time post-baccalaureate levels.</p>	<p>Demographic breakdown of PDS sites Narrative explanation, charts</p>	<p>All candidates must have direct experience with a diverse population This was added by Michelle not specifically by the committee.</p>
<p>Describe the internship for your part-time post-baccalaureate certification programs including those for conditionally-certified teachers.</p>	<p>Teacher candidates have their extensive internship in sites that are collaboratively</p>	<p>Narrative explanations-charts</p>	<p>The PDS Standards will be revised to address four levels of PDS providing a variety of</p>

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	planned with public school partners and follow the Maryland Professional Development School Standards. (Attached)		<u>experiences leading to required competencies. These competencies will be fleshed out as standards are revised.</u>
	Consistent with the goal of preparing all teacher-candidates in specialty designed professional development schools and providing continuing professional development for PreK-14 faculty, the unit seeks and obtains state recognition of its PDSs.		
	Document the developmental stage of your PDS(s) determined through Teacher Preparation Improvement Plan self-assessment and feedback from a PDS site visit team, guided by the PDS <i>Assessment Framework for Maryland.</i>	<i>PDS Assessment Framework for Maryland (attached)</i>	<u>By the TPIP and the PDS Standards will be revised, as will the Assessment Framework. All placements will be in PDS Levels 1, 2, 3, or 4. The PDS Standards revision will include self-assessments of local schools based on the experiences they are able to provide determined by expectations of the level of the school.</u>

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### Component III: Performance Assessment

Element	Indicator	Evidence	Area of Change/Innovation
	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.		
	Provide evidence of your use of standards-based, rubric-assessed performance assessment for your teacher candidates.		
	Provide aggregated and disaggregated teacher candidates' performance data based on your assessment system.		
	The education unit provides formative and summative performance feedback to candidates.		
	Provide evidence of performance feedback at critical milestones (such as entry requirements, internship requirements, and exit requirements).		
	Describe how you monitor progress and use the feedback mechanisms with teacher candidates, including support and counseling available to candidates facing difficulties.		
	The education unit uses performance assessment data for		

	continuous improvement of programs.		
	Describe and document both internal and external data analysis for unit and program improvement.		
	Document use of analyzed results with major stakeholders for continuous improvement of programs.		

**Component IV: Linkage with PreK-12 Priorities**

Element	Indicator	Evidence	Area of Change/Innovation
	Programs prepare professional educators for assessment and accountability in Maryland by focusing on the following reform elements: <ul style="list-style-type: none"> <li>• Maryland College and Career-Ready Standards (MCCRS)</li> <li>• Ready for Kindergarten (R4K) (Early Childhood)</li> <li>• Student Learning Objectives (SLO)</li> <li>• PARCC Assessments (PARCC)</li> </ul>		
	Document how your institution provides instruction in		



	<p>Maryland's school accountability system for all prospective teachers.</p> <p>Provide evidence that teacher candidates demonstrate proficiency in the knowledge, skills, and dispositions related to the Maryland accountability elements of the certification program in which they are enrolled. Identify how your performance assessment system measures candidate proficiency.</p> <p><i>For example, demonstrate how the program determines Early Childhood Education candidates' ability to explain to parents the purposes and goals of the R4K, as it is used in their own child's classroom, and provide summarized candidate performance data.</i></p>		
	<p>Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Learners (EL), giftedness and inclusion of students with</p>		

	special needs in regular classrooms).		
	Document how your institution provides instruction in how to teach a diverse student population for all prospective teachers.		
	Provide evidence of teacher candidates' ability to develop and implement specific experiences that address diverse student population needs. Identify how your performance assessment system measures candidate proficiency.		
	Provide evidence of teacher candidates' ability to plan instruction, adapt materials, and implement differentiated instruction in an inclusive classroom, to use functional behavior assessments, and to provide positive behavior support for students with disabilities. Similarly, provide evidence of teacher candidates' ability to differentiate instruction for gifted and		

			talented students. Identify how your performance assessment system measures candidate proficiency.		
			Provide evidence of teacher candidates' ability to collaboratively plan and teach with specialized resource personnel for a diverse student population. Identify how your performance assessment system measures candidate proficiency.		
			Teacher candidates demonstrate competency on the Maryland Teacher Technology Standards (MTTS).		
			Document how your institution aligns curricula with the Maryland Teacher Technology Standards across learning experiences for all teacher candidates		
			Provide documentation of candidate performance for each of the seven technology standards. (For example, you could include benchmark samples of teacher candidates' products or their		

		<p><i>ePortfolios.</i></p> <p>Identify how your performance assessment system measures candidate proficiency.</p> <p>Provide aggregated and disaggregated teacher candidates' performance data using your performance assessment system.</p> <p>Teacher candidates demonstrate competency on the Maryland Teacher Technology Standards (MTTS).</p> <p>Programs include reading courses that meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.</p> <p>Affirm that all Maryland approved teacher education programs include state approved reading course(s) that meet current state requirements.</p> <p>Affirm that current college/university catalogs list the required reading courses for each program.</p>	

	Document how your institution provides instruction in reading for all teacher candidates, as well as procedures your institution follows to ensure that all outcomes continue to be addressed in the program.		
	Provide evidence of teacher candidates' ability to teach reading in their certification area. Identify how your performance assessment system measures candidate proficiency.		

**Component V: State Approval**

Element	Indicator	Evidence	Area of Change/Innovation
	The education unit and all professional educator certification programs have state program approval		
	Identify any program which you offer for "credit count," and document your institution's timeline for seeking state approval.		
	Affirm that all programs are reviewed using state-recognized national standards or state		

	developed and validated standards.		
	If state program review procedures are incomplete for one or more programs, document the current status for each program, and provide the timeline for review completion.		
	Provide evidence that all alternative preparation programs in a local school system partnership have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE.	See Program Review Documents for MAAPP attached	
	Provide evidence that all alternative preparation programs have developed and implemented an assessment system based on national (InTASC and/ or SPA) standards.	See Program Review Documents for MAAPP attached	
	The education <i>unit</i> uses feedback from state and NCATE/CAEP (if applicable) review to annually show ongoing improvement through the Teacher Preparation		

		Improvement Plan (TPIP) report process.	
		Provide copies of TPIP annual reports to illustrate the annual improvement process	

Note: If the outcome of the state program approval visit is conditional approval or probation, the institution is then identified as "at risk for low performing or low performing" according to the reporting guidelines of Title II. The on-site review schedule is modified to meet state requirements.

