

# Appendices XXXI-XXXVIII

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

### Final Report



November 1, 2017



# Appendix XXXI





**Teacher Induction, Retention, and Advancement Act of 2016**  
**Workgroup**  
**Materials of Interest**  
**July 25, 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**

**“Teachers Trained Through Fast-Track Program No Better or Worse Than Their Peers”, Education Week, July 6, 2017**

[http://blogs.edweek.org/edweek/teacherbeat/2017/07/teaching\\_fellows\\_no\\_better\\_or\\_worse\\_i3\\_study.html](http://blogs.edweek.org/edweek/teacherbeat/2017/07/teaching_fellows_no_better_or_worse_i3_study.html)

According to a recent large scale study conducted by the American Institutes for Research, found that second year teachers prepared by TNTP, performed similarly to students taught by other second-year teachers. The study also looked at retention rates, and found that teachers prepared by TNTP were more likely to stay for their second year of teaching than other new teachers. One explanation for this higher retention rate is credited to the coaching and support system TNTP teachers had during their first year.

**“College scholarships ahead for future science and math teachers” The News & Observer, July 1, 2017**

<http://www.newsobserver.com/news/politics-government/politics-columns-blogs/under-the-dome/article159267114.html>

North Carolina will begin offering forgivable loans in of \$8,250.00 each year for 160 students as long as they commit to teaching in special education or STEM fields. Recipients can complete a program only at one of five public or private universities selected by an appointed committee.

**“Yearlong residencies for teachers are the hot new thing in teacher prep. But do they work?” Chalkbeat, June 28, 2017**

<http://www.chalkbeat.org/posts/us/2017/06/28/year-long-residencies-for-teachers-are-the-hot-new-thing-in-teacher-prep-but-do-they-work/>

This article focuses on yearlong teacher residencies, in which interns co-teach for a year with an accomplished teacher. Article reports that there is consistent research that shows that teachers trained in this model are more likely to stay teaching. The article highlights research focusing on Denver’s residency program which showed teachers who completed the residency program were less effective at improving student achievement in math than

other beginning teachers. Devers results mirrored the findings in a study focused on the Boston Teacher residency program. The article further offers information on the characteristics of various teacher training programs.

**“Increasing Racial Diversity in the Teacher Workforce: One University’s Approach”  
Thought and Action, Winter 2015**

[http://www.nea.org/assets/docs/Hrabowski\\_101-116\\_Layout%202-REV.pdf](http://www.nea.org/assets/docs/Hrabowski_101-116_Layout%202-REV.pdf)

In this article, Freeman A. Hrabowski, III and Mavis G. Sanders provide readers with how University of Maryland, Baltimore County (UMBC) is addressing the student-teacher diversity gap. Specifically they provide an overview of the UMBC Meyerhoff Scholars Program and Sherman STEM Teacher Scholars Program have been designed to increase the diversity of the UMBC’s teacher candidates in science, technology, engineering and math.

# Appendix XXXII



**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
September 11, 2017 Meeting**

The September meeting of the Teacher Induction, Retention, and Advancement Act of 2016 Workgroup was called to order by Ms. Sarah Spross at 1:05 p.m.

**In attendance:** Dr. Sylvia Lawson (MSDE), Sarah Spross (MSDE), Dr. Jennifer Rice (USM), Rowena Shurn (MSEA), Audra Butler (MADTEC), Emily Dow (MHEC), Jin Schranttenecker (MAAPP), Deborah Kraft (MICUA),

**Absentees:** Mariette English (BTU), Laura Weeldreyer (SBOE), Annette Wallace (MASSP), Tess Blumenthal (PSSAM), Jack Smith (PSSAM)

**MSDE Staff:** Alexandra Cambra (MSDE), Kelly Meadows (MSDE), Jessica Bancroft (MSDE), Karen Dates-Dunmore (MSDE), Tanisha Brown (MSDE), Michelle Dunkle (MSDE), Robert Eccles (MSDE), and Ruth Downs (MSDE).

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Ms. Sarah Spross called the meeting to order at 1:05pm.

Thank you and welcome, everyone, to the Teacher Induction, Retention, and Advancement Act 2016 meeting. We are in the final countdown of the work. Thank you for the flexibility of the date change, as the previous date conflicted with the first day of teachers returning to prepare for school. The teacher representatives are very appreciative for the change. The last meeting will be Monday, September 25, 2017, for Workgroup members. We welcome all committee members to be here to hear the reports of the committees. The MSDE representatives, mandated to provide the committee reports of recommendations on behalf of their committees, do appreciate the support of their committee members.

Ms. Spross introduced Dr. Lawson, and all other workgroup members introduced themselves.

Ms. Spross noted that today's meeting is the last meeting of the committees. There are some that are well along and some that are hashing out the details. No one has signed up for public comment. The committees will finalize recommendations within their committees today. There does not need to be unanimous consensus. It is important; however, to capture all of the discussion and note any points of concern or dissent. Things might appear differently to different people.

There are some recommendations that include the MSDE working in conjunction with the State Board of Education (SBOE) and the Professional Standards of Teacher Education Board (PSTEB) before they can move forward. The MSDE cannot complete a regulatory process, but rather make recommendations to both Boards.

Committee 4 will have more work to do. There has been discussion of Professional Development Schools (PDS) and whether they be called PDS or given another name. There is still work that needs to be done to the Institutional Performance Criteria (IPC). The report can say that the committee recommends changes to the extensive internship. Going forward, there still needs to be work to identify indicators and timelines of the revised IPC.

Ms. Spross indicated that some recommendations are complete; other recommendations say draft or recommend a change to a regulation. Some recommendations have identified non-negotiable standards. For all of these reasons, there will be more work to be done. The report that began on June 22, 2016 needs to be comprehensive and will be reviewed by Drs. Lawson and Salmon prior to submission. All regulatory changes that occur will be reviewed by the SBOE and by PSTEB. They are the joint boards' recommendation for regulations and oversight of teacher preparation and certification. There will be input from the MSDE, PSTEB, and the SBOE, but that does not preclude the committees from making recommendations. The recommendations all center around increasing the rigor, incentives, preparation, induction, and recruitment of teachers in Maryland.

Ms. Emily Dow asked if Ms. Spross could speak to what to expect before the September 25, 2017 meeting, and what documents to expect.

Ms. Spross replied that there will be recommendations from each committee, but she did not guarantee the final draft of the report at that meeting. The report will include a summary of the meetings, membership, and narrative of national and state teacher education issues, including the decline in number of students in teacher education programs. We have talked about the decline of students and the decline of incentives for teachers. There will be a section on the national perspective on retention, and then we will have a section of what it looks like in Maryland. Dr. Dara Shaw gave us data on Maryland. Teachers are graduating with a higher debt than others. We must look at loan forgiveness as an incentive. There will be a summary from each committee that includes the committee's recommendations. In addition there will be a section which contains the a summary of the recommendations from committees that that the workgroup promotes, and can also contain recommendations from the workgroup in addition to the committees..

She continued, the MSDE had some additional recommendations in the interim report in 2016. The MSDE brought in a Maryland Approved Alternative Preparation Program (MAAPP) representative; Liam Goldrick from the New Teacher Center addressed committees III and V; and we had presentations on EdTPA and PPAT. Like the interim report, the MSDE may have recommendations for inclusion as well. We will include all recommendations, as the report that goes to the General Assembly needs to be extremely comprehensive. It is PSTEB, the SBOE, and Dr. Salmon that have to submit the report. Any recommendations to change regulations must go through PSTEB and the SBOE. The workgroup will have the committee recommendations to review at the September 25, 2017 meeting.

Ms. Rowena Shurn asked if, in the event the workgroup has additional recommendations, please send them in electronically, in advance.

Ms. Spross said yes, the sooner the better to get them out for review.

Dr. Laurie Mullen asked about the relationship of this report to the Kirwan Commission timeline.

Ms. Spross replied the report is due November 1, 2017. The Kirwan report is due at the end of December. Dr. Salmon is a representative on Kirwan commission and she would be the one to share this information.

Dr. Mullen asked if they will be requesting recommendations.

Ms. Spross said she did not know, that would come from Dr. Salmon.

Ms. Spross continued that on September 25th, committee members are welcome and encouraged to be here. There will be an update to the SBOE of the workgroup's recommendations at the October meeting. The final report is due in Annapolis November 1, 2017.

Ms. Spross provided an update on House Bill (HB) 715, which addressed Council for the Accreditation of Educator Preparation (CAEP) and the "hold harmless" status of programs. We have discussed that part of HB 715, which was a joint effort between the MSDE and MHEC, with attorneys and legislative directors working on behalf of PreKk-12 and higher education. There is no nationally recognized accrediting organization. It was a problem that CAEP was not recognized. In the "whereas", throughout HB 715, it states that while this is under development, programs are held harmless. We have not completed the revised IPC at this point. Since the IPC also for MAAPPs, they too will be held harmless until the IPC revision is complete. The MSDE and MHEC share responsibility for reviewing and recognizing, or not recognizing, any organization that wants to be considered. It is something that is on the MSDE's and MHEC's radar. It is something we are all working towards and we take it seriously, but we cannot move forward until some of the process is finalized. We do have the directive to get this done.

Recommendations must be completed in solid, rigorous format for the November 1st report. We are going to continue to work with a compressed, quick timeline. We will have meaningful conversations but we have the obligations to get the best and brightest into the classroom, with standards that are meaningful to today's society.

Dr. Lawson reiterated the need to stick to the deadlines and that we recognize that different groups have different priorities for the completion of the work. The MSDE will work with leadership to prioritize the work.

Ms. Spross continued that everyone's voice is critically important. She noted that the work is transparent and the effort is to include all stakeholders on the committees. Dr. Salmon wanted representatives from all of the major constituent groups; there has to be representation from each organization. We want your voices; collaboratively we have had about 70 people giving input. There have been 12 members on the workgroup, plus alternates. There has been representation from 17 IHEs, plus alternative preparation programs. This all leads to a diverse stakeholder group.

Ms. Spross congratulated the workgroup and the committees and we indicated that all should be proud how far we have come in the past year.

### **Business**

Ms. Spross asked for a motion to approve minutes from the last meeting.

Dr. Kraft moved to approve minutes. Ms. Shurn seconded. All in favor.

Ms. Shurn commented, thank you Sarah for all of the work. I appreciate all of the work you have put into it and all the work people do not see. Thank you.

Motion to adjourn at 4:00pm.

Ms. Shurn moved to adjourn the meeting at 4:00pm. Mr. Schranttenecker seconded. All in favor.

Meeting adjourned at 4:00pm.



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

September 11, 2017 Meeting

## Committee #1- Certification Restructuring

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

**Committee Members Absent:** Margaret Trader, MICUA; Carrie Conley, MAESP

**MSDE Staff:** Tanisha Brown

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Ms. Spross disseminated Committee Draft Recommendations from 7/25/17. Ms. Meadows noted that the committee must finalize recommendations today.

Ms. Meadows asked the group if the term for a conditional certificate (CDC) is currently appropriate. She states that the regulations state that an LEA can request a CDC if they cannot fill a position with a professionally certified candidate. Certificate is renewable once, after 2 years, with 12 credits and the basic skills exam.

- Is 12 credits too much to complete in two years?
  - **Ms. Butler:** Three years may be more appropriate and give them enough time to get things done. She tends to work with candidates who have received a transcript analysis and need a large number of credits to obtain certification. These individuals also have a number of personal responsibilities, and extending the time to complete requirements would be of great benefit to them.
    - **Mr. Hornbeck:** Three year term was originally suggested to assist with completion of the testing requirement
  - **Ms. Meadows:** The certification community likes the idea of having the structure of the renewal because it forces the educator to be more attentive to certification requirements, as opposed to candidates just having 4 years to complete the requirements on one non-renewable CDC.
  - **Mr. Hornbeck** asks what required courses are typically outstanding for an educator when they receive a transcript analysis. Ms. Meadows states that ideally a candidate has a degree in the subject area and is only in need of pedagogy. (e.g. assessment, classroom management, intro to SPED, etc.)
  - **Mr. Hornbeck:** Higher Ed should offer more courses rather than asking for the extra time for candidates have to obtain the courses.
    - **Ms. Geleta:** In smaller courses it is difficult to open a new class. A class cannot be opened for only 2 students.
    - **Ms. Meadows:** The anecdotal information we have received suggests that new teachers are not necessarily having issues finding courses, as

much as they are overwhelmed with taking classes during their first year of teaching

- **Mr. Hornbeck:** Can we tie one recommendation into another? If we can provide mentors, then extending to 3 years is more reasonable
  - **Possible recommendation:** Locals provide mentor teacher to all CDC teachers. 4 years should be the maximum amount of time.
- **Ms. Geleta:** The system is flawed because a PTE teacher who only needs 12 credits is given two years, just the same as a teacher who may need 36 or more credits to obtain a professional certificate. The number of years allowed should be proportional to the amount of credits needed. If it will take more than 4 years to complete requirements, maybe they shouldn't be allowed in the classroom.
- **Ms. Meadows:** Is it unreasonable to ask that an educator takes two classes per year?
  - **Mr. Hornbeck:** No
  - **Ms. Robertson:** No
  - **Ms. Butler:** No
- The committee suggests that there may not be the need for a recommendation to alter the timeframe of the conditional certificate. Extending the amount of time will not prevent teachers in their first few years from being overwhelmed. What those teacher require is support from a mentor and opportunities for flexible, customizable professional development.
- The committee will not recommend a change to the time frame or credit requirements due at renewal.
- Ms. Meadows draws the committee's attention to the 7/25/17 Committee Draft Recommendations and reviews for agreement.
  - **Recommendation 1:** Agreement
  - **Recommendation 2:** Changes
    - BA from accredited institution
    - "Side by side coaching with professionally certified educator" as opposed to "co-teacher"
      - Mr. Hornbeck emphasis the importance of using the term co-teacher because it implies a different level of support.
      - Some committee members question the need for a mentor teacher and a co-teacher
      - Ms. Tillar asks how long does the educator need a co-teacher? Is there an expectation that coaching would go on for second year as well?
      - Committee recommends including "full time" with side-by-side coaching." The committee, including Mr. Hornbeck, agree with this language.
    - Part time = .5 or less
    - Add: Requirement for LSS to create partnerships with businesses

- **Recommendation 3:** Agreement
- **Recommendation 4:** Changes
  - Bachelor's degree from accredited institution
  - Minimum GPA 2.75 (C or better) to use BA in lieu of basic skills
    - Ms. Robertson noted that a 2.75 is not always a true 2.75 (i.e. C or better) if D's are counted in that calculation
- **Recommendation 5:** Changes
  - Present credit bearing coursework that is C or better in
    - English
    - Math
- **Recommendation 6 (new):**
  - The committee discussed the framework of the certification regulations. Ms. Meadows suggested that the current structure is oftentimes difficult for a potential educator to understand and asks the committee if they are in support of recommending a work group to look at both the structure and the content of the current regulations to determine what changes, if any, need to be made.
  - The committee supported this recommendation.



**Teacher Induction, Retention, and Advancement Act of 2016**  
**Workgroup**  
September 11, 2017 Meeting  
**Committee #2- Quality Teacher Incentives**

**Committee Members Present:** Justin Heid, Maryland State Education Association (MSEA); Fran Kroll, Maryland Association of Directors of Teacher Education at Community Colleges (MADTECC); Althea Pennerman, University of Maryland Systems (UMS); Jeanne-Marie Holly (MSDE)

**Committee Members Absent:** Monique Sloan, MAESP; Tanya Williams, MICUA

**MSDE Staff:** Alex Cambra, Ruth Downs

**Alternates Present:** None

**Guests:** Geraldine Duval, MSEA

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**Approval of Minutes:**

Not applicable

**Discussion:**

Ms. Alex Cambra reviewed the list of recommendations from the previous meeting with the committee.

- Loan Forgiveness
- Quality Teacher Incentive Act
- Statewide Recruitment Database
- Maryland Alternative Teaching Opportunity Program
- Teacher Academies of Maryland (TAM)

Mr. Justin Heid suggested that the committee review and discuss each of the recommendations separately.

**Loan Forgiveness:**

- Ms. Cambra stated that previously the committee had discussed Loan Forgiveness for everyone.
- Ms. Fran Kroll stated that it should be for all teachers in all certification areas and work in all public schools. Two year/four year college degrees should be forgiven at the beginning of the fifth year, after four years of service. One year of loan forgiveness for each year of teaching. Loan forgiveness should be \$25, 000.
- Mr. Heid stated that we should keep it at 10 years of service and loan forgiveness should begin at the 11th year. Keep the amount at \$15,000.
- Ms. Kroll stated that, politically, we should ask for \$25,000, knowing the amount will probably be reduced.
- Ms. Jean Marie Holly stated that the loan forgiveness should be for in-state teachers only. Sixty percent of Maryland's teachers come from out of state.
- Mr. Heid stated that if we only offer loan forgiveness to in-state teachers, we will lose the teachers coming from out of state to other states. The MSEA has looked at data, not being incremental. We should make loan forgiveness as easy as possible. He stated that Frederick County pays up for to 36 credits and you must stay two years. One for one is ideal.

- Ms. Emily Dow, Maryland Higher Education Commission (MHEC), stated that the incentive should be for Maryland prepared teachers who work in Maryland.
- Ms. Cambra stated that Maryland is preparing way more teachers but only hiring half of those teachers.
- Ms. Spross stated that loan forgiveness depends on whether or not funding is allocated from the General Assembly. She asked if the committee was focused on teachers for local school systems or loan forgiveness for anybody in-state or out-of-state? Will teachers from alternative preparation programs get loan forgiveness? Ms. Spross recommended loan forgiveness for everyone entering the teaching profession.
- Ms. Holly felt that it should be one year of forgiveness for every year worked. Needs to reflect a personal commitment.
- Ms. Kroll feels that it should be full forgiveness, but still have to pay for your living expenses. Student loans should be for college tuition.
- Ms. Dow stated that the easy way to do this would be to send a student loan bill/tuition bill, and anything over the tuition would be the responsibility of the student.
- Ms. Cambra recommended that it should go to the critical shortage areas.
- Ms. Holly stated that there are four school systems (Talbot, Harford, Calvert and Caroline) that provide tuition to Teacher Academies of Maryland (TAM) graduates, as long as they teach in those counties.

#### **Statewide Recruitment Database**

- Ms. Spross explained that this would be a recruitment database that every county would be able to access in order to recruit teachers.
- Ms. Kroll stated that there should be a common application that could be used for every school system. This would make it easier for the candidate to apply for jobs. The database would house the information.
- Ms. Cambra suggested putting the information into a database, similar to Maryland's Educator Information System, used for educator certification, where all counties can access it. This would create an online profile, but explained that an online application would be still need to be filled out for each job, in each county. The State would not be receiving individual applications.

#### **Teacher Academies of Maryland**

- Ms. Kroll stated that all counties should offer TAM.
- Ms. Holly stated that six additional school systems have been contacted. There are three school systems coming on board – statewide agreements are being articulated.
- Recommend that all local education agencies (LEAs) implement TAM programs of study in schools.

#### **Quality Teacher Incentive Act**

- Mr. Heid feels that a teacher should be a mentor teacher, or if they hold an Advanced Professional Certificate (APC) or are Nationally Board Certified, can be eligible to receive the stipend. Should be tied into mentorship, including both APC and National Board.
  - \$1,000 stipend – for teachers serving as a mentor (Early Career Educators).
  - If teacher is at a comprehensive needs school, they would get an additional \$1,000.
  - National Board Certified teachers who work at a comprehensive needs school receive \$2,000 and non-comprehensive needs school receive \$1,000.
- Ms. Cambra stated that Every Student Succeeds Act) ESSA identifies Priority Schools and that the term of “comprehensive needs” will be defined as indicated in the law. The committee would recommend use of language that is approved by, or a part of, ESSA.

### **Maryland Alternative Teaching Opportunity Program**

- Maryland Alternative Teaching Opportunity Program never received funding.
- Districts do pay for teachers. Funding from different programs. Teach for America (TFA) also contributes to the program.
- Schools pay 2% to 10%. TFA pays the rest.
- This is a larger barrier for applicants currently working to support themselves. Teacher candidates in Maryland alternative programs don't get paid while attending. There is a four to eight week internship to complete; these candidates would benefit from the support of a stipend.
- Ms. Jessica Bancroft stated that it would not hurt to include the Maryland alternative programs in the report and ask for funding.
- Ms. Kroll stated that if there is not enough funding for everything, then alternative programs should not be a high priority (low level priority). We should encourage partnerships between LEAs and two- and four-year colleges.

### **Final Recommendations in order of priority:**

- 1) Loan Forgiveness
- 2) Quality Teacher Incentive Act
- 3) Statewide Recruitment Database
- 4) Teacher Academies of Maryland (TAM)
- 5) Maryland Alternative Teaching Opportunity Program

**Next meeting will held on September 25, 2017 – workgroup only.**







**Teacher, Induction, Retention, and Advancement Act of 2016 Workgroup  
Committee #3/5 – Induction & Mentoring  
September 20, 2017 Meeting**

**MINUTES**

**Committee Members Present:** Heather Lageman, Yi Huang (USM), Jessica Bancroft (MSDE), Stacy Williams (MICUA), Henoah Hailu (MSEA), Kathy Angeletti (USM), Angie de Guzman (MSDE)

**Observers:** Carol Boyce (DLS), Geraldine (MSEA), Sarah Mallory (USM)

**Maryland State Department of Education (MSDE) Staff:** Derek Simmons, Michelle Dunkle, Karen Dates-Dunmore and Robert Eccles

**Alternates Present:**

Convene: 1:34pm

**Discussion:**

Review of Revised Regulations documents and Committee's Final Recommendations

Ms. Bancroft began the meeting with an explanation that MSEA had provided a document for review and consideration for the committee recommendations. She told the group she reviewed the current recommendations; COMAR 13A.07.01 and the MSEA recommendations to cross-reference the documents for overlap.

Ms. Bancroft recommended bypassing the administrator recommendation because the focus of 493 is teachers not administrators. She asked Mr. Hailu for clarity on the language of new teacher/beginning teacher for Comprehensive Induction Program. The committee has consensus to not change COMAR language for definition of a new teacher.

Mr. Hailu noted the goal was for mentor recommendations were to include skill at working well with others (interpersonal skills).

Ms. Williams explained some of the language is in COMAR previously and questions how revised regulations and final recommendations are combined.

Ms. Bancroft clarified that the MSEA's Revised Regulations document will be attached in the report. She asked Mr. Hailu if induction and mentorship should be differentiated in language. Mentorship is one piece of an induction program.

The committee reviewed the COMAR language on Mentoring Component of Comprehensive Induction Program; 13A.07.01.06.B. Mr. Hailu pointed out D1 was suggested, but the committee did not have consensus on release time. The challenge was on implementing the initiative at the district level.

He continued E5 and E7 of the MSEA document -- request opportunities for beginning teachers to observe or co-teach is trying to modify the phenomenon of beginning teachers being overworked and overwhelmed with a class workload in spite of release time. Should they be included in recommendations or the narrative?

Ms. Williams responded that even if the recommendations are found currently in COMAR, then they are not being implemented now. There needs to be stronger language for this version to be implemented to allow new teachers to access E5 and E7.

Dr. Huang stated the intent is to strengthen implementation of COMAR. We should emphasize resources and accountability to ensure implementation.

Dr. Angeletti said she supports motion to add language that strengthens COMAR. Not to be included in narrative because will not be recognized in same fashion.

Ms. Bancroft acknowledges the process of opening up regulations is an arduous process, so it is more manageable to strengthen the mentorship language.

There was consensus that the non-negotiable elements include release time (non-direct teaching time) and resources.

The committee discussed the practical side of timeframe for schools to fulfill these responsibilities. School districts needing funding and support for equitable transition plan under Recommendation 4.

Ms. Bancroft reiterated that recommendations are made to the workgroup with Monday. Then the workgroup recommendations will go to the State Board, PTSEB, and then General Assembly.

Mr. Hailu requested the committee changes COMAR by cut-and-pasting the definitions from .03 into .06 . After consulting with Mr. Simmons, it was concluded that it can be included in recommendations.

Dr. Huang said she was trying to organize the various threads to have anchors in COMAR around collective goals. Strengthen COMAR with resources for accountability. Strengthen mentor qualifications and mentor competencies with release time.

Ms. Bancroft referred the committee to review the content of Recommendation 5.

Mr. Hailu referred to (New) COMAR .06 that cultural competencies are new.

Dr. Angeletti suggested Recommendation 6 is the place to expand on COMAR language and have it required. Should 20% release time be specifically included or focus more on E5 and E7?

Mr. Hailu referred to section of .05 for Funding and Components of the Mentorship Program for discussion about 20% being the specific recommendation. The Senate Bill stated 20%.

The committee was not able to come to consensus on 20% recommendation. There was consensus that there be a reduction on workload, but Ms. Williams and Dr. Huang both recommended not using hard number. Ms. De Guzman asked if there was any research to support the 20%. Dr. Angeletti and Mr. Hailu reminded the committee the 20% was in the Senate Bill in the Pilot Program for induction. They encouraged the committee to stay consistent with the Senate Bill. The committee agreed that the use of the time with evidence based best practices was most important.

Ms. Bancroft asked the committee if she was to pull out language from COMAR to put front and center – reduce expectations to allow teachers to do other things – where should we put it?

Mr. Hailu recommended the committee referred to the MSEA document – under number 6 – cut and paste whole piece.

Ms. de Guzman noted linking recommendations to specific funding may hurt it and recommendation will lead to counties being out of compliance immediately.

Ms. Williams noted we are not going to get everything, so should shoot for everything.

Mr. Hailu asked that “content area” in added to recommendation 5D.

It was also recommended “EL” is written as English Learners.

Ms. Bancroft said recommendation 6 could read “consistent with SB493, the workgroup recommends beginning teacher reduction of work load, add 20% adheres to evidence-based practices”

Ms. Bancroft noted the document of recommendations from MSEA will go into the report as an attachment.

Ms. Bancroft will keep the list of items want a mentor teacher to have in recommendation 4.

The B2 funding recommendation from MSEA-reduce workload and evidence based best practices will be strengthened in the recommendations from the committees.

Ms. Bancroft will provide updated recommendations to Ms. Spross as soon as possible for her email to the workgroup ahead of Monday’s meeting.





**Teacher, Induction, Retention, and Advancement Act of 2016 Workgroup  
Committee #4 – Revising the Institutional Performance Criteria (IPC)  
September 11, 2017 Meeting**

**MINUTES**

**Committee Members Present:** Chadia Abras (MICUA), Stacie Burch (MADTECC), Michelle Dunkle (MSDE), Laurie Mullen (USM)

**Committee Members Absent:** Charelle D. James (Urban Teachers), Robin L. McNair (MSEA), Lisa Booth (MAESP), Jack Smith (PSSAM),

**Workgroup Members:** Deborah Kraft (MICUA), Jennifer Rice (Nancy Shapiro/USM)

**Observers:** Maggie Madden (UMES), Stacy Goodman (DLS), Laila Richman (Towson), Boyce Williams (Frostburg), Jennifer Frank (MHEC), Jon Singer (USM), Jennifer Rice (USM)

**Maryland State Department of Education (MSDE) Staff:** Robert Eccles

**Alternates Present: Amber Glaros (Urban Teachers, MAAPP)**

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Convene: 1:35pm

Discussion:

Introductions around the table. Four active committee members present.

Two handouts (with and without track changes marked Draft) distributed including the committee's work with Dr. Laurie Mullen's comments and Ms. Michelle Dunkle's comments.

Last meeting. Want to see major areas that need to be discussed today.

Ms. Dunkle's major area to suggest is assume responsibility for capacity of IHEs to implement. State has not previously considered this aspect. Do need an area for roles and responsibilities of a teacher education program because that is an area where we can help programs the most. It will help presidents and provosts to listen more to needs and supply additional resources for the well-being of the program.

Use NCATE model as a start. Establish capacity for the university to deliver the program. Dr. Mullen and committee agree to MSDE drafting language in this area to be inserted in Standard IV, which deals with overarching pieces for the program.

Are there any places where there are inaccuracies or statements worthy of discussion in IPC draft? Want to get consensus in each area.

Dr. Chadia Abras – Gifted program needs to be mentioned every time that special education is included due to ESSA requirement. Michelle acknowledges that this should be added to the language but that the language should be “all children on both ends of the cognitive spectrum.”

Next topic is PDS. Agreement was that PDS would be redesigned according to levels (medical analogy). All competencies would be met during each level of field experiences and internship.

MICUA does not want IPC to model CAEP because if smaller colleges opt out of CAEP, then do not want to be held to same accountability model at the state level.

Use national content standards as informed by MCCRS. MSDE would supply the framework for content, but will revisit Elementary – a problem identified by Ms. Dunkle in Maryland.

Dr. Mullen – concern not enough time to digest all new information and request timeline.

Ms. Dunkle – timeline is out of our hands because could use more committee meetings, but the legislature has required this report’s completion. In next year, PDS standards do have to be rewritten to accommodate revised PDS model. Cannot speculate yet on specifics except that the Standards, Implementation Manual, and Assessment Framework. Aiming for Nov 1, 2018 for completion of PDS by representative work groups to get work done.

A critical infrastructure need: whose role is to identify the composition of different PDS levels in order to look at Level 1, 2, 3 and 4.

Best-case scenario: then at least another year until we can look at revisions of programs – by Nov 2019.

State Board and legislature are both strongly interested in teacher preparation. Committee submits recommendations to both groups, and there is no guarantee that recommendations will be adopted. The more complete, collaborative the work produced will lead to more favorable outcomes from State Board.

Concurrent to this work, all IHEs and others who deliver the coursework revise and submit secondary and elementary literacy standards-based coursework for approval.

Dr. Mullen: Request a quick timeline if recommendations are passed for a defined duration.

Ms. Dunkle in agreement. The standards would have pilot reviews and then written in a systematic review of the process at least every ten years. Have to review it after the pilot.

Framework by 2018, rewrites by 2019. Ms. Dunkle does not want to establish timeline, but it likely will not be seven years or too soon to reasonably allow revisions. Guess is 2021.

Question on how to define and operationalize key terms with a glossary like accountability, rigorous, proficient. Response is no chance that it would be completed before Board. It can be added to the future ongoing work. Involving Sarah in this conversation and will seek more input in defining terms by including this as a recommendation. Will seek collaborative consensus after November 1, 2017.

Dr. Mullen’s request is to use the work of AERA, CAEP and other organizations also because they have been previously defined and utilized in the profession.

After more conversation, recommendation to remove unclear and undefined words for this next round of reporting or keep the qualifiers with future description. Old IPC had the same phenomenon with unclear language and everyone functioned.

Ms. Dunkle referenced Dr. Mullen’s comments that the state sets the qualifying performance scores. And Dr. Mullen wants that as a place of discussion because of involvement with EdTPA. Dr. Abras replied that this is where it is murky because not all preparation programs have that in its program. Dr. Mullen suggested that for now we replace key terms with CAEP definition for now to be revised later. Read the CAEP definition of rigor, but the group objected to the clarity and feasibility of that definition.

Final suggestion is to have all committee members meet in between Sept 25<sup>th</sup> meeting to work on the vocabulary, but if only a few people were together then it would be a violation. Dr. Jennifer Rice asked if the committee can meet as a phone call if everyone is able to gather, but it was informed that it would not be

permitted because it has to be posted and open to the public. Things cannot be sent back and forth and worked in isolation. Question posed to Sarah Spross and she will revisit.

Confirmed that members of the Workgroup can talk. This applies to Dr. Rice (Nancy Shapiro) and Dr. Deborah Kraft.

Dr. Rice asked the question about how the IPC applies to institutions if you do want CAEP. Ms. Dunkle's response that the law says MSDE and MHEC will select an accreditation agency that meets Maryland standards. What has yet to be decided is the timeline and the state will always accept SPAs.

Ms. Spross can schedule the follow-up for Wednesday, September 20 at MSDE and set up a conference call. Tentatively will say 10:30-12:30, and it will be posted and scheduled tomorrow.

Dr. Rice reiterates reasons for national accreditation and does not want Maryland to suffer for teacher candidates who look for this distinction at mobility across states and well-respected programs. Ms. Dunkle does not want to do anything that is antithetical to CAEP and find convergence so there are not two starkly different models. Dr. Kraft interjects that national accreditation is a recruitment strategy because more prospective students and families are inquiring about status of teacher programs.

Elementary standards – on agenda for CAEP approval for January 2018 (*later corrected that on agenda in August 2017 and up for approval in January 2018*). Have been assured by Skip Fennel that math standards will intersect with MCCRS.

Dr. Emily Dow – will talk with CAEP and decide that it needs to match Maryland. If CAEP says no, then MSDE and MHEC will deliberate and establish state standards as the accreditation. Institutions would then have an opportunity to go one more step on its own for CAEP accreditation. For example, internship requirements would require CAEP to be more flexible to adapt to Maryland. (Subsequent visit to CAEP website states elementary standards will be confirmed Spring 2018.

Open call for more comments for committee members with approximately one hour remaining. The draft includes committee consensus. Most dramatic change produced by committee was linking component 1 and 3.

Ms. Dunkle seeking general approval of the document.

If CAEP is unable to develop its elementary standards, then Maryland would develop its own. We do need to include environmental science in standards because that legislation is already in place.

Group takes time to review the document.

Dr. Abras: I know Maryland is not ready to get rid of MTTs....

Ms. Dunkle replied that they are outdated and the State believes that ISTE should be included as the standards to be used.

Question about definition of cohort with grade point average requirements. CAEP has a goal to see 3.0 GPA entrance requirement. The state would like to see 3.0 GPA exit requirement.

UTC loses a number of candidates due to grade point average entrance requirements.

#### Comments about document

Dr. Mullen request to have 9.8 deleted because it is old language. Ms. Dunkle's comment is that it was not feasible. Expectation is to pilot and then immediately revise them before Program Review (similar to PDS).

August 2017

Conclusion: Document PDS proposed levels instead

Follow-up question about moving away from five per cohort in a PDS. But Ms. Dunkle issues caution especially for smaller institutions who may become less of a fixture in schools. It is time to look at low-enrollment programs to see if it is meeting a need and if cost-effective.

Dr. Mullen's request (on page 10 of track changes) – evidence of critical dispositions for 3 performance-based assessments. The request is to remove the word 'critical'. Brief conversation to keep wording Restorative Practice.

Notation involving Dr. Maggie Madden made on Page 8 – PSELs

Page 14 – describe the phrasing around recruitment plan. Have to show evidence that program is meeting recruitment efforts towards diversity. Plan to improve recruitment, enrollment, and completion of persons of color, male students, and bilingual speakers. And plan to address projected needs of the state found in the Maryland Teacher Staffing Report.

Final thoughts: Next meeting called for Wednesday, September 20, to clarify definition of selected terms in document.

Deciphering what we need in our PDS approach and plan.



# Appendix XXXIII



**Teacher Induction, Retention, and Advancement Act of 2016  
Workgroup  
Materials of Interest  
September 11, 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**

**“Wicomico schools have a tough Job trying to hire and keep teachers, and increase diversity” delmarvanow, September 2, 2017**

<http://www.delmarvanow.com/story/news/2017/09/02/minority-teacher-shortage-wicomico/600838001/>

This article highlights the Teacher Academy of Maryland (TAM) and an innovative recruitment technique.

**“Kirwan Commission Charts Course Forward” MACo’s Conduit Street, August 31, 2017**

<https://conduitstreet.mdcountries.org/2017/08/30/kirwan-commission-charts-path-forward/amp/>

Article provides an overview of the work reviewed at the last Maryland Commission of Innovation and Excellence in Education meeting.

**“How can states ensure equitable access to quality teachers?” Education First, August 14, 2017**

<http://education-first.com/can-states-ensure-equitable-access-quality-teachers/>

Article emphasizes that teachers are the “single most important school-based factor affecting student achievement.” However low-income and students of color have less access to effective teaching. Article shares some common strategies used by multiple states.

**May teachers have ‘No Say’ in decisions about their own PD, Survey finds” Education Week, August 7, 2017**

[http://blogs.edweek.org/teachers/teaching\\_now/2017/08/teachers\\_are\\_not\\_involved\\_in\\_decisions\\_about\\_their\\_own\\_professional\\_development\\_survey\\_finds.html](http://blogs.edweek.org/teachers/teaching_now/2017/08/teachers_are_not_involved_in_decisions_about_their_own_professional_development_survey_finds.html)

Article indicates that teachers believe that leadership prioritized professional development, but does not seek input from them during the decision-making process. While not a “scientifically representative sample of the national teacher population”, 50 % indicated they have “some say” and 20% indicated they have no input at all in the professional

development offer. This has created a disconnect in what teachers want and what they received. Recommendations included:

- Provide opportunities for job embedded professional learning
- Use multiple sources of data to plan and assess professional development
- Include teachers in the decision making.

**“Education Department delivers a troubling message about its loan forgiveness program”, Washington Post, August 1, 2017**

[https://www.washingtonpost.com/news/grade-point/wp/2017/08/01/education-department-delivers-a-troubling-message-about-its-loan-forgiveness-program/?utm\\_term=.f8d97ea0b6ce](https://www.washingtonpost.com/news/grade-point/wp/2017/08/01/education-department-delivers-a-troubling-message-about-its-loan-forgiveness-program/?utm_term=.f8d97ea0b6ce)

Outlines changes regarding the Public Service Loan Forgiveness program.

**“Using Data to Ensure that Teachers are Ready on Day One”, Data Quality Campaign, August , 2017**

<https://2pido73em67o3eytaq1cp8au-wpengine.netdna-ssl.com/wp-content/uploads/2017/08/DQC-EPP-primer-08032017.pdf>

Article highlights the importance of all parties involved in preparing teachers, IHEs, PreK-12 community, etc. have access to the tight data to make informed decisions. Specific issues discussed includes but is not limited to that teacher performance data is not uniformly shared with EPPs; data EPPs are required to collect do not always assist in making informed decisions; and data is not necessarily available to determine how well EPPs prepare teachers for the classroom.

**“CAEP Standard 3, Component 3.2 measures of academic proficiency”, CAEP, June, 2017**

[file:///C:/Users/sspross/Downloads/component-32-measures-of-academic-profic%20\(2\).pdf](file:///C:/Users/sspross/Downloads/component-32-measures-of-academic-profic%20(2).pdf)

This is CAEPs official publication of the performance criteria regarding admissions

**“Can ‘Micro-Credentialing’ Salvage Teacher PD?”, Education Week, March 29, 2016.**

<http://www.edweek.org/ew/articles/2016/03/30/can-micro-credentialing-salvage-teacher-pd.html>

The article discussed how different districts across the United States have used micro-credentialing as an effort to "make professional development more personalized, engaging, and relevant to teachers". The article continued to note, micro-credentials offer an opportunity to shift away from the credit-hour and continuing-education requirements that dominate the PD apparatus in most states, toward a system based on evidence of progress in specific instructional skills. There are multiple providers on micro-credentials and each district is working to determine standards and credit equivalency for renewal of certifications.

### **Additional Data:**

**Email from Dr. Shaw regarding new Maryland teachers (attachment 1)**

- Data Document contained in the email (attachment 2)

## **Committee III and V Materials**

**Message:** In preparation for the final meeting of the committees, it is important the joint committee comes to the meeting prepared to discuss the inclusion of qualifications of mentor teachers. The interim report in November 2016 (please see link below) did list specific qualifications as a recommendation (page 18). In addition, the joint #3 & #5 committee should be prepared to offer a recommendation regarding the use of micro credentials.

<http://archives.marylandpublicschools.org/teacherworkgroup/docs/TeacherWorkGroupInductionInterimReport112016.pdf>



## **Committee Draft Recommendations From 7/25/17**

### **Committee 1**

- Draft regulatory language for an adjunct certification
  - Minimum of a Bachelor's Degree and 5 years of experience
  - Non-transferable from LSS to LSS
  - One-year certificate
  - Can be renewed based on LSS need
  
- Draft regulatory language for National Board Certification to be included in the initial route option continuum
  - Allow as an initial route for certification in Maryland
  
- Discuss the conditional certificate and possible regulatory language changes regarding the length of the conditional certificate
  - Look to see if current requirements are appropriate.
  - 2-year certificate – one time if you present 12 credits
  - Basic Skills Test: Explore changes to testing requirements for certification
    - Eliminate the need for the basic skills assessment if you have a Bachelor's Degree;
    - Look at multiple measures to determine if an applicant has the basic skills required to teach
      - Course based option – Reading/Math college level – credit bearing. (This does not solve the issue for PTE folks with an Associates or HS diploma.
      - Allowing a local school system superintendent to approve an “equivalent” measure for basic skills test (e.g., evaluation, portfolio);
    - Portfolio – statewide certification needs to be monitored at the state so this may not be a viable option.
    - Continue with SAT, GRE, ACT as options for those who must present a basic skills measure

### **Committee 2**

- **Loan Forgiveness**
  - Should be open to all, not limited to educators working in particular schools, content areas or regions
  - Consider requiring a time commitment for achieving loan forgiveness – 10 years suggested, with loan forgiven beginning in year 11
  - Concern from members over the delay in pay back; “millennials” not able to look that far ahead
  - Desired outcome is to increase the number of years for teachers to remain in the field; by increasing the number of years for repayment, we increase the number of years one is invested
  - Committee considered incremental increases over time for repayment (i.e., 10% forgiven after 3 years, 20% after 5 years, 80% after 10 years, etc.)
  - Educators will be eligible if they work in a public school for at least 10 years
  - Loan forgiveness should be up to \$15, 000 based on data collected by MSDE
  
- **Quality Teacher Incentive Act**
  - Continue funding for National Board Certificated teachers (NBC) and add funding for Advanced Professional Certificated teachers (APC)

- Committee considered an extension of the time a candidate is eligible to receive the stipend; should extend beyond when a school is no longer identified as a Comprehensive Needs School (CNS)
  - Committee would like to link to Every Student Succeeds Act (ESSA) by using same criteria for CNS or “Priority Schools”
  - Committee considered expansion beyond those working in CNS to also address those working in geographic need areas
  - Committee members are concerned with the incentive not being equitable; other members note that if you overextend the incentive you may not have the funding available
  - Committee undecided on the number of years beyond which a school is identified as a CNS to allow the stipend to be awarded
- **Statewide Common Application** (need to rename: may not be called an application)
    - Committee considered the creation of an online application that allows an applicant to apply for teaching vacancies throughout Maryland by only filling out one application
    - Districts would access the database of candidates to search for appropriate candidates
    - South Carolina and Pennsylvania currently utilizing this concept
    - Committee agrees this is an ideal way for the State to support employment in all counties
- **Maryland Alternative Teaching Opportunity Program**
    - MSDE presented Education Article §6-120, a previously unfunded statute, that was created in order to encourage the use of alternative preparation programs to meet the demand for qualified teachers in science, mathematics, and special education
    - Funding could be used to support participation in the pre-residency internship required for between 4-8 weeks
    - Committee members would like additional time to consider this idea; some consternation from members over the need for such an incentive was discussed
- **Teacher Academies of Maryland (TAM)**
    - MSDE reminded the committee of this idea from previous discussions
    - Committee has discussed recommending that all counties engage in articulation agreements for having TAMs in schools across each county
    - Committee wishes to discuss this idea again at the next meeting
- **Expand the Nancy S. Grasmick Teacher Award**
    - Determine how many award recipients and amounts there have been

#### **Committees 3 and 5:**

- **Recommendation 1:** Create statewide and equitable professional development pathways with career-wide learning opportunities for educators across the state.
  - Leverage state, LEA, Union, and two- and four-year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.
  - Leverage new knowledge, promising practices, and advanced technologies to increase access and success, including an online repository for professional development, mentor training, and induction programs.
  - Leverage statewide and regional partnerships, resources, and delivery structures to ensure equitable access across the state.
- **Recommendation 2:** Establish LEA-IHE partnerships in developing, delivering, and ensuring high quality professional development programs that link but are not limited to certification regulations for renewal.



- Establish shared vision, responsibilities, and resources for professional development, mentor training, and induction programs that meet LEA and school priorities and address individualized needs for teachers.
  - Establish professional development, mentor training, and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency and technology integration, to increase teacher effectiveness and student achievement.
  - Establish a quality assurance framework that meets state and national guidelines such as National Board for Professional Teaching Standards, Standards for Professional Learning and [Model Code of Ethics for Educators](#).
- **Recommendation 3:** Create state-wide and equitable mentoring training pathways among IHEs, LEAs and regulatory agencies to support teacher preparation and teacher leadership development.
    - Co-develop and implement high-impact mentorship training programs which embed innovative evidence-based strategies and practices, such as adult learning theories, cultural competencies, and peer coaching, to support teacher development.
    - Provide appropriate time and resources to address professional needs and support individualized learning for mentors and mentees.
    - Establish mentoring networks and provide theme-based (such as EL and special education), role-based (such as department chair and resource teacher), and or/context-based (urban and rural schools) opportunities to improve effectiveness mentorship in diverse school settings.
    - Match mentees with mentors who have similar experiences serving specific student populations, such as student with disabilities, EL, and socio-economic background.

*For recommendations 1-3 to be implemented, funding is necessary to the degree to which the committee added an additional recommendation:*

- **Recommendation 4:** Provide appropriate funding and infrastructure to ensure equitable and accountable implementation of the above recommendations in compliance with statewide policies, eg. [COMAR 13A.07.01](#) and local operations.

**Committee 4:**

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





Sarah Spross -MSDE- &lt;sarah.spross@maryland.gov&gt;

## Fwd: Data request 30 updated with requests 36 and 37

2 messages

Dara Shaw -MSDE- &lt;dara.shaw@maryland.gov&gt;

Tue, Jul 18, 2017 at 3:25 PM

To: Sarah Spross -MSDE- &lt;sarah.spross@maryland.gov&gt;, Alexandra Cambra -MSDE- &lt;alexandra.cambra@maryland.gov&gt;

Final piece of data on new MD teachers and higher ed is attached. Some of my thoughts are below. Let me know if you want to meet again!

Dara

What I noticed from the new data:

First tab, Columns G and H (GPA): the GPA for students who switched to teaching miiiiight be a tiny bit below those who started off teaching. (I can't tell whether it's a meaningful difference or not, especially because there's one year that doesn't fit the pattern.)

Second tab:

Columns D and E: Of the people who graduated with an ed degree but started off with something else (column C), some of them actually already had an associates degree in education. It's not many--between 13 and 20 percent, but it's also not zero. I'm not sure how to interpret this--some people got an AA in education, went to a four-year college with the intent to get a degree in something else, and landed back in education.

Columns F-W: Looks like most of the "switchers" into education are coming from non-specific majors. They're mostly "general studies," "multidisciplinary," or "other"...

Columns O and S: ...except there are a significant number coming from biology.

Columns AA-AD: There aren't many students switching \*from\* health care \*to\* teaching, while we know that there are a lot of grads in teaching who ultimately to into health care.

Columns AA-AD: Besides biology, there aren't many students switching from a STEM field to teaching. A few in math. Only a handful in chemistry, biochemistry, and computer science.



Dara Zeehandelaar Shaw, Ph.D.

Executive Director, Research and Accountability

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[Click here](#) to complete a three question customer experience survey

----- Forwarded message -----

From: Ann Kellogg -MHEC- &lt;ann.kellogg@maryland.gov&gt;

Date: Fri, Jun 30, 2017 at 11:15 AM

Subject: Data request 30 updated with requests 36 and 37

To: Dara Shaw -MSDE- &lt;dara.shaw@maryland.gov&gt;

Cc: Tejal Cherry -MLDSC- &lt;tejal.cherry@maryland.gov&gt;, Sean Duvall -MLDSC- &lt;sean.duvall@maryland.gov&gt;, Ross Goldstein -MLDSC- &lt;Ross.Goldstein@maryland.gov&gt;, Laia Tideman -MSDE- &lt;laia.tideman@maryland.gov&gt;

Dara,

We have added the additional data points you requested. Please note, the CGPA requests are included with the original data points on the first tab of the attached workbook. The CIP information request is on the second tab. We present the CIP data in two ways: Top 4 CIP codes by cohort and CIP enrollment totals across all cohorts.

As with the prior data request, years denoted with an \* indicate that data were not available for that year.

Please let me know if you have any questions on the data.

We are also making progress on your data request for information on CTE outcomes (Data Request 32). We hope to have results within about a week after the holiday.

Thanks  
Ann

--



Ann T. Kellogg  
Director of Reporting Services

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[www.mldscenter.org](http://www.mldscenter.org)

[Click here](#) to complete a three-question customer experience survey.

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 **PIA Request 30 with 36\_37\_062817.xlsx**  
52K

Wed, Jul 19, 2017 at 8:16 AM

**Alexandra Cambra -MSDE-** <[alexandra.cambra@maryland.gov](mailto:alexandra.cambra@maryland.gov)>  
To: Dara Shaw -MSDE- <[dara.shaw@maryland.gov](mailto:dara.shaw@maryland.gov)>  
Cc: Sarah Spross -MSDE- <[sarah.spross@maryland.gov](mailto:sarah.spross@maryland.gov)>

Thanks, Dara!  
[Quoted text hidden]

--



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[Click here](#) to complete a three question customer experience survey.

8/15/2017

Maryland.gov Mail - Fwd: Data request 30 updated with requests 36 and 37



## Institutional Performance Criteria of the Redesign of Teacher Education

### Component I: Strong Instructional Foundation

This standard is designed to identify all of the standards and outcomes-based instructional and testing requirements in an educator preparation program and affirm fidelity to their implementation across programs.

Element	Indicator	Potential Evidence
A. A—Rigorous Instructional Preparation Related to Content	Programs Meet Testing-Entrance and Exit Requirements Praxis-80% Summary Pass Rate—required by Title II 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><b>Comment [A1]:</b> Many thanks to Laurie Mullen for taking the time to offer these ideas for excellent improvements to the document. All comments on the document are Michelle's. They sometimes show as Author and sometimes as Michelle due to change in computers used for making comments. No changes are made in the body of the document. The document is still weak in assuring that all teachers are prepared to teach all children, EL/SPEC/GT, etc., and in reference to documenting dispositions. I am also wondering if resources and capacity in the EPP should be addressed in this document that could be a stand-alone development and approval document. Reviewing this aspect of EPP is sometimes very helpful in assuring that the IHE is motivated to support the EPP appropriately. What do you think?</p> <p><b>Comment [A2]:</b> Once the standards are established, there will be required evidence, and then for some areas, "such as but not limited to" statements.</p> <p><b>Comment [A3]:</b> The state is not likely to require this for entrance, allowing IHEs to continue to make this decision. It is likely to remain as required for certification, but as Title II defines, not for program completion. Discussion of tests is ongoing in several arenas.</p>
	<p>1. <u>Entrance: Identification of test requirements for entry to the professional unit/educator preparation provider program and internship</u></p> <p>a. <u>Basic skills test or equivalent</u></p>	
	<p>2. <u>Exit: Identification of requirements for graduation or program completion</u></p> <p>a. <u>Successful completion of a validated performance assessment or pedagogical</u></p>	<p>Each cohort meets state qualifying score on Content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests)</p>



<p>content knowledge and pedagogical knowledge test</p> <p>b. Documented understanding of the expectations of the professional, including codes of ethics, professional standards of practice, and relevant laws and policies</p>	<p>Each cohort meets state qualifying score on validated performance based assessment</p>	<p><b>Comment [A4]:</b> The either/or is being discussed in other groups and by other work groups, as well. Currently, the pedagogy test is still a certification requirement. Is this suggestion that, since we will require a strong performance-based assessment of interns in their final year, we discontinue the pedagogy test for those who meet what has been suggested as state-assigned qualifying scores on those assessments?</p> <p><b>Comment [A6]:</b> The state is not requiring a nationally-scored assessment. The likelihood is that each IHE will submit its assessment tool for approval. Does this suggest that the State set qualifying scores, and that program completion, graduation, or certification be at stake if the student fails to achieve the score?</p> <p><b>Comment [A5]:</b> To be demonstrated as competency outcomes measured in a designated field experience or not necessarily?</p> <p><b>Comment [A7]:</b> Combine: Content and Pedagogical Knowledge</p> <p><b>Comment [A8]:</b> Does this convey that pre-K-12 content is the driver of the content for IHE content instruction for teacher candidates? That was the suggestion of the group supported by Lisa, but I just want to clarify.</p> <p><b>Comment [A9]:</b> What is rigorous? I realize it's a leftover term from the original document, but it is pretty ambiguous perhaps. This may particularly be relevant when redefining what elementary math looks like in the future, as discussed in the committee.</p>
<p>Programs Assure Rigorous Instructional Programs-Programs-Programming in all Areas of Content Knowledge- and Pedagogical Knowledge</p> <p>Data-charts and systematic application of outcomes to ongoing program improvement:</p> <p>1. Programs achieve PreK-16-12 standards and pedagogical content knowledge pedagogy alignment by-through collaboration among the education and arts and sciences colleges or departments.</p> <p>2. Programs assure rigorous academic instruction in mathematics and science for teacher candidates as appropriate to the content area.</p>	<p>Evidence of effective-Documentation of collaboration between and among department and colleges related to standards alignment and balanced content and pedagogy requirements:-</p> <p>Documentation of</p> <ul style="list-style-type: none"> <li>-12 credits each of math and science for early childhood, elementary, and Special Education grades 1-8 certifications with a minimum of six credits -bearing the HEGIS code of mathematics, and six credits bearing the HEGIS code of Education accepted, but not required</li> <li>-Documentation of Math and science credits as appropriate for all other certification areas offered</li> </ul>	



	<p>3. Programs provide evidence that assure teacher candidates demonstrate proficiency in math and science related to outcomes-based instruction, with data captured in the assessment system</p>	<p>Identification of key required outcomes: Data that determine demonstrate proficiency appropriate to certification area, meeting, at minimum, the outcomes-based requirements of the general education program and relevant to areas of certification.</p>	<p><b>Formatted:</b> Font color: Red <b>Formatted:</b> Font color: Red, Highlight <b>Formatted:</b> Font color: Red <b>Comment [A10]:</b> Define proficiency?</p>
	<p>4. Programs assure rigorous outcomes-based content instruction for teacher candidates that aligns with national and state content standards and required assessments in all content areas.</p>	<p>Evidence of Standards Competencies for:</p> <ul style="list-style-type: none"> <li>National Content Standards</li> <li>National educational leadership preparation standards (NELP)</li> <li>InTASC Model Core Teaching Standards</li> <li>International Society for Technology in Education (Maryland Teacher Technology Standards)</li> <li>Document candidate performance for each of the seven technology standards (ISTE Standards)</li> <li>Maryland College and Career-Ready Standards (MCCRS)</li> <li>Ready for Kindergarten (RF4K) (Early Childhood)</li> <li>Student Learning Objectives (SLO)</li> <li>PARCC Assessments (PARCC)</li> </ul> <p>Transcripts documenting the content major: Current college/university catalogs list the</p>	<p><b>Formatted:</b> Highlight <b>Formatted:</b> Highlight <b>Comment [A11]:</b> Not ready to delete the MTTTS and replace with ISTE quite yet. Recommendation duly noted, however, with recognition that MTTTS are out of date and it may not be the most critical thing to revamp in light of strong ISTE standards. <b>Formatted:</b> Highlight <b>Comment [A12]:</b> Consider Adding: Evidence that candidates are familiar with . R4K . SLO . PARCC <b>Formatted:</b> Font: (Default) Arial, 12 pt <b>Formatted:</b> Indent: Left: -0.25" <b>Formatted:</b> Bulleted + Level: 1 + Aligned at: 0" + Indent at: 0.25". Don't adjust space between Latin and Asian text, Don't adjust space between Asian text and numbers <b>Comment [A14]:</b> And/or appropriate content test <b>Comment [A13]:</b> Suggested Secondary MAT candidates present content major or testing equivalency for admission at the discretion of the IHE</p>
	<p>5. Secondary education teacher candidates major (or equivalent) in certificate areas MAT?</p>		
	<p>6. Programs include reading/literacy courses that</p>		

<p>meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.</p>	<p><u>required literacy courses for each program:</u></p> <ul style="list-style-type: none"> <li>• <u>Secondary Education - Six6 credit hours required (option to take 3three credits after certification)</u></li> <li>• <u>PreK—12 Education - Six6 credit hours (33 credit hours at the Elementary level and 33 credit hours at the Secondary level) required (option to take 33 credits after certification)</u></li> </ul> <p>Three hours for secondary and PreK-12 initial certification. (Three additional hours due at certificate renewal.)</p> <ul style="list-style-type: none"> <li>• <u>Early Childhood and Elementary Education - TwTwelve credit hours for Early Childhood and Elementary Education</u></li> </ul>
<p>7. Programs assure rigorous outcomes-based instruction for teacher candidates aligned to <u>instruct for the InTASC Standards-based competencies to be demonstrated across field experiences and internships, and intern experiences.</u></p>	<p><u>Demonstrated competency in each of the InTASC Standards.</u></p> <p>The Learner and Learning</p> <ol style="list-style-type: none"> <li>1. Learner Development</li> <li>2. Learning Differences</li> <li>3. Learning Environments</li> </ol> <p>Content Knowledge</p> <ol style="list-style-type: none"> <li>4. Content Knowledge</li> <li>5. Application of Content</li> </ol> <p>Instructional Practice</p> <ol style="list-style-type: none"> <li>6. Assessment</li> <li>7. Planning for Instruction</li> <li>8. Instructional Strategies</li> </ol>

<p><b>B. Rigorous Instructional Preparation Related to Cultural Competency and Classroom Environment:</b></p>	<p>Programs provide outcomes-based instruction designed to promote cultural competency and support the teacher candidate's ability to build and maintain a positive classroom environment.</p>	<p>Professional Responsibility  9. Professional Learning and Ethical Practice  <b>Model Code of Educator Ethics</b>  10. Leadership and Collaboration</p> <p>A minimum of three performance- based assessments across the program with evidence of instruction in cultural competency with practical applications such as but not limited to Positive Behavior Intervention Supports (PBIS), Restorative Justice, etc.</p> <p>Strong evidence includes demonstrated use of <u>A Manual for Teacher Educators. Teachers and Principals</u>:  <u>Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators. Teachers and Principals</u>.</p>
<p><b>C. Accessible Systems of Support for Teacher Candidates</b></p>	<p>Programs provide interventions and support for struggling <u>teacher</u> candidates for all programs.</p>	<p>Intervention and support data designed to result in teacher candidate success or appropriate <del>data indicated</del>-career counseling and in ongoing program improvement.</p>

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**Component II: Extensive Pre-Professional Field and Clinical Experiences Aligned with Program Instruction and ion and PreK-12 Priorities**

This Standard is designed to establish with local school system partners a system of identification of Professional Development Schools based on school capacity to offer opportunities for teacher candidates to meet one or more required identified cCompetencies based on the InTASC Standards. Field experiences should build their competencies through a program-of scaffoldedseries of progressions and -experiences culminating in a full-semester internship. --All competencies identified in Standard I as performance requirements must now be documented through the scaffolded field experiences and internship.-

**Comment [A15]:** Love this change as it allows "scaffolding" to have more clear definition in this context.

Element	Indicator	Potential Evidence
A. Multiple Extended and	1. Teacher candidates have extensive field-based preparation in PreK-12 schools with direct	PDS and Field Placement -list, with collaboratively designated level

Element	Indicator	Potential Evidence
<p><b>Diverse - Field Experiences</b></p>	<p>experience with diverse <u>populations</u>. <u>These</u> include a plan of scaffolded clinical experiences that culminate in evidence-based demonstration of competencies found in the InTASC standards, core content standards, and cultural competency instructional elements. This evidence is drawn from the continuum of field experiences that includes a minimum of one semester of full-time teaching. In partnership with school partners, programs identify through established criteria PDS Level 1, PDS Level 2, PDS Level 3, and PDS Level 4 placement sites aligned to Professional Development School Standards (<u>immediate revision necessary</u>) and designed to scaffold candidates' ability to acquire and demonstrate proficiencies on required competencies.</p>	<p>identifications including rationale based on InTASC <u>competencies</u> and schools' capacities;</p> <p>Program plans for collaboratively-designed and scaffolded field and internship experiences</p> <p>Data charts reflecting <u>implementation of planned experiences</u> and demonstrated competencies at PDS <u>Sites</u></p> <p><u>Evidence that data are used for continuous program improvement</u></p>
	<p>2. Each candidate has direct experience in a diverse setting.</p>	<p>Demographic breakdown of field experiences and PDS sites by candidate</p>
	<p>3. Each candidate has a fully-qualified mentor.</p>	<p>Documentation of qualifications of intern mentors.</p>
	<p>4. Teacher candidates demonstrate ability to plan instruction, adapt materials, and implement <u>differentiated-universally-designed</u> instruction in a diverse and inclusive classroom. <u>and-p</u>Programs document how the performance is captured and utilized in the performance assessment system.</p>	<p>Assessment data <u>related to of demonstrated</u> competencies in <u>indicator-related</u> to InTASC standards <u>and as well as</u> where they are met along the field experience; internship continuum</p>



Element	Indicator	Potential Evidence
	<p><u>5. a.</u> Teacher candidates demonstrate <u>abilities</u> to use functional behavior assessments <u>s</u>, and to provide positive behavior support for all students; and, <u>6.5. b.</u> <u>candidate performance data</u> are captured and utilized in the performance assessment system</p>	<p><u>Evidence that data are used for continuous program improvement.</u> Assessment data related to competencies in indicator related to InTASC Standards and where they are met along the field experience, internship continuum.</p>
	<p><u>7.6.</u> Teacher candidates demonstrate ability to collaborate with school-based and LSS resource personnel.</p>	<p>Evidence that data are used for ongoing continuous program improvement. <u>Assessment data of demonstrated competencies related to InTASC standards as well as where they are met along the field experience/ internship continuum</u></p>
	<p><u>8.7.</u> Programs assess candidates' performance on the <u>continuum</u> of clinical experience to assure acquisition of all required</p>	<p>Evidence that data are used for continuous program improvement. <u>Assessment data related to competencies in indicators related to InTASC Standards and where they are met along the field experience, internship continuum.</u> Aggregated data by program documenting through performance assessments, including capstone</p>

Element	Indicator	Potential Evidence
	competencies, analyze data, and use for <u>continuous</u> program improvement.	projects, mastery of required competencies.
9-8.	Programs document the developmental stages of PDS(s) determined through annual self-assessment and Teacher Preparation Improvement Plan reporting guided by the revised <i>PDS Assessment Framework for Maryland</i> .	Data charts are revised yearly to reflect PDS levels and developmental stages.
10-9.	Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for PreK-12 <sup>6</sup> faculty, the <u>unit Educator Preparation Provider</u> maintains -state recognition of its PDSs.	<p><u>TRIP Reports</u></p> <p><u>List of active PDS sites</u></p>

**Comment [A16]:** Is this feasible given the proposed changes to the PDS model (p. 6)

**Component III: Performance Assessment**

This Standards requires that all data collected from instructional standards-based requirements and related performance in Standard I, and implementation of those instructional and standards-based requirements from Standard II be housed, aggregated or disaggregated by program and unit as required, analyzed in an integrated assessment system and reflect use of the system to inform ongoing program and unit improvement.

Element	Indicator	Potential Evidence
<p><b>A. An Integrated Assessment System Documents Candidate and Program Data to Guide Ongoing Program Improvement</b></p>	<p><del>Programs Meet Testing Requirements-Praxis-80% Summary Pass Rate—required by Title II if Praxis Core set by state as requirement:</del></p> <p>Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores), <del>and</del> content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests, <u>or validated performance based assessment</u></p>	<p>Charts aggregated by program and unit of test data for entry to professional unit and internship</p> <p><del>Exit</del> data for graduation or completion-</p>
	<p>Programs provide evidence of use of standards-based, rubric-assessed performance assessments for teacher candidates designed to assure continuous improvement based on the Interstate Teachers Assessment and Support Consortium Standards (InTASC), national content standards, state PreK-12 standards and scoring tools.</p>	<p>Data from key assessments, rubrics, scores, data, analyses, feedback loop, aggregated by unit, disaggregated by program. As appropriate to certification area, data required for:</p> <ul style="list-style-type: none"> <li>National Content Standards</li> </ul>

**Comment [A17]:** See earlier comment. Either/or is the suggestion? Only for Praxis II, right?



Element	Indicator	Potential Evidence
		<ul style="list-style-type: none"> <li>• <a href="#">National educational leadership preparation standards (NELP)</a></li> <li>• <a href="#">Professional Standards for Education Leaders (PSEL)</a></li> <li>• <a href="#">InTASC Standards</a></li> <li>• <a href="#">ISTE Standards</a></li> <li>• <a href="#">Maryland College and Career-Ready Standards (MCCRS)</a></li> </ul>
	<p>Programs document the teacher candidate's ability to demonstrate proficiency in all content areas appropriate to the area of certification through assessments in field experiences and internship, and provide the method used to address areas of candidates' strengths and weaknesses and how each is used for program improvement.</p>	<p>Data that determine content proficiency appropriate the instruction by certification area, meeting the requirements of the general education program and those particular to certain areas of certification: grades, etc.</p> <p>Systematic data collection of both disaggregate candidate and aggregated program data including results of the data-driven system of addressing strengths and weaknesses at both the candidate and program level and using each for <u>continuous</u> program improvement:</p>
	Programs document the teacher candidate's ability to plan	Systematic data collection of both

Element	Indicator	Potential Evidence
	<p>instruction, adapt materials, and deliver <u>differentiated universally-designed</u> instruction in a diverse and inclusive classroom in field experiences and internship.</p>	<p>disaggregate candidate and aggregated program data including the data-driven system of addressing weaknesses at both the candidate and program level.</p>
	<p>Programs document candidates' assignments in field and internship experiences that assure each candidate has direct experience with a diverse PreK-12 student population.</p>	<p>Charts documenting PDS demographics and placements</p>
	<p>Programs use performance data from field experiences and internship in identified PDS (Levels 1-4) to assure candidate acquisition of required competencies.</p> <p><b>Competencies Assessed for Proficiency</b></p> <p><b>The Learner and Learning</b></p> <ol style="list-style-type: none"> <li>1. Learner Development</li> <li>2. Learning Differences</li> <li>3. Learning Environments</li> </ol> <p><b>Content Knowledge</b></p> <ol style="list-style-type: none"> <li>4. Content Knowledge</li> <li>5. Application of Content</li> </ol>	<p>Evidence charts, graphs, projects, etc., related to Performance, Essential Knowledge and Critical Dispositions collected through field and internship experiences at PDS, disaggregated by Program.</p> <p>Evidence of <u>Critical Dispositions</u> includes data from a minimum of three performance-based assessments disaggregated by program with evidence of instruction in cultural competency with practical</p>

**Comment [A18]:** Suggest that UDL appears somewhere as an instructional and performance requirement since it is a legal requirement for locals.

**Comment [A19]:** Is this accurate/appropriate? The word "dispositions" isn't noted earlier in this area

**Comment [A20]:** This should really be Practices, not Justice. My error.

Element	Indicator	Potential Evidence
	<p><b>Instructional Practice</b></p> <ul style="list-style-type: none"> <li>6. Assessment</li> <li>7. Planning for Instruction</li> <li>8. Instructional Strategies</li> </ul> <p><b>Professional Responsibility</b></p> <ul style="list-style-type: none"> <li>9. Professional Learning and Ethical Practice</li> <li>10. Model Code of Educator Ethics</li> <li>11. Leadership and Collaboration</li> </ul>	<p>applications such as but not limited to Positive Behavior Intervention Supports (PBIS), Restorative Justice, etc.</p> <p>Strong evidence includes performance data from demonstrated use of <i>A Manual for Teacher Educators, Teachers and Principals</i> <i>Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals</i></p>
	<p>Programs provide formative and summative performance feedback to candidates both in coursework and field placements, collect data from that feedback and employ a system of program feedback for <u>ongoing-continuous program</u> improvement.</p> <p>Programs monitor candidate progress, and provide supports to those at risk for not meeting criteria.</p>	<p>Aggregated and disaggregated data by program: feedback, action generated by feedback, and data fed to program for <u>continuous</u> improvement</p> <p>Data collected from support interventions</p>
	<p>Programs set criteria at critical milestones (entry, internship, completion, certification eligibility) and provide evidence of candidates' having met criteria.</p>	<p>Data collected at critical milestones, candidate criteria for achieving milestones, data collection chart by program, system of feedback to program for ongoing improvement-<u>Purchased-intern-assessment</u></p>
	<p><u>Programs provide aggregated and disaggregated teacher</u></p>	

Element	Indicator	Potential Evidence
	<p>candidate performance data related to demonstrating positive impacts on PreK-12 student learning in the assessment system. Programs provide aggregated and disaggregated teacher candidate performance data related to PreK-12 student learning in the assessment system.</p> <p>Programs provide performance measures and aggregated and disaggregated performance data reflecting the teacher candidate's ability to teach to elementary literacy standards and/or to standards for literacy in the content areas the state required literacy standards.</p> <p>The education unit shares data with internal and external stakeholders, analyzes the data, and uses data for continuous program improvement.</p>	<p>Commercial assessment instrument (e.g., edTPA, PPAT) or IHE-developed instrument related to PreK-12 student learning.</p> <p>Performance assessment data from Elementary Literacy courses or Literacy in the Content Area Parts I and II</p>
	<p>1. The education unit demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>	<p>Charts, data, stakeholder advisory meeting agendas, department agendas, action plans, etc.</p> <p>Employer surveys and/or focus groups</p>
	<p>2. The provider demonstrates that stakeholders are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.</p> <p>3. The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>	<p>Program graduate surveys and/or focus groups</p>



THESE TRACK CHANGES ARE FOR 8/29/17 ONLY

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**Component IV: State Approval**  
 This Standard assures that all programs in the unit Educator Preparation Provider hold State Program Approval and that required annual reporting informs the state of continuous and ongoing improvement efforts.

Element	Indicator	Potential Evidence
<p>The education unit Educator Preparation Provider and all professional educator certification programs have state program approval.</p>	<p>The unit identifies any series of courses offered for certification or endorsement through transcript analysis, and documents the institution's timeline for seeking state approval.</p>	<p>Lists or sequences of courses used in transcript analysis</p>
	<p>Partnered Maryland Approved Alternative Preparation Programs are state approved.</p>	<p>The unit provides evidence that any alternative preparation programs in a local school system partnership (Maryland Approved Alternative Preparation Program) with the college or university have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE.</p>

Comment [A21]: Educator Preparation Provider

Element	Indicator	Potential Evidence
		<p><b>Potential Evidence</b>            See Program Review Documents for MAAPP at <a href="http://www.marylandpublicschools.org">www.marylandpublicschools.org</a>            Division of Educator Effectiveness, MAAPP            Evidence: Program Approval letter of approval, most recent report from MAAPP State Program Site Review.            Data analyses, agendas, work plans, course revisions, etc.            Annual TPIP response data</p>
	<p>The <u>unit education preparation provider</u> uses feedback from state program review to facilitate <u>ongoing continuous improvement</u>, addressing Areas for Improvement or Recommendations for Improvement and reports on that improvement through the annual Teacher Preparation Improvement Plan (TPIP) report process.            Programs maintain copies of TPIP annual reports to illustrate the annual improvement process</p>	<p>Electronic file maintenance  <u>A plan</u></p>
<p><u>The provider recruits and supports completion of high-quality candidates from a broad range of backgrounds and diverse populations.</u></p>		

**Comment [A22]:** Which how data will be collected and analyzed?

Element	Indicator	Potential Evidence
<u>The provider demonstrates efforts to know and address state and local needs and shortage areas.</u>		<u>A plan</u>

Comment [A23]: With how data will be collected and analyzed?

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.



# Appendix XXXIV





**Teacher, Induction, Retention, and Advancement Act of 2016 Workgroup  
Committee #3/5 – Induction & Mentoring  
September 20, 2017 Meeting**

**MINUTES**

**Committee Members Present:** Heather Lageman, Yi Huang (USM), Jessica Bancroft (MSDE), Stacy Williams (MICUA), Henoah Hailu (MSEA), Kathy Angeletti (USM), Angie de Guzman (MSDE)

**Observers:** Carol Boyce (DLS), Geraldine (MSEA), Sarah Mallory (USM)

**Maryland State Department of Education (MSDE) Staff:** Derek Simmons, Michelle Dunkle, Karen Dates-Dunmore and Robert Eccles

**Alternates Present:**

Convene: 1:34pm

**Discussion:**

Review of Revised Regulations documents and Committee's Final Recommendations

Ms. Bancroft began the meeting with an explanation that MSEA had provided a document for review and consideration for the committee recommendations. She told the group she reviewed the current recommendations; COMAR 13A.07.01 and the MSEA recommendations to cross-reference the documents for overlap.

Ms. Bancroft recommended bypassing the administrator recommendation because the focus of 493 is teachers not administrators. She asked Mr. Hailu for clarity on the language of new teacher/beginning teacher for Comprehensive Induction Program. The committee has consensus to not change COMAR language for definition of a new teacher.

Mr. Hailu noted the goal was for mentor recommendations were to include skill at working well with others (interpersonal skills).

Ms. Williams explained some of the language is in COMAR previously and questions how revised regulations and final recommendations are combined.

Ms. Bancroft clarified that the MSEA's Revised Regulations document will be attached in the report. She asked Mr. Hailu if induction and mentorship should be differentiated in language. Mentorship is one piece of an induction program.

The committee reviewed the COMAR language on Mentoring Component of Comprehensive Induction Program; 13A.07.01.06.B. Mr. Hailu pointed out D1 was suggested, but the committee did not have consensus on release time. The challenge was on implementing the initiative at the district level.

He continued E5 and E7 of the MSEA document -- request opportunities for beginning teachers to observe or co-teach is trying to modify the phenomenon of beginning teachers being overworked and overwhelmed with a class workload in spite of release time. Should they be included in recommendations or the narrative?

Ms. Williams responded that even if the recommendations are found currently in COMAR, then they are not being implemented now. There needs to be stronger language for this version to be implemented to allow new teachers to access E5 and E7.

Dr. Huang stated the intent is to strengthen implementation of COMAR. We should emphasize resources and accountability to ensure implementation.

Dr. Angeletti said she supports motion to add language that strengthens COMAR. Not to be included in narrative because will not be recognized in same fashion.

Ms. Bancroft acknowledges the process of opening up regulations is an arduous process, so it is more manageable to strengthen the mentorship language.

There was consensus that the non-negotiable elements include release time (non-direct teaching time) and resources.

The committee discussed the practical side of timeframe for schools to fulfill these responsibilities. School districts needing funding and support for equitable transition plan under Recommendation 4.

Ms. Bancroft reiterated that recommendations are made to the workgroup with Monday. Then the workgroup recommendations will go to the State Board, PTSEB, and then General Assembly.

Mr. Hailu requested the committee changes COMAR by cut-and-pasting the definitions from .03 into .06 . After consulting with Mr. Simonsen, it was concluded that it can be included in recommendations.

Dr. Huang said she was trying to organize the various threads to have anchors in COMAR around collective goals. Strengthen COMAR with resources for accountability. Strengthen mentor qualifications and mentor competencies with release time.

Ms. Bancroft referred the committee to review the content of Recommendation 5.

Mr. Hailu referred to (New) COMAR .06 that cultural competencies are new.

Dr. Angeletti suggested Recommendation 6 is the place to expand on COMAR language and have it required. Should 20% release time be specifically included or focus more on E5 and E7?

Mr. Hailu referred to section of .05 for Funding and Components of the Mentorship Program for discussion about 20% being the specific recommendation. The Senate Bill stated 20%.

The committee was not able to come to consensus on 20% recommendation. There was consensus that there be a reduction on workload, but Ms. Williams and Dr. Huang both recommended not using hard number. Ms. De Guzman asked if there was any research to support the 20%. Dr. Angeletti and Mr. Hailu reminded the committee the 20% was in the Senate Bill in the Pilot Program for induction. They encouraged the committee to stay consistent with the Senate Bill. The committee agreed that the use of the time with evidence based best practices was most important.

Ms. Bancroft asked the committee if she was to pull out language from COMAR to put front and center – reduce expectations to allow teachers to do other things – where should we put it?

Mr. Hailu recommended the committee referred to the MSEA document – under number 6 – cut and paste whole piece.

Ms. de Guzman noted linking recommendations to specific funding may hurt it and recommendation will lead to counties being out of compliance immediately.

Ms. Williams noted we are not going to get everything, so should shoot for everything.

Mr. Hailu asked that “content area” in added to recommendation 5D.

It was also recommended “EL” is written as English Learners.

Ms. Bancroft said recommendation 6 could read “consistent with SB493, the workgroup recommends beginning teacher reduction of work load, add 20% adheres to evidence-based practices”

Ms. Bancroft noted the document of recommendations from MSEA will go into the report as an attachment.

Ms. Bancroft will keep the list of items want a mentor teacher to have in recommendation 4.

The B2 funding recommendation from MSEA-reduce workload and evidence based best practices will be strengthened in the recommendations from the committees.

Ms. Bancroft will provide updated recommendations to Ms. Spross as soon as possible for her email to the workgroup ahead of Monday’s meeting.





**Teacher, Induction, Retention, and Advancement Act of 2016 Workgroup  
Committee #4 – Revising the Institutional Performance Criteria (IPC)  
September 20, 2017 Meeting**

**MINUTES**

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

**Committee Members Absent:** Charelle D. James (Urban Teachers), Robin L. McNair (MSEA), and Lisa Booth (MAESP)

**Workgroup Members:** Sarah Spross (MSDE), Deborah Kraft (MICUA), and Nancy Shapiro (USM)

**Observers:** Stacy Goodman (DLS), Jennifer Frank (MICUA), Virginia Pilato (USM), Constance Brooks (Bowie), Gene Schaffer (USM), and Jon Singer (UMBC)

**Maryland State Department of Education (MSDE) Staff:** Jessica Bancroft, Derek Simonsen and Robert Eccles

**Alternates Present:** Audra Butler (Stacie Burch/MADTECC)

Convene: 10:35am

Discussion:

Committee meeting is being conducted in-person at MSDE and via conference call using WebX. Introduction of participants to know who is attending. WebX is broadcasting agenda.

Ms. Michelle Dunkle shares a statement of purpose made to the group to define key terms like 'proficient' and 'rigorous'. First key agenda item is to follow-up on drafted language that was submitted to all. Second key agenda item is to review document corrections and suggestions from last meeting. Third key agenda item is to review the MSDE additions in red. Fourth key agenda item is to consider name change to Maryland Educator Preparation Standards.

Request discussion on reaction redefining of terms found in document (ex: rigorous). Goal is to have candidates demonstrate mastery, and IHE will have to articulate and defend conclusion with evidence/data that a candidate has demonstrated mastery.

General attempt was to minimize language on proficiency. Clarifying that need to remove frequent usage of proficiency and rigorous in IPC and concentrate on mastery. IHE would set the bar and rationale for mastery and supply its own data from assessment system to prove mastery.

Dr. Nancy Shapiro question about usage of EdTPA and if mastery can be linked to performance on that assessment. Ms. Dunkle's reply is that if IHEs adopt EdTPA or another performance assessment, then the IHE would define its own level for mastery that would signify a candidate to be eligible for certification. EdTPA can certainly be included as multiple measures by an IHE. The IHE will set a bar that is at least at the level of a national score. IHEs will be the decision-maker in all these instances.

Ms. Dunkle stated that IHEs must clearly distinguish to MSDE program completers and certification-eligible candidates. The reason is because current landscape creates data accuracy problems to inform next Teacher Staffing Report. That distinction is now included in the proposed MD Ed Preparation Standards.

Call to approve this first agenda item of mastery. Dr. Shapiro will withhold her vote and seek consensus from deans of education. Dr. Shapiro requests to move forward.

Second agenda item is to compare work from last meeting. Dr. Laurie Mullen is concerned about lack of time to review documents. Dr. Mullen is concerned about Page 19, Indicator 3 was not found in earlier documents. This indicator should have been in red font and pertains to MAAPP partnerships because they lack structure of PDS and have other notable differences from MAPs. Ms. Dunkle said a crosswalk will be constructed in future, but PDS cannot be included for MAAPP. Recommendation is to add description to introduction for alternative-programs.

Ms. Dunkle clarifying that alternative programs are owned and data support is done by LSS that is requesting certificate. Those candidates are not included in data collection for initial certification.

Recommendation made by Ms. Sarah Spross that any concerns from committee members and observers can be shared with Dr. Shapiro for the next Work Group meeting scheduled next week.

Ms. Spross statement that committee recommendations, WorkGroup recommendations, and additional recommendations from MSDE will all be shared in the next report. Ms. Spross makes request again that language needs to demonstrate increased rigor and accountability to go before State Board and PSTEB. Maryland has a unique situation in raising the bar for Maryland graduates and ensure that imported teachers from out of state are utilizing induction and mentorship programs. There will still be ongoing work after TIRA WorkGroup, but it cannot be ongoing forever.

Dr. Shapiro echoes the value in the work from this committee. This task does not include the same dialogue with local school systems and have proof that this will translate into improved student achievement. Request to define the ongoing work as the next level of partnership with local school systems. Ms. Dunkle agreed that the near future work will be concentrated on PDS revisions, but did reiterate that Committee 4 benefitted from PreK-12 voices in administration and teaching. Parameters have been set based on INTASC standards for PDS levels 1, 2, 3, and 4 and how to frame PDS in terms of the competencies.

Return to request for concerns and consensus from committee. Page-by-page feedback has now started.

Page 1 Name change to Maryland Educator Preparation Standards

Page 3, Indicator 4 – previously discussed entrance and exit requirements. The State is interested in exit requirement of 3.0 gpa requirement by cohort. This allows flexibility to have someone performing well with a 2.8 gpa by cohort by program. Dr. Mullen request an amendment to remove 'by program' based on cited example from science department. Ms. Dunkle replies that it is okay to remove 'by program' label and that cohort is an inconsistent term, so it needs to be clear how a cohort is measured (based on entrance or exit time).

Dr. Shapiro stated that AAT criteria is 2.75 gpa standard and wanted to discuss with deans.

Dr. Mullen is requesting IHEs to define cohort by themselves, but Ms. Dunkle is looking for a consistent definition for completion year-cohort for all IHEs. Should it be year of completion to Title II, but Title II does not require distinction of completers be certification-eligible.



Clarifying question by Dr. Mullen on what type of gpa (overall, content, program). Ms. Dunkle will add 'overall gpa' for clarity.

Dr. Gene Schaffer said that IHE has the flexibility with the cohort to allow an individual with a 2.5 gpa to persist if the exit cohort is 3.0 gpa. He raises other concerns about contrast for requirement for entrance requirements at national accreditation level and post-baccalaureate students in a cohort.

Ms. Dunkle is clarifying that a consistent performance level is set by the state. For example, admission into program would be 2.75 gpa and 3.0 gpa cohort at exit to be considered program completer and certification-eligible.

Page 3, 1b – suggestion from committee included.

Dr. Mullen wants to clarify term 'outcomes'. Consensus is amend it to 'assessments' in indicator and removal of #3 in evidence

Page 4, 1c – consistent correction of outcomes to 'assessments'

Page 5, 1h – request for consistent language and adding 'performance data' to section

Page 6 – addition of 'instruction for social-emotional learning' content request from K-12 partners. Evidence will be defined by the IHE.

Page 8 – addition to introduction that all PDS corollary documents will be revised

Page 12 – removal of 'revised'

Page 12 – removal of 'by program'

Request to have consistent use of EPP in document instead of IHE.

Page 20 – Suggested timeline will include a pilot process for a year and conclude in fall 2019. In spring 2020, an IHE would be submitting this plan for recruitment.

Dr. Mullen shares reminder that iterative review process was to be added and consensus reach to state 'within 10 years'. This was added to Page 20.

Dr. Mullen questions tackling other definitions in document and the rest of the process for next steps. The process will be developed in partnership with education community.

Conclusion of meeting; 12:28pm



**Committee 4 of the Teacher Induction and Retention Act: Revising the Institutional Performance Criteria  
September 2017  
Recommendations to the Work Group**

**Committee Members:**

- **Dr. Chadia Abras, MICUAA**
- **Lisa Booth, MAESP**
- **Stacie Burch, MADTECC**
- **Michelle Dunkle, MSDE**
- **Charelle James, Maryland Approved Alternative Preparation Programs**
- **Robin McNair, MSEA**
- **Dr. Laurie Mullen, USM**

## Introduction

A. This committee makes the following recommendations to the Work Group:

1. With unanimous agreement, the committee recommends to the Work Group that it seek the adoption of the *Maryland Educator Preparation Standards* to replace the *Institutional Performance Criteria* as the framework for all state-approved educator preparation programs. (The complete document follows.)
2. The committee further recommends that a representative stakeholder group revise the *Professional Development School Standards*, the *PDS Implementation Manual*, and the *PDS Framework for Assessment* between November 1, 2017 and November 1, 2018.
3. Concurrently, a work group of representative stakeholders will focus on the alignment of the *Maryland Approved Alternative Preparation Program Standards*, currently aligned with the *Institutional Performance Criteria*, with the *Maryland Educator Preparation Standards*.
- 4.. The committee finally recommends that MSDE, with its EPP, LSS and other partners develop a “Glossary of Terms” commonly used but that do not always lend themselves to a common definitive understanding. Such terms as “rubrics,” “performance assessment,” and others require a clear common understanding of meaning to maintain the critical balance between EPP performance and State Program Approval and assure program excellence.

## B. Notes

1. The word “mastery” is used in the document to replace commonly used, but ill-defined and often meaningless, words such as “rigorous” and “proficient.” In the context of this document, EPPs will be required to provide evidence that teacher candidates demonstrate mastery of certain instructional elements and competencies. EPPS will be required to define the measurement of mastery in its assessment system, defend that measurement with a rationale, collect and use resulting data to validate the rationale, and systematically engage in ongoing program improvement as a result of data analysis.
2. The Work Group will note the most significant changes recommended are found in Standard II in relation to the Professional Development Schools landscape, and in Standards I and III with increased requirements for program completion/certification eligible.

## Maryland Educator Preparation Standards

### Standard I: Strong Instructional Foundation

This standard is designed to identify all of the standards and outcomes-based instructional and testing requirements in an educator preparation program and affirm fidelity to their implementation across programs.

Element	Indicator	Evidence
<p><b>A. Content, Pedagogy, and Testing, and Professional Practice</b></p>	<p><b>1. Programs Meet Entrance and Exit Requirements</b></p> <p>a. Entrance</p> <ol style="list-style-type: none"> <li>1) Basic skills test</li> <li>2) Basic skills test</li> <li>3) GPS requirements</li> <li>4) EPP identifies initial dispositional data for teacher candidate</li> </ol>	<ol style="list-style-type: none"> <li>1) Praxis 80% Summary Pass Rate- required by Title II</li> <li>2) Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores)</li> <li>3) EPPs annually identify GPA and testing requirements for entry into professional unit and/or entry into internship; (<i>Praxis® Core Academic Skills for Educators (or Praxis® Core) has been approved as a measure of academic proficiency for CAEP Standard 3, Component 3.2.</i>)</li> <li>4) Programs provide initial candidate dispositional data</li> </ol>
	<p>b. Exit</p> <ol style="list-style-type: none"> <li>1) Identification of requirements for graduation, program completion, and/or program completion culminating in eligibility for certification</li> </ol>	<ol style="list-style-type: none"> <li>1) Each cohort by program meets state qualifying score on content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests)</li> </ol>



Element	Indicator	Evidence
	<p>2) Successful completion of a validated performance assessment and/or pedagogical content knowledge and pedagogical knowledge test</p> <p>3) Documented understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies</p>	<p>2) Each cohort meets collaboratively set and as yet to be determined state qualifying score on validated performance-based assessment. If the EPP chooses to develop its own assessment, it will be the responsibility of that EPP to demonstrate the validity and reliability of the assessment. These assessments must be used as part of multiple-measure determination of program completion that results in certification.</p> <p>EPPs must report to the State on an annual basis the testing requirements (Praxis II/ACTFL) and GPA required for (1) program completion; (2) program completion and certification eligible.</p> <p>3) Evidence of instruction related to ethical conduct, professional standards of practice, and relevant laws and policies and demonstration of competencies as measured through both instructional assessments and rubrics, and in PDS and/or field experiences. Evidence includes instruction and assessments related to InTASC Standard #9 and</p>

Element	Indicator	Evidence
	<p>4) <b>3.0 overall GPA by exiting cohort for program approval</b></p>	<p>NASDTEC Model Code of Ethics for Educators.</p> <p>4) Evidence by exiting cohort that candidates for certification have earned a 3.0 overall GPA.</p>
<p><b>B. Alignment with Local and National Standards</b></p>	<p><b>1. Programs Align Instruction with Fidelity to National and Local Standards in all Areas of Content and Pedagogy</b></p> <p>a. Programs align PreK-12 standards and pedagogical content knowledge with national and local standards through collaboration among the education and arts and sciences colleges or departments.</p> <p>b. Programs implement academic instruction and require strong performance in mathematics and science for teacher candidates as appropriate to the content area, and identify key required assessments linked to national and local content standards.</p>	<p>a. Program documents collaboration between and among departments and colleges related to standards alignment and balanced content and pedagogy requirements</p> <p>b. Program documents that each candidate for completion and/or certification</p> <p>1) Earns 12 credits each of math and science for early childhood, elementary, and Special Education grades 1-8 certifications with a minimum of six credits bearing the HEGIS code of mathematics, and six credits bearing the HEGIS code of Education accepted, but not required, <b>all of which align in content with the MCCRS.</b></p> <p>2) Earns math and science credits as appropriate for all other certification</p>



Element	Indicator	Evidence areas offered
	<p>c. Programs implement outcomes-based instruction for teacher candidates that aligns with national and state content standards, and identifies key required assessments.</p> <p>d. Program assures that teacher candidates are familiar with State-required pre-K 12 instructional elements and assessments.</p> <p>e. Secondary education teacher candidates major in or present the hours equivalent in certificate areas</p> <p>f. Candidates for Masters of Arts in Teaching may present major, hours equivalent, or appropriate content test results</p> <p>g. Programs include reading/literacy courses that meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.</p>	<p>c. Evidence of Standards-based, rubric-assessment mastery of competencies for:</p> <ol style="list-style-type: none"> <li>1) National Content Standards</li> <li>2) Maryland College and Career-Ready Standards (MCCRS)</li> <li>3) InTASC Model Core Teaching Standards</li> <li>4) Model Code of Ethics for Educators</li> <li>5) International Society for Technology in Education (ISTE) Standards</li> <li>6) Professional Standards for Education Leadership (PSEL)</li> </ol> <p>d. Program provides evidence of candidates' knowledge of currency of Maryland PreK-12 requirements to teacher candidates</p> <p>e. Transcripts provide evidence of major or equivalent acceptable hours.</p> <p>f. Candidates' transcripts reflect major, equivalent hours, or appropriate test results.</p> <p>g. Current college/university catalogs list the required literacy courses for each program required for program completion:</p> <ol style="list-style-type: none"> <li>1) Secondary Education - 6 credit hours</li> </ol>

Element	Indicator	Evidence
	<p><b>h. Programs define the metric indicating mastery of InTASC competencies through standards-based, rubric-assessed performance indicators that occur across field experiences and internships, and include the resulting data as a required component in a system of multiple measures that determine candidate program completion and/or certification eligibility.</b></p>	<p>required for initial completion and/or certification with the option to take three credits prior to first certificate renewal</p> <p>2) PreK–12 Education - 6 credit hours required for initial completion and/or certification with the option to take three credits prior to first certificate renewal</p> <p>3) Early Childhood and Elementary Education - 12 credit hours</p> <p>h. Evidence that candidates meet defined levels of competency in each of the InTASC Standards.                      The Learner and Learning Learner Development                      1. Learning Differences                      2. Learning Environments                      Content Knowledge                      3. Content Knowledge                      4. Application of Content Instructional Practice                      5. Assessment                      6. Planning for Instruction                      7. Instructional Strategies                      Professional Responsibility</p>

Element	Indicator	Evidence
<p><b>B. Cultural Competency, the Classroom Environment, and the Exceptional Child</b></p>	<p><b>1. Programs assure instruction and experiences that enable the teacher candidate to build a positive classroom environment where all students have the opportunity to succeed</b></p>	<p>8. Professional Learning and Ethical Practice Model Code of Educator Ethics 9. Leadership and Collaboration</p>
	<p>a. Programs implement outcomes-based instruction designed to promote cultural competency and support the teacher candidate's ability to build and maintain a positive classroom environment.</p> <p>b. Programs include instruction for PreK-social-emotional learning.</p> <p>c. Programs demonstrate use of <i>A Manual for Teacher Educators, Teachers and Principals: Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals</i> OR another tool linking to Positive Behavior</p>	<p>a. Programs document a minimum of three performance-based assessments across the program yielding evidence of instruction in cultural competency using identified practical application tools.</p> <p>b. EPPs will define and submit the evidence of this instruction.</p> <p>c. Programs identify use of tools such as the MSDE-developed Manual mentioned in the indicator, or other such research-based tool.</p>

<b>Element</b>	<b>Indicator</b>	<b>Evidence</b>
<b>C. Accessible Systems of Support for Teacher Candidates</b>	<p>Intervention Supports (PBIS), Restorative Justice/Practice programs, etc.</p> <p>d. Instructional design of all programs focuses on candidate capability to teach all students.</p> <p>e. Programs prepare all candidates to instruct students for whom English is not the primary language.</p>	<p>c. Assignments, assessments, rubrics and data provide evidence that candidates demonstrate ability to differentiate and/or modify instruction to teach children with all identified or unidentified exceptionalities at both ends of the cognitive spectrum.</p> <p>d. Assignments, assessments, rubrics and data provide evidence of candidates' ability to modify instruction for students for whom English is not the primary language.</p>
	<p>1. Programs provide interventions and support for struggling teacher candidates for all programs.</p> <p>2. Programs assess teacher candidate dispositions at various intervals.</p>	<p>1. Data indicating intervention and supports designed to result in teacher candidate success or appropriate career counseling and in ongoing program improvement</p>
		<p>2. Programs provide assessments of candidate dispositions at Entrance to program, at acceptance into internship, and at Exit.</p>



**Standard II: Extensive Pre-Professional Field and Clinical Experiences Aligned with Program Instruction and PreK-12 Priorities**

This Standard is designed to establish with local school system partners a system of identification of Professional Development Schools based on school capacity to offer opportunities for teacher candidates to meet one or more required competencies based on the InTASC Standards. Field experiences should build their competencies through a series of clinical experiences that build upon one another and culminating in a full-semester internship. All competencies identified in Standard I as performance requirements must now be documented through the scaffolded field experiences and internship.

Element	Indicator	Evidence
<p><b>A. Multiple, Diverse Field Experiences</b></p>	<p>1. Teacher candidates have extensive and progressive field-based preparation in PreK-12 schools;                      2. All candidates will have direct experience with diverse populations of PreK-12 students including all students with exceptionalities and students for whom English is not the primary language;                      3. Candidate demonstrates mastery of required competencies through performance in PDS field and internship placements or in non-PDS situations that support the acquisition of required competencies demonstrated through performance assessment. (The latter situation applies to graduate, part-time MAT programs, specifically.)</p>	
<p><b>B. Annual PDS Assessment</b></p>	<p>1. Programs document the ongoing capacity of identified PDS(s) to provide opportunities for candidate acquisition and demonstration of required competencies determined through annual self-assessment and Teacher Preparation Improvement Plan reporting guided by the <i>PDS Implementation Manual</i> and the <i>PDS Assessment Framework for Maryland</i>.</p>	<p>Data charts are revised yearly to reflect PDS capacities. TPIP provides annual updates.</p>

Element	Indicator	Evidence
	<p><b>2.</b> Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for PreK-12 faculty, the Educator Preparation Provider maintains state recognition of its PDSs.</p>	<p>List of active PDS sites</p>

**Standard III: Performance Assessment**

This Standard requires that all data collected from instructional standards-based requirements and related performance in Standard I, and implementation of those instructional and standards-based requirements from Standard II be housed, aggregated or disaggregated by program and unit as required, analyzed in an integrated assessment system and reflect use of the system to inform ongoing program and unit improvement.

Element	Indicator	Evidence
<p><b>A. An Integrated Assessment System Documents Candidate and Program Data to Guide Ongoing Program Improvement</b></p>	<p>1. a. and b. Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores), content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests, or validated performance based assessment</p> <p>c. Cohort overall GPA is minimally 3.0 for program completion and certification eligible.</p> <p>2. Programs provide evidence of use of standards-based, rubric-assessed performance assessments for teacher candidates designed to assure continuous improvement based on the Interstate Teachers Assessment and Support Consortium Standards (InTASC), national content standards, state PreK-12 standards and scoring tools.</p>	<p>1. a. Charts aggregated by program and unit of test data for entry to professional unit and internship</p> <p>b. Exit data for graduation, completion, completion as certification eligible</p> <p>c. Exit GPA data for graduation, completion, completion as certification eligible indicating 3.0 by cohort, and EPP.</p> <p>2. Data from key assessments, rubrics, scores, data, analyses, feedback loop, aggregated by unit, disaggregated by program. As appropriate to certification area, data required for:</p> <ul style="list-style-type: none"> <li>• National Content Standards</li> <li>• State Content Standards</li> <li>• Professional Standards for</li> </ul>

Element	Indicator	Evidence
	<p>3. The EPP identifies 6-8 key assessments that will be used in all programs offering educator certification</p> <p>4.</p> <p>a. EPPs define content mastery in all content areas determined by instructional assignments, assessments, rubrics, and outcome data.</p> <p>EPPs define mastery of required InTASC competencies to be demonstrated through field experiences and internship.</p> <p>b. EPPs provide evidence of candidate mastery of content requirements measured through grades and other performance measures; EPPs provide evidence of candidate mastery of InTASC competencies to be demonstrated through field experiences and internship using performance measures.</p> <p>c. EPPs use data from 3a and 3b to address areas of candidates' strengths and weaknesses and use each for</p>	<p>Education Leaders</p> <ul style="list-style-type: none"> <li>• InTASC Standards</li> <li>• ISTE Standards</li> </ul> <p>3. The EPP provides evidence of performance on the key assessments aggregated and disaggregated by program.</p> <p>a. Definition of mastery supported by rationales for both instructional and competency-based requirements.</p> <p>b. The EPP provides data disaggregated by program, providing evidence of candidate mastery of content and candidate mastery of InTASC competencies through assignments, assessments, rubrics, and outcome data.</p> <p>c. Systematic data collection of both disaggregate candidate and</p>



<b>Element</b>	<b>Indicator</b>	<b>Evidence</b>
	ongoing program improvement.	aggregated program data including results of the data-driven system of addressing strengths and weaknesses at both the candidate and program level and using each for continuous program improvement
	<p>d. Programs document candidates' assignments in field and internship experiences that assure each candidate has direct experience with a diverse PreK-12 student population.</p> <p>e. Programs use performance data from field experiences and internship in identified PDS (Levels 1-4) to assure candidate acquisition of required competencies.</p> <p><b>Competencies Assessed for Mastery</b></p> <p><b>The Learner and Learning</b></p> <ol style="list-style-type: none"> <li>1. Learner Development</li> <li>2. Learning Differences</li> <li>3. Learning Environments</li> </ol> <p><b>Content Knowledge</b></p> <ol style="list-style-type: none"> <li>4. Content Knowledge</li> <li>5. Application of Content</li> </ol> <p><b>Instructional Practice</b></p> <ol style="list-style-type: none"> <li>6. Assessment</li> <li>7. Planning for Instruction</li> </ol>	<p>d. Charts documenting PDS demographics and placements</p> <p>e. Evidence charts, graphs, projects, etc., related to Performance, Essential Knowledge and Critical Dispositions collected through field and internship experiences at PDS, disaggregated by Program.</p> <p>EPP provides Evidence of Critical Dispositions captured at program entry, entry into internship and exit.</p> <p>EPP provides data from a minimum of three performance-based assessments disaggregated by program with evidence of instruction in cultural competency with practical</p>

Element	Indicator	Evidence
	<p>8. Instructional Strategies  <b>Professional Responsibility</b>            9. Professional Learning and Ethical Practice            10. Model Code of Educator Ethics            11. Leadership and Collaboration</p>	<p>applications such as but not limited to Positive Behavior Intervention Supports (PBIS), Restorative Practice/Justice, etc.            Strong evidence includes performance data from demonstrated use of <b>A Manual for Teacher Educators, Teachers and Principals</b>  <i>Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals</i></p>
	<p>f. Programs provide formative and summative performance feedback to candidates both in coursework and field placements, collect data from that feedback and employ a system of program feedback for continuous program improvement.            g. Programs monitor candidate progress and provide supports to those at risk for not meeting criteria.</p>	<p>f. Aggregated and disaggregated data by program: feedback, action generated by feedback, and data fed to program for continuous improvement            g. EPPs provide data collected from support interventions</p>
	<p>h. Programs set criteria at critical milestones (entry, internship, completion, certification eligibility) and provide evidence of candidates' having met criteria.</p>	<p>h. EPPs provide data collected at critical milestones, candidate criteria for achieving milestones, data collection chart by program, system of feedback to program for ongoing improvement</p>

<b>Element</b>	<b>Indicator</b>	<b>Evidence</b>
	<p>i. Programs provide aggregated and disaggregated teacher candidate performance data related to demonstrating positive impacts on PreK-12 student learning in the assessment system.</p>	<p>i. Commercial assessment instrument (e.g. edTPA, PPAT) or EPP-developed assessment instrument related to PreK-12 student learning.</p>
	<p>j. Programs provide performance measures and aggregated and disaggregated performance data reflecting the teacher candidate's ability to teach to the state required literacy standards.</p>	<p>j. Performance assessment data from Elementary Literacy courses or Literacy in the Content Area Parts I and II</p>
	<p>k. Candidates demonstrate a 3.0 GPA for program completion, certification eligible.</p>	<p>k. EPPs provide summary data of GPA, aggregated and disaggregated by program.</p>
<p><b>Supporting Ongoing Program Improvement</b></p>	<p>l.. The education unit shares data with internal and external stakeholders, analyzes the data, and uses data for continuous program improvement.</p>	<p>l. Charts, data, stakeholder advisory meeting agendas, department agendas, action plans, etc.</p>
	<p>1) The education unit demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p> <p>2) The provider demonstrates that stakeholders are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.</p>	<p>1) Employer surveys and/or focus groups</p> <p>2) Program graduate surveys and/or focus groups</p>



Element	Indicator	Evidence
	3) The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.	3) Program graduate surveys and/or focus groups

**Standard IV: State Approval**

This Standard assures that all programs in the Educator Preparation Provider hold State Program Approval and that required annual reporting informs the state of continuous improvement efforts.

Element	Indicator	Potential Evidence
<p><b>A. The Educator Preparation Provider and all professional educator certification programs have state program approval.</b></p>	<p>1. The EPP identifies any series of courses offered for certification or endorsement through transcript analysis, and documents the institution's timeline for seeking state approval.</p> <p>2. The EPP has the continuing capacity through its organization, the roles played by the administration, faculty and staff of the EPP, and through resources provided to the EPP by the EPP to provide a fully-functioning, state-approved educator preparation</p>	<p>1. Lists or sequences of courses used in transcript analysis; EPP provides rationale for continuing transcript analysis or timeline for submitting for program approval.</p> <p>2. The EPP provides organizational and staffing charts to assure capacity to offer programs for which it holds approval.</p>

Element	Indicator	Potential Evidence
	<p>2. Partnered Maryland Approved Alternative Preparation Programs are state approved.</p>	<p>2. The EPP provides evidence that any alternative preparation programs in a local school system partnership (Maryland Approved Alternative Preparation Program) with the college or university have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE.</p> <p>See Program Review Documents for MAAPP at <a href="http://www.marylandpublicschools.org">www.marylandpublicschools.org</a></p> <p>Division of Educator Effectiveness, MAAPP</p> <p>Evidence: Program Approval letter of approval, most recent report from MAAPP State Program Site Review.</p>
	<p>3. MAAPP partnerships use modified IPC for ongoing program approval</p>	<p>3. MAAPP Standards will reflect alignment with IPC</p>
	<p>4. The EPP uses feedback from state program review to facilitate continuous improvement, addressing Areas for Improvement or Recommendations for Improvement and reports on that improvement through the annual Teacher Preparation Improvement Plan (TPIP) report process.</p>	<p>4. Data analyses, agendas, work plans, course revisions, etc. Annual TPIP response data</p>
	<p>5. Programs maintain copies of</p>	<p>Electronic file maintenance</p>

<b>Element</b>	<b>Indicator</b>	<b>Potential Evidence</b>
<p><b>B. The provider recruits and supports completion of high-quality candidates from a broad range of backgrounds and diverse populations.</b></p>	<p>TIIP annual reports to illustrate the annual improvement process</p> <p>1. The EPP develops a plan to recruit high-quality candidates of diversity</p>	<p>1. EPPs will submit a plan with the TIIP collected one year from the implementation of the revised IPC.</p>
<p><b>C. The EPP demonstrates efforts to know and address state and local needs and shortage areas.</b></p>	<p>1. The EPP develops plan for addressing state and local needs for educators.</p>	<p>1. The EPP will submit a plan with the TIIP collected one year from the implementation of the revised IPC.</p>
<p><b>D. Standards Review</b></p>	<p>1. The community of educator preparation stakeholders assures currency and excellence in practice by reviewing its standards, minimally, every ten years.</p>	<p>1. MSDE will facilitate a work group to review the Maryland Educator Preparation Standards within ten years of their adoption.</p>

1. 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.

2. Upon adoption of the Maryland Educator Preparation Standards, MSDE will facilitate the revision of the *PDS Implementation Manual*, and the *PDS Implementation Framework* in collaboration with a representative stakeholder work group. (November 2018-November 2019). One year following the completion of those documents, MSDE will hold three pilot standards reviews. (2019-2020.)

# Appendix XXXV





**Teacher Induction, Retention, and Advancement Act of 2016**  
**Workgroup**  
**September 25, 2017 Meeting**

**Workgroup Members Present:** Sarah Spross (MSDE), Sylvia Lawson (MSDE), Nancy Shapiro (USM), Linda Gronberg-Quinn (MADTECC), Emily Dow (MHEC), Deborah Kraft (MICUA), Tess Blumenthal (MAESP), Rowena Shurn (MSE ), Jin Schrattenecker (MAAPP)

**Workgroup Members absent:** BTU, PPSAM, Secondary School Principals

**MSDE Staff Present:** Jessica Bancroft, Michelle Dunkle, Kelly Meadows, Alexandra Cambra, Derek Simonsen, and Robert Eccles

**Observers Present:** Jennifer Frank, Dewayne Morgan, Stacy Goodman, Darren (Committee1), Jessica Cuches (committee 1), Fran Kroll (Committee 2), Heather Lageman (Committee 3), Jeanne-Marie Holly (Committee 2), Maggie Madden

Call to meeting: 1:00pm

This is the 16<sup>th</sup> meeting of Workgroup and 19<sup>th</sup> overall of committees since June 22, 2016. Report to be submitted to General Assembly on November 1.

Motion to approve prior minutes by Dr. Emily Dow and Ms. Linda Gronberg-Quinn. Consensus among Workgroup members approves minutes.

Updates from Ms. Sarah Spross: There will be a State Board presentation on Tuesday, October 24. Committee draft recommendations were sent via email on Saturday morning, which included the work from two committees that met last Wednesday.

Recommendations are differentiated by color. Black font is there of July 25. Purple font indicates new language and new recommendations from the September 11<sup>th</sup> and 20<sup>th</sup> committee meetings. The plan is to review and discuss each recommendation. Each committee will report out for 20 minutes and then 30-35 minutes remaining for the Workgroup to discuss. Additional documents attached included MSEA documents.

Committee 1 – Ms. Kelly Meadows  
Certification

Overview by Ms. Sarah Spross: The bill was clear that National Board certification should be woven throughout and a push from local school systems to have adjunct certificate meet needs of high-skilled areas. And another concerns for the recruitment and retention of PTE instructors being able to meet certification requirements.

#1 National Board Certification from prior state could now be issued certification in that area. Workgroup is in consensus to favor.

#2 Adjunct certificate for a minimum of bachelor's degree, industry credential, five years in field, mentoring by school system.

There was discussion of definition of co-teaching considered by committee.

No determined minimum amount of time for mentoring and that it would be left open to local school system and case-by-case basis.

No specific recommendations given to specific industries in need of adjunct credentials due to changing status of critical shortage areas. Wanted to allow flexibility. Suggestion made by Dr. Emily Dow for mentoring to target pedagogy and professional development (in reference to #3) gap.

Concern raised by Ms. Rowena Shurn to present a survey that would provide baseline information and parameters for the adjunct certificate to be applied with fidelity. Dr. Nancy Shapiro follows-up the conversation to looking for ways that would not circumvent teacher preparation programs and alternative-preparation programs in that area. More agreement that this recommendation is not intended to be a loophole for school systems. Dr. Sylvia Lawson provides example of Family & Consumer Sciences that would be defined as a critical shortage area in state and if preparation programs were not producing enough.

Ms. Meadows reiterates committee discussion that candidate is not viewed as a teacher for career but someone who is retired and expert in field. And it should be for specialty areas based on local school systems. As a check for system, local school systems would not be allowed to issue these certifications on own and the department would monitor the requests closely.

#3 Professional Development is expanding the option to be exempt from Praxis II pedagogy test if passed edTPA or PPAT exam in an education preparation program. The assessments are different in format and style, but both assessments are to gauge readiness to teach. Consensus is in favor of recommendation.

#4 Allow a bachelor's degree in lieu of Praxis CORE.

The committee discussion deliberated on the purpose of Praxis CORE, which is to measure success in a teacher preparation program. Maryland currently requires SAT/ACT/Praxis CORE, so the decision was not to require testing score on top of a conferred degree. This is for solely certification requirements and does not impact entrance and exit for teacher preparation programs. A later development was to add a GPA component. Consensus is in favor of recommendation.

#5 For PTE teachers, the option to present coursework (math, reading, writing) to not require Praxis CORE.

Dr. Shapiro had a concern expressing need for oral presentation to be included with this new criteria. Ms. Meadows replied that this was not discussed in committee because of focus on basic skills.

Clarification on #4 and #5, a bachelor's degree would also count as a multiple measurement to only present coursework. Decision was to emphasize PTE and specialized teachers in recommendation #5. Coursework needs to be credit-bearing and regulations specify that a grade must be of C or better. Discussion continued to try to eliminate any backdoor entries into the teacher profession. The Workgroup wants to limit the recommendation for PTE teachers. And wants to have MSDE follow-up with recommendations to evaluate impact and conduct research on student learning outcomes in Maryland.

The Workgroup recommendation is to amend the recommendation to only pertain to PTE and specialized teachers. Also, there is college-credit coursework in math, reading, and writing with a grade of C or better. The workgroup would like MSDE to follow-up with a study of the teachers impacted by this recommendation. Consensus is in favor of recommendation.

#6 Revise all COMAR certification language and to provide greater clarity in regulations and amendments. Suggested made by Ms. Shurn and Dr. Shapiro to discuss timeline to completion. Consensus is to finish this specific revision work by no later than July 2018.

#### Committee 2 – Ms. Alexandra Cambra Incentives

#1 – Loan forgiveness should be open to all teachers in all areas. This is targeting recruitment and retention. Discussion made from Dr. Lawson how to incentivize quality teachers working in challenging schools. Committee was concerned with equity and did not want to discriminate against some entering field. Dr. Shapiro shares school finance research and how it can prioritize high-need schools. Ms. Fran Kroll shares committee work and conversations about deciding \$25,000 figure (average of debt from Maryland graduates in teacher education) and six-years in profession. The Maryland data supports this priority to boost Maryland recruitment and retention.

Nancy Shapiro shares need to have the recommendation align with Kirwan Commission because that is focused on equity. And clarification initiated by Ms. Linda Gronberg-Quinn that active teachers in field would also be included. Workgroup will clarify the inclusion of active teachers.

Workgroup is in support of the idea, but there is no consensus on details of deferment, amount, years in service, type of school, and retroactive model.

#2 – Expand Teacher Incentive Act – to include APC and new levels for awarding mentors and mentors in comprehensive-needs schools.

Dr. Shapiro is trying to frame this recommendation as a career ladder in the profession. Dr. Dow stated that monetary incentives at present levels are not enough to fulfill the objectives. Consensus in favor with revised language.

#3 – Statewide recruitment database (not application)

No added costs to local school systems as database would be developed by MSDE.

#4 – Has been in statute since 1999 but has never been funded. There is a discussion to include parallel recommendation to have internships in traditional education preparation programs funded at same rate. Approved.

#5 – TAM is currently in 22; plan is to expand TAM to all 24 school systems. Approved.

Committee 3/5 – Ms. Jessica Bancroft

Induction & Mentoring

#1 – Statewide pathways to professional learning opportunities.

Facilitate greater collaboration with LEAs and IHEs and have a statewide presence in this field. Conversation about MSEA recommendations that were more specific for professional development while committee wanted greater flexibility for each school system. Ms. Heather Lageman shared the intent was to create connection and leverage all the partnerships to form a learning community that was not cookie-cutter like but equitable. A stated goal was to have greater communication and dialogue within the Maryland education community. Language added to allocate current financial resources more in the anticipated collaboration. Emphasis was made to have recommendation benefit all school systems with an individualized approach (micro-credentialing).

Workgroup recommends that #3 can be used in support of #1. And interest in incorporating career ladders/lattices to expand skills and advance in field.

#2 – Micro-credentialing – aim to have MSDE and MHEC build capacity and work collaboratively for quality control.

Ms. Shurn requests to add unions as stakeholders. Another request is to have micro-credentials can translate to CPD credits or endorsement for a teacher certificate. And the request is for MSDE to create a teacher leadership pathway through micro-credentials. Ms. Spross replies that proposal has merit, but it would not be an MSDE initiative and must proceed through regulatory boards. Workgroup compromise is to consider this route. Dr. Lawson objects to proposal to make it an endorsement and instead prefers have a regulation addressing mentoring. Much discussion and no agreement on proposal to have it be an endorsement (which would be required in certification). Recommendation #4 is about providing specifics on mentor qualifications and strengthening the overall language. Formalize process so a document/certificate can be issued stating a person has specific skills. Vote: in favor, (7 – Dr. Shapiro, Dr. Kraft, Ms. Blumenthal, Ms. Gronberg-Quinn, Ms. Shurn, Dr. Dow, and Mr. Schrattenecker), opposed,(1- Dr. Lawson), abstained (1 – Ms. Spross)

#5 – Ms. Shurn stating that bullets 2, 3, and 4 should be moved to recommendation

#4. Consensus is in favor of that recommendation

#6 – Having statewide funding. Dr. Shapiro's request is to have local school systems re-evaluate current funding of professional development in light of the recommendations. Dr. Lawson is in opposition to this recommendation because this is not meant to challenge school systems but to work collaboratively with them. Drs. Shapiro and Lawson both agree with statement to have local school systems share out best practices that are used in professional development.

Committee 4 – Ms. Michelle Dunkle  
IPC & MEPS

#1 – Attached document is for new standards. Dr. Shapiro referencing IHE Committee Members (Laurie Mullen and alternate Gene Schaffer) that it was not unanimous agreement but that committee agreed on following recommendations. Final wording will be modified to reflect that it was not unanimous agreement. Other topics in attached documents include future workgroup on PDS and another workgroup to align MAAPPs with the new MEPS. Also, MSDE with its partners will develop a glossary of terms.

Ms. Dunkle summarized the work of Committee 4. The most significant changes will be in PDS because currently 100 days, 2 semesters, and 5 per PDS. Definition would be broader where any place that INTASC competencies could be acquired and liken it to medical model with level 1 to 4. It would expand the network of IHEs and allow more high-needs schools to participate in PDS.

Another significant change is to have a 3.0 GPA exit requirement to take into account AAT students from community college students. And MSDE would ask about the capacity of the IHE for Standard V in Program Approval. Currently, MAAPS are aligned with IPC with state approval, so a new workgroup will have to be created to keep pace.

Dr. Dow elects to abstain from voting on these recommendations. Dr. Shapiro will respectfully abstain from voting due to time constraints in talking with her constituents. Dr. Shapiro notes how big an improvement this document is and cites concerns about LEA reporting expectations. Dr. Shapiro is requesting more time for this deliberation. Ms. Spross replied that committee members have had many meetings and shared findings earlier.

Does the Workgroup accept the recommendations? Cannot separate #2, 3, and 4 because they are dependent on #1.

Vote on issue:

Oppose = 0,

Abstain 4 (Ms. Shurn, Dr. Dow, Dr. Shapiro, Dr. Kraft),

Support 5 (Ms. Blumenthal, Ms. Gronberg-Quinn, Mr. Shrattenecker, Ms. Spross, Dr. Lawson)

Dr. Dow and Ms. Gronberg-Quinn motion to conclude meeting.

Conclusion: 3:46pm.

## **Committee Recommendations**

### **From 9/11/17 and 9/20/17 Committee Meetings**

(Purple text represents new recommendations from the September 11, 2017 meetings for committees 1 and 2 and from the September 11 & 20, 2017 meetings for committees 3, 4, & 5.)

#### **Committee 1: Certification**

- **Recommendation 1:** The MSDE should develop a direct pathway for initial certification for those individuals who have achieved National Board Certification.
  - To be eligible for National Board Certification, a candidate must possess a bachelor's degree from an accredited institution, completed three years of successful teaching, and hold a valid state teaching license.
- **Recommendation 2:** Support regulation allowing local education agencies (LEAs) the ability to request, from the MSDE, an adjunct certification for those individuals who meet the following eligibility criteria:
  - Holds a minimum of a Bachelor's Degree from an accredited university/college
  - Holds industry licensure when applicable for that profession
  - Has five years of successful experience in the field

Local school systems would be required to provide the following to those individuals who hold an adjunct certificate:

- Mentoring
- Full time, side by side coaching with a professionally certified educator (for a minimum amount of time). Note that language choice here was not agreed upon by the committee as a whole; MSEA representative(s) prefer "co-teacher".
- Professional development, both prior to entry into the classroom and throughout the school year
- Regular evaluations

The certificate should be limited to the following:

- Non-transferable
- Part-time
- One-year validity period
- Renewable, upon the request of a local school system
- Issued by the MSDE
- Limited to certification areas identified by the MSDE

- **Recommendation 3:** Support the acceptance of either a traditional measure or standards based performance measure (e.g., EdTPA, PPAT) to fulfill the pedagogy assessment requirement for certification.
  - The MSDE should explore adoption of standards based performance measures, including recommended passing scores for each assessment adopted.
- **Recommendation 4:** Amend current regulation to allow those individuals seeking certification, who have a conferred bachelor's degree or higher from an accredited university/college and a minimum GPA of 2.75, be exempt from submitting passing scores on a basic skills assessment.
- **Recommendation 5:** Amend current regulation to allow those individuals seeking certification, who do not hold a bachelor's degree (i.e., specialized and professional technical area candidates), the ability to present coursework, to fulfill the basic skills requirement in lieu of an assessment.

- **Recommendation 6:** The MSDE, with input from stakeholder groups, should explore the current structure and content of the certification regulations to determine if they remain appropriate. Recommendations for change to be made no later than March 2018, with necessary regulatory amendments initiated by July 2018.

## Committee 2: Incentives

- **Recommendation 1:** Recommend that loan forgiveness, the committee's number one recommendation, be open to all teachers, in all certificate areas, in all public schools. Educators should have their loan repaid at a rate of \$25,000 for those prepared in Maryland Approved Programs, and at a rate of \$17,500 for those prepared in approved, out of state programs. Repayment should begin on day one of the 6th year of teaching, after five years teaching in a Maryland public school.
- **Recommendation 2: Expand the Quality Teacher Incentive Act (QTIA)** as follows: All Nationally Board Certified Teachers (NBCT) and Advanced Professional Certificated (APC) teachers who qualify to be a mentor, based on revised COMAR language, will be eligible for the \$1000.00 stipend for serving as a mentor to an early career educator. If the early career educator works in a comprehensive needs school, the mentor is eligible for an additional \$1000.00 stipend. No extension of time recommended but there is now eligibility in more than one area. Summary below:
  - ⇒ NBCT awarded \$2,000 or \$1,000
  - ⇒ If APC and/or NBCT and a mentor, awarded additional \$1,000
  - ⇒ If mentor in a CNS, awarded additional \$1,000
- **Recommendation 3:** Recommend the creation of a statewide recruitment database that acts as a central hub for information on eligible candidates for educator positions. Local education agencies would pay a fee to access the candidate database, with the option to create individualized addendums, relevant for each locality.
- **Recommendation 4: Fund the Maryland Alternative Teaching Opportunity Program,** a previously unfunded statute, created in order to encourage the use of alternative preparation programs to meet the demand for qualified teachers in science, mathematics, and special education. Funding could be used to support participation in the pre-residency internship required for between 4-8 weeks. Committee members agree that this is a low priority recommendation and only make the recommend this if there is adequate funding that does not pull funding for other recommended incentives.
- **Recommendation 5:** Recommend that all LEAs implement the Career Technology Education Teacher Academies of Maryland (TAM) programs of study. Encourage all institutes of higher education in Maryland with teacher preparation programs to enter into statewide agreements with TAM. Recommend each county ensure their TAMs are located strategically across each county and not geographically misrepresented.



## **Committees 3 and 5: Professional Development and Mentoring**

- **Recommendation 1:** Create statewide and equitable professional development pathways, with career-wide learning opportunities, for educators across the state.
  - Leverage state, LEA, Union, and two- and four-year higher educational expertise and resources to increase quality, transparency, and portability of professional learning.
  - Leverage new knowledge, promising practices, and advanced technologies to increase access and success, including an online repository for professional development, mentor training, and induction programs.
  - Leverage statewide and regional partnerships, resources, and delivery structures to ensure equitable access across the state.
- **Recommendation 2:** Build capacities and establish protocols for development and implementation of innovative educational approaches, such as micro-credentials and micro-degrees, to strengthen teaching effectiveness and career advancement.
  - Create contexts and conditions for research and development of micro-credentials and micro-degrees with high-tech, high-touch, and hi-impact approaches to increase equitable access and improve teacher effectiveness and career advancement.
  - Establish state-wide quality assurance policies and procedures for validating and awarding micro-credentials and micro-degrees among stakeholders such as MSDE, MHEC, USM, LEAs, IHEs, and industry leaders.
  - Establish an innovation and improvement collaborative on micro-credentials and micro-degrees that leverages expertise and resources among stakeholders to build capacity and linkages for sustainable advancement.

**Recommendation 3:** Establish LEA-IHE partnerships in developing, delivering, and ensuring high quality professional development programs that link, but are not limited to, certification regulations for renewal.

- Establish shared vision, responsibilities, and resources for professional development, mentor training, and induction programs that meet LEA and school priorities and address individualized needs for teachers.
- Establish professional development, mentor training, and induction programs that incorporate evidence-based practices with context, content and pedagogical currency, such as cultural proficiency and technology integration, to increase teacher effectiveness and student achievement.
- Establish a quality assurance framework that meets state and national guidelines such as National Board for Professional Teaching Standards, Standards for Professional Learning, and Model Code of Ethics for Educators.

**Recommendation 4:** Application of COMAR 13A.07.01.06(f) (Mentoring Component of the Comprehensive Induction Program) shall include the following:

- Tenure;
- Have a minimum of three years' experience "satisfactory" teaching (five years teaching experience preferred);
- Be in good standing with a rating of "highly effective" or the equivalent rating, depending upon the rating scale used by the LSS;

- Receive a recommendation from a principal or administrator that includes evaluation of content, pedagogical, and interpersonal skills;
  - Express a willingness to participate in professional development specific to mentoring;
  - Receive training in best practices related to mentoring; and
  - Agree with the administrators to the mentorship position.
- **Recommendation 5:** Create state-wide and equitable mentoring training pathways among IHEs, LEAs and regulatory agencies to support teacher preparation and teacher leadership development.
    - Co-develop and implement high-impact mentorship training programs which embed innovative evidence-based strategies and practices, such as adult learning theories, cultural competencies, and peer coaching, to support teacher development.
    - Provide appropriate time and resources to address professional needs and support individualized learning for mentors and mentees.
    - Establish mentoring networks and provide theme-based (such as EL and special education), role-based (such as department chair and resource teacher), and or/context-based (urban and rural schools) opportunities to improve effectiveness mentorship in diverse school settings.
    - Match mentees with mentors who have similar experiences serving specific student populations, such as student with disabilities, **English Learners**, and socio-economic background and **content area**.
  - **Recommendation 6:** Provide appropriate funding and infrastructure to ensure equitable and accountable implementation of the above recommendations in compliance with statewide policies, (eg. COMAR 13A.07.01 and local operations).
    - **Strengthen COMAR implementation with resources and accountability measures for teacher induction and mentor training, including sufficient release time to engage in non-instructional evidence-based professional development opportunities and documentation of evidence-based practices that are consistent with the recommendation of the Senate Bill 493.**
    - **Strengthen LEA infrastructures and capacities to ensure equitable and accountable implementation leading to full compliance of COMAR 13A.07.01 and the above recommendations no later than 2023.**

#### **Committee 4: Institutional Performance Criteria Revision**

- **Recommendation 1:** With unanimous agreement, the committee recommends to the Work Group that it seek the adoption of the *Maryland Educator Preparation Standards* to replace the *Institutional Performance Criteria* as the framework for all state-approved educator preparation programs. (The complete document is attached)
- **Recommendation 2:** The committee further recommends that a representative stakeholder group revise the *Professional Development School Standards*, the *PDS Implementation Manual*, and the *PDS Framework for Assessment* between November 1, 2017 and November 1, 2018.
- **Recommendation 3:** The committee recommends that a concurrent work group of representative stakeholders focus on the alignment of the *Maryland Approved*

*Alternative Preparation Program Standards, currently aligned with the Institutional Performance Criteria, with the Maryland Educator Preparation Standards.*

- **Recommendation 4:** The committee recommends that the MSDE, with its EPP, LEA and other partners, develop a “Glossary of Terms” that incorporates commonly used terms that do not always lend themselves to a common definitive understanding. Such terms as “rubrics,” “performance assessment,” and others require a clear, common understanding of meaning to maintain the critical balance between EPP performance and State Program Approval and assure program excellence.
  
- **Notes:**
  - The word “mastery” is used in the document to replace commonly used, but ill-defined and often meaningless, words such as “rigorous” and “proficient.” In the context of this document, EPPs will be required to provide evidence that teacher candidates demonstrate mastery of certain instructional elements and competencies. An EPP will be required to define the measurement of mastery in its assessment system, defend that measurement with a rationale, collect and use resulting data to validate the rationale, and systematically engage in ongoing program improvement as a result of data analysis.
  
  - Significant changes to the IPC are found in Standard II, in relation to the Professional Development Schools landscape, and in Standards I and III with increased requirements for program completion/certification eligibility.



Maryland State Education Association  
Teacher Induction Retention & Advancement Act of 2016 (SB493)

Teacher turnover in Maryland is a persistent problem with 40%-50% of all first year teachers leaving the profession by the end of their fifth year of teaching. As a result, the 2016 General Assembly enacted the Teacher Induction Retention & Advancement Act creating not only a pilot program providing additional time and support to first year teachers to engage in mentoring, peer observation, planning, and other preparation activities; but also it created a Workgroup of stakeholders from primary and secondary education, higher education, and other education policy experts. While there were six (6) enumerated charges to the Workgroup contained within the Act, the overarching goal and final report focuses on two primary areas: (1) to develop a “coordinated statewide strategy for recruiting, retaining, and promoting quality teachers at all levels of education...”; and (2) to devise incentives that would drive effective teachers to low-performing schools or schools with a large percentage of economically disadvantaged students. See Ch. \_\_\_\_, SB493.

Pursuant to the Act’s charges, MSDE established the core Workgroup; and also developed five committees of various stakeholders that were separately charged per the Act to investigate and recommend various strategies for recruiting, retaining, and promoting quality teachers in Maryland. Attached are summaries of the discussions held in each committee. Those discussions form the basis of the following recommendations:

1. It is recommended that MSDE create a Teacher Leader endorsement that is based upon established standards and competencies. A County-based Review Council, comprised of teachers and administrators, would be charged with evaluating and recommending the candidate for the endorsement based upon the state standards and competencies. Minimally, a candidate for the Teacher Leader endorsement must complete four (4) years in a certificated position and have received effective ratings in three of the four most recent years.

The County-based Review Council shall be selected and its rules of procedure developed with the mutual agreement of the exclusive bargaining representative. Further, the Panel shall adhere to the following minimum standards:

- a. The number of endorsements awarded cannot be limited and must be distributed solely on merit.
- b. Panel members are precluded in participating in the review of an applicant that is currently assigned to the same school.
- c. Selected Panel members shall have five (5) years of school-based experience in their career.
- d. Selected Panel members shall be versed in the county’s performance standards.

NEA has published Teacher Leader Model Standards, which may be utilized to develop the standards and competencies. The Model Standards include the following domains:

- a. Fostering a collaborative culture to support educator development and student learning. This requires a teacher to complete coursework in the area of coaching and adult learning.
- b. Accessing and using research to improve practice and student learning.
- c. Promoting professional learning for continuous improvement.
- d. Facilitating improvements in instruction and student learning.
- e. Promoting the use of assessments and data for school and district improvement.
- f. Improving outreach and collaboration with families and community.
- g. Advocating for student learning and the profession.

See <http://www.nea.org/assets/docs/TeacherLeaderModelStandards2011.pdf>.

Teacher Leaders might include, but not limited to, curriculum specialists, coaches, mentors, department chairs, lead teachers, content specialists, or staff development specialists, consulting teachers, or other areas of responsibility as identified by the local board of education. It is our belief that a teacher who is a National Board Certified Teacher (NBCT) would qualify for the Teacher Leader endorsement without the review and evaluation of the County-based Review Council so long as he/she completed coursework in coaching or adult learning theories, which may be completed through an approved micro-credentialing course.

With the creation of a Teacher Leader endorsement, it will facilitate the development of career lattices through collective bargaining between the exclusive bargaining representative and the local board of education. The creation of a career lattice rewards teachers for taking on important leadership roles through continuous development of skills both in and out of the classroom. Such a system has the practical effect of improving and supporting the profession as a whole.

Further, if the Teacher Leader endorsement was used in concert with the Quality Teacher Incentive (QTI), it would have the practical effect of driving quality teachers to low-performing or disadvantaged schools. Specifically, if a teacher is an NBCT that possesses a Teacher Leader endorsement, and if he/she performs additional responsibilities in a high-needs school, then he/she would qualify for the Quality Teacher Incentive monies. (An NBCT would continue to qualify for QTI monies solely by earning and maintaining the NBC). Similarly, for a teacher who is not an NBCT, but who possesses the Teacher Leader endorsement working in a high-needs school and performing additional responsibilities, would qualify for QTI monies.

The development of a Teacher Leader endorsement will promote a more collaborative and supportive school culture, which is critical for purposes of retention in light of the repeated studies that link poor working conditions to high teacher turnover. Giving teacher leaders greater input in how best to reach the school's improvement goals leads to greater job satisfaction and greater retention. Such a collaborative approach to school improvement is encouraged and supported in ESSA.

2. MSDE must amend and improve its mentoring regulations in order to standardize the definition of a mentor and address the criteria for selection to serve in such a role. At the same

time, MSDE should develop a more comprehensive reporting requirement from the local boards of education in order to ensure proper implementation of the mentoring program. Attached are proposed revisions to COMAR 13A.07.01.04-.06.

Ideally, educators in their first year of teaching should receive both a mentor and at least one extra period (20% time) for planning or other instructional tasks. During their second year, each new educator who is evaluated at or above standard moves to a full teaching load and keeps a mentor. New educators who are evaluated below standard should receive a mentor and more intensive support through a specialist with an evaluative role such as a consulting teacher or instructional coach for their second year. For the third year, all new educators retained, but not yet meeting standards, should receive support from both a mentor, a specialist with an evaluative role such as a consulting teacher or instructional coach that provides intensive, individualized support and guidance for improvement in the areas identified through the observation and evaluation system. This intensive support and guidance may be provided through the utilization of a peer assistance and review program that has been appropriately bargained and implemented within the county.

3. MSDE should develop and promote a loan forgiveness program wherein current teachers who have completed ten (10) years of employment in a Maryland public school may qualify for up to \$17,500 in loan forgiveness regardless of where the teacher attended school.

4. In the area of breaking down certification barriers for individuals with specialized knowledge and skills, it is recommended that MSDE issue adjunct certificates in limited specialty areas. The restrictions on said certificate would be as follows:

- Limited to specialty areas
- Permit only part-time teaching
- Require a co-teacher in the classroom
- Adjunct certificates are non-transferable

In the event that an instructor who possesses an adjunct certificate or an LEA wants to remove the co-teacher from the classroom, the instructor would be required to commit to pursuing a conditional certificate and the necessary coursework in order to become fully certificated.

5. MSDE should support teacher participation in approved micro-credentialing programs. This may be accomplished by awarding CPD credits for completion of said programs. For example, a teacher who completes 30 hours through a micro-credentialing program should receive two (2) CPD credits to be used toward his/her renewal of their APC.

6. Amendments to the Institutional Performance Criteria (IPC) are necessary to facilitate a smoother transition from the classroom to work. In order to better prepare student teachers for working in and with diverse students and settings, IHE's should partner with LEA's to embed professional development in the education preparation program or internship experience. Said professional development would include: culturally responsible pedagogy, trauma informed education, and/or restorative justice. This professional development should be documented and aligned to the Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

In this regard, MSDE should encourage universities to create a teacher internship program or series of practicums within the early years of the educator preparation program to permit more and diverse classroom based experiences. Minimally, an educator in a preparation program should begin spending time in the classroom in year two of the program. Maryland should have a vested interest in ensuring that practitioners have classroom based internship experiences prior to formal student teaching experience/internship.



**Maryland State Education Association**  
**Revised Regulations: Comprehensive Induction Program/Mentorship Program**

**(NEW) COMAR 13A.07.01.03. Definitions**

Mentorship Program:

**Definitions.** As used in this subtitle, words have the meaning as enumerated below:

- A. "Beginning administrator" means a principal who:
- (1) Possesses an administrative certificate issued by the Department;
  - (2) Is employed as a principal by a local board of education; and
  - (3) Has been assigned for fewer than three school years in the administrator's present position.
- B. "Beginning teacher" means a teacher who:
- (1) Possesses a conditional certificate or standard professional certificate I issued by the Department;
  - (2) Is employed at least half-time, primarily as a classroom teacher, by a local board of education; and
  - (3) Has taught fewer than three school years as a certificated probationary teacher in any public, private or state-operated school.
- C. "Comprehensive Induction Program" means a program that includes:
- (1) an orientation program;
  - (2) support from a mentor;
  - (3) observation and co-teaching opportunities;
  - (4) professional development;
  - (5) formative review of new teacher performance;
  - (6) induction program staff;
  - (7) participation by all new teachers for a period of three (3) years;
  - (8) reduced workloads for new teachers and mentors; and
  - (9) an evaluation model.
- D. "Mentor" means an individual who:
- (1) [Is a teacher that has been released full or part time from the classroom; or retired teacher or principal;]
  - (2) Has met established best practice and researched-based criteria as in Regulation \_\_\_\_;
  - (3) Possesses an advanced professional certificate or administrative certificate issued by the Department;
  - (4) Has been rated as satisfactory or effective for five or more years as a certificated teacher or principal in any public school in the most recent eight (8) years of employment;

- (5) Demonstrate mastery of pedagogical skills and subject matter;
- (6) Possesses strong interpersonal skills;
- (7) Demonstrate a commitment to on-going, rigorous professional development; and
- (8) Has been selected and trained as described in Regulation .06 of this Chapter.

E. "Mentorship program" means a program provided by a mentor to a beginning teacher or administrator that includes, but is not limited to, the following:

- (1) direct classroom observation, consultation, and feedback,
- (2) assistance in instructional planning and preparation through regularly scheduled meetings,
- (3) identification of professional development opportunities specific to the individual teacher's needs,
- (4) support in implementation and delivery of classroom instruction,
- (5) observations of or co-teaching opportunities with skilled teachers,
- (6) development of school leadership skills,
- (7) reduction in the teaching schedule or an elimination of responsibilities for involvement in non-instructional activities other than induction support; and
- (8) other assistance intended to aid the beginning teacher or administrator in becoming a confident and competent professional educator who makes a positive impact on student learning.

**(NEW) COMAR 13A.07.01.04. Requirements**

A. Each local school system shall establish a beginning teacher and administrator mentorship program as part of the comprehensive induction program to provide eligible beginning teachers and administrators in each county with a continued and sustained mentorship program from a formally assigned mentor.

B. A county board may enter into a partnership with another county board or an institution of higher education to operate jointly a mentorship program if:

- (1) Any monies received as funds for the mentorship program are administered by the participating county board of education to provide direct services to beginning teachers and administrators; and
- (2) All other requirements of these Regulations are met.

C. Each county board of education shall submit a formal report to the Department outlining the details of its teacher and administrator mentorship program. The report shall include:

- (1) A description of the priorities to be addressed by monies received by a county board of education for the mentorship program; and
- (2) A description of the mentorship program, which must provide at least 75-90 hours of frequent contact between the mentors and beginning teachers and administrators throughout the school year; or a minimum of three (3) hours of regularly scheduled time per month. If less contact time occurred throughout the year, then an explanation

shall be included as to how the needs of the beginning teacher or administrator were met.

D. The county board of education shall certify in the report that all eligible beginning professional educators are or may be under a conditional, resident, or standard professional certificate I.

**(NEW) COMAR 13A.07.01.05. Funding and Components of the Mentorship Program.**

A. The Department shall obtain and distribute Title II, Part A funds and State funds to county boards of education to offset the costs of beginning teacher and administrator mentorship programs. A county board shall receive annually an amount that is aligned with evidence-based best practices.

B. The priorities to be addressed by monies received by a county board of education should include efforts related to:

- (1) Developing appropriate, timely, and effective professional development designed to address the needs of beginning teachers and administrators; and
- (2) Reducing the beginning teacher workload by 20% to provide for regularly scheduled opportunities for beginning teachers to observe or co-teach with skilled teachers, engage in follow-up discussions with his/her mentor, to plan, review, or develop lesson plans, and/or to participate in relevant professional development.

C. Beginning teachers and principals shall receive induction support during their first three (3) years.

D. Each county of board of education shall make every effort to assign beginning teachers a mentor with direct experience in the same content area.

E. The State Board of Education may adopt such rules as it considers appropriate for the distribution of grants obtained under this section.

**(NEW) COMAR 13A.07.01.06. Training and Selection of Mentors**

A. The Department, in conjunction with representatives of teachers, administrators, school boards, schools of education, the state universities and other educator preparation program as it considers appropriate, shall establish a training curriculum for mentors as well as beginning teachers and principals.

B. The training curriculum for mentors shall be based on research and knowledge of the needs of beginning teachers and administrators and shall, at a minimum, include content in the following areas:

- (1) Adult learning theories;

(2) Cultural competencies; and

(3) Peer coaching techniques.

C. Mentors shall be trained to build relationships of trust and mutual collaboration with beginning teachers and administrators.

D. Mentors shall receive on-going feedback and training through professional development both before the school year begins and throughout the school year.

E. Based on the requirements outlined in these Regulations, the selection, as well as the nature and extent of duties of mentors shall be determined by the county board of education.

F. A teacher or principal may not be designated as a mentor unless willing to perform in that role.

G. In order to be considered as part of the selection process, a mentor must be endorsed by a current evaluator as possessing the skills, knowledge, and qualities of a mentor.

H. For purposes of actions taken under this subtitle:

- (1) A mentor may not participate in the evaluation of a beginning teacher or administrator assigned to the mentor;
- (2) The mentor does not share any evaluative information about the beginning teacher or administrator with anyone including administration or direct supervisors in order to maintain confidentiality and a trusting relationship. Content and strategies can be shared with administrators to support the beginning teachers and administrators professional growth plans; and
- (3) Any written or other reports of a mentor regarding a beginning teacher or administrator assigned to the mentor may not be used in the evaluation of the beginning teacher or administrator.

I. Each mentor shall successfully have completed training provided or approved by the Department before participating in the beginning teacher and administrator mentorship program.

J. The maximum ratio of mentor to mentees for a full-time released mentor is one mentor to 15 mentees. This ratio shall be adjusted based upon time released from the classroom, i.e. if released for 50% of the day than the mentor shall have no more than 6 mentees assigned to the same building.

K. The funds received for implementation of the mentorship program may be used by the county board of education to compensate mentors or to compensate other individuals assigned duties to provide release time for teachers or principals acting as mentors.

L. Mentors that have been released from full time teaching duties may only serve for a period of three (3) years in that role.

M. Mentors who successfully complete training courses in order to participate in the mentorship program shall be eligible for three (3) continuing professional development credits towards renewal of their Advance Professional Certificate (APC).

**(NEW) COMAR 13A.07.01.08**

A. The Department shall be responsible for the regular and ongoing evaluation of the implementation and administration of mentoring programs. The evaluation shall include, but not be limited to, assessments of the following:

- (1) The effectiveness of the mentorship program in the retention of beginning teachers and administrators in the school district and in the profession;
- (2) The participating teachers' perceptions of the adequacy, relevance, and usefulness of all elements of the comprehensive induction program; and
- (3) The components of the comprehensive induction program, including manner of implementation, coordination, and effectiveness.

Delete COMAR 13A.07.01.09



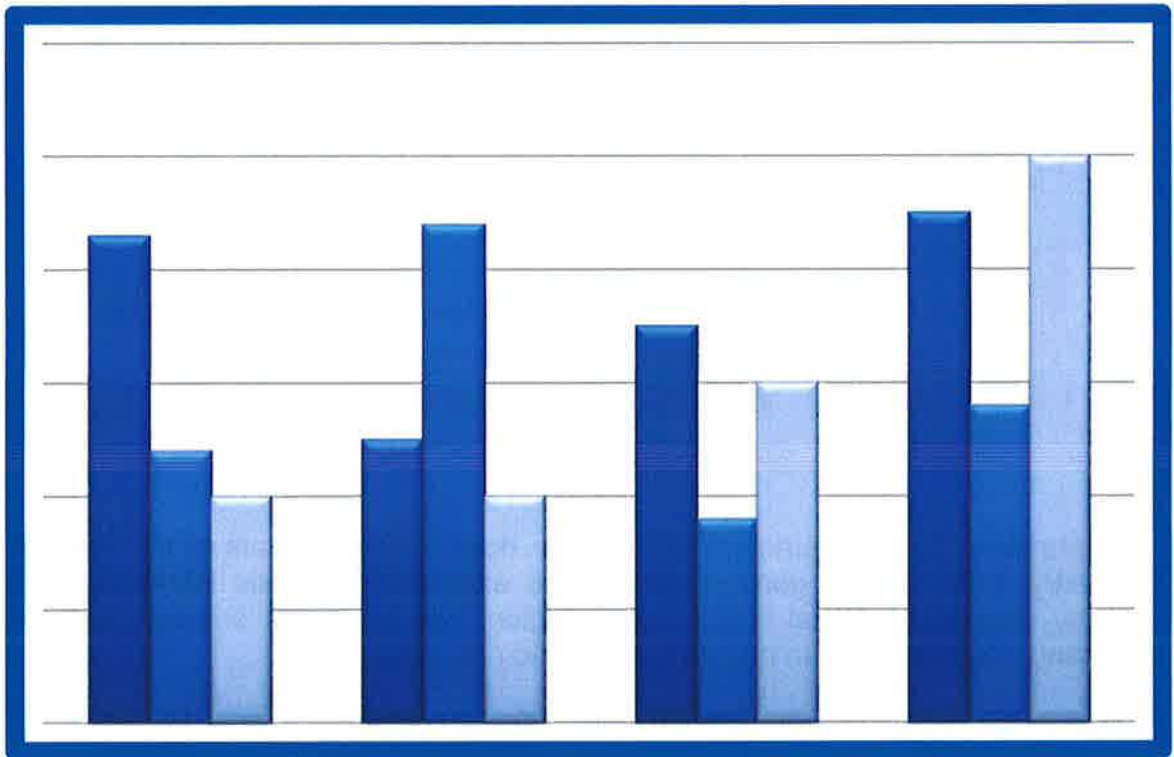
# Appendix XXXVI







# MARYLAND TEACHER STAFFING REPORT 2016-2018



Maryland State Department of Education  
200 West Baltimore Street  
Baltimore, Maryland 21201-2595

[msde.maryland.gov](http://msde.maryland.gov)

September 2016

**MARYLAND STATE BOARD OF EDUCATION  
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Baltimore, Maryland 21201-2595**

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Larry Hogan  
Governor

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## EXECUTIVE SUMMARY

The Maryland State Department of Education (MSDE), in conjunction with local school systems (LSS) and institutions of higher education (IHE), has conducted an annual educator supply and demand study since 1986, the original purpose of which was to determine critical teacher shortage areas. Although data are collected annually, since 2008 the report has been published biennially. The latest *Maryland Teacher Staffing Report, 2016-2018*, provides data on teacher candidates completing programs at IHEs that have Maryland Approved Programs (MAP) and in Maryland Approved Alternative Preparation Programs (MAAPP). The report also includes the hiring data and projected needs of the LSSs. In addition, each data set includes demographic data of the candidates. In 2015, at the direction of the Maryland State Board of Education (hereafter, the State Board), the MSDE Division of Educator Effectiveness (DEE) which produces this report, in collaboration with the Maryland Assessment Research Center (MARC), adopted a revised formula for determining critical shortage areas. This formula provides an updated and simplified methodology for analyzing the data referenced above and for applying that formula using the posted criteria. Analysis is based on actual data rather than survey data, with the exception of LSSs' projections of need.

The State Board, pursuant to HB 688, *Workforce Shortage Student Assistance Grants*, Education Article §18-708, adopts the recommended list of critical shortage teaching areas that then serves many purposes throughout the State. This report provides the basis for the Maryland Higher Education Commission (MHEC) to offer scholarships to qualified individuals who want to become teachers if pursuing certification in one of the critical shortage areas. The list also helps determine the criteria for (1) deferment or forgiveness of student loan repayments for teachers who teach in critical shortage areas; (2) access to grants from the federal Teacher Education Assistance for Colleges and Higher Education (TEACH) Grant Program Act; and (3) eligibility to participate in the Retire/Rehire Program in Maryland. The Retire/Rehire

Program allows for LSSs to hire retired teachers, mentors or principals in select schools in critical shortage areas.

In addition, this report also provides information for IHEs, alternative preparation programs, and LSSs as they recruit, prepare and hire teachers for Maryland's schools. Finally, each state must submit on a yearly basis the identified areas of critical teaching shortage to the United States Department of Education (USDE), which annually publishes *Teacher Shortage Areas Nationwide*.

The scope of the Maryland report has expanded over the years, and now includes:

- Shortage areas for both teachers and select non-classroom professionals;
- Enhanced information regarding traditional higher education as well as alternative preparation programs;
- Demographic data for recent program completers;
- Demographic data for new hires;
- Geographic shortage areas;
- Teacher attrition;
- The number of retired/rehired teachers and principals as allowed for by law; and,
- Incentives and strategies for the recruitment and retention of quality teachers and principals in Maryland public schools.

The 2016-2017 list of shortage areas was published in the 2014-2016 Teacher Staffing Report. As a result of the most currently-available data collection and analysis from all relevant parties, the following recommendations pertaining to teacher shortage areas for the 2017-2018 school year are made to the State Board:

**Recommendation 1:** The Maryland State Board of Education declares the following content areas as critical shortage areas:

- Career and technology areas (7-12)
  - Technology education
  - Family and Consumer Sciences
- Computer science (7-12)

- Business Education (7-12)
- English (7-12)
- English for Speakers of Other Languages (ESOL) (PreK-12)
- Mathematics (7-12)
- Middle School Education (4-9)
  - English/Language Arts
  - Mathematics
  - Science
  - Social Studies
- Science areas (7-12)
  - Biology
  - Chemistry
  - Earth/Space Science
  - Physical Science
  - Physics
- Special education areas
  - Generic: Infant/primary (birth-grade 3)
  - Generic: Elementary/middle school (grades 1-8)
  - Generic: Secondary/adult (grades 6 – adult)
  - Hearing impaired
  - Blind and Visually impaired
- World language areas (PreK-12)
  - French
  - Spanish
- The Arts:
  - Art (PreK-12)
  - Dance (PreK-12)

**The above areas of certification will be reported to the USDE as Maryland’s teaching areas of critical shortage for 2017-2018 in November 2016, with the State Board adoption of this report.**

**Recommendation 2:** The Maryland State Board of Education declares the following twenty-four (24) Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

- |                        |                            |
|------------------------|----------------------------|
| 1. Allegany County     | 13. Harford County         |
| 2. Anne Arundel County | 14. Howard County          |
| 3. Baltimore City      | 15. Kent County            |
| 4. Baltimore County    | 16. Montgomery County      |
| 5. Calvert County      | 17. Prince George's County |
| 6. Caroline County     | 18. Queen Anne's County    |
| 7. Carroll County      | 19. St. Mary's County      |
| 8. Cecil County        | 20. Somerset County        |
| 9. Charles County      | 21. Talbot County          |
| 10. Dorchester County  | 22. Washington County      |
| 11. Frederick County   | 23. Wicomico County        |
| 12. Garrett County     | 24. Worcester County       |

**Recommendation 3:** The Maryland State Board of Education declares a shortage of teachers who are males, and a shortage of teachers who are members of minority groups.

**Recommendation 4:** The Maryland State Board of Education declares a shortage of the non-classroom professional positions of library/media specialist, school psychologist, and speech/language pathologist.

MSDE, which has traditionally calculated new shortage areas every two years to coincide with the publication of this report, will now calculate the shortage areas annually rather than biennially. As a result of the analysis of the most current data, MSDE will submit the above-listed shortage areas to the USDE for the 2017-2018 listing, and will continue to provide annually-calculated data in future years.



## INTRODUCTION

MSDE, in conjunction with LSSs, IHEs and MAAPPs, conducts an annual study to determine critical teacher shortage areas. Although data are collected annually, the report has been published biennially in *The Maryland Teacher Staffing Report* since 2008. In addition to publishing the content areas that are considered to be shortage areas, the *Maryland Teacher Staffing Report* provides information on the number of teacher candidates produced through traditional teacher preparation programs, MAPs, and MAAPPs. Further, the actual and anticipated hiring needs of the 24 local school systems are collected. This information addresses both the supply of new Maryland teachers and the demand that local school systems expect in hiring. Beginning with the current reporting cycle, MSDE will report, both to the State Board and to the USDE, an annually-updated listing of shortage areas.

The *Maryland Teacher Staffing Report* is now compatible with the digital age in which we live. *Race to the Top* funding targeted toward the development of data systems that support instruction, was allocated to MSDE to develop a series of dashboards, the purpose of which was to create graphic representations of data designed to make that data accessible, easy to read, and simple to understand, with a minimum of explanation. The dashboard project makes available to the public a great deal of data heretofore written into textual reports.

### **Background**

Legislation originally passed by the Maryland General Assembly in 1984 and revised in 2006 requires the state to declare what teaching fields are designated as critical shortage areas. This information is often used to award state grants and scholarships to prospective teachers. The General Assembly unified several pieces of legislation to include scholarships in many workforce areas.

See § 18-708 **Workforce Shortage Student Assistance Grants** by copying and pasting the following link into the browser: [mhec.mayland.gov/Pages/default.aspx](http://mhec.mayland.gov/Pages/default.aspx)

This bill consolidated all state grants and scholarships across professions, including teaching. In addition, **SB 663: Retirement and Pensions – Reemployment of Retirees** uses the declared teacher shortage areas to exempt certain retired educators from an earnings limitation if they are reemployed in one of the critical shortage areas and/or in qualifying schools. This law also includes principals and mentors.

The USDE annually publishes the **Teacher Shortage Areas Nationwide**, and allows certain students who teach in critical shortage areas to qualify for deferment of loan repayment and/or loan forgiveness. Maryland contributes its findings each year to this publication.

In 2007, Congress passed the **TEACH Grant Program**. This law continues to provide grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school in a state's critical teacher shortage areas.

### **Summary and Overview**

The procedures for determining teacher shortage areas were established and documented to ensure systematic replication in state reports of teacher staffing as well as formative review for ongoing improvements to the report. Further, the information contained in this report helps to provide a picture of supply and demand along with actual hiring data that is helpful in planning at almost every level in Maryland public schools, colleges and universities, and in alternative preparation programs.

**Most data tables are now displayed on dashboards to which the report will provide a link.** One of several tables included in this report is **Incentives and Strategies for the Recruitment and Retention of Quality Teachers and Principals**. This information is not represented on a dashboard. All data gathered for this report is

posted on the MSDE website or the MHEC website. Data supporting this report is gathered annually but published only biennially; hence, the website data will be accurate and current during the off years of publication. Sections of this report that cover staffing patterns, geographic areas of projected shortage, Maryland-prepared teachers, minority and gender data, and hiring data on select non-classroom professionals are also represented on dashboards. Finally, this report includes the recommendations to the State Board which provides information for IHEs, MAAPPs, and LSSs as they recruit, educate and hire future teachers for Maryland's schools.

## **Part I: INCENTIVES AND STRATEGIES FOR THE RECRUITMENT AND RETENTION OF QUALITY TEACHERS AND PRINCIPALS**

Historically, Maryland has had a shortage of qualified teachers in certain content areas. Maryland has long been an import state, hiring a significant number of teachers prepared in other states. Early-career attrition, flat teacher preparation program completion rates, and teacher retirements all contribute to shortages. Maryland has instituted state scholarships in all workforce shortage areas including those in education, and has implemented certain strategies to attract and retain teachers. The federal government also has several programs, such as the *TEACH Act*, loan deferment and loan forgiveness programs, and *Troops to Teachers (TTT)* to attract retiring military personnel into second careers as teachers. An overview of select incentives and strategies with websites for obtaining the most current information is provided below.

### **NATIONAL AND FEDERAL INITIATIVES**

#### **TEACH Grant Program**

Congress created the *TEACH Grant Program* to provide grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Areas of need in the law are: bilingual education and English language acquisition; foreign languages; mathematics; reading specialist; science; and special education, as well as any other field that has been identified as high-need by the federal government, a state

government, or a local education agency and that is included in the USDE's annual *Teacher Shortage Area Nationwide* Listing (Nationwide List). To be eligible for a *TEACH* grant, candidates must meet certain criteria. Information is available through financial aid offices at participating institutions and the USDE website at: <http://www.ed.gov/index.html>.

### **Federal Student Aid and Loan Forgiveness Programs**

The federal government supports loan programs for students who wish to attend college. The amount of funding for these programs varies from year to year. Current information is located at the federal loan site: <http://www.FederalStudentAid.ed.gov>.

The federal government also has several discharge or loan forgiveness programs connected to federal loans for teachers. The programs include deferment for borrowers under the Family Federal Education Loan (FFEL); Federal Supplemental Loans for Students programs; debt incurred under the Federal Perkins Loan Program; reduction of teaching obligation under the Paul Douglas Teacher Scholarships Program; and the teaching obligation for recipients of the *TEACH* Grant Program. Details and applications are available on the FFEL website.

### **Troops to Teachers**

In 1994, the Department of Defense, in cooperation with the Department of Education, established the *Troops to Teachers (TTT)* Program. The program assists military personnel in making successful transitions to new careers in teaching. For information call 1-866-251-3123 or go to the website, [www.proudtoserveagain.com](http://www.proudtoserveagain.com). The Veterans Full Employment Act of 2013 is also implemented by MSDE. MSDE requires educators in Maryland Public Schools and in Non-Public Special Education Schools under COMAR 13A.09.10 to hold a valid teaching certificate. DEE holds the authority to issue those credentials as individuals complete requirements. Maryland implemented the Act effective July 1, 2013, by expediting credentialing for U.S. Armed

Forces service members and their spouses seeking employment as educators in these entities. For detailed information, visit

<http://test.msde.maryland.gov/about/Pages/DEE/Certification/Veterans.aspx>

## **STATE INITIATIVES**

### **Workforce Shortage Funding Assistance**

There are a number of stipends, awards, and scholarship opportunities available for potential and continuing teachers. Information can be found on the MHEC website which administers funding. Visit the link below by copying and pasting into the browser. Information is readily found under the heading *Financial Aid Resources*.

[mhec.mayland.gov/Pages/default.aspx](http://mhec.mayland.gov/Pages/default.aspx)

### **State Tax Credits**

Maryland classroom teachers enrolled in college courses are eligible for an annual \$1,500 tuition tax credit on their Maryland income tax returns, designed to offset graduate tuition expenses necessary to achieve or maintain advanced teacher certification. To receive the credit, the teacher must successfully complete the courses with a grade of B or better, be employed by a LSS, have a satisfactory performance evaluation, and not have been reimbursed by the LSS for the tuition paid. Check the Annotated Code of Maryland Tax-General Article §10-717 at the website:

[http://taxes.marylandtaxes.com/Individual\\_Taxes/General\\_Information/Tax\\_Credits\\_and\\_Deductions/Quality\\_Teacher\\_Incentive\\_Credit.shtml](http://taxes.marylandtaxes.com/Individual_Taxes/General_Information/Tax_Credits_and_Deductions/Quality_Teacher_Incentive_Credit.shtml)

### **Resident Teacher Certificate**

The Resident Teacher Certificate (RTC) is designed to attract and recruit into teaching recent college graduates as well as career changers who possess academic content backgrounds in the arts and sciences, but who did not complete teacher preparation programs. All programs that use the RTC are state-approved teacher preparation programs and operate under the authority of the DEE at MSDE. These programs may be in partnership between a LSS and a program provider, or the LSS may act as its own provider and develop its own program. Each

program undergoes cyclical state program approval including onsite peer review that includes representatives from IHEs, both two- and four-year, LSSs, and other MAAPPs. For additional information, visit the MSDE home page, DEE, Program Approval where information relevant to Maryland's alternative pathways can be found.

MAAPPs have their own set of dashboards as well. For a detailed look at alternative programs and their candidates, visit [Dashboards Portal](#). In the upper left, click on P12LDS, and choose P12LDS HOME from the pull-down menu. Click on *View all Dashboards* (right side of page), click on *MAAPP*.

### **National Board for Professional Teaching Standards**

The National Board for Professional Teaching Standards (NBPTS) is an independent, non-profit, non-partisan organization established in 1987. It was established to improve student learning in America's schools by developing a system of advanced, voluntary certification for teachers. NBPTS has established rigorous standards and a performance-based certification system to recognize quality teaching. Certification is achieved through a performance-based assessment that typically takes more than a year to complete. It is designed to measure what accomplished teachers should know and be able to do. The process for becoming a Nationally Board Certified Teacher (NBCT) requires teachers to demonstrate how their activities, both inside and outside the classroom, strengthen student performance and contribute to student achievement. The certification process is open to anyone with a baccalaureate degree who holds a current and valid Maryland certificate and has completed three years of classroom experience. The certificate is valid for 10 years, after which a teacher may seek renewal. Maryland is proud that it has 2,785 NBCTs.

As of July 1, 2016, classroom teachers and other non-administrative, school-based employees who hold National Board Certification and work in a comprehensive needs school will be eligible to receive a stipend up to \$2,000. Classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a non-comprehensive needs school are eligible to receive a stipend up to \$1,000.00. It should be noted that LSSs can implement more stringent standards. As

of July 1, 2017, the stipend will increase to \$4,000.00 for classroom teachers and other non-administrative school based employees who hold National Board Certification and work in a comprehensive needs school. For more information, visit the link below.

### **Teachers of Promise**

The *Teachers of Promise* mentoring program, underwritten by the Maryland Independent Colleges and Universities Association, Comcast, the Maryland State Education Association, Smart Technologies, and State Farm Insurance, began as an outgrowth of the Maryland Teacher of the Year Program. It capitalizes on the expertise of Teachers of the Year and other award-winning teachers by matching them with the most promising pre-service graduating seniors from Maryland colleges and universities. This program is designed to provide these promising candidates with support as they transition from the role of student to the new role of teacher. Mentoring begins in the candidates' senior year and continues through summer and fall placement in Maryland schools, creating a transitional mentoring program for beginning teachers. Research suggests that teacher mentors assigned to work with new teachers can be crucial in encouraging them to remain in the field. The Teachers of Promise Program has developed powerful partnerships among MSDE, corporations, and IHEs, that together enhance the chances of success and confidence for so many of our new teachers. The program is now in its 11th year and works with 21 Maryland colleges and universities.

### **Retire/Rehire Program**

In 1999, the Maryland General Assembly passed a bill which exempted certain retired teachers and principals from an earnings limitation of their Maryland pension, provided they are re-employed as classroom teachers, substitute teachers, teacher mentors or principals. The revision in 2005 was SB 663: *Retirement and Pensions - Reemployment of Retirees*, and is aimed at rehiring teachers to work in specific schools and teach in critical shortage content areas.

These retired rehires represent experienced teachers or principals or others who qualify and are placed in the lowest performing schools in critical teacher shortage areas or in positions that qualify. The 2015-2016 report follows:

<b>Individuals by Local School System Participating in the Retire/Rehire Program</b>						
<b>Maryland State Department of Education</b>						
<b>SB663 Retirement and Pension - Reemployment of Retirees 2015-2016</b>						
<b>Position Title</b>	<b>Annual Salary</b>	<b>Name of School</b>	<b>Qualifying School</b>	<b>Critical Subject</b>	<b>Date of Re-Employ.</b>	
<b>BALTIMORE CITY PUBLIC SCHOOLS</b>						
1	Teacher	76,862	James McHenry Elementary/Middle School	Critical Shortage Area	Special Education	9/19/2015
<b>DORCHESTER COUNTY PUBLIC SCHOOLS</b>						
2	Social Worker	77,700	New Directions Learning Academy	Alternative Education	Social Work	10/20/2014
<b>FREDERICK COUNTY PUBLIC SCHOOLS</b>						
3	Teacher	29,514	Catoctin High School	Critical Shortage Area	Mathematics	1/28/2016
<b>HARFORD COUNTY PUBLIC SCHOOLS</b>						
4	Teacher	66,410	Aberdeen Middle School	Critical Shortage Area	Special Education	8/20/2015
<b>KENT COUNTY PUBLIC SCHOOLS</b>						
5	Title I Coordinator	88,629	County-wide	Critical Need	Title I	7/1/2015
<b>PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS</b>						
6	Teacher	95,976	Princeton Elementary School	Title I	Special Education	8/17/2015
7	Teacher	72,906	G. James Gholson Middle School	Title I	Mathematics	8/17/2015
8	Teacher	45,704.50	Fort Washington Elementary School	Critical Shortage Area	ESOL	8/17/2015
9	Teacher	38,390.40	James Duckworth School	Critical Shortage Area	Special Education	9/9/2015
10	Teacher	74,817.76	DuVal High School	Critical Shortage Area	Mathematics	8/17/2015
11	Teacher	43,527.50	Berwyn Heights Elementary School	FARM	ESOL	8/17/2015



<b>ST. MARY'S COUNTY PUBLIC SCHOOLS</b>						
12	School Nurse	62,993	Green Holly Elementary School	Title I		10/20/2014
13	Director of Special Education	118,676	Central Office	Allowable one of five		7/2/2007
14	Bus Driver Trainer	43,075	Department of Transportation	Allowable two of five		9/6/2010
15	Teacher	80,505	Various Sites	Critical Shortage Area	ESOL	8/19/2009
16	Teacher	75,862	Benjamin Banneker Elementary School	Critical Shortage Area	Special Education	9/22/2009
17	Principal	133,571	Chopticon High School	Allowable three of five		7/1/2008
18	Teacher	43,141.50	Chopticon High School	Allowable four of five	Latin	8/19/2005
<b>WICOMICO COUNTY PUBLIC SCHOOLS</b>						
19	Teacher	55,461	Wicomico High School	FARM	Special Education	8/25/2015
20	Teacher	55,461	Wicomico High School	FARM	Special Education	8/25/2015
21	Speech Therapist	85,652	Wicomico High School	FARM	Speech Education	8/25/2015
22	Teacher	55,461	Wicomico High School	FARM	Special Therapist	8/25/2015
23	Teacher	55,461	Wicomico High School	FARM	Special Education	8/25/2015

Revised 8/18/2016

**Summary Report of Retire/Rehire Program  
Maryland State Department of Education  
Report for 2015 – 2016**

	Baltimore	Dorchester	Frederick	Harford	Kent	Prince George's	St. Mary's	Wicomico	TOTALS
<b>Total # Rehires</b>									
Teachers	1		1	1	1	6	3	4	17
Speech Pathologist								1	1
Principals							1		1
Counselor or other specialized area		1			1		3	1	5
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>		<b>1</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>23</b>
<b>Condition of Rehire</b>									
Title I						2	1		3
Alternative Education		1							1
Exemption*					1		4		5
FARM						1		5	6
Critical Shortage Area	1		1	1		3	2		8
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>23</b>
	<b>Content Areas</b>								
Biology									
ESOL						2	1		3
Earth Science									
Latin									
Mathematics			1			2	1		1
Psychology*									
Physical Science									
Spanish									
Special Education	1			1		2	1	3	8
<b>Total Retire/Rehire</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>23</b>

\*Exceptions: The law allows a minimum of five exemptions per system, or 0.2% of the total full-time equivalent teachers, not to exceed 15 per school system. The exemptions may be either a regular school or a non-critical content area.

Data provided to Maryland State Retirement and Pension System (MSRP) and MSDE by the local school systems, 2015-2016 school year.

**Comprehensive Teacher Induction Program**

In response to the Maryland General Assembly, which passed a law requiring mentoring programs, COMAR 13A.07.01 *Comprehensive Teacher Induction Program* was adopted by the State Board on April 27, 2010. This law provides greater

consistency in the quality of support provided to new teachers throughout the state and it also provides training for mentors. The policy requires each local school district to “establish and maintain a comprehensive induction program for all new teachers” “until they receive tenure.” The regulations referenced below provide detail.

[13A.07.01.03](#); [13A.07.01.04](#); and [13A.07.01.05](#).

State regulations also require LSSs to provide a comprehensive induction program report to MSDE. The report must include a description of the mentoring program; data, including the number of teachers using a conditional certificate and the number of mentors who have been assigned; and, how effectiveness of the program is measured. In summary, various incentives and strategies have been implemented in an effort to recruit and retain quality teachers and principals. The strategies have been implemented to attract and retain teachers for public school classrooms. This report makes no effort to assign causality to improved early retention rates as mentioned above, but MSDE’s efforts through the programs mentioned here will continue, as will data tracking in the search of continuous and ongoing improvement.

## **Part II: STAFFING PATTERNS**

This section presents information on the number of new hires by Maryland LSS, by certification area. Included also is the methodology for determining teacher shortage areas; certification areas by extent of staffing need; trend data; and teacher experience and attrition. It is also in this section where the report moves into the digital age and derives its data from the dashboards. The [Dashboards Portal](#) (“control” + click) will take the reader to the Teacher Supply dashboard. To view all of the dashboards available, go to the upper left and click on *P12LDS Home*, choose *P12LDSHOME* from the pull-down menu, then choose *View all Dashboards*, found on the right of the page. All available dashboards are displayed here.

MSDE is dependent upon IHEs and LSSs for accuracy. All data are validated and triangulated for accuracy through collaboration between DEE and the Division of Curriculum, Assessment and Accountability (DCAA).

From the *Teacher Supply* dashboard, click on *Teacher Supply, Multimedia*. This tutorial provides a preview of the dashboards and some suggestions for interpreting data. In addition to the preview, below is a listing of the tabs included on the dashboard. While not all tabs are included in the preview, all are visible from the main page of the *Teacher Supply* dashboard in a list found on the right side of the page. They are presented in the order in which each tab appears on the dashboard and, consequently, in this part of the report.

### ***Teacher Supply Dashboards***

- 🏠 Home
- Overview
- New Hires by Certification Area
- New Hires: Transferred from LSS to LSS
- New Hires by LSS
- New Hires Trends
- Teachers by Years of Experience
- Teacher Attrition
- Supply from MAP by Certification
- Projected Candidates by MAP
- Graduates by IHE
- Hires from MAAPP
- Trend Data : Minorities from IHE
- Minority New Hires by Certification
- Trend Data: Minority New Hires
- New Hires by Gender
- MAP Graduates by Gender

DEE suggests that the user open the dashboard as directed above, and leave it open on the computer, toggling back and forth between the Word document, *Teacher Staffing Report*, and the dashboard *Teacher Supply*. (Each document is, in all likelihood, at the bottom of the computer screen.) Each of the tabs on the dashboard has comments and in some cases possible interpretation of the data. Again, to get started, (the link is [Dashboards Portal](#) ), begin with *New Hires*. In order to assure accessibility of the information even if, for any reason, technology is not available, many

data tables are also presented as screen shots in this report.

## **New Hires**

***Actual New Hires by Certification Area*** reports the number of new hires between October 2013 and October 2014. This closing date (2014) reflects the first of the years reported on the dashboard. In other words, while the data reflect collection between the above two dates, they are reflected on the dashboards as 2014-2015. New hires are categorized as beginning or experienced, Maryland prepared or out-of-state prepared, and by the certification area for which they were hired. During this period, there were 6,048 new hires, an increase of 536 new hires over 2013-2014, or about 9%. This is a predictable and reasonable increase considering that PreK-12 student population rose at almost the same rate during the same time period, from 866,169 to 874,514. Occasionally there are anomalies in hiring that show up as spikes for a particular year, which did occur between 2011-2012 and 2012-2013 when there was a 17% hiring increase that was unanticipated and not projected by LSSs, while at the same time the statewide student population rose only about 1%. Both the rates of PreK-12 student population growth and the rate of new teacher hires have remained fairly static since this time. The dashboard offers five years of data for a more extensive review of hiring.

**Actual New Hires by Certification Area**

Maryland Public Schools: 2014-2015

Date r.n.: 8/19/2016

Certification Area	Total New Hires	Beginning New Hires Total	Beginning New Hires - Maryland Prepared	Beginning New Hires - Out of State	Experienced New Hires Total	Experienced New Hires - Maryland	Experienced New Hires - Outside Maryland
<b>Total New Hires</b>	<b>6,068</b>	<b>3,507</b>	<b>1,649</b>	<b>2,548</b>	<b>2,451</b>	<b>1,302</b>	<b>1,149</b>
<b>The Arts Total</b>	<b>406</b>	<b>265</b>	<b>79</b>	<b>186</b>	<b>140</b>	<b>88</b>	<b>72</b>
The Arts							
Art (PreK-12)	176	123	42	91	52	26	27
Dance (PreK-12)	17	12	7	5	5	2	3
Music (PreK-12)	204	126	29	97	78	37	41
Theatre (7-12)	9	4	1	3	5	4	1
<b>Career/Technology Education (7-12) Total</b>	<b>188</b>	<b>109</b>	<b>6</b>	<b>101</b>	<b>79</b>	<b>42</b>	<b>37</b>
Career/Technology Education (7-12)							
Agriculture	7	4	0	4	3	2	1
Agriculture/Agribusiness	1	1	0	1	0	0	0
Business Educator	33	14	2	12	19	9	10
Family and Consumer Sciences	27	11	2	9	16	9	7
Health Occupations	2	0	0	0	2	2	0
Technology Education	54	33	4	29	21	10	11
Trades & Industry	64	48	0	48	18	10	8
<b>Computer Science (7-12) Total</b>	<b>19</b>	<b>12</b>	<b>1</b>	<b>11</b>	<b>7</b>	<b>3</b>	<b>4</b>
Computer Science (7-12)							
Computer Science (7-12)	19	12	1	11	7	3	4
<b>ESOL (PreK-12) Total</b>	<b>96</b>	<b>41</b>	<b>3</b>	<b>38</b>	<b>55</b>	<b>21</b>	<b>34</b>
ESOL (PreK-12)							
ESOL (PreK-12)	96	41	3	38	55	21	34
<b>Early Childhood (PreK-3) Total</b>	<b>670</b>	<b>384</b>	<b>152</b>	<b>232</b>	<b>186</b>	<b>96</b>	<b>90</b>
Early Childhood (PreK-3)							
Early Childhood (PreK-3)	670	384	152	232	186	96	90
<b>Elementary Education (1-6) &amp; Middle School Total</b>	<b>1,975</b>	<b>1,220</b>	<b>436</b>	<b>784</b>	<b>755</b>	<b>445</b>	<b>310</b>
Elementary Education (1-6) & Middle School							
Elementary Education (1-6)	1,975	1,220	436	784	755	445	310
<b>English (7-12) Total</b>	<b>459</b>	<b>275</b>	<b>88</b>	<b>209</b>	<b>184</b>	<b>93</b>	<b>91</b>
English (7-12)							
English	456	275	85	209	184	93	91
<b>Foreign Language (7-12) Total</b>	<b>276</b>	<b>149</b>	<b>30</b>	<b>119</b>	<b>127</b>	<b>64</b>	<b>63</b>
Foreign Language (7-12)							
Arabic	2	0	0	0	2	0	2
Chinese	10	5	2	3	5	0	5
French	35	13	4	9	22	11	11
German	8	5	0	5	3	2	1
Italian	9	4	0	4	5	4	1
Latin	5	3	0	3	2	0	2
Other Foreign Languages	6	4	0	4	2	1	1
Russian	3	1	0	1	2	2	0
Spanish	198	114	24	90	84	44	40
<b>Health (PreK-12) Total</b>	<b>47</b>	<b>28</b>	<b>8</b>	<b>20</b>	<b>19</b>	<b>12</b>	<b>7</b>
Health (PreK-12)							
Health (PreK-12)	47	28	8	20	19	12	7
<b>Health/Physical Education (PreK-12) Total</b>	<b>35</b>	<b>22</b>	<b>6</b>	<b>16</b>	<b>13</b>	<b>7</b>	<b>6</b>
Health/Physical Education (PreK-12)							
Health/Physical Education (PreK-12)	35	22	6	16	13	7	6
<b>Mathematics (7-12) Total</b>	<b>391</b>	<b>237</b>	<b>40</b>	<b>197</b>	<b>154</b>	<b>74</b>	<b>80</b>
Mathematics (7-12)							
Mathematics (7-12)	391	237	40	197	154	74	80
<b>Middle School Education (4-6) Total</b>	<b>89</b>	<b>48</b>	<b>13</b>	<b>35</b>	<b>41</b>	<b>15</b>	<b>26</b>
Middle School Education (4-6)							
Middle School Ed: English/Lang Arts	25	10	4	12	9	2	7

Certification Area		Total New Hires	Beginning New Hires Total	Beginning New Hires - Maryland Prepared	Beginning New Hires - Out of State	Experienced New Hires Total	Experienced New Hires - Maryland	Experienced New Hires - Outside Maryland
Middle School Education (4-8)	Middle School Ed: Mathematics	34	18	4	12	18	8	10
	Middle School Ed: Science	18	9	4	5	7	0	7
	Middle School Ed: Social Studies	14	7	1	6	7	5	2
<b>Other Teaching Areas Total</b>		<b>111</b>	<b>55</b>	<b>1</b>	<b>54</b>	<b>56</b>	<b>17</b>	<b>39</b>
Other Teaching Areas	Other Teaching Areas	111	55	1	54	56	17	39
<b>Physical Education (Prak-12) Total</b>		<b>136</b>	<b>81</b>	<b>30</b>	<b>51</b>	<b>54</b>	<b>30</b>	<b>24</b>
Physical Education (Prak-12)	Physical Education (Prak-12)	136	81	30	51	54	30	24
<b>Science (7-12) Total</b>		<b>313</b>	<b>193</b>	<b>36</b>	<b>157</b>	<b>120</b>	<b>66</b>	<b>54</b>
Science (7-12)	Biology	147	85	22	83	82	40	22
	Chemistry	42	23	4	19	19	11	8
	Earth/Space	20	14	4	10	6	6	0
	General Science	84	59	3	56	25	7	18
	Physical Science	5	3	0	3	2	0	2
	Physics	15	9	3	6	6	2	4
<b>Social Studies (7-12) Total</b>		<b>313</b>	<b>192</b>	<b>84</b>	<b>128</b>	<b>121</b>	<b>65</b>	<b>56</b>
Social Studies (7-12)	Social Studies (7-12)	313	192	84	128	121	65	56
<b>Special Education Total</b>		<b>626</b>	<b>286</b>	<b>78</b>	<b>210</b>	<b>340</b>	<b>184</b>	<b>156</b>
Special Education	Generic Elementary/middle (grades 1-8)	202	106	19	110	126	30	67
	Generic Infant/primary (birth-grade 3)	22	12	5	7	10	5	5
	Generic Secondary/adult (grades 6-adult)	143	44	17	27	99	49	50
	Hearing impaired	8	2	0	2	6	4	2
	Other (SpEd K-12 and SpEd -Generic infant-Adult)	191	99	35	54	92	51	41
	Severely & Profoundly Disabled	6	1	1	0	5	4	1
	Visually Impaired	4	2	0	2	2	2	0

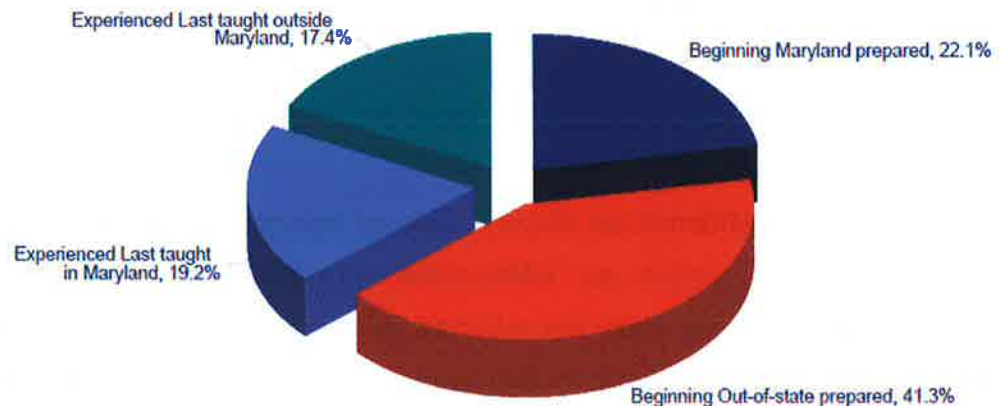
Rows 1 - 69 (All Rows)

The next dashboard tab displays data on teachers who move from school system to school system, known as “within-state” movement of teachers. Teachers who change jobs within the state are reported as “new” by their school systems, although they are not new to teaching in Maryland. Since including this movement of teachers from system to system skews the number of new hires, these teachers are extracted from the totals. The **Number of New Hires Who Transferred from Local School System to Local School System** displays the number of teachers from each “sending” and each “receiving” school system. The chart lists which school systems are hiring from other in-state systems and which systems are losing teachers to other in-state systems. Attention to the within-state new hiring data is important for understanding the

teacher shortage issue. The impact of what is viewed as the teacher shortage areas is mitigated by within-state movement, which is analyzed only rarely as a component of new hire data. The number of teachers who moved within the state during 2014-2015 was 557, or about 9% of the new hires. No screen shot is provided for this table, so it is important to select the appropriate year, in this case 2014-2015, when looking at the dashboards.


**New Hire Trends** shows the number of new hires for the past five years prepared in Maryland and prepared outside of Maryland. Maryland has traditionally been a state that imports more new teachers than it prepares; however, the rate of those prepared outside of Maryland, both new to teaching and experienced, has risen to 59% in this data cycle, leaving 41% of new hires actually prepared in Maryland as illustrated by the pie chart below.

**New Hires: Beginning and Experienced and Out-of-state and In-State Comparison**  
Date run: 8/19/2016





**Teachers by Years of Experience** displays the total number of teachers by LSS and the years of experience of those teachers. (It is important to select the year for **Teachers by Years of Experience.**) Comparison of three years of data reveals no significant changes in the levels of experience of teachers in Maryland Public Schools. The screen shot below shows the data from 2014-2015, (note that the collection is between October 2013 and October 2014).

 **Teachers by Years of Experience**  
Maryland Public Schools : 2014-2015

Local School System	Less Than One	One to Five	Six to Ten	Eleven to Fifteen	Sixteen to Twenty	Twenty One to Twenty Five	Twenty Six to Thirty	More Than Thirty	Total Teachers
<b>State Total</b>	<b>3,555</b>	<b>13,983</b>	<b>14,176</b>	<b>10,955</b>	<b>7,506</b>	<b>4,226</b>	<b>2,624</b>	<b>2,866</b>	<b>59,891</b>
Allegany	13	51	139	125	102	80	48	71	629
Anne Arundel	356	1,357	1,284	948	659	379	202	272	5,457
Baltimore County	468	1,881	1,788	1,417	891	501	231	225	7,402
Calvert	33	92	162	247	218	149	86	56	1,043
Caroline	23	81	97	62	56	32	29	23	403
Carroll	96	317	387	358	296	186	124	119	1,883
Cecil	63	261	366	189	116	48	58	44	1,145
Charles	121	405	559	237	154	115	76	109	1,776
Dorchester	28	125	80	50	30	25	11	22	371
Frederick	187	472	560	446	378	268	206	189	2,706
Garrett	6	23	48	61	40	39	37	35	289
Harford	200	538	576	471	402	212	129	91	2,619
Howard	168	784	957	806	568	351	243	196	4,073
Kent	13	43	28	21	22	11	14	7	159
Montgomery	469	2,185	2,263	2,113	1,609	862	476	597	10,574
Prince George's	588	2,840	2,404	1,464	780	308	187	156	8,727
Queen Anne's	32	99	126	84	74	42	33	28	518
Saint Mary's	29	188	238	229	138	76	68	82	1,048
Somerset	16	55	59	36	28	9	8	13	224
Talbot	12	66	72	79	34	19	13	22	317
Washington	64	346	444	283	150	103	70	87	1,547
Wicomico	89	213	258	191	135	86	64	62	1,098
Worcester	23	94	103	119	94	58	41	64	596
Baltimore City	458	1,452	1,163	915	529	265	170	295	5,247
SEED	0	15	15	4	3	2	0	1	40

NOTE: Only includes staff whose primary position is a teacher, including reading specialists.

Once having selected the appropriate year, the user finds information regarding when teachers left the classroom by LSS in 2014-2015 under **Teacher Attrition**. The three-year comparison available on the dashboard shows no marked increases or decreases either in the rate of attrition or the number of years in the teachers' career when separation occurred. No screen shot is available for this dashboard.

Not only is it critical to capture LSS hiring needs, but also the production of teachers by providers of preparation programs in Maryland. The next chart, **Supply from MAP by Certification Area**, shows the number of individuals who completed college or university programs in 2014-2015 by certification areas, as the title suggests. It should be noted that not all who complete programs actually seek Maryland certification. (Clicking on the **blue** hyperlink in the table reveals the results from individual IHE.) As has been the case for a number of years, both production and the areas in which program completers are being certified have remained relatively flat. Again, multiple years are available on the dashboard. For this table, 2014-2015 represents an academic year beginning in September and ending in August.

**Programs by  
Certification Area**  
Maryland Institutions of  
Higher Education 2014-  
2015  
Click on Teacher Supply  
blue hyperlink to go to  
IHE Production details

Certification Area		Teacher Supply
<b>Total</b>		<b>2,759</b>
<b>Arts</b>	Art (PreK-12)	85
	Dance (PreK-12)	8
	Music (PreK-12)	70
	Theatre (7-12)	2
		<b>165</b>
Career/Technology Education (7-12)	Agriculture/Agribusiness	0
	Business Education	6
	Family and Consumer Sciences	0
	Technology Education	2
	<b>8</b>	
Computer Science (7-12)	Computer Science (7-12)	1
		<b>1</b>
ESOL (PreK-12)	ESOL (PreK-12)	35
		<b>35</b>
Early Childhood (PreK-3)	Early Childhood (PreK-3)	398
		<b>398</b>
Elementary Education (1-6)	Elementary Education (1-6)	912
		<b>912</b>
English (7-12)	English	154
		<b>154</b>
Environmental Education (PreK-12)	Environmental Education (PreK-12)	0
		<b>0</b>
Foreign Language (7-12)	Arabic	0
	Chinese	16
	French	6
	German	1
	Italian	0
	Japanese	0
	Latin	0
	Other (Specify)	0
	Russian	0
	Spanish	30
	<b>53</b>	
Health (PreK-12)	Health (PreK-12)	27
		<b>27</b>
Mathematics (7-12)	Mathematics (7-12)	71
		<b>71</b>
Middle School Education (4-9)	Middle School Ed: English/Lang Arts	11
	Middle School Ed: Mathematics	32
	Middle School Ed: Science	26
	Middle School Ed: Social Studies	13
	<b>82</b>	
Middle School: Grades 4-9	Middle School: Grades 4-9	44

Certification Area		Teacher Supply
		44
Other Teaching Areas	Other Teaching Areas	1
		1
Physical Education (PreK-12)	Physical Education (PreK-12)	88
		86
Science (7-12)	Biology	54
	Chemistry	22
	Earth/Space	12
	Physical Science	0
	Physics	7
		95
Social Studies (7-12)	Geography	0
	History	42
	Social Studies	122
		164
Special Education	Generic: Elementary/middle (grades 1-8)	289
	Generic: Infant/primary(birth-grade 3)	78
	Generic: Secondary/adult (grades 8-adult)	96
	Hearing Impaired	0
	Severely & Profoundly Disabled	0
	Visually Impaired	0
		463

IHEs are also asked to project their production of teachers for a two-year period following the current hiring year which is 2015-2016. The next chart, **Projected Candidates by MAP**, follows the same format as the one above. In this chart, if the user selects 2014-2015, the two projected years are academic years 2016-2017 and 2017-2018. It should be noted that, although students may be in the pipeline to complete a program at a specified time, many factors (economic, academic, life situations, etc.) can influence a delay in completion, including the decision not to complete at all. The chart begins on the next page.



**Projected Teacher Candidates  
from Maryland Approved  
Programs by Certification Area  
Maryland Institutions of Higher  
Education**  
Maryland Institutions of Higher Education  
2014-2015  
Date run: 8/19/2016

Certification Area		Projected Candidate Supply	Projected Candidate Supply
<b>Total</b>		<b>2,926</b>	<b>3,047</b>
<b>Arts Total</b>		<b>143</b>	<b>166</b>
Arts	Art (PreK-12)	76	79
	Dance (PreK-12)	13	15
	Music (PreK-12)	51	80
	Theatre (7-12)	3	3
<b>Career/Technology Education (7-12) Total</b>		<b>4</b>	<b>6</b>
Career/Technology Education (7-12)	Agriculture/Agribusiness	0	0
	Business Education	3	6
	Family and Consumer Sciences	1	0
	Technology Education	0	0
<b>Computer Science (7-12) Total</b>		<b>0</b>	<b>1</b>
Computer Science (7-12)	Computer Science (7-12)	0	1
<b>ESOL (PreK-12) Total</b>		<b>43</b>	<b>39</b>
ESOL (PreK-12)	ESOL (PreK-12)	43	39
<b>Early Childhood (PreK-3) Total</b>		<b>425</b>	<b>466</b>
Early Childhood (PreK-3)	Early Childhood (PreK-3)	425	466
<b>Elementary Education (1-6) Total</b>		<b>1,007</b>	<b>987</b>
Elementary Education (1-6)	Elementary Education (1-6)	1,007	987
<b>English (7-12) Total</b>		<b>166</b>	<b>154</b>
English (7-12)	English	166	154
<b>Environmental Education (PreK-12) Total</b>		<b>2</b>	<b>2</b>
Environmental Education (PreK-12)	Environmental Education (PreK-12)	2	2
<b>Foreign Language (7-12) Total</b>		<b>55</b>	<b>43</b>
Foreign Language (7-12)	Arabic	0	0
	Chinese	9	10
	French	11	14
	German	2	0
	Italian	0	4
	Japanese	0	0
	Latin	0	0
	Other (Specify)	0	0
	Russian	0	0
	Spanish	33	15
<b>Health (PreK-12) Total</b>		<b>23</b>	<b>25</b>
Health (PreK-12)	Health (PreK-12)	23	25
<b>Mathematics (7-12) Total</b>		<b>78</b>	<b>108</b>
Mathematics (7-12)	Mathematics (7-12)	78	108
<b>Middle School Education (4-9) Total</b>		<b>115</b>	<b>115</b>
Middle School Education (4-9)	Middle School Ed: English/Lang Arts	12	17
	Middle School Ed: Mathematics	42	39
	Middle School Ed: Science	46	39
	Middle School Ed: Social Studies	15	21
<b>Middle School: Grades 4-9 Total</b>		<b>57</b>	<b>62</b>
Middle School: Grades 4-9	Middle School: Grades 4-9	57	62



Certification Area		Projected Candidate Supply	Projected Candidate Supply
<b>Physical Education (PreK-12) Total</b>		<b>87</b>	<b>81</b>
Physical Education (PreK-12)	Physical Education (PreK-12)	87	81
<b>Science (7-12) Total</b>		<b>105</b>	<b>102</b>
Science (7-12)	Biology	60	63
	Chemistry	25	23
	Earth/Space	17	13
	Physical Science	0	0
	Physics	3	3
<b>Social Studies (7-12) Total</b>		<b>157</b>	<b>176</b>
Social Studies (7-12)	Geography	0	0
	History	45	40
	Social Studies	112	130
<b>Special Education Total</b>		<b>458</b>	<b>511</b>
Special Education	Generic: Elementary/middle (grades 1-8)	288	305
	Generic: Infant/primary(birth-grade 3)	63	90
	Generic: Secondary/adult (grades 6-adult)	107	107
	Hearing Impaired	0	0
	Severely & Profoundly Disabled	0	0
	Visually Impaired	0	0

Rows 1 - 66 (All Rows)

The next chart breaks down the numbers of candidates who complete programs by IHE, by year. The chart below shows those data for academic year 2014-2015. Multiple years are available on the dashboard.



**Newly Eligible  
Candidates from  
Maryland  
Approved  
Programs by  
Institution**  
Maryland Institutions of  
Higher Education 2014-  
2015

Institution	Maryland Approved Program Graduates
<b>Grand Total</b>	<b>2,759</b>
Bowie State University>	73
Coppin State University>	18
Frostburg State University>	141
Goucher College	36
Hood College	119
Johns Hopkins University	49
Loyola University Maryland	101
Maryland Institute College of Art	30
McDaniel College	31
Morgan State University	15
Mt. St. Mary's University	56
Notre Dame of Maryland University	351
Peabody Institute of the JHU	8
St. Mary's College of Maryland	26
Salisbury University>	230
Stevenson University	52
Towson University>	901
University of Maryland Eastern Shore>	16
University of Maryland University College>	47
University of Maryland Baltimore County>	102
University of Maryland College Park>	333
Washington Adventist University	7
Washington College	17

In addition to college and university traditional teacher preparation programs, Maryland has a robust and rigorous alternative route to certification that utilizes the Resident Teacher Certificate, as described earlier in this report. The data collection for MAAPPs is web-based, meaning that whenever a user submits new data, it is reflected immediately on the dashboard. The user will also note that a number of years of historical data can be found. This dashboard is called **Hires from MAAPP**. All MAAPP resident teachers represent new hires in the chart of new hires found on page 18 of this

report since candidates are accepted into a program only if the sponsoring LSS projects a need in a particular certification area and if the candidate is successful in the preparation program. Again, for complete data on MAAPPs, please visit the MAAPP dashboard.

The chart below shows the number of teachers hired in 2014-2015 who received initial certification, the Resident Teacher Certificate, through MAAPP. It should be noted that, of the 1049 inexperienced, new teachers hired in Maryland in 2014-2015, 480 (46%) were hired as Resident Teachers through MAAPPs. Because MAAPP data collection is live, MSDE is able to report that there are 372 Resident Teachers serving as teachers of record in 2016-2017. As revealed by the chart below and on the dashboards, MAAPPs are located exclusively in the central, highly populated LSSs in the state, offering no relief for smaller, but no less critical, needs for using alternative pathways outside the central Maryland region. MSDE is currently reaching out to both the Western and Eastern Shore LSS to discuss possible cost-effective expansion of this opportunity.

#### Initial Hires from Maryland Approved Alternative Preparation Programs




2014-2015  
Date run: 8/19/2015

Local School System / Partner and Program Provider	Number of Initial Hires	
	2014 - 2015	2015 - 2016
<b>Grand Total</b>	<b>480</b>	<b>372</b>
Anne Arundel Co Public Schools / Anne Arundel Community College (AACPS/AACC)	6	8
Anne Arundel Co Public Schools/ Notre dame of Maryland University (AACPS/NDMU)	8	-
BCPS/TFA	9	-
Baltimore City Public Schools/TNTP Academy (formerly BCTR)	130	126
Baltimore City/Baltimore Co Public Schools Teach for America (BC/TFA)*	142	97
Baltimore City/Urban Teacher Center (BC/UTC)*	30	37
Baltimore County Public Schools/ Goucher COLlege (BCPS/GC)	10	8
Montgomery Co Public Schools / Montgomery Community College (MCPS/MCC)	10	12
Prince George's Co Public Schools/MSMaRT (PGCPS/ UMCP)*	11	-
Prince George's Co Public Schools/Notre Dame of Maryland University (PGCPS/ NDMU)	40	22
Prince George's Co Public Schools/Resident Teacher (PGCPS/ RT)	45	37
Prince George's Co Public Schools/Teach for America (PGCPS/ TFA)	39	25



Research indicates that it is an advantage to students to have instructors who reflect to as great an extent as possible the demographic population of the school setting. IHEs are held accountable for not only the recruitment of a diverse population of teacher candidates, but providing them with the experiences necessary to teach a widely diverse population of children. The next dashboard shows the number and percentage of minority program completers from MAPs over a four-year period. On the dashboard, click on the **blue** hyperlinks to see the results by individual IHE. This dashboard is titled ***Trend Data: Minorities from IHE***. In 2008-2009, minorities represented 21.3% of program completers followed by several years of reduced minority participation. Minority representation in the current completing class shows a gradual increase from 16.9% in 2011-2012 to 19.6% in 2014-2015.

 **Trend Data: Minority\* Teacher Candidates from Maryland Approved Programs**  
Maryland Institutions of Higher Education

2011 -2012			2012 -2013			2013 -2014			2014 -2015		
Total	Minority	%	Total	Minority	%	Total	Minority	%	Total	Minority	%
2,823	478	16.9%	2,744	514	18.7%	2,778	462	16.6%	2,759	542	19.6%

Demographic data for MAAPPs often show a higher number of participants from minority groups than traditional preparation programs. Detailed information regarding MAAPPs can be found on the MAAPP dashboard. The most recent data are from 2013-2014 reflecting about 50% minority hiring through MAAPPs. (Click on *View All Dashboards* and select *MAAPP* for more years of data).

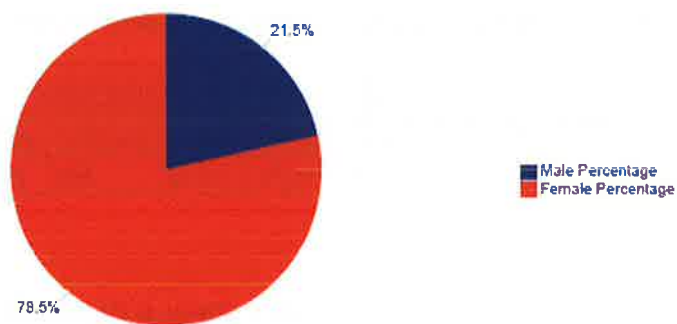
The next dashboard, ***Minority New Hires by Certification***, offers additional information about the minority demographic in hiring. Four years of data are shown on the dashboards which illustrate a breakdown by general areas of certification as well as that same breakdown by each IHE. Screen shots are not available for these data.

Just as the minority status of supply and demand is tracked, so is the gender of those prepared and hired in Maryland. The next dashboard, ***New Hires by Gender***, shows the results.

**New Hires in Certification Areas by Gender Maryland Public Schools**  
 Maryland Public Schools: 2014-2015  
 Date run: 8/19/2016

Certification Area	Total New Hires by Gender	Male Number	Male Percentage	Female Number	Female Percentage
<b>Total New Hires</b>	<b>6,048</b>	<b>1,300</b>	<b>21.5%</b>	<b>4,748</b>	<b>78.5%</b>
Career/Technology Education (7-12)	188	91	48.4%	97	51.6%
Computer Science (7-12)	10	10	52.0%	0	47.4%
ESOL (PreK-12)	96	12	12.5%	84	87.5%
Early Childhood (PreK-3)	570	26	4.6%	544	95.4%
Elementary Education (1-6 Middle School)	1,975	217	11.0%	1,758	89.0%
English (7-12)	450	105	22.9%	354	77.1%
Foreign Language (7-12)*	276	46	16.7%	230	83.3%
Health (PreK-12)	47	15	31.0%	32	68.1%
Health/Physical Education (PreK-12)	35	18	51.4%	17	48.6%
Mathematics (7-12)	391	145	37.1%	246	62.9%
Middle School Education (4-9)	89	25	28.1%	64	71.9%
Other Teaching Areas	111	25	22.5%	86	77.5%
Physical Education (PreK-12)	135	77	57.0%	58	43.0%
Science (7-12)	313	105	33.5%	208	66.5%
Social Studies (7-12)	313	160	51.1%	153	48.9%
Special Education	626	121	19.3%	505	80.7%
The Arts	405	102	25.2%	303	74.8%

**New Hires in Certification Areas by Gender Maryland Public Schools**



Even though the male population of new hires is significantly smaller in all areas of certification, the gap is even wider in the areas of ESOL, Early Childhood Education, Elementary Education, World Languages, and Special Education where males make up 20% or less of the new hires.

The final dashboard supplies the production side of the equation for program completers by gender. It is **MAP graduates by Gender**.



## Teacher Graduates from Maryland Approved Programs by Gender

Maryland Institutions of Higher Education : 2014-2015

[Click on Certification Area name to go to IHE detail](#)

Certification Area	Total	Male Number	Percent	Female Number	Percent
<b>Total</b>	<b>2,759</b>	<b>566</b>	<b>20.5%</b>	<b>2,193</b>	<b>79.5%</b>
Career/Technology Education (7-12)	8	5	62.5%	3	37.5%
Computer Science (7-12)	1	0	0.0%	1	100.0%
ESOL (PreK-12)	35	5	14.3%	30	85.7%
Early Childhood (PreK-3)	398	13	3.3%	385	96.7%
Elementary Education (1-6)	912	83	9.1%	829	90.9%
English (7-12)	154	37	24.0%	117	76.0%
Environmental Education (PreK-12)	0	0	0.0%	0	0.0%
Foreign Language (7-12)^	53	7	13.2%	46	86.8%
Health (PreK-12)	27	12	44.4%	15	55.6%
Mathematics (7-12)	71	22	31.0%	49	69.0%
Middle School Education (4-9)	82	82	100.0%	0	0.0%
Middle School: Grades 4-9	44	9	20.5%	35	79.5%
Other Teaching Areas	1	1	100.0%	0	0.0%
Physical Education (PreK-12)	86	52	60.5%	34	39.5%
Science (7-12)	95	34	35.8%	61	64.2%
Social Studies (7-12)	164	97	59.1%	67	40.9%
Special Education	463	66	14.3%	397	85.7%
The Arts	165	41	24.8%	124	75.2%

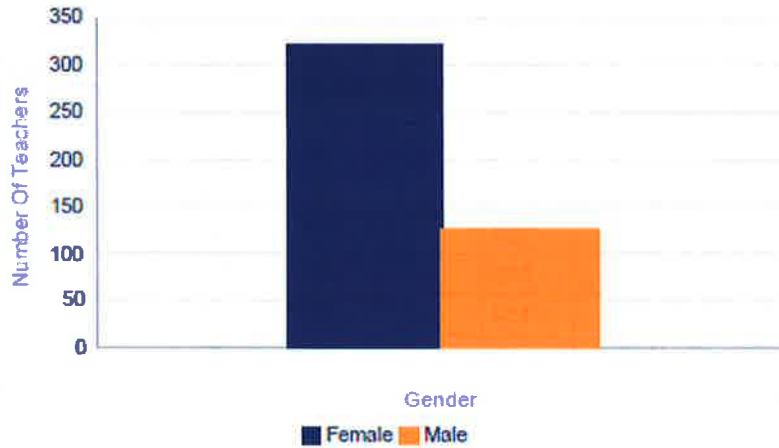
Production data nearly mirrors that of hiring data in the certification areas where males make up 20% or less of the completers.

It should be noted, when attempting to make comparisons between traditional and alternative programs in the discussion of minority and gender participation, that there are career changers participating in MAAPPs. A number of Resident Teachers, therefore, already had successful careers and often are not in search of the financial rewards that opportunities outside of education may afford, but see teaching as a way of “giving back” to the community. There are significant differences between the young college graduate and the more mature career changer which may be reflected in these data. The bar chart below reflects 2013-2014 data from MAAPP. Comparison data from other years can be found on the MAAPP dashboard.



### # of MAAPP 1st Year Resident Teachers: Demographics by Gender

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### Conditional Teachers

The chart on the next page reflects a two-year comparison of the total number of conditionally certified teachers by local school system. ***Newly Hired Maryland Teachers with Conditional Certificates*** reports the total number of newly hired teachers in 2014-2015 and 2015-2016 holding Conditional Certificates.

**Teachers Issued a Conditional Certificate: Two-Year Comparison\***  
**Maryland Public Schools**  
**2014-2015 and 2015-2016**

Local School System	2014-2015**			2015-2016***		
	Number of Teachers	Number of Conditional Teachers	Percent of Conditional Teachers	Number of Teachers	Number of Conditional Teachers	Percent of Conditional Teachers
Allegany	629	3	0.5%	609	1	0.2%
Anne Arundel	5,457	101	1.9%	5,524	91	1.6%
Baltimore City	5,247	119	2.3%	5,264	147	2.8%
Baltimore	7,402	121	1.6%	7,373	103	1.4%
Calvert	1,043	14	1.3%	1,005	10	1.0%
Caroline	403	6	1.5%	405	5	1.2%
Carroll	1,883	34	1.8%	1,856	30	1.6%
Cecil	1,145	3	0.3%	1,160	1	0.1%
Charles	1,776	36	2.0%	1,791	45	2.5%
Dorchester	371	14	3.8%	386	13	3.4%
Frederick	2,706	14	0.5%	2,640	10	0.4%
Garrett	289	0	0.0%	292	1	0.3%
Harford	2,619	14	0.5%	2,609	16	0.6%
Howard	4,073	40	1.0%	4,148	42	1.0%
Kent	159	2	1.3%	156	2	1.3%
Montgomery	10,574	38	0.4%	10,541	50	0.5%
Prince George's	8,727	264	3.0%	8,901	284	3.2%
Queen Anne's	518	4	0.8%	518	5	1.0%
St. Mary's	1,048	6	0.6%	1,061	15	1.4%
SEED School	40	2	5.0%	39	2	5.1%
Somerset	224	4	1.8%	229	3	1.3%
Talbot	317	1	0.3%	321	4	1.2%
Washington	1,547	10	0.6%	1,524	9	0.6%
Wicomico	1,098	17	1.5%	1,111	18	1.6%
Worcester	596	4	0.7%	590	5	0.8%
<b>STATE TOTAL</b>	<b>59,891</b>	<b>871</b>	<b>1.5%</b>	<b>60,053</b>	<b>912</b>	<b>1.5%</b>

\* A conditional certificate is issued at the request of the local school system superintendent for two years to individuals who do not meet all certification requirements. The local school system may request a renewal according to state regulations.

\*\* Based on teachers employed by local school systems as of October 2014.

\*\*\* Based on teachers employed by local school systems as of October 2015.

SOURCE: Maryland State Department of Education, 2016

### **Data Sources Used to Determine Shortage Areas**

In 2014, the State Board directed DEE to update its method of calculating teaching shortage areas to ensure that, wherever possible, actual rather than survey data support the basis for such calculations. DEE worked in partnership with the Maryland Assessment Research Center (MARC) to develop a revised formula. Data used for this report are provided by DCAA which annually collects data from LSS, as well as from colleges and universities, MAAPP providers, and both LSS and IHEs reporting directly to DEE.

The calculation of shortage areas of certification for the state is based on a regression analysis of hiring vs. production data using as many years of available data as possible. The resulting number and percentage of supply versus demand for each certification area is then related to the current LSS's projections of need. Five years of comparable data were available for this report.

In addition, DEE surveys the human resources directors in each of the LSSs in late August to provide a view of school staffing for the opening of school. The survey requests remaining vacancies, and continuing recruitment difficulties. These surveys from each LSS provide the most current available information at the point of the opening of schools each fall. These data, however, are not gathered uniformly across the state with specific vacancies in specific areas of shortage. The surveys provide snapshots of existing vacancies, but are not considered as part of the calculated data. This is not to minimize the importance of the surveys, but in fact, function in quite the opposite manner. In addition to providing further support for the identification of easily-recognized areas of teacher shortage, they also capture shortages of individuals with the abilities and skills, as well as credentials, to teach carpentry, the Allied Health programs, or nanotechnology, for example, that the previous data documents do not collect. This will be discussed more fully in the section **Certification Areas by Extent of Staffing Need**.

**Formula Process for Determining Shortage Areas**

1. Add hiring data by certification area for as many years as available. Add IHE production data by certification area for as many years as data are available for hiring. The sum of the hiring data becomes the numerator; the sum of the production data becomes the denominator. Divide the fraction/ratio by number of years available.
2. Subtract the resulting denominator from the projected current need. Extract the % of shortage.

**Equation**

Percentage of Shortage = Current year need – supply quotient of the

$$\frac{\text{sum of available years of hiring data}}{\text{sum of equal \# of available years of supply data}} \times \frac{\text{\# of years of hiring data}}{\text{\# of years of supply data}} \times \text{current year need}$$

**Rubric for Determining Critical Shortage Content Areas  
2016-2018**

Objective: To determine the State’s critical shortage areas using the following rubric.

The rubric provides a score for each content area. The percentages are derived from a five-year regression model that utilizes production data from Maryland colleges and universities, as well as both actual hiring numbers and projection estimates from all Maryland local school systems by certification area. Hiring data include in-state, out-of-state, and those prepared through Maryland Approved Alternative Preparation Programs. This regression model was developed in partnership with the Maryland Assessment Research Center located at the University of Maryland, College Park. Detailed calculation sheets and rubric determinations are available in the Division of Educator Effectiveness, Maryland State Department of Education.

Content Area: \_\_\_\_\_

	<b>Statewide Critical Shortage</b>	<b>Statewide Shortage</b>	<b>Statewide Balance</b>	<b>Statewide Oversupply</b>	<b>Total</b>
<b>Criteria</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	
<b>1. State projection formula</b>	70 % – 100% shortage:	30% - 70% shortage:	0% to 30% shortage:	Supply is greater than 100% that of projected need.	
<b>2. Projected Need</b>	Need is 10 or more in number:	Need is 10 or fewer in number:	Need is 10 or fewer in number:	No need is reported.	

For all content areas, use the following scale:

- \_\_\_\_\_ 7-8 points, statewide critical shortage area
- \_\_\_\_\_ 5-6 points, statewide shortage area, but not critical
- \_\_\_\_\_ 3-4 points, content area is in state balance.
- \_\_\_\_\_ 0-2 points, content is an area of oversupply

**DECISION:** \_\_\_\_\_

### **Certification Areas by Extent of Staffing Need**

The critical shortage areas identified are valid for a one-year period, 2017-2018. Although the report is produced biennially, critical shortage areas will be calculated and reported for 2018-2019 in September 2017. The results for 2017-2018 are displayed below. They have been categorized into *Shortage*, *Critical Shortage*, *Balanced* and *Surplus*.

DEE added the *Shortage* category with this report to reflect growing needs across the state which may be fewer than ten in number, in areas not represented through traditional supply and demand data collection, and to highlight those areas of shortage which do not quite rise to the level of critical. Many LSSs report acute difficulties in recruiting for Professional Technical Education areas of instruction, such as culinary arts, nursing, cosmetology, TV production, carpentry, Homeland Security, engineering, masonry, and auto mechanics. In addition, there are expressed needs for part-time instructors in specialized sub-content areas such as nanotechnology and other high-level mathematics and science subjects and in such areas as American Sign Language. 60% of LSSs report growing need for Speech/Language Pathologists, a field which does not require certification, but licensure. Pupil Personnel Workers appear to be in short supply for many LSS, as well, and nearly all LSS report difficulty in recruiting minority candidates for their classrooms.

Elementary education is reflected for the first time in many years as an area of slight shortage, and biology returned to the critical shortage list, joining all other areas of secondary science.



It is always important to understand that, in a report that garners its data from statewide supply and demand sources and uses that data to provide a statewide snapshot, some LSS will report an oversupply of teachers in certain areas while others have continued difficulty recruiting in the same area. In addition, it should be noted that, although IHEs produced 2,759 program completers eligible for Maryland certification, there are no data on how many actually sought that certification, nor how many who did seek certification also sought employment in Maryland. There are also no data on those who became certified, and subsequently hired, through transcript analysis. Subtracting the 447 teachers hired as Resident Teachers from the total 1,049 Maryland-prepared inexperienced new teachers, data suggest that, at best, only 602 of the total 2,759 prepared in Maryland IHEs were actually hired in Maryland public schools in the period between October 2013 and October 2014, reflected in this report as 2014-2015.

**Extent of Staffing Need September 2016**

<b>Category</b>	<b>Shortage</b>	<b>Critical Shortage</b>	<b>Balanced</b>	<b>Surplus</b>
<b>Certification Area</b>				
<b>The Arts</b>				
Art (PreK-12)		X		
Dance (Pre-K-12)		X		
Music (PreK-12)	X			
Theatre (PreK-12)	X			
<b>Career/Technology Education (7-12)</b>				
Agriculture			X	
Business Education	X			
Family and Consumer Sciences		X		
Technology Education		X		
<b>Computer Science (7-12)</b>		X		
<b>Early Childhood (PreK-3)</b>	X			
<b>Elementary Education (1-6)</b>	X			
<b>English</b>		X		
<b>ESOL (PreK-12)</b>		X		
<b>Foreign Language (7-12)</b>				
Arabic	X			
Chinese				X
French		X		
German	X			
Italian	X			
Latin	X			
Japanese	X			
Russian	X			
Spanish		X		
<b>Health/Physical Education (PreK-12)</b>			X	
<b>Mathematics</b>		X		
<b>Science (7-12)</b>				
Biology		X		
Chemistry		X		
Earth/Space Science		X		
Physical Science		X		
Physics		X		
<b>Social Studies (7-12)</b>				X
<b>Special Education</b>				
Generic: Infant/primary (Birth-grade 3)		X		
Generic: Elementary/Middle (1-8)		X		
Generic: Secondary/Adult (6-adult)		X		
Hearing Impaired		X		
Severely and Profoundly Disabled			X	
Visually Impaired		X		

Revised 9/1/2016

## **GEOGRAPHIC AREAS OF PROJECTED SHORTAGE**

Maryland legislation enacted in 1986 (Annotated Code of Maryland, Education Article §18-703) required the State Board to annually identify geographic areas of teacher shortages. The intent of the legislation was to assist LSSs affected by geographical conditions that make the recruitment and retention of qualified teachers difficult. However, when the scholarship incentive to teach in a declared area of geographic shortage was repealed, MSDE made the decision to continue to collect this information for some federal loan forgiveness programs that use geographic shortage areas.

### **Procedures**

To determine the areas of geographic shortage, the procedures outlined below were followed. The State Board must have identified content areas as critical shortages for *at least three years*. Those areas identified as critical shortage areas for at least three years for this report are *computer science, technology education, ESOL, mathematics, chemistry, earth space science, physical science, physics, and most areas of special education*. Each local school superintendent was surveyed to determine if he/she was able to satisfy the need for teachers in any of the above identified critical shortage areas and was asked to respond to two questions:

1. Did your local school system experience a critical shortage of teachers in any of the following state identified critical shortage areas: *computer science, technology education, ESOL, mathematics, chemistry, earth space science, physical science, physics, as well as all areas of special education?*
2. If yes, do you wish to have your local school system declared an area of geographic shortage?

Each local school system superintendent must agree to have his or her system designated as an area of geographic shortage, based on the above information.

**Findings:** All LSSs have requested designation as areas of geographic shortage.

1. Allegany County
2. Anne Arundel County
3. Baltimore City
4. Baltimore County
5. Calvert County
6. Caroline County
7. Carroll County
8. Cecil County
9. Charles County
10. Dorchester County
11. Frederick County
12. Garrett County
13. Harford County
14. Howard County
15. Kent County
16. Montgomery County
17. Prince George's County
18. Queen Anne's County
19. St. Mary's County
20. Somerset County
21. Talbot County
22. Washington County
23. Wicomico County
24. Worcester County

## NON-CLASSROOM PROFESSIONALS

At the request of the State Board, MSDE has collected information for several years from LSSs and IHEs on the supply and demand for select non-classroom professional positions. These positions are: guidance counselor, library/media specialist, principal, reading specialist, and school psychologist.

### Staffing Projections for Non-Classroom Professionals

*Staffing Projections of Local School Systems for Non-Classroom Professionals* presents projected needs identified by local school systems for the 2016-2017 and 2017-2018 school years for six non-classroom professional positions.

Although speech/language pathologists are no longer certified by MSDE (they are licensed by the state), House Bill 1235 designated speech language pathology as an area of critical shortage, and thus they have been added to the MSDE shortage list. By declaring this area one of declared shortage, possible participants become eligible for the Retire/Rehire Program.

#### Staffing Projections of Local School Systems for Non-Classroom Professionals Maryland Public Schools 2016-2017, 2017-2018

<b>Non-Classroom Professionals</b>	<b>2016-2017</b>	<b>2017-2018</b>
Guidance Counselor	131	135
Library/Media Specialist	70	93
Reading Specialist	35	35
School Psychologist	53	49
Principal	107	119
Speech/Language Pathologist	109	115

Source: LSS May 2016

## Supply of Non-Classroom Professionals

**Supply of Non-Classroom Professionals from Maryland Institutions of Higher Education** presents one year of actual completers from 2014-2015 in six areas of non-classroom professionals. It should be noted that MSDE has access to graduates of Maryland institutions only, but many in-state professionals may go to nearby Washington D.C., Virginia, or Delaware for their graduate degrees, given the proximity of many IHEs there. Additionally, many online options are now available. Therefore, the number of graduates reported here may be smaller than the personnel actually available to school systems.

**Supply of Non-Classroom Professionals from  
Maryland IHEs  
2014 - 2017**

<b>Non-Classroom Professionals</b>	<b>Completers 2014-2015</b>	<b>Projected Completers 2015-2016</b>	<b>Projected Completers 2016-2017</b>
School Counselor	154	143	156
Library/Media Specialist	63	53	26
Reading Specialist	154	121	132
School Psychologist	19	9	5
Principal	420	370	388
Speech/Language Pathologist	95	51	53

Source: Institutions of Higher Education, May 2016

MSDE also collects the number of graduates of non-classroom professional positions by IHE. ***Newly Eligible Non-Classroom Professional Graduates by Institution and Program***, can be found on the dashboard. No screen shot is available.

### Non-Classroom Professionals by Extent of Staffing Need

**Non-Classroom Professionals by Extent of Staffing Need** is calculated based on projected two-year need from LSSs, one year actual IHE production data, and two years of projected production data. It should be noted that, while this determination of need is based less on actual data and more on survey and projection data, last-minute vacancies collected in late August 2016 seem to confirm the findings.

Within the limitations of this study of projected shortages and apparent imbalances in supply and demand, MSDE uses three categories of projections: *Critical Shortage*, *Balanced*, and *Surplus*. To summarize, this year the non-classroom professionals that are declared as critical shortage areas in Maryland are library media specialist, school psychologist, and speech/language pathologist.

<b>Certification Area</b>	<b>Critical Shortage</b>	<b>Balanced</b>	<b>Surplus</b>
School Counselor			<b>X</b>
Library/Media Specialist	<b>X</b>		
Principal			<b>X</b>
Reading Specialist			<b>X</b>
School Psychologist	<b>X</b>		
Speech/Language Pathologist	<b>X</b>		

Several of the above positions may be considered career pathways for teachers and are all essential to having successful schools for Maryland's PreK-12 population.

## RECOMMENDATIONS TO THE MARYLAND STATE

### BOARD OF EDUCATION

MSDE is recommending to the State Board the certification and geographic areas of critical shortage, consistent with Education Article §18-708, *Workforce Shortage Areas (rev. 2014)*, found in the Annotated Code of Maryland. A declared shortage recommendation on gender and diversity in teaching is made, and inclusion of certain non-classroom professional positions as critical shortage areas is presented. The recommendations for 2017-2018 are below.

**Recommendation 1:** The Maryland State Board of Education declares the following content areas as critical shortage areas:

- Career and technology areas (7-12)
  - Technology education
  - Family and Consumer Sciences
- Computer science (7-12)
- Business Education (7-12)
- English (7-12)
- English for Speakers of Other Languages (ESOL) (PreK-12)
- Mathematics (7-12)
- Middle School Education (4-9)
  - English/Language Arts
  - Mathematics
  - Science
  - Social Studies
- Science areas (7-12)
  - Biology
  - Chemistry
  - Earth/Space Science
  - Physical Science
  - Physics
- Special education areas
  - Generic: Infant/primary (birth-grade 3)
  - Generic: Elementary/middle school (grades 1-8)
  - Generic: Secondary/adult (grades 6 – adult)
  - Hearing Impaired



- Visually impaired
- World language areas (PreK-12)
  - French
  - Spanish
- The Arts:
  - Art (PreK-12)
  - Dance (PreK-12)

**The above areas of certification for 2017-2018 will be reported to the USDE as Maryland's teaching areas of critical shortage in November 2016, with the State Board adoption of this report.** Identified areas for 2016-2017 can be found in the Teacher Staffing Report 2014-2016.

**Recommendation 2:** The Maryland State Board of Education declares the following twenty- four (24) Maryland jurisdictions as geographic areas of projected shortage of certified teachers:

- |                        |                            |
|------------------------|----------------------------|
| 1. Allegany County     | 13. Harford County         |
| 2. Anne Arundel County | 14. Howard County          |
| 3. Baltimore City      | 15. Kent County            |
| 4. Baltimore County    | 16. Montgomery County      |
| 5. Calvert County      | 17. Prince George's County |
| 6. Caroline County     | 18. Queen Anne's County    |
| 7. Carroll County      | 19. St. Mary's County      |
| 8. Cecil County        | 20. Somerset County        |
| 9. Charles County      | 21. Talbot County          |
| 10. Dorchester County  | 22. Washington County      |
| 11. Frederick County   | 23. Wicomico County        |
| 12. Garrett County     | 24. Worcester County       |

**Recommendation 3:** The Maryland State Board of Education declares a shortage of teachers who are males, and a shortage of teachers who are members of minority groups.

**Recommendation 4:** The Maryland State Board of Education declares a shortage of the non-classroom professional positions of library/media specialist, school psychologist, and speech/language pathologists.



# Appendix

## XXXVII





Carroll County Career and Technology

1229 Washington Road | Westminster, MD

Phone # 410-751-3669 | Fax # 410-751-

Shaping the Future

William P. Eckles  
Principal



February 24, 2017

To the Professional Standards and Teacher Education Board:

As the Principal of the Carroll County Career and Technology Center in Carroll County, Maryland, and the Supervisor of Career and Technology Education for Carroll County, Maryland we would like to provide some input on the potential changes to the Professional Technical Educator Conditional Certificate.

Finding technical teachers is quite a challenge. Most technical teachers can earn a higher salary in the private sector. When Career and Technology Education administrators have the opportunity to hire someone with many years' experience in their chosen industry, it is quite a find. Most of the technical teachers hired have a great deal of industry experience. In many areas like welding, machining and especially information technology, the applicants are few.

With 8-20 years' experience, most of these applicants have been in the industry since they graduated from high school. Currently, the requirement of taking four college courses, passing Praxis I, maintaining industry certification, creating lesson plans, and maintain a family is overwhelming. We have two teachers currently trying to pass the Praxis before June 30<sup>th</sup> in order to remain in teaching. We are not the only administrators in this position; there are many.

We are losing very good and even great teachers to a requirement that is very hard to meet in only two years. Most are passing the college coursework necessary to meet state certification requirements. The trouble spot continues to be the Praxis I test. These technical teachers are devoted to their craft and are delighted to have the opportunity to teach the next generation. We are not only losing these teachers but, in many instances, we cannot replace them or the replacements are not nearly as skilled as the teacher who did not pass the Praxis.

We are requesting that the Board and the work groups consider offering an additional two year certificate to Technical Educators to complete their entire certification of four college classes and passing the Praxis I.

Sincerely,

William P. Eckles  
Principal, CCCTC Education

Angela C. McCauslin  
Supervisor of Career and Technology



# MONTGOMERY COUNTY COLLABORATION BOARD

**The Montgomery County Collaboration Board**  
c/o The Foundations Office  
12501 Dalewood Drive, Silver Spring, MD 20906

**Dr. Jack R. Smith**  
Superintendent, Montgomery County Public Schools  
850 Hungerford Drive, Room 122  
Rockville, MD 20850

February 22, 2017

Dear Dr. Smith,

Thank you very much for taking the time to speak to the Montgomery County Collaboration Board (MCCB) at our February 7, 2017 meeting. We are excited to work with you to promote the Career and Technology Education programs to all of our students. We will continue to work to ensure that all students graduating Montgomery County Public Schools are well prepared, and career and college ready.

As you are aware, the business leaders of Montgomery County are dedicated to ensuring that the instructors of Career and Technology Education (CTE) programs have extensive backgrounds and certifications in the industries for which they teach. We want the most qualified, motivated, experienced teachers in every classroom. Historically, CTE teachers were required to have a minimum of five years of industry experience, as well as industry licenses and certifications. Now, certification requirements by the Maryland State Department of Education (MSDE) have expanded. Along with their industry experience, licensure and certification requirements, all CTE teachers must now also pass the Praxis educator's exam as a contingency for employment.

We believe this is an unreasonable demand being placed on talented and certified individuals. It takes a tradesman five to ten years to earn the experience, licenses and certifications to teach in our programs. MSDE is now also requiring them to become a highly qualified, certified teacher by passing a Praxis exam in less than two years. This creates a roadblock in our ability to bring on qualified instructors. Due to this inflexible requirement, Montgomery County Public Schools has also lost talented and dedicated educators.

We are requesting your assistance in advocating for the removal of this requirement. Please let us know how we can support you in moving this request forward with the State. Again, thank you for your dedication to CTE and the students of Montgomery County Public Schools.

Sincerely,



Joe Kessler  
President, MCCB

Copy to: Mr. Boden

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MAR 27 2017

Office of the  
Superintendent of Schools







# NORTH POINT HIGH SCHOOL

FOR SCIENCE, TECHNOLOGY AND INDUSTRY

2500 Davis Road, Waldorf, MD 20603

301.753.1759 | 301.885.2012 | Fax: 301.885.2347

[www.ccboe.com/northpoint](http://www.ccboe.com/northpoint)

**MICHAEL SIMMS, PRINCIPAL**

**Robert Babiak**  
*Vice Principal*

**Cheryl Davis**  
*Vice Principal*

**Laura Hindsley**  
*Vice Principal*

**Daniel Kaple**  
*Vice Principal*

**Marlon Walker**  
*Vice Principal*

**Zohra Cherif**  
*Administrative  
Assistant*

**Corey Dobbins**  
*Administrative  
Assistant*

February 21, 2017

To the Professional Standards and Teacher Education Board:

As the principal of North Point High School in Charles County, Maryland, I would like to provide some input into the consideration of making changes to the Professional Technical Educator Conditional Certificate.

Finding technical teachers is quite a challenge. Most technical teachers can make more in the private sector than they can as an educator. When technical high school principals have the opportunity to hire someone with 5-30 years experience in their chosen industry, it is quite a find. Most of the technical teachers that I have hired fall in the 10-15 year category. In many areas like welding, machining and collision repair, the applicants are few.

With 10-15 years experience, most of these applicants have been in the industry since they graduated from high school. Currently, the requirement of taking four college classes and passing Praxis I is overwhelming. We have lost two teachers within the last year and have one currently trying to pass the Praxis to remain teaching. Unfortunately, I am not the only principal in this position.

We are losing very good and even great teachers to a requirement that is very hard to meet in only two years. Most are passing the college classes. The trouble spot is the Praxis I test. These technical teachers are devoted to their craft and are delighted to have the opportunity to teach the next generation. We are not only losing these teachers but, in many instances, we cannot replace them or the replacements are not nearly as skilled as the teacher who did not pass the Praxis.

I am requesting that the Board and the work groups consider offering an additional two-year certificate to Technical Educators to complete their entire certification of four college classes and passing the Praxis I. Thank you.

Sincerely,

Michael Simms  
Principal



**CHARLES COUNTY PUBLIC SCHOOLS**

*It's all about teaching and learning.*





THE MARYLAND HOUSE OF DELEGATES  
LEGISLATIVE DISTRICT 35B  
CECIL AND HARFORD COUNTIES

**TERESA E. REILLY**  
WAYS AND MEANS COMMITTEE

6 Bladen Street, Room 203  
Annapolis, MD 21401

410-841-3278 · 301-858-3278  
800-492-7122 Ext. 3278  
Fax 410-841-3190 · 301-858-3190  
Teresa.Reilly@house.state.md.us



LAND HOUSE OF DELEGATES  
ANNAPOLIS, MARYLAND 21401

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JAN 31 2017

Nonpublic School  
Approval Branch, MSDE

January 26, 2017

Sarah Spross, M.Ed.  
Assistant State Superintendent  
Division of Educator Effectiveness  
Maryland State Department of Education  
200 W. Baltimore Street, 6th Floor  
Baltimore, MD 21201

Dear Ms. Spross:

On November 10, 2016 the Harford County Delegation met with the Principal of Harford Technical High School to get better acquainted with the current state of high school vocational education. We met with the school's administration and discussed many components of technical education.

During the conversation, we were made aware of the current certification requirements of the new technical educators and the time frame they have to complete their requirements. Most technical teachers come straight out of industry where they have succeeded and have received continual education and training in their area of expertise. However, when receiving a Professional Technical Educator (PTE) Conditional Certificate, through the Maryland State Department of Education (MSDE), those teachers have only two years to complete a rigorous set of college classes and pass the National Praxis I exam. Though educated in their career areas, most of these "new" teachers have not been in a classroom since high school.

The task for some is daunting: they cannot complete the requirements within the required two year timeframe, and so lose their certification and are forced out of teaching. In many instances, these teachers are not only excellent but finding someone to take their place is incredibly difficult.

The Professional Standards in Teacher Education Board (PSTEB) is currently reviewing the timeline for these teachers to complete their Certificate requirements and is looking at possibly adding a second two year conditional certificate. This will allow these much needed teachers a chance to stay in the classroom and educate our next generation of students in technical fields where teachers are very hard to recruit while continuing their own teaching certification requirements.

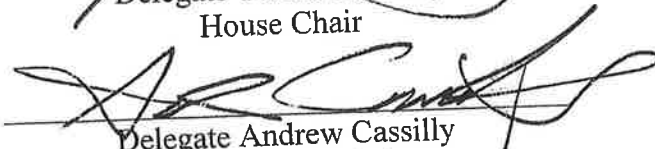


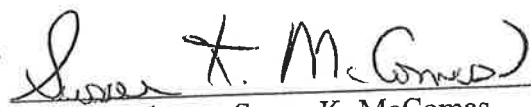
The Harford County Delegation is in full support of this initiative of having a second two year conditional certificate granted to PTE teachers who have not been able to complete the required classes and test during the initial two year timeframe.

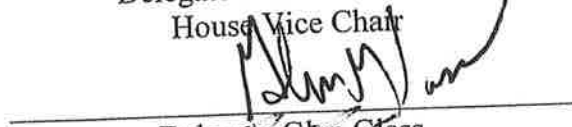
Sincerely,

  
\_\_\_\_\_  
Delegate Teresa E. Reilly  
House Chair

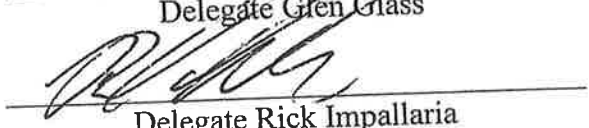
  
\_\_\_\_\_  
Delegate Mary Ann Lisanti

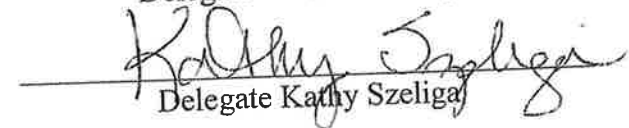
  
\_\_\_\_\_  
Delegate Andrew Cassilly  
House Vice Chair

  
\_\_\_\_\_  
Delegate Susan K. McComas

  
\_\_\_\_\_  
Delegate Glen Glass

  
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Delegate Pat McDonough

  
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Delegate Rick Impallaria

  
\_\_\_\_\_  
Delegate Kathy Szeliga

KM

- Cc: Delegate Teresa Reilly House Chair
- Delegate Andrew Cassilly, House Vice Chair
- Delegate Glen Glass
- Delegate Rick Impallaria
- Delegate Mary Ann Lisanti
- Delegate Pat McDonough
- Delegate Kathy Szeliga
- Mr. Charles Hagan  
Principal, Harford Technical High School
- Mr. Joseph A. Schmitz  
Executive Director for Middle/High School Instruction and Performance  
Harford County Public Schools

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JAN 31 2017

Nonpublic Schools  
Approval Branch, MSDE

