




Carey M. Wright, Ed.D.
Interim State Superintendent of Schools

TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., Interim State Superintendent of Schools 

DATE: December 5, 2023

SUBJECT: Summary of the Repeal and Replacement of COMAR 13A.12.01-.07 *Educator Licensure* and COMAR 13A.07.06 *Programs for Professionally Licensed Personnel*

Purpose

The purpose of this item is to provide a summary of the proposed replacement of Code of Maryland Regulations (COMAR) 13A.12.01-.07 Educator Licensure and 13A.07.06 Programs for Professionally Licensed Personnel and request permission to adopt both sets of regulations.

Background/Historical Perspective

In 2018, the Maryland State Board of Education (SBOE) and Professional Standards and Teacher Education Board (PSTEB) charged the Maryland State Department of Education (MSDE) with the task of repealing and replacing all of the chapters in Title 13A Subtitle 12 *Educator Certification* and 13A.07.06 *Programs for Professionally Licensed Personnel* to increase the rigor of educator preparation and certification in Maryland and incorporate recommendations made in the 2017 Teacher Induction and Retention Act Report and 2018 Commission on Innovation and Excellence in Education Preliminary Report. Over the course of several months, MSDE presented recommended language to both Boards for approval. In June 2019, the SBOE granted permission to publish the regulations for public comment. Before publication, and in anticipation of the Blueprint for Maryland's Future, the Joint Committee on Administrative, Executive, and Legislative Review (AELR) asked the SBOE to rescind their permission to publish the regulations and wait for the conclusion of the 2020 legislative session. The SBOE honored this request and rescinded permission to publish. After the 2020 legislative session, MSDE presented additional amendments to the regulations to align with the Blueprint for Maryland's Future.

Public Comment and AIB Feedback

In July 2021, both the SBOE and PSTEB granted permission to publish COMAR 13A.12.01-.07 and 13A.07.06 for public comment. The regulations were published in the Maryland register in January and February 2022. There were clear themes of concern shared in the public comments provided. Comments concerning the licensure regulations focused on testing requirements for teacher candidates, requirements for teachers assigned to teach out of their area of licensure, and requirements associated with the renewal of a professional license. Comments concerning the preparation regulations focused on placement and length of the practicum, requirements for mentors, licensure assessments, and exit requirements. Over the course of several months, PSTEB made several substantive changes to the proposed regulations based on public comments, AIB feedback, Maryland educator

data, and relevant research. The following table highlights amendments that were made based on public comments and AIB recommendations:

Stakeholder	Regulations	Feedback	MSDE Recommendation
Accountability and Implementation Board and Institutions of Higher Education	Educator preparation	The length of the practicum should not be prescribed as 180 days when the law states “equivalent to a full school year.”	MSDE modified the language to align with the language in the law.
Institutions of Higher Education	Educator preparation	The number of credits required in English language arts, math, science, and social studies (12 credits per subject) should not be prescribed for elementary programs.	MSDE modified the language to require content coursework in each of the four areas; however, a minimum number is not required. Programs must demonstrate how content knowledge is assessed during approval/renewal.
Accountability and Implementation Board and Institutions of Higher Education	Educator preparation	The term “mentor teacher” causes confusion given local education agencies use this term exclusively for teachers who mentor teachers during induction and provide professional development.	MSDE modified the language to identify a “clinical mentor teacher” to distinguish the role of a local education agency teacher who mentors teacher candidates during the practicum.
Institutions of Higher Education	Educator preparation	The regulations do not allow an individual to confer a degree if they don’t successfully complete the program.	MSDE clarified language to ensure programs have the option of conferring a degree when the student has not completed the requirements for licensure.

Stakeholder	Regulations	Feedback	MSDE Recommendation
Local Education Agencies	Educator Licensure	Licensure assessment requirements for program candidates are expensive and may be a barrier for candidates of color.	MSDE modified language to eliminate assessments not required by law and allow both paper/pencil and performance-based assessments to measure proficiency in reading instruction.
Accountability and Implementation Board and Local Education Agencies	Educator Licensure	Do not limit pathways for teacher candidates.	MSDE developed the In-District licensure pathway for career changers, as well as modified language to allow multiple measures of teaching ability for out-of-state candidates.
Accountability and Implementation Board and Local Education Agencies	Educator Licensure	The requirements for teachers assigned to teach more than two areas outside of their area of licensure are untenable and may lead to more shortages.	MSDE modified the language to allow teachers teaching more than two classes outside of their licensure area to demonstrate competency by providing an effective evaluation or completing content coursework.
Local Education Agencies	Educator Licensure	There are too many topic areas required for the renewal of a professional license.	MSDE combined topic areas to allow for broader choice when choosing professional learning experiences.

On December 1, 2022, and January 24, 2023, PSTEB and the SBOE respectively, granted permission to publish COMAR 13A.12.01-.07 and 13A.07.06 for public comment. The regulations were published in the Maryland Register on July 14, 2023. Additionally, the AIB provided feedback on August 14, 2023. MSDE reviewed public comments and the feedback provided by the AIB with PSTEB during their monthly meetings in October and November 2023. On

November 2, 2023, PSTEB voted to adopt COMAR 13A.12.01-.07 and COMAR 13A.07.06 without making any substantive changes.

COMAR 13A.12.01-.07 Educator Licensure

Executive Summary

MSDE is recommending that the repeal and replacement of Title 13A Subtitle 12 be completed in phases due to the extensive amount of regulatory language involved. Phase one focuses on amending the areas outlined in this document. Phase two will focus on the systematic review of all specialist and administrator licensure areas to determine what regulations require amendments. The process of amending specialists and administrator areas of licensure involves facilitating a workgroup comprised of various constituents representing experts in that field who will make recommendations to the MSDE. The proposed amendments in phase one of promulgation are centered around:

Structure of the chapters

The chapters were restructured to group requirements by type of educator. For example, the initial certification pathways, renewal requirements, and endorsement requirements for academic teachers are all found in Chapter 02. In addition, the distinction is made between requirements for academic teachers (Chapter 02) and professional technical and specialized areas of fine arts teachers (Chapter 03). The chapters of Title 13A Subtitle 12 are as follows:

Chapter 01 - General Provisions

Chapter 02 - Teachers

Chapter 03 - Professional and Technical Education and Specialized Areas for Fine Arts

Chapter 04 - Specialists

Chapter 05 - Administrators and Supervisors

Chapter 06 - Disciplinary Action and Denials

Chapter 07 - Professional Standards and Teacher Education Board

Transition to the term “license”

MSDE is recommending a transition from “certification” to “licensure” to distinguish the difference between State licensure and National Board Certification by the National Board for Professional Teaching Standards, which is required to advance on the career ladder established by the Blueprint for Maryland’s Future.

General provisions associated with licensure

Chapter 01 *General Provisions*, establishes requirements that pertain to all licensed educators, including application requirements, types and validity periods of licenses, and requirements to reinstate an expired license. This chapter

also includes a comprehensive set of definitions for the subtitle and identifies the personnel who are required to hold a license.

Types of Maryland licenses

The types of licenses recommended in the proposed regulations differ greatly from the current certificate structure. The proposed regulations establish a hierarchy of licenses; however, advancement is voluntary. A certificate holder may decide to renew a professional license without advancing to the next tier of licensure. It should be noted that these regulations do not prohibit a local education agency from requiring an advanced tier of licensure for employment. The proposed licenses and respective eligibility criteria are as follows:

Adjunct

- 1-year
- Renewable
- Not transferrable between districts
- Part-time position
- High school diploma or its equivalent
- Industry license, when applicable to the profession
- 5 years of satisfactory occupational experience in the field to be taught
- Issued only in teaching areas

Conditional

- 5-year or 3-year (special education only)
- non-renewable
- Bachelor's degree (unless in a Professional Technical Education area)
- Issued only in teaching areas

Resident Teacher

- 3-year
- Non-renewable
- Bachelor's degree
- Enrollment in Maryland approved alternative preparation program
- Issued only in teaching areas

Temporary Professional

- 2-year
- Non-renewable

- Out-of-State program completer or license holder who only needs MD certification assessments
- Issued only in teaching areas

Initial Professional

- 5-year
- Renewable
- Meets the requirements for one of the pathways to licensure

Professional

- 5-year
- Renewable
- Meets the requirements for one of the pathways to licensure
- Completes a Maryland induction program or has 3 years of effective performance

Advanced Professional

- 5-year
- Renewable
- Meets the requirements for one of the pathways to licensure
- Completes a Maryland induction program or verifies three years of effective performance
- Master's degree, 30-semester hour course of study, or National Board Certification

Montessori Professional (established in statute during the 2022 legislative session)

- Lifetime
- Bachelor's degree
- Valid credential from The American Montessori Society, The Association Montessori Internationale, or a program accredited by the Montessori Accreditation Council for Teacher Education
- Passing scores on an approved reading instruction assessment or attestation of proficiency through observation completed by an MSDE-approved assessor

Flexible pathways to teacher licensure

The proposed regulations establish new, flexible pathways to initial teacher licensure for those candidates prepared in Maryland, as well as maintained pathways for those who are prepared in another state or country. It is important to note that Maryland has historically imported approximately 50% of its teacher workforce. The proposed pathways to initial teacher licensure are as follows:

Maryland Educator Preparation Program approved under COMAR 13A.07.06 (traditional or alternative)

- Bachelor's degree or higher

- Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education
- Passing scores as established by the State Superintendent of Schools on a reading instruction licensure test approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool
- Beginning on July 1, 2025, passing scores as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education.

In-District Training Program

- Employment with a Maryland LEA, nonpublic school approved under COMAR 13A.09.10, or State-operated school
- Possession of a conditional license in the subject area and at the grade level of the license sought
- Demonstration of content knowledge
 - Bachelor's degree or higher in a field related to the license area being sought; or
 - Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought; or
 - Passing scores on an approved content assessment.
- Completion of a Maryland induction program that includes on-site supervision and coaching, ongoing instructional mentoring, and an effective rating on a summative evaluation at the end of the induction period
- Completion of a Department-approved sequence of pedagogical coursework
- A passing score on an approved reading instruction test or attestation of proficiency through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages)
- Attestation from the district training program supervisor, designee, school principal, and coursework provider, that the candidate is prepared for licensure

Experienced Nonpublic School Teacher

- Bachelor's degree or higher related to the field of the license sought
- Verification of 5 years of effective teaching experience in the field and at the grade level of the license sought at a Maryland nonpublic school approved under COMAR 13A.09.09
- Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education, or an effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school

- A passing score on an approved reading instruction test or attestation of proficiency through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages)

Out-of-State Teacher Preparation Program

- Bachelor's degree or higher, or a U.S. equivalent of a foreign degree
- Complete a teacher preparation program, including a clinical internship, approved to lead to licensure in another state or a foreign country, in the license area being sought
- Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education, or an effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school
- A passing score on an approved reading instruction test or attestation of proficiency through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages)

Out-of-State License

- Bachelor's degree or higher, or a U.S. equivalent of a foreign degree
- Valid, professional license or certificate from another state or foreign country in the license area being sought
- Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education, or an effective rating on a year-end evaluation if employed in a Maryland LEA, nonpublic special education program, or State-operated school
- A passing score on an approved reading instruction test or attestation of proficiency through observation completed by an MSDE-recognized assessor (only for candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages)

National Board Certification

- Bachelor's degree or higher (unless certified in Career and Technical Education)
- National Board Certificate issued from the National Board for Professional Teaching Standards, for which a comparable Maryland license exists

Occupational Experience (Professional and Technical Education/Specialized Areas for Fine Arts only)

- Verification of 3 years of occupational experience in the area to be taught that may include satisfactory post-secondary teaching experience in the area to be taught; and/or satisfactory occupational employment

- The applicant may substitute a Department-accepted, current industry-recognized credential for 1 year of the occupational experience requirement
- The applicant may substitute a bachelor's or associate's degree in the area to be taught for 1 year of the occupational experience requirement
- Completion of 12 credits of professional education coursework from an IHE or through Department-approved continuing professional development credits to include the following topics:
 - Planning, delivering and assessing instruction
 - Classroom management
 - Differentiating Instruction to accommodate students with special needs
 - Teaching literacy in the content area

Science of Reading

The proposed regulations require applicants and existing license holders to demonstrate proficiency in reading instruction aligned with the science of reading. Those individuals seeking licensure in early childhood education, elementary education, special education, and English for Speakers of Other Languages (ESOL) may demonstrate proficiency through a standardized assessment or an attestation by a Department-recognized assessor using a Department-approved observation measure. Additionally, existing certificate holders will be required to demonstrate proficiency at renewal beginning in 2025, which may be done in one of the following ways:

- Submission of a passing score on a reading instruction test approved by the State Board of Education
- Completion of coursework or professional learning approved by the Department
- Submission of attestation of proficiency through observation completed by a Department-recognized assessor
- Completion of training provided by the Department in the science of reading to fulfill the requirements of renewal

Once demonstrated, proficiency will be noted on the educator's license.

Rigorous renewal requirements

The SBOE and PSTEB requested that MSDE draft renewal regulations that ensure that Maryland teachers are engaging in professional learning that provides the strategies and resources required to implement instruction in a safe, inclusive environment for all types of students with differentiated needs. The new regulations require an Individual Professional Development Plan (IPDP) to be developed when a professional license is issued. This plan, approved by a supervisor or designee if the certificate holder is employed, requires the individual to complete professional development in specific areas:

- Content or pedagogy related to an area on the educator's license
- English as a Second Language, Sheltered English, or Bilingual Education

- Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs
- Culturally responsive teaching or diverse student identities in education

The regulations also introduce the concept of Professional Development Points (PDPs), 90 of which are required to renew a professional license every five years. A PDP is equal to one clock hour and may be earned in a variety of ways:

- College credit, earned or taught, at an accredited institution of higher education
- Continuing professional development (CPD) credits, earned or taught, approved by the Department
- Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure
- Professional conference
- Curriculum development
- Publication of a book or article.
- Mentorship
- Micro-credentials
- Professional development activity approved by the Department, Maryland Local School System, State Agency, Maryland-approved nonpublic school, or another state department of education
- Occupational experience (Professional and Technical Education/Specialized Areas for Fine Arts only)
- National Board Certification

The expectation is that while the modality remains flexible, professional development must be rigorous, relevant, and include learning in specific areas that are critical to ensuring teachers are prepared to teach all Maryland students.

Disciplinary action

MSDE drew upon lessons learned over the years when updating this chapter. The following changes were incorporated to provide clarity and transparency, as well as strengthen the processes associated with taking disciplinary action against a license:

- Additional definitions to provide clarity
- Additional causes for disciplinary action to provide more comprehensive authority to protect Maryland students
- Description of the process of placing an alert on a record while an individual is being investigated
- Clarifications regarding timelines are embedded

- Description of the National Association of State Directors of Teacher Education and Certification Educator Identification Clearinghouse and the process of sharing information with this clearinghouse

Elimination of outdated language and/or antiquated requirements

There were many areas in the regulations that referred to outdated language such as “handicapped” that were updated. Additionally, MSDE identified outdated requirements in the Reading Specialist regulation. Given the age of this regulation, it is recommended that it be amended in phase one of promulgation to align requirements with the science of reading, then revisited in phase two after consulting with reading experts as would normally be done when revising a specialist regulation. Finally, two administrator areas were removed from the regulations: Resident Principal and Resident Assistant Principal, both of which were rarely issued during the past 10 years.

COMAR 13A.12.07.06 Programs for Professional Licensed Educators

Executive Summary

MSDE is recommending COMAR 13A.07.06 be repealed and replaced with language developed to establish the requirements and processes associated with the approval of educator preparation programs in Maryland. The following requirements are identified as critical updates that reflect the intent of the Blueprint for Maryland’s future and increase the rigor and accountability of educator preparation.

National Accreditation or State Approval

Education Article §11-208 of the Annotated Code of Maryland, adopted in 2017, allows a Maryland educator preparation program to choose between State approval and National Accreditation by an accreditor recognized jointly by the Maryland Higher Education Commission (MHEC) and MSDE. Accreditors must demonstrate alignment with the national standards used by Maryland to approve programs to apply for recognition. COMAR 13A.07.06 identifies the national standards with which national accreditors must align should they choose to be recognized by MHEC and MSDE. The law also requires the MSDE to pay the fees associated with national accreditation should a program opt for this approval pathway.

Entrance Requirements

The regulations establish a minimum 3.0 Grade Point Average (GPA) as an entry requirement for approved educator preparation programs. Candidates who do not have a 3.0 GPA may be enrolled if they pass an approved basic skills battery (e.g., Praxis Core Assessment). Additionally, programs may opt to waive the entrance requirements for up to 10% of an annual cohort if they provide those candidates the support required to meet the requirements for licensure upon exit from the program.

Science of Reading

Research-based literacy instruction aligned with the science of reading is integrated throughout the proposed regulations. Programs must provide a curriculum aligned to the science of reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension, and candidates must demonstrate competency in providing instruction using instructional strategies aligned to the science of reading to exit the program. Additionally,

beginning in the 2025-2026 school year, each approved program leading to certification in early childhood education, elementary education, special education, and ESOL must post on its website information describing its program to prepare teachers to teach reading using evidence-based practices in literacy programming and instruction aligned to the science of reading.

Rigorous Practicum

As required by the Blueprint for Maryland's Future, each candidate must complete a teacher practicum as a requirement for completion of the program. The minimum length of the practicum is dependent on the type of program:

- Undergraduate programs must offer a practicum that is at least 100 days until July 1, 2025. Beginning in the 2025-2026 academic year, the minimum practicum for undergraduate programs must be equivalent to a full school year.
- Alternative programs must offer a practicum that is at least 100 days until July 1, 2025. Beginning in the 2025-2026 academic year, the minimum practicum for alternative programs must be equivalent to a full school year. As stated in the Blueprint for Maryland's Future, there is an exception for programs approved before July 1, 2021, that provide diverse teachers in schools and local school systems that have high vacancies, turnover, and new teachers relative to other public schools in the State. These programs may continue to offer a 100-day practicum experience.
- Graduate programs must offer a practicum that is at least 100 days. Although they may increase the length of the practicum to a full school year, it is not required.

The proposed regulations establish requirements that ensure that candidates are supported during the practicum. The program and local education agency must collaborate to identify placements in a variety of school environments with diverse student populations, be organized using the career ladder once it is established by the Accountability and Implementation Board and provide a highly competent teacher mentor who has demonstrated the skills and knowledge needed to improve student performance and instill the skills, attitudes, values, and knowledge necessary for the next generation of teachers. Mentors are required to be compensated, must be provided release time, and will collaborate with the program to evaluate the candidate's demonstration of competencies.

Candidate Competencies

The regulations identify the teacher competencies required to exit an educator preparation program. These competencies may be demonstrated in a variety of ways, including key assessments, observation, and performance assessments. There are four types of competencies established in the regulations. The following are examples of competencies for each category.

General

- Demonstrate evidence-based strategies and methods to improve student performance and one's own professional practice
- Incorporate the knowledge of students' physical, cognitive, emotional, social, and cultural development in the basis of effective teaching

- Create safe, inclusive learning environments for all students by effectively using trauma-informed instruction, implementing restorative practices and conflict de-escalation, and managing student behavior
- Analyze and use data derived from assessments to develop intervention plans aligned to the specific needs of individual students to remedy learning deficits
- Implement Response to Intervention, Universal Design for Learning, and Direct Instruction to differentiate instruction
- Implement Specially Designed Instruction to implement the Individualized Education Program for students with disabilities
- Effectively use high-quality instructional materials (including online) and adapt existing curriculum to make it stronger
- Collaborate effectively with colleagues, families, and social services agencies to support student achievement

Cultural Responsiveness

- Demonstrate the required knowledge and skills to support various racial, ethnic, linguistic, and socioeconomic groups through teaching that promotes social justice and equity, including restorative practices and practices to develop racial literacy
- Identify and assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact marginalized students, families, and educators on multiple levels by acknowledging one's own biases and inequitable actions and assessing how one's assumptions values, and biases may impact their responses to students and families and result in inequitable actions and practices
- Communicate high expectations for students of all identities including gender, race and ethnicity, language, socioeconomic status, and disability
- Incorporate a variety of culturally responsive instructional materials that represent and support learning for diverse populations of children and families
- Differentiate instruction with consideration for cultural, linguistic, and academic diversity
- Examine curriculum and learning materials for bias and deliver instruction with materials that center the perspectives and lived experiences of historically marginalized people
- Provide opportunities for families to be involved in their children's educational experience and integrate family and community-based funds of knowledge into teaching and learning

Literacy (secondary and specialty areas)

- Define, describe, explain, and analyze the developmental characteristics of adolescent literary learners, active independent readers, processes of making meaning, and motivation and engagement
- Define and distinguish features of diversity and interpret linguistic cultural differences among adolescent learners, and construct high quality learning environments that support individual and collaborative interaction and engagement

- Describe purposes and opportunities for reading, writing, and communicating within and across content areas and analyze types of new literacies and their uses for acquiring content knowledge and student understandings
- Identify professional and literacy standards and curricula for lesson development to plan and evaluate engaging instruction that supports all learners in meeting goals and intended outcomes
- Identify deficits in reading and develop a plan to address using strategies aligned to the science of reading to support appropriate interventions
- Employ evidence-based multi-modal instructional practices to develop and evaluate comprehension within content areas
- Explore professional dispositions and engage in critical self-reflection in order to construct a professional development plan as a content area literacy teacher

Literacy (early childhood, elementary, special education, and ESOL)

- Identify the component processes involved in reading and writing aligned to the science of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and describe how biological, cognitive, linguistic, and sociocultural factors may influence literacy development
- Identify characteristics that define evidence-based practices in literacy programming and instruction aligned to the science of reading and use those criteria to select print and multimedia resources to engage students as readers and writers
- Design speaking and listening opportunities that lead to more active, equitable, and academically oriented conversations for all students
- Identify the role of classroom literacy instruction aligned to the science of reading in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers
- Provide literacy instruction that reflects and is responsive to the diversity of the classroom community and promotes all students' cultural competence through inclusive and equitable literacy learning opportunities
- Select or design appropriate diagnostic assessments and use data from those assessments to determine areas of need, provide targeted instruction, collaborate with instructional specialists, monitor progress, and evaluate the effectiveness of literacy instruction
- Implement strategies that foster connections to students' homes and communities and provide opportunities for incorporating oral language variation

Math

- Apply content knowledge for each of the four essential topics: Numbers and Operations, Algebraic Thinking, Geometry and Measurement, and Data Analysis and Probability (elementary grades)
- Apply mathematics content knowledge for teaching within the candidate's area of licensure
- Recognize the coherent progression of mathematical concepts both within an age/range/grade/course and across an age/range/grade/course

- Identify the appropriate sequence of mathematical learning targets for both a unit of study and an individual lesson
- Construct collaborative and self-directed learning opportunities that reflect active student engagement in learning and a growth mindset
- Design rich mathematical tasks that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets
- Recognize productive struggles and unproductive struggles to promote perseverance and thinking flexibly

Accountability

The proposed regulations require educator preparation programs to demonstrate compliance with the regulatory requirements at the time of the initial application, annually by submitting data and a written report, and through a formalized program review that occurs every five years.

On an annual basis, each program will be required to submit data that is aggregated by race, ethnicity, and gender for the previous five years, including:

- Enrollment data, including candidate residence, and past and projected enrollment in each program
- Program completion rates
- Practicum placements by subject area, grade level, local education agency, and school
- Performance, including passing rates on Department-approved performance, content, and basic skills assessments
- Employment and retention of completers
- Candidate satisfaction survey results

A program review will be conducted every five years for those programs that choose State approval. Programs that opt for national accreditation will follow the review schedule of the accreditor and must submit a copy of the accreditation report to the MSDE. During the review, the provider must demonstrate that the educator preparation program(s) is aligned with the standards and competencies established in statute and regulation. This year-long process includes a self-study, an off-site evaluation, and meetings between the MSDE and provider before culminating in an onsite visit. The MSDE will determine the program's status based on the review, which may result in findings of noncompliance. A program that seriously fails to meet the compliance requirements or demonstrates a pattern of noncompliance may be placed on probation per the process established in the proposed regulations. If a program is not able to demonstrate progress toward meeting compliance requirements, the approval of that program may be revoked.

Action

MSDE is asking the SBOE to grant permission to adopt 13A.12.01-.07 *Educator Licensure* and 13A.07.06 *Programs for Professional Licensed Personnel*.

Attachments

COMAR 13A.12.01-.07 *Educator Licensure*

COMAR 13A.07.06 *Programs for Professional Licensed Personnel*

Title 13A

STATE BOARD OF EDUCATION

Notice of Proposed Action

[23-074-P]

The Professional Standards and Teacher Education Board and the State Board of Education propose to repeal the following existing regulations under existing **Subtitle 12 Certification**:

- (1) Regulations **.01—.14** under **COMAR 13A.12.01 General Provisions**;
- (2) Regulations **.01—.29** under **COMAR 13A.12.02 Teachers**;
- (3) Regulations **.01—.12** under **COMAR 13A.12.03 Specialists**;
- (4) Regulations **.01—.16** under **COMAR 13A.12.04 Administrators and Supervisors**;
- (5) Regulations **.01—.08** under **COMAR 13A.12.05 Suspensions and Revocations**; and
- (6) Regulations **.01—.08** under **COMAR 13A.12.06 Professional Standards and Teacher Education Board**.

Also, at this time, the Professional Standards and Teacher Education Board and the State Board of Education propose to adopt the following new regulations under new **Subtitle 12 Educator Licensure**:

- (1) Regulations **.01—.06** under **COMAR 13A.12.01 General Provisions**;
- (2) Regulations **.01—.08** under **COMAR 13A.12.02 Teachers**;
- (3) Regulations **.01—.05** under **COMAR 13A.12.03 Professional and Technical Education and Specialized Areas for Fine Arts**;
- (4) Regulations **.01—.15** under **COMAR 13A.12.04 Specialists**;
- (5) Regulations **.01—.15** under **COMAR 13A.12.05 Administrators and Supervisors**;
- (6) Regulations **.01—.09** under **COMAR 13A.12.06 Disciplinary Actions and Denials**; and
- (7) Regulations **.01—.08** under **COMAR 13A.12.05 Professional Standards and Teacher Education Board**.

This action was considered by the Professional Standards and Teacher Education Board at its meeting on December 1, 2022 and the State Board of Education at its meeting on January 24, 2023.

Statement of Purpose

The purpose of this action is to adopt regulations in accordance with The Blueprint for Maryland's Future and the Teacher Induction, Retention, and Advancement Final Report (2017).

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Alexandra Cambra, Director Program Approval, Division of Educator Certification and Program Approval, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0564, or email to alexandra.cambra@maryland.gov. Comments will be accepted through August 14, 2023. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Professional Standards and Teacher Education Board during a public meeting to be held on October 05, 2023, at 9:30 a.m., at 200 West Baltimore Street, Baltimore, MD 21201.

Subtitle 12 EDUCATOR LICENSURE

13A.12.01 General Provisions

Authority: Education Article, §§2-205, 2-303(g), and 6-127, and 6-701—6-708, 8-3A-03, and Family Law § 10-119.3, Annotated Code of Maryland

.01 Purpose.

Licensure is established to offer assurance to the citizens of this State that professional public educational staff possess the minimum essential knowledge and skills needed to achieve outcomes for public education declared by the State Board of Education, and maintain competent practice through career long-engagement with their content area, research, best practice, and expert opinion.

.02 Definitions.

A. In this subtitle, the following terms have the meanings indicated.

B. Terms Defined.

- (1) "Accredited nonpublic school" means a nonpublic school accredited by a national organization or regional organization.*
- (2) "Approved nonpublic school" means a nonpublic school approved by a state department of education.*
- (3) "Bilingual Education" means the teaching of academic content in two languages: a native and second language.*
- (4) "Certificate" is the term for an educator credential issued by the Department. The term certificate has been replaced by the word license.*
- (5) "Class" means a period allocated for lessons during a school day.*
- (6) "Conditional license" means a non-renewable license issued while the applicant pursues a pathway to professional licensure.*
- (7) "Content coursework" means coursework completed in academic disciplines as differentiated from pedagogical coursework.*
- (8) "Continuing education units (CEUs)" means credit issued from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.*
- (9) "Continuing professional development (CPD) credit" means credit earned through continuing professional development experiences approved by the Department.*
- (10) "Crime against children" means any crime defined in Criminal Law Article, §3-601, Annotated Code of Maryland.*
- (11) "Crime of violence" means any crime as defined in Criminal Law Article, §14-101, Annotated Code of Maryland.*
- (12) "Culturally Responsive Teaching" means pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.*
- (13) "Department" means the Maryland State Department of Education.*
- (14) "Educator" means an individual who holds a license in an area of teaching, Professional and Technical Education, specialized areas for fine arts, specialist, administrator or supervisor.*
- (15) "Effective performance" means professional, full-time experience as a specialist, administrator, or supervisor in a public school system, approved nonpublic school, or accredited nonpublic school for which the annual overall evaluation rating is at least effective or equivalent.*
- (16) "Effective teaching experience" means professional, full-time experience as a teacher in a public school, approved nonpublic school, or accredited nonpublic school for which the annual overall evaluation rating is at least effective or equivalent.*
- (17) "Endorsement" means a credential issued on a license under COMAR 13A.12.01.04C to indicate satisfactory knowledge and skills to perform services in the area(s) specified.*
- (18) "English as a Second Language (ESOL)" means the practice and theory of learning and teaching English to students of which English is not the native language.*
- (19) "English Language Learners (ELL)" means students who come from non-English speaking homes and who are learning English.*
- (20) "Full-time teaching experience" means a period of not less than 9 consecutive months as the responsible teacher in a classroom under an appointment requiring service for 50 percent or more of the school week or the equivalent.*
- (21) "Higher degree" means a degree earned that is higher than a bachelor's degree such as a Ph.D., Ed.D., Ed.S., master's degree, J.D., M.D., D.D.M., D.D.S., or L.L.M.*
- (22) "Historic Professional Certificate" means a previously issued certificate or area of certification that no longer exists.*
- (23) "Historic Professional License" means a license or area of licensure that no longer exists.*
- (24) "Individual professional development plan (IPDP)" means a plan developed in partnership with a supervisor, if employed, to provide appropriate and relevant professional learning.*
- (25) "Initial license" means the first Maryland professional license issued to an educator.*
- (26) "Internship" means a supervised period of clinical experience offered by an educator preparation program designed to allow pre-service teachers to practice and refine their teaching skills.*
- (27) "Interstate Certification Compact (ICC)" means a legal agreement with other states to facilitate the certification of out-of-State teachers and other professional educational personnel as authorized by Education Article, Title 6, Subtitle 6, Annotated Code of Maryland, or as otherwise provided by law.*
- (28) "License" means an educator credential issued by the Department, which allows the holder to practice the area(s) of licensure noted.*
- (29) "Local school system (LSS)" means a Maryland public school system.*
- (30) "Member state" means a state that participates in the Interstate Certification Compact (ICC).*
- (31) "Micro-credential" means a digital form of certification indicating the demonstration of competency/mastery in a specific skill or set of skills.*
- (32) "Montessori school" means a public school that uses Montessori instruction as its primary method of instruction, or is approved by the Department.*
- (33) "Nonpublic school approved under COMAR 13A.09.09" means a school that is issued a Certificate of Approval by the State Board, excluding the federal government or any State, county, or municipal agency or division of these, to operate an educational program in a nonpublic kindergarten, elementary school, and secondary school.*

- (34) "Nonpublic school approved under COMAR 13A.09.10" means:
- (a) An entity which is responsible for governing and operating a school that provides a Type I, Type II, Type III educational program in a facility licensed by a unit of State government to provide treatment of care, or both; or
 - (b) Educational programs that provide special education to children in a nonpublic school in accordance with Education Article, §8-406, Annotated Code of Maryland.
- (35) "Occupational experience" means experience gained while employed performing in the career area to be taught.
- (36) "Pedagogy" means the method and practice of teaching.
- (37) "Professional and Technical Education" means areas of study which include skilled trades, applied sciences, modern technologies, and career preparation.
- (38) "Professional conference" means a workshop, institute, or seminar of 4 or more hours that contributes to ongoing, sustained, and high-quality professional development.
- (39) "Professional development activity" means an activity, approved by the Department, local school system, State Agency, Maryland-approved nonpublic school, or another state department of education, that improves the professional knowledge, competence, skill, or effectiveness of the license holder.
- (40) "Professional Development Point (PDP)" means a unit used to renew teacher licenses earned through completion of specific professionally aligned tasks and assignments.
- (41) "Professional education coursework" means coursework dealing with the knowledge and process of teaching to prepare to become a teacher, as differentiated from content coursework.
- (42) "Professional licensure" means holding a Temporary Professional, Initial Professional, Professional, or Advanced Professional License.
- (43) "Reinstatement" means restoration of an expired license.
- (44) "Renewal" means the extension of the validity period of an existing license.
- (45) "Required grade" means a grade of C or better, pass, or satisfactory.
- (46) "Resident Teacher License" means a license issued to a candidate enrolled in an alternative teacher preparation program.
- (47) "School" means a public school, an approved nonpublic school, or an accredited nonpublic school.
- (48) "Sheltered English instruction" means an instructional approach that engages English Language Learners (ELL) in developing grade-level content-area knowledge, academic skills, and increased English proficiency.
- (49) "Specialist" means an individual licensed under COMAR 13A.12.04.
- (50) "Teaching endorsement" means a teaching area added to a professional license of an educator who has met the qualifications of COMAR 13A.12.02.02B.

.03 Licensure Requirements of Education Personnel.

A. The regulations in this subtitle are established as licensure standards for personnel educating students in a Maryland local school system, a State-operated school, and a nonpublic school approved under COMAR 13A.09.10.

B. A local school system, State-operated school, and nonpublic school approved under COMAR 13A.09.10 may establish additional requirements as a condition of employment.

C. Personnel Subject to Licensure.

(1) Teachers, specialists, administrators, and supervisors employed in a Maryland local school system, a State-operated school, and a nonpublic school approved under COMAR 13A.09.10 are subject to licensure.

(2) Teachers. A teacher employed in an early childhood, elementary, pre-kindergarten—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

(3) Professional and Technical Education/Specialized Areas for Fine Arts. A Professional and Technical Education teacher or Specialized Area of Fine Arts teacher employed in an early childhood, elementary, pre-kindergarten—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.03.

(4) Specialists. A specialist employed in an early childhood, elementary, pre-kindergarten—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.04 or a license in certain areas as otherwise provided in State law.

(5) Administrators and Supervisors. Administrators and supervisors who have direct contact with students, who have responsibility for curriculum development, or who have responsibility for supervision of instruction shall meet the requirements for a professional license under COMAR 13A.12.05.

.04 Issuance and Types of Licenses.

A. Application Procedure.

(1) To obtain licensure in a specific area, an applicant, or local school system on behalf of the applicant, shall submit an application and documentation as required by the Department.

(2) The Department or its designee shall evaluate the application and documentation and if the applicant satisfies the requirements, the Department shall issue the license.

(3) An applicant shall present transcripts verified to the satisfaction of the Department.

(4) An applicant shall present test scores to the Department in one of the following ways:

- (a) Directly from the testing company;
- (b) By notation on an official transcript;
- (c) By verification from a college or university;

(d) By verification from a state department of education; or
(e) With the applicant's original score report or a copy of the score report verified to the satisfaction of the Department.
(5) The Department shall maintain the file of an applicant for licensure who is not eligible for a license for 1 year from the date of the last correspondence, after which time the applicant may reapply.

(6) It is the responsibility of the licensed individual to maintain the validity of the license and to provide the Department with current information including name, email address, mailing address, and phone number.

B. Fee. The fee for the initial issuance and renewal of a license is provided in Education Article, §6-704(b), Annotated Code of Maryland, and the individual seeking issuance or renewal shall pay the Department by money order, certified check, cashier's check, or electronic payment.

C. Types of Educator Licenses.

(1) Conditional License. The conditional license is a nonrenewable license valid for a period not to exceed 5 years issued only for licenses under COMAR 13A.12.02.02 and 13A.12.03.02.

(2) Conditional Special Education License. The conditional special education license is a nonrenewable license valid for a period not to exceed 3 years issued only for licenses under COMAR 13A.12.02.02.

(3) Resident Teacher License. The Resident Teacher license is valid for a period not to exceed 3 years issued only for licenses under COMAR 13A.12.02.02F.

(4) Temporary Professional License. The Temporary Professional License is a nonrenewable license valid for a period not to exceed 2 years and issued only for licenses under COMAR 13A.12.02.02, 13A.12.03.02, and 13A.12.04.02.

(5) Initial Professional License. The Initial Professional License is a renewable license valid for a period not to exceed 5 years.

(6) Professional License. The Professional License is a renewable license valid for a period not to exceed 5 years.

(7) Advanced Professional License. The Advanced Professional License is a renewable license valid for a period not to exceed 5 years.

(8) Adjunct Teacher License. The Adjunct Teacher License is a renewable license valid for a period not to exceed 1 year issued only for licenses under COMAR 13A.12.02.02 and 13A.12.03.02.

(9) Montessori Professional License.

(a) The Montessori Professional License is valid for an indefinite period.

(b) The Montessori Professional License may be issued to an individual who teaches students in a Montessori school and meets the eligibility criteria in 13A.12.02.02H.

(c) An individual with a Montessori Professional License may not teach students in a public school that is not a Montessori school unless the individual meets the requirements relating to licensure of public school teachers.

D. A historic Maryland license may not be issued as an initial license.

E. Effective Dates of Licenses.

(1) Issuance of a License. The Department shall issue a license to an applicant with the following effective dates:

(a) If the license was issued from January 1 through June 30, the effective date of the license is January 1; and

(b) If the license was issued from July 1 through December 31, the effective date of the license is July 1.

(2) Multiple Licenses. Educators may hold multiple licenses.

(3) Endorsements.

(a) An individual who meets the qualification for initial licensure may add additional endorsements to the existing license.

(b) The validity period for an endorsement is the same as the initial license.

(c) The Department shall renew the endorsement when the initial license is renewed.

(4) An educator who adds an additional license or endorsement to an existing license is not required to amend the Individualized Professional Development Plan or present additional renewal requirements during the current validity period.

F. Deactivate a License or Teaching Endorsement.

(1) An educator may request, in writing, to deactivate a license or teaching endorsement.

(2) The educator shall meet the current regulatory requirements if the educator wishes to hold that license and/or teaching endorsement in the future.

(3) An educator may not request the deactivation of a license to avoid disciplinary action.

G. Licensure Plan.

(1) A licensure plan may be issued to an applicant who does not meet the qualifications for a license.

(2) A licensure plan is effective for a 5-year period.

(3) If an applicant fails to satisfy the requirements for a professional license within the 5-year period, the applicant shall meet the requirements of the current applicable regulation.

.05 Reinstatement of an Expired Professional License.

A. General.

(1) An educator may not be employed under an expired license.

(2) An educator who holds an expired Maryland Initial Professional, Professional, or Advanced Professional license in a teaching area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.02.06.

(3) An educator who holds an expired Maryland Initial Professional, Professional, or Advanced Professional license in an area of professional and technical education or specialized area of fine arts may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.03.05.

(4) An educator who holds an expired Maryland Initial, Professional or Advanced Professional license in a specialist area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.04.15.

(5) An educator who holds an expired Maryland Initial, Professional or Advanced Professional license in an administrator area may reinstate that license if the educator presents the professional development requirements under COMAR 13A.12.05.15.

B. Exemption. An educator holding an expired Maryland Initial Professional, Professional, or Advanced Professional license who presents a valid professional license issued by a member state, may reinstate the Maryland license.

C. Historic Professional Certificate or License.

(1) The Department shall issue an Initial Professional License to an educator who holds an expired Maryland Professional Eligibility Certificate or Standard Professional I Certificate and meets the requirements to reinstate a Maryland license under §§A or B of this regulation.

(2) The Department shall issue a Professional License to an educator who holds an expired Maryland Standard Professional II Certificate and meets the requirements to reinstate a Maryland license under §§A or B of this regulation.

(3) The Department shall issue an Advanced Professional License to an educator who holds an expired Maryland Advanced Professional Certificate and meets the requirements to reinstate a Maryland license under §§A or B of this regulation.

(4) An educator who allows a license to expire that includes a historic endorsement area may not reinstate that area.

.06 Waiver of Licensure Requirements.

A. Waiver of Licensure Requirements. Except for educator licensure tests, the State Superintendent of Schools or designee may waive the specific requirements for a license in an individual case if it is determined, after thorough investigation, that the applicant's preparation or experience, or both, are adequate to justify a waiver.

B. Senior Educator Waiver. Renewal requirements for any professionally licensed employee of a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may be waived if:

(1) The professionally licensed employee is:

(a) 55 years old or older; or

(b) Employed in public or approved nonpublic school service for at least 25 years; and

(2) The request is recommended by the county superintendent, executive director, or chief officer of the legal authority having jurisdiction over the employee.

13A.12.02 Teachers

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-3A-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

A teacher employed in an early childhood, elementary, pre-kindergarten—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

.02 Licenses for Teachers.

A. Temporary Professional.

(1) The Temporary Professional Teacher License is valid for 2 years and may not be renewed.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an employee:

(a) Who has completed an out-of-State teacher preparation program or holds a valid out-of-State professional license but has not submitted passing scores on Maryland teacher licensure tests; or

(b) Who has failed to meet the renewal requirements of a professional license.

B. Initial Professional.

(1) The Initial Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Initial Professional Teacher License.

C. Professional.

(1) The Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for a Professional Teacher License if the applicant submits documentation:

(a) Demonstrating completion of a Maryland induction program under COMAR 13A.07.01; or

(b) Verifying 3 years of effective teaching performance.

D. Advanced Professional.

(1) The Advanced Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Advanced Professional Teacher License if the applicant meets the requirements for the Professional Teacher License under §C of this regulation and submits documentation demonstrating that the applicant has:

- (a) A master's degree or higher;
- (b) At least 30 semester hours of post baccalaureate credit; or
- (c) A National Board Certificate issued by the National Board for Professional Teaching Standards.

E. Conditional.

- (1) A conditional license is valid for 5 years and may not be renewed.
- (2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if the school cannot fill a position with an individual who qualifies for a license under Regulation .03 of this chapter.
- (3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.
- (4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03 of this chapter.

F. Conditional Special Education.

- (1) A conditional special education license is valid for 3 years and may not be renewed.
- (2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:
 - (a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and
 - (b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.
- (3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.
- (4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.

G. Resident Teacher.

- (1) The Resident Teacher License is valid for 3 years and may not be renewed.
- (2) The provider of an alternative teacher preparation program approved under COMAR 13A.07.06, shall request a Resident Teacher License for a candidate before placement in a resident teacher assignment.

H. Adjunct Teacher.

- (1) The Department may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.
- (2) The local school system superintendent or education director of the approved nonpublic school shall include with a request for an adjunct license:
 - (a) The name and credentials of the individual;
 - (b) The course name and content to be taught; and
 - (c) An explanation as to why the position cannot be filled by a qualified licensed educator.
- (3) The adjunct license is nontransferable between local school systems.
- (4) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.
- (5) An applicant for an adjunct license shall:
 - (a) Hold a high school diploma or its equivalent;
 - (b) Hold an industry license, when applicable for the profession; and
 - (c) Have 5 years of satisfactory occupational experience in the field to be taught.
- (6) The employing local school system or nonpublic school shall provide an individual who is issued an adjunct license with the following:
 - (a) A mentor who is professionally licensed;
 - (b) Side-by-side coaching or co-teaching with a professionally licensed teacher;
 - (c) A minimum of 45 hours of professional development, with 30 hours delivered before entry to the classroom and the remainder to be delivered throughout the school year; and
 - (d) Evaluations of the individual's teaching effectiveness.
- (7) The adjunct license issued in accordance with this regulation is valid for a 1-year period and may be renewed upon the request of the local school system or nonpublic school.

I. Montessori Professional License. An applicant may be eligible for a Montessori Professional License if the applicant submits documentation demonstrating the applicant has:

- (1) A bachelor's degree or higher;
- (2) A valid credential from:
 - (a) The American Montessori Society;
 - (b) The Association Montessori Internationale; or
 - (c) A program accredited by the Montessori Accreditation Council for Teacher Education; and

(3) *Passing scores as established by the State Superintendent of Schools on a reading instruction licensure test approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.*

.03 Pathways to Teacher Licensure.

A. In-State Pathways to Initial Teacher Licenses.

(1) *Maryland Approved Program. Teacher candidates who complete a Maryland approved educator preparation program as set forth in COMAR 13A.07.06 shall meet the following requirements:*

- (a) *Bachelor's degree or higher;*
- (b) *Completion of an approved program as set forth in COMAR 13A.07.06;*
- (c) *Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education;*
- (d) *Passing scores as established by the State Superintendent of Schools on a reading instruction licensure test approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool; and*
- (e) *Beginning on July 1, 2025, passing scores as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education.*

(2) *In-District Training Program. Teacher candidates who are hired as a teacher of record in a Maryland local school district may complete a Department-approved in-district training program. Candidates seeking licensure under the in-district pathway shall meet the following requirements:*

- (a) *Possession of a conditional license in the subject area and at the grade level of the license sought.*
- (b) *Demonstration of content knowledge by completing the following:*
 - (i) *Bachelor's degree or higher related to the field of the license sought;*
 - (ii) *Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought, which may be completed in-person, virtually, synchronously, and/or asynchronously; or*
 - (iii) *Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education.*
- (c) *Completion of a Maryland induction program under COMAR 13A.07.01 that includes:*
 - (i) *On-site supervision and coaching;*
 - (ii) *Ongoing instructional mentoring during the induction; and*
 - (iii) *An effective, or comparable, rating on a summative evaluation of teaching performance at the end of the induction period.*
- (d) *Completion of a Department-approved sequence of pedagogical coursework, which may be completed in-person, virtually, synchronously, and/or asynchronously, as follows:*
 - (i) *The teaching candidate shall ensure that this sequence of coursework is aligned to the Interstate Teacher Assessment and Support Consortium standards; and*
 - (ii) *The district and coursework provider shall agree to a memorandum of understanding.*
- (e) *Attestation from the district training program supervisor, or designee, school principal, and coursework provider, that the candidate is prepared for licensure.*
- (f) *Special Provisions. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall complete additional requirements, as follows:*
 - (i) *Candidates who fulfill §A(2)(b)(i) or (ii) of this regulation shall present 6 semester hours of coursework in each of the content areas of English, mathematics, science, and social studies; or*
 - (ii) *Candidates who fulfill §A(2)(b)(iii) of this regulation shall submit passing scores on an approved elementary assessment that includes subtests in the content areas of English, mathematics, science, and social studies, each of which equals 6 semester hours of credit in that content area; and*
 - (iii) *Passing score on a reading instruction test, approved by the State Board of Education, or provide attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.*

(3) *Experienced Nonpublic School Teacher. Experienced teacher candidates working in Maryland nonpublic schools approved under COMAR 13A.09.09 shall meet the following requirements:*

- (a) *Bachelor's degree or higher related to the field of the license sought;*
- (b) *Verification of 5 years of effective teaching experience in the field and at the grade level of the license sought at a Maryland nonpublic school approved under COMAR 13A.09.09;*
- (c) *Beginning on July 1, 2025, passing scores as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and*
- (d) *Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit of a passing score on a reading instruction test, approved by the State Board of Education, or provide attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.*

B. Out-of-State Pathways to Initial Teacher License.

(1) *Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:*

- (a) Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;
 - (b) Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;
 - (c) Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and
 - (d) Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit a passing score on a reading instruction test, approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.
- (2) Out-of-State License. Teacher candidates who hold a valid professional license/certificate from another state or foreign country shall meet the following requirements:

- (a) Bachelor's degree or higher, or a U.S. equivalent for a foreign degree;
- (b) Valid, professional license or certificate from another state or foreign country in the license area being sought;
- (c) Beginning on July 1, 2025, passing scores as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and
- (d) Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit a passing score on a reading instruction test, approved by the State Board of Education, or provide an attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.

(3) National Board Certificate. Teacher candidates who hold a National Board Certificate shall meet the following requirements:

- (a) Bachelor's degree or higher; and
- (b) National Board Certificate issued from the National Board for Professional Teaching Standards, for which a comparable Maryland license exists.

C. Special Provisions.

(1) The Department shall evaluate credits from institutions in other countries for comparability of degree and coursework by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is final.

(2) A National Board Certificate may be submitted instead of a portfolio-based assessment.

(3) An effective, or comparable, rating on a year-end evaluation may be submitted instead of a portfolio-based assessment if the candidate meets the following criteria:

- (a) Meets the requirements for initial licensure under §A(3) or B(1)-(2) of this regulation; and
- (b) Is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10.

.04 Renewal and Advancement of a Teacher License.

A. General.

(1) An applicant who holds a license is responsible for initiating the renewal of the license.

(2) An applicant shall ensure renewal requirements are received before the expiration date of the license to be considered continuous.

(3) Failure to Meet Requirements. Failure to meet the requirements of this section results in nonrenewal of the license.

(4) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License under Regulation .02A of this chapter for an employee who fails to meet the renewal requirements of the Initial Professional, Professional, or Advanced Professional license.

B. Professional Development Requirements. The Initial Professional, Professional, and Advanced Professional license may be renewed for successive 5-year terms on the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .06 of this chapter based on an individual professional development plan as set forth in Regulation .05 of this chapter that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

(1) Renewal. An educator may renew their existing Initial Professional, Professional, or Advanced Professional License by submitting:

- (a) A completed application, in the manner required by the Department;
- (b) A statement, signed under the penalty of perjury, that the applicant has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan; and
- (c) The required fee.

(2) Advancement. An educator may request advancement to a new level of licensure by submitting:

- (a) A completed application, in the manner required by the Department;
 - (b) Supporting documentation demonstrating the applicant has met the requirements for the new level of licensure; and
 - (c) The required fee.
- (3) All documentation submitted is subject to audit by the Department, and the educator shall provide additional documentation to the Department on request.

(4) Individuals employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may submit documentation directly to the employer.

(5) Individuals who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

.05 Individual Professional Development Plans.

A. Individual Professional Development Plans.

(1) An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.

(2) An educator shall ensure this individual professional development plan includes a minimum of 90 professional development points as set forth in Regulation .06 of this chapter, to renew the educator's License.

(3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.

B. Approval of an Individual Professional Development Plan.

(1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall obtain approval of their proposed individual professional development plan from their supervisors.

(2) The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development.

(3) Educators shall obtain initial approval of their individual professional development plan within 6 months of issuance of the license to be renewed.

(4) Supervisor Review.

(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within 3 months of the educator's beginning employment in the new position.

(b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.

(5) Signatures.

(a) Before applying to renew an Initial Professional, Professional, and Advanced Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature shall indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan.

(c) The educator remains responsible for the final accounting of professional development points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an individual professional development plan may follow the review procedures set forth in §B(7) of this regulation.

(6) Approval of an individual professional development plan may not be unreasonably withheld by a supervisor.

(7) If a plan is rejected by a supervisor, an educator may seek review of the denial from:

(a) The superintendent of schools, or designee, if employed with a local school system;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

.06 Professional Development Points.

A. Professional Development Point (PDP). The Department shall measure professional development activities as follows:

(1) 1 clock hour is equivalent to one PDP.

(2) 1 semester hour is equivalent to 15 PDPs.

(3) One Department-approved continuing professional development credit is equivalent to 15 PDPs.

(4) One continuing education unit is equivalent to ten PDPs.

B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs that shall include:

(1) Content or pedagogy related to an area on the educator's license;

(2) English as a Second Language, Sheltered English, or Bilingual Education;

(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and

(4) Culturally Responsive Teaching or diverse student identities in education.

C. Additional Requirements for Specific Certification Areas.

(1) *Blind/Visually Impaired.* Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.

(2) *School Counselor.* An educator who is licensed as a School Counselor shall present 1 semester hour of coursework from an institution of higher education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(a) Depression;

(b) Trauma;

- (c) Violence;
- (d) Youth suicide;
- (e) Substance abuse; and
- (f) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

(3) Administrator. If an educator is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, the educator shall submit PDPs which include:

- (a) Strategies for increasing teacher retention; and
- (b) Strategies for developing and facilitating teacher leadership.

D. Special Provision. Beginning on July 1, 2025, all teachers employed in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 in a position that requires a license in early childhood education, elementary education, special education, or English to Speakers of Other Languages shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension, as follows:

(1) Demonstration of proficiency may be satisfied by submitting one of the following:

- (a) A passing score on a reading instruction test approved by the State Board of Education;
- (b) Completion of coursework or professional learning approved by the Department;
- (c) Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or
- (d) Completion of training provided by the Department in the science of reading for the purpose of fulfilling the requirements of renewal.

(2) A license holder required to demonstrate proficiency in the knowledge and practices of scientific reading instruction shall present the requirements in §D(1) of this regulation when renewing a license, as follows:

(a) The license holder may submit verification of enrollment in §D(1)(b) or (d) of this regulation to satisfy the terms of renewal.

(b) The license holder shall present documentation demonstrating completion of §D(1)(b) or (d) of this regulation by the subsequent renewal.

(3) A license holder is considered proficient in the knowledge and practices of scientific reading instruction when the requirements of this section have been submitted.

(4) The Department shall ensure this license indicates that a license holder is proficient in the knowledge and practices of scientific reading instruction.

E. Professional development points may be accrued by the completion of one or more of the following:

- (1) College credit earned or taught at an accredited institution of higher education.
- (2) Continuing professional development (CPD) credits, earned or taught, approved by the Department.
- (3) Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.
- (4) Professional conference. A professional conference is a workshop, institute, or seminar of 4 or more hours that contributes to ongoing, sustained, and high-quality professional development.
- (5) Curriculum Development.

(a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.

(b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

(c) For each curriculum developed, the Department shall award the educator up to 30 PDPs.

(6) Publication of a Book or Article.

(a) The license holder shall ensure that the book or article contributes to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.

(b) The educator shall ensure that an article is published in a recognized professional journal.

(c) The educator shall ensure that books are published for purchase.

(d) For each book published, the Department shall award the educator up to 75 PDPs. For each article published, the Department shall award the educator up to 10 PDPs.

(7) Mentorship.

(a) Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve their performance.

(b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.

(c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.

(8) Micro-Credentials.

(a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.

(b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.

(c) Micro-credentials can be earned by non-profit and for-profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.

(d) For each micro-credential earned, the Department shall award the educator up to 10 PDPs.

(9) Professional Development Activity.

(a) The Department shall accept professional development activities approved by the Department, Maryland local school system, State Agency, a Maryland approved nonpublic school, or another state department of education.

(b) The license holder shall ensure that each activity is a minimum of 1 contact hour.

F. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for §B of this regulation.

.07 Teaching Endorsements.

A. An individual who meets the qualification for initial licensure under Regulation .02B of this chapter may add an additional teaching endorsement by submitting documentation demonstrating that the applicant has obtained:

(1) A qualifying score, as established by the State Superintendent of Schools, on the content-specific test(s) approved by the State Board of Education; or

(2) 24 content credits as follows:

(a) For elementary or early childhood education, 24 credits distributed across the four content areas of English, social studies, math, and science, with at least 6 credits in each content area;

(b) For secondary, middle school, pre-kindergarten—12 education, 24 credits, at least 12 of which are in the area for which the new certification is sought and 12 of which are in content-related areas; or

(c) For special education, 24 credits, at least 12 of which are in the age-appropriate area of special education and 12 of which are in related areas or researched-based literacy instruction aligned to the science of reading.

B. Special Provisions.

(1) To receive an endorsement in Elementary Education, Early Childhood Education, English for Speakers of Other Languages, and Special Education, an educator shall qualify under §A of this regulation and demonstrate proficiency in the knowledge and practices in scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension, by:

(a) Submitting a passing score on a reading instruction test, approved by the State Board of Education;

(b) Completion of coursework or professional learning approved by the Department, and provided by a Department-recognized partner approved to deliver instruction in the science of reading;

(c) Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or

(d) Completion of training provided by the Department in the science of reading for the purpose of fulfilling the requirements of renewal.

(2) To receive an endorsement in Deaf and Hard of Hearing or Blind/Visually Impaired, an educator shall meet the requirements for initial licensure under Regulation .03 of this chapter.

C. Certain areas of licensure require that the educator hold an existing teacher license and shall only be added as an endorsement, as follows:

(1) Mathematics Instructional Leader Grades Pre-Kindergarten—6. To add Mathematics Instructional Leader, grades pre-kindergarten—6, an applicant shall:

(a) Hold a valid, professional license;

(b) Complete a minimum of 18 semester hours of post-baccalaureate credit, or Department-approved continuing professional development credits, which include the following areas:

(i) Content knowledge for teaching mathematics, including numbers and operations, algebra and functions, geometry and measurement, and data analysis and probability;

(ii) Pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment;

(iii) Leadership knowledge and skills; and

(iv) At least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the applicant works with a range of students in grades pre-kindergarten—6 and adult learners in a variety of professional development settings; and

(c) Present verification of 27 months of satisfactory teaching experience including mathematics.

(2) Mathematics Instructional Leader Grades 4-9. To add Mathematics Instructional Leader, grades 4—9, an applicant shall:

(a) Hold a valid, professional license in Middle School Mathematics;

(b) Complete a minimum of 21 semester hours of post-baccalaureate credit, or Department-approved continuing professional development credits, which include the following areas:

(i) Content knowledge for teaching mathematics, including number and operations, algebra and functions, geometry and measurement, data analysis and probability, calculus, and discrete mathematics;

(ii) Pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment;

- (iii) *Leadership knowledge and skills; and*
- (iv) *At least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the candidate works with a range of students in grades 4–9 and adult learners in a variety of professional development settings; and*
- (c) *Present verification of 27 months of satisfactory teaching experience including mathematics.*
- (3) *Instructional Leader: STEM Grades Pre-Kindergarten–6. To add Instructional Leader: STEM, grades pre-kindergarten–6, an applicant shall:*
 - (a) *Hold a valid, professional license in early childhood education or elementary education;*
 - (b) *Complete a minimum of 12 semester hours of post-baccalaureate credit or Department-approved continuing professional development credits, to include the following:*
 - (i) *12 semester hours in STEM education which integrates a balance of authentic problem-based and project-based learning;*
 - (ii) *Essential skills including questioning, spatial reasoning, communication, critical thinking, and problem solving;*
 - (iii) *Engineering design process;*
 - (iv) *Application of scientific practices and content;*
 - (v) *Application of mathematical practices and content;*
 - (vi) *Technology literacy; and*
 - (vii) *Collaborative learning;*
 - (c) *Complete 3 semester hours or the equivalent in leadership knowledge and skills in providing professional learning in a school/district setting;*
 - (d) *Complete at least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the applicant works with a range of students in grades pre-kindergarten–6 and adult learners in a variety of professional development settings; and*
 - (e) *Present verification of 27 months of satisfactory teaching experience.*
- (4) *Severe and Profound Disabilities. To add a Severe and Profound Disabilities endorsement, an educator shall meet the following requirements:*
 - (a) *Special Education Licensure. The applicant shall meet the requirements for licensure in generic special education at any age/grade level; and*
 - (b) *Content and Professional Education Courses. The applicant shall have:*
 - (i) *3 semester hours in human growth and development emphasizing knowledge of the developmental characteristics (physical, biological, cognitive—learning, and social/emotional) of students with severe and profound disabilities;*
 - (ii) *6 semester hours in assessment, diagnosis, and prescriptive techniques emphasizing specialized knowledge, interpretation and application of appropriate assessment, diagnostic and prescriptive methods to evaluate and develop programs geared toward the individualized needs of students with severe and profound disabilities;*
 - (iii) *6 semester hours in curriculum and instructional methods emphasizing specialized strategies, techniques, materials, and adaptations appropriate to the instruction of students with severe and profound disabilities; and*
 - (iv) *6 semester hours in practicum with students with severe and profound disabilities or 2 years of successful teaching experience with students with severe and profound disabilities.*
- (5) *Work-Based Learning Coordinator Grades 7-12. To add Work-Based Learning Coordinator, an educator shall meet the following requirements:*
 - (a) *Hold a professional license in a secondary teaching area or pre-kindergarten–12 teaching area;*
 - (b) *Complete 6 semester hours of content coursework taken at an accredited institution of higher education or through CPDs, with a minimum of 3 semester hours in each of the following content areas:*
 - (i) *Organizing, coordinating, and marketing of work-based learning programs; and*
 - (ii) *Instructional management and curriculum development for work-based learning programs; and*
 - (c) *Complete a work experience requirement through any of the following:*
 - (i) *Documented evidence of employment equivalent to a minimum of 1,000 hours of satisfactory, wage-earning, nonteaching occupational experience;*
 - (ii) *Documented evidence of employment equivalent to a minimum of 1,000 hours that shall include 500 hours of satisfactory, wage-earning, nonteaching occupational experience and 500 hours of self-employment;*
 - (iii) *Participating in a supervised and approved teacher externship experience of at least 150 hours, to include all aspects of the industry in accordance with the local school system guidelines for work-based learning coordinator externships at a work site approved by the local school system; or*
 - (iv) *Complete 3 semester hours of content coursework in contemporary workplace practices taken at an accredited institution of higher education through CPDs that includes site visits to business and industry settings and exposure to all aspects of the industry.*
- (6) *All work experience under §C(5)(c) of this regulation shall have occurred within 10 years of the educator’s request to add the endorsement.*
 - (a) *The educator shall submit verification of occupational experience in the form of a notarized letter by former employers, listing specific job titles, duties performed, dates of employment, and hours worked.*
 - (b) *The educator shall verify self-employment by license or by submitting tax forms.*

.08 Assignment.

A. *License Required for Major Assignment.* Each teacher employed in Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall hold an Initial, Professional, or Advanced Professional license in the teacher's area of major assignment.

B. *Assignment to More Than Two Classes Outside Area of Licensure.*

(1) A teacher should not be assigned to teach more than two classes outside the teacher's area of licensure.

(2) If a school finds it necessary to assign a teacher to more than two classes unrelated to the teacher's area of licensure, the teacher shall provide documentation verifying competence teaching in the area for each consecutive year after the first year that a teacher is assigned. Competency may be demonstrated by:

(a) Submitting a minimum of 6 semester hours of content coursework in the area; or

(b) Submitting an effective, or comparable, end-of-year evaluation.

(3) Title I Schools.

(a) Title I schools shall notify parents that they can request specific information about a teacher's qualifications.

(b) Title I schools shall notify parents and guardians of each student who is being taught by a teacher who is teaching an area unrelated to their licensure for four or more consecutive weeks.

(4) Class means a period allocated for lessons during a school day.

C. *Monitoring.* The Department shall monitor the assignment practices of local school systems, State-operated schools, and nonpublic schools approved under COMAR 13A.09.10 on a periodic basis.

13A.12.03 Professional and Technical Education and Specialized Areas for Fine Arts

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-3A-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

A. *Professional and Technical Education and Specialized Areas for Fine Arts teachers shall meet the requirements for a license under Regulation .02 of this chapter.*

B. *A Professional and Technical Education or Specialized Areas for Fine Arts license shall only be used for instruction in a specialized program or at a specialized school.*

C. *A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request an initial Professional and Technical Education or Specialized Areas for Fine Arts license.*

D. *An individual licensed in Professional and Technical Education or Specialized Areas for Fine Arts who is no longer employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request the renewal of that license directly from the Department.*

.02 Licenses and Pathways for Professional and Technical Education and Specialized Areas for Fine Arts.

A. *Types of Professional and Technical Education and Specialized Areas for Fine Arts Licenses.*

(1) *Temporary Professional.*

(a) *The Temporary Professional License is valid for 2 years and may not be renewed.*

(b) *A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an applicant who does not meet the renewal requirements of a professional license.*

(2) *Initial Professional.*

(a) *The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.*

(b) *An applicant who is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and has met the requirements of one of the pathways to licensure under §C of this regulation is eligible for an Initial Professional License.*

(3) *Professional.*

(a) *The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.*

(b) *An applicant who is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and has met one of the pathways to licensure under §C of this regulation is eligible for a Professional License if the applicant submits documentation:*

(i) *Demonstrating completion of a Maryland induction program under COMAR 13A.07.01; or*

(ii) *Verifying 3 years of effective teaching performance.*

(4) *Advanced Professional.*

(a) *The Advanced Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.*

(b) *An applicant who has met the requirements of one of the pathways to licensure under §B of this regulation is eligible for an Advanced Professional Teacher License if the applicant meets the requirements for the Professional License under §A(3) of this regulation and submits documentation demonstrating that the applicant has:*

(i) *A master's degree or higher;*

(ii) *At least 30 semester hours of post baccalaureate credit; or*

(iii) A National Board Certificate issued by the National Board for Professional Teaching Standards.

(c) An applicant for the Advanced Professional License in a Professional Technical Education/Specialized Area of Fine Arts area who does not possess a bachelor's degree shall complete a planned program of 30 semester hours of credit, or submit a National Board Certificate issued by the National Board for Professional Teaching Standards.

(5) Conditional.

(a) A conditional license is valid for 5 years and may not be renewed.

(b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a conditional license if:

(i) The school cannot fill a position with an individual who qualifies for a license under §A(1)—(4) of this regulation; and

(ii) The individual presents verification of 3 years of occupational experience in the career area to be taught as defined in §C(5)(a) of this regulation.

(c) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under §C of this regulation.

(6) Adjunct Teacher.

(a) The Department may issue an adjunct license on the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.

(b) The request for adjunct license shall include:

(i) The name and credentials of the individual;

(ii) The course name and content to be taught; and

(iii) An explanation as to why the position cannot be filled by a qualified license holder.

(c) The adjunct license is nontransferable between local school systems.

(d) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.

(e) An applicant for an adjunct license shall:

(i) Hold a high school diploma or its equivalent;

(ii) Hold an industry license, when applicable for the profession; and

(iii) Have 5 years of satisfactory occupational experience in the field to be taught.

(f) The employing local school system or nonpublic school shall provide an individual who is issued an adjunct license the following:

(i) A professionally licensed mentor;

(ii) Side-by-side coaching or co-teaching with a professionally licensed teacher;

(iii) A minimum of 45 hours of professional development, with 30 hours delivered before entry to the classroom and the remainder to be delivered throughout the school year; and

(iv) Evaluations of the individual's teaching effectiveness.

(g) The adjunct license issued in accordance with this regulation is valid for a 1-year period and may be renewed on the request of the local school system or nonpublic school.

B. In addition to holding an educator license, the applicant is governed by current licensure, certification, or registration regulations administered by professional organizations or legally constituted authorities in the State, in the career area to be taught, if applicable.

C. Pathways to Professional and Technical Education/Specialized Areas for Fine Arts Licensure.

(1) Maryland Approved Program. Candidates who complete a Maryland approved educator preparation program as set forth in COMAR 13A.07.06 shall meet the following requirements:

(a) Bachelor's degree or higher; and

(b) Completion of an approved program as set forth in COMAR 13A.07.06.

(2) Out-of-State Preparation Program. Candidates who complete a state-approved educator preparation program leading to licensure in that state shall meet the following requirements:

(a) Bachelor's degree or higher; and

(b) Complete a preparation program, including a clinical internship, approved to lead to professional and technical education licensure in another state, in the license area being sought.

(3) Out-of-State License. Candidates who hold a valid or expired professional license/certificate in a professional and technical education area from another state or foreign country are eligible for a comparable Maryland license.

(4) National Board Certificate (Professional and Technical Education only). Candidates who hold a National Board Certificate in the area of Career and Technical Education are eligible for a comparable Advanced Professional License.

(5) Occupational Experience. Candidates with occupational experience in a Professional and Technical area or Specialized Area of Fine Arts shall meet the following requirements:

(a) Occupational Experience.

(i) Verification of 3 years of occupational experience in the area to be taught that may include satisfactory post-secondary teaching experience in the area to be taught; and/or satisfactory occupational employment.

(ii) The applicant may substitute a Department-accepted, current industry recognized credential for 1 year of the occupational experience requirement.

(iii) The applicant may substitute a bachelor's or associate's degree in the area to be taught for 1 year of the occupational experience requirement.

(b) Completion of 12 credits of professional education coursework from an institution of higher education or through Department-approved continuing professional development credits to include the following topics:

- (i) Planning, delivering, and assessing instruction;
- (ii) Classroom management;
- (iii) Differentiating Instruction to accommodate students with special needs; and
- (iv) Teaching literacy in the content area.

D. *Special Provision.* The Department shall evaluate credits from institutions in other countries for comparability of degree and coursework through an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

E. *Professional and Technical Education/Specialized Areas for Fine Arts Endorsements.*

(1) An individual who holds a professional license under §A(1)—(4) of this regulation may add an additional Professional and Technical Education/Specialized Areas for Fine Arts endorsement by submitting documentation demonstrating that the individual has:

- (a) Obtained a valid, Department-recognized industry credential in the area to be taught; or
- (b) Meets the requirements for initial licensure under §C of this regulation.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request an additional Professional and Technical Education/Specialized Areas for Fine Arts endorsement.

.03 Renewal and Advancement of a Professional and Technical Education/Specialized Areas for Fine Arts License.

A. *General.*

(1) An applicant who holds a license is responsible for initiating the renewal of the license.

(2) An applicant shall ensure renewal requirements are received before the expiration date of the license to be considered continuous.

(3) *Failure to Meet Requirements.* Failure to meet the requirements of this section results in nonrenewal of the license. A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License under Regulation .02A(2) of this chapter for an employee who fails to meet the renewal requirements of the Initial Professional, Professional, or Advanced Professional license.

(4) *Advancement to a New License.* An applicant may apply to advance to the next level of licensure by meeting the requirements under Regulation .02A of this chapter.

B. *Professional Development Requirements.* The Initial Professional, Professional, and Advanced Professional license may be renewed for successive 5-year terms on the successful completion of the requisite number of professional development points (PDPs), as set forth in Regulation .05 of this chapter, based on an individual professional development plan, as set forth in Regulation .04 of this chapter, that is designed to improve teaching and student learning and that is approved, if required, by the educator's supervisor.

C. *Application Process.*

(1) *Renewal.* An educator may renew their existing Initial Professional, Professional, or Advanced Professional License by submitting:

- (a) A completed application, in the manner required by the Department;
- (b) A statement, signed under the penalty of perjury, that the applicant has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan; and

(c) The required fee.

(2) *Advancement.* An educator may request advancement to a new level of licensure by submitting:

- (a) A completed application, in the manner required by the Department;
- (b) Supporting documentation demonstrating the applicant has met the requirements for the new level of licensure; and
- (c) The required fee.

(3) All documentation submitted is subject to audit by the Department, and the educator shall provide additional documentation to the Department on request.

(4) Individuals employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may submit documentation directly to the employer.

(5) Individuals who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

.04 Individual Professional Development Plans — Professional and Technical Education/Specialized Areas for Fine Arts.

A. *Individual Professional Development Plans.*

(1) An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.

(2) An individual professional development plan shall include a minimum of 90 professional development points, as set forth in Regulation .05 of this chapter, to renew the educator's license.

(3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.

B. Approval of an Individual Professional Development Plan.

(1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall obtain approval of their proposed individual professional development plan from their supervisors.

(2) The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development plans.

(3) Educators shall obtain initial approval of their individual professional development plan within 6 months of issuance of the license to be renewed.

(4) Supervisor Review.

(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within 3 months of the educator's beginning employment in the new position.

(b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.

(5) Signatures.

(a) Before applying to renew an Initial Professional, Professional, or Advanced Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature shall indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan.

(c) The educator remains responsible for the final accounting of professional development points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an individual professional development plan may follow the review procedures set forth in §B(7) of this regulation.

(6) Approval of an individual professional development plan may not be unreasonably withheld by a supervisor.

(7) If a plan is rejected by a supervisor, an educator may seek review of the denial from:

(a) The superintendent of schools, or designee, if employed with a local school system;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

.05 Professional Development Points- Professional and Technical Education/Specialized Areas for Fine Arts.

A. Professional Development Point (PDP). The Department shall measure professional development activities as follows:

(1) 1 clock hour is equivalent to one PDP.

(2) 1 semester hour is equivalent to 15 PDPs.

(3) One Department-approved continuing professional development credit is equivalent to 15 PDPs.

(4) One continuing education unit is equivalent to ten PDPs.

B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs that shall include:

(1) Content or pedagogy related to an area on the educator's license;

(2) English as a Second Language, Sheltered English, or Bilingual Education;

(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs;
and

(4) Culturally Responsive Teaching or diverse student identities in education.

C. Additional Requirements for Specific Certification Areas.

(1) Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.

(2) School Counselor. An educator who is licensed as a School Counselor shall present 1 semester hour of coursework from an institution of higher education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(a) Depression;

(b) Trauma;

(c) Violence;

(d) Youth suicide;

(e) Substance abuse; and

(f) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

(3) Administrator. If an educator is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, the educator shall submit PDPs which include:

(a) Strategies for increasing teacher retention; and

(b) Strategies for developing and facilitating teacher leadership.

D. Professional development points may be accrued by the completion of one of more of the following:

- (1) College credit earned or taught at an accredited institution of higher education.
 - (2) Continuing professional development (CPD) credits, earned or taught, approved by the Department.
 - (3) Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.
 - (4) Professional conference. A professional conference is a workshop, institute, or seminar of 4 or more hours that contributes to ongoing, sustained, and high-quality professional development.
 - (5) Curriculum Development.
 - (a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.
 - (b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.
 - (c) For each curriculum developed, the Department shall award the educator up to 30 PDPs.
 - (6) Publication of a Book or Article.
 - (a) The license holder shall ensure that the book or article contributes to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.
 - (b) The educator shall ensure that an article is published in a recognized professional journal.
 - (c) The educator shall ensure that books are published for purchase.
 - (d) For each book published, the Department shall award the educator up to 75 PDPs. For each article published, the Department shall award the educator up to 10 PDPs.
 - (7) Mentorship.
 - (a) Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve their performance.
 - (b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.
 - (c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.
 - (8) Micro-Credentials.
 - (a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.
 - (b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.
 - (c) Micro-credentials can be earned by non-profit and for profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.
 - (d) For each micro-credential earned, the Department shall award the educator up to 10 PDPs.
 - (9) Professional Development Activity.
 - (a) The Department shall accept professional development activities approved by the Department, Maryland local school system, State Agency, a Maryland approved nonpublic school, or another state department of education.
 - (b) The license holder shall ensure that each activity is a minimum of 1 contact hour.
 - (10) Occupational Experience.
 - (a) Occupational experience related to the career area being taught may be used to earn PDPs.
 - (b) For every 10 hours worked, the educator may earn 1 PDP.
 - (c) Occupational experience is limited to 15 PDPs.
- E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for §B of this regulation.

13A.12.04 Specialists

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-3A-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

Specialists employed in an early childhood, elementary, pre-kindergarten—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.04 or a license in certain areas as otherwise provided in State law.

.02 Licenses for Specialists.

A. Types of Specialist Licenses.

(1) Temporary Professional.

(a) The Temporary Professional License is valid for 2 years and may not be renewed.

(b) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an applicant who does not meet the renewal requirements of a professional license.

(2) Initial Professional.

(a) The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter is eligible for an Initial Professional License.

(3) *Professional.*

(a) The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter is eligible for a Professional License if the applicant submits documentation:

- (i) Verifying 3 years of effective performance as a specialist; and
- (ii) Demonstrating completion of a Maryland induction program, if applicable.

(4) *Advanced Professional.*

(a) The Advanced Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.

(b) An applicant who has met the requirements of one of the pathways to licensure under this chapter is eligible for an Advanced Professional License if the applicant meets the requirements for the Professional License under §A(2) of this regulation and submits documentation demonstrating that the applicant has:

- (i) A master's degree or higher;
- (ii) At least 30 semester hours of post baccalaureate credit; or
- (iii) A National Board Certificate issued by the National Board for Professional Teaching Standards.

B. The Department shall evaluate credits from institutions in other countries for comparability of degree and coursework by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

.03 School Counselor.

The requirements for licensure as school counselor are that the applicant shall:

A. Complete 3 semester hours or State-approved CPD credits in special education coursework; and

B. Complete one of the following pathways:

(1) *Maryland Approved Program.* Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a school counselor.

(2) *National Board of Certified Counselors (NBCC).* Candidates who possess a master's degree in school counseling or school guidance and counseling, a valid National Board of Certified Counselors certificate, and 2 years of effective performance as a teacher or school counselor in a school setting.

(3) *National Board for Professional Teaching Standards (NBPTS).* Candidates who possess a master's degree in school counseling or school guidance and counseling and present a valid National Board Certificate in the area of School Counseling.

(4) *Out-of-State Program.* Candidates who possess a master's degree in school counseling or school guidance and counseling from an out-of-State approved program and 2 years of effective performance as a teacher or school counselor or 500 clock hours in a supervised practicum in school counseling.

(5) *Council for Accreditation of Counseling and Related Educational Programs (CACREP).* Candidates who possess a master's degree in school counseling or school guidance and counseling from a program approved by the Council for Accreditation of Counseling and Related Educational Programs.

(6) *Experienced Professional.* Candidates who possess a master's degree and a valid, professional certificate from another state and verification of at least 27 months of effective performance as a school counselor.

.04 Library Media Specialist.

A. *Definitions.*

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

(2) *Terms Defined.*

(a) "Library media" means a variety of communication and information formats and their accompanying technologies appropriate to learning and instruction.

(b) "Library media specialist" means an individual who has developed knowledge, understanding of, and competency in the broad range of library media services, with particular emphasis on those competencies related to the development and administration of a comprehensive school library media program.

B. *Pathways to Licensure.* To qualify for a Professional Specialist License, a candidate shall complete one of the following pathways:

(1) *Maryland Approved Program.* Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a library media specialist.

(2) *Out-of-State Preparation Program.* Candidates who possess a master's degree and complete an approved program leading to licensure as a library media specialist in another state.

(3) *Experienced Professional.* Candidates who possess a master's degree, hold a valid professional library media license from another state or country, and submit verification of 3 years of full-time effective experience as a library media specialist.

(4) *National Board Certification.* Candidates who possess a master's degree and a National Board Certificate in the area of Library Media.

(5) *Master's Equivalent.*

(a) The applicant shall have a bachelor's degree or higher from an institution of higher education, to include a program of 36 semester hours of post-baccalaureate credit with 15 semester hours completed at one institution and a minimum of 24 semester hours of graduate credit in the content coursework listed in §B(5)(b) of this regulation.

(b) Content coursework shall include:

(i) Administration of library media programs, including an understanding of State and national library media standards and technology standards;

(ii) Materials for children in all formats, including concepts related to the teaching and learning of reading;

(iii) Materials for young adults in all formats, including concepts related to the teaching and learning of reading;

(iv) Selection, evaluation, and use of materials in all formats to meet student curriculum and instructional needs;

(v) Access and delivery of information, including reference and bibliographic systems in all formats;

(vi) Organization of knowledge, including cataloging and classification, and information retrieval in all formats;

(vii) Principles of communication, including dissemination and use of information in all formats; and

(viii) The design, creation, and implementation of library media in all formats for instructional use.

(c) Professional education coursework shall include:

(i) History and philosophy of education;

(ii) Student developmental levels, learning theory, and strategies for identifying student information and learning needs;

(iii) Theory, principles, and methods of instructional design and delivery; and

(iv) Inclusion of special needs student populations.

(d) The professional education coursework listed in §B(5)(b) of this regulation may be met by course credits earned in addition to, or as part of, the undergraduate degree program. The total number of post-baccalaureate credits needed for licensure may not be reduced for course requirements that are met in the applicant's bachelor's degree program. Additional post-baccalaureate or graduate courses may be substituted.

(e) An applicant shall satisfactorily complete a school library media practicum, 1 year of full-time teaching experience, or 1 year of full-time school library media-related experience.

C. Special education coursework. In addition to meeting one of the pathways in §B of this regulation, the applicant must present 3 semester hours or State-approved CPD credits in special education coursework.

.05 Pupil Personnel Worker.

The requirements for licensure as a pupil personnel worker are that the applicant shall have:

A. A master's degree from an institution of higher education in pupil personnel or a related field, such as:

(1) Counseling or guidance services, or both;

(2) Early childhood, elementary, or secondary education;

(3) Human growth and development;

(4) Sociology, social work, or psychology;

(5) Special education; or

(6) Administration and supervision;

B. In addition to or as part of §A of this regulation, 21 semester hours of graduate credit or State-approved CPDs, to include school law and at least 6 of the following seven areas:

(1) Counseling methods;

(2) Early childhood or adolescent psychology, or both;

(3) Multicultural issues;

(4) Family systems/dynamics;

(5) Delivery of pupil personnel services and programs;

(6) Abnormal psychology or juvenile delinquency, or both; or

(7) Educational assessment interpretation;

C. 3 years of effective teaching experience, or, at the recommendation of a local superintendent of schools, related experience may be substituted for teaching experience; and

D. 3 semester hours of credit or State-approved CPDs in inclusion of special needs student populations.

.06 Reading Specialist.

The requirements for certification as a reading specialist are that the applicant shall:

A. Meet the requirements for licensure in early childhood education, elementary education, special education, or a secondary education area;

B. Submit verification of 3 years of effective teaching or clinical experience;

C. Complete 3 semester hours or State-approved CPD credits in special education coursework; and

D. Complete the requirements of one of the following pathways:

(1) Maryland Approved Program. Candidates who possess a master's degree and complete a program approved under COMAR 13A.07.06 leading to licensure as a reading specialist;

(2) Out-of-State Preparation Program. Candidates who possess a master's degree and complete an approved program leading to licensure as a reading specialist in another state; or

(3) Professional Coursework. Candidates who possess a master's degree or equivalent of 33 post-baccalaureate credits from an institution of higher education in reading and related areas to include:

- (a) 15 semester hours of reading coursework with at least one course in each of the following areas:
 - (i) Foundation or survey course;
 - (ii) Diagnosis and correction of reading difficulties;
 - (iii) Clinical or laboratory practicum;
 - (iv) Assessment or evaluation, or both; and
 - (v) Methods in the teaching of reading to English language learners; and
- (b) Additional coursework selected from at least four of the following areas:
 - (i) Emergent literacy;
 - (ii) Literacy Leadership;
 - (iii) Content area literacy;
 - (iv) Writing;
 - (v) Effective use of technology in the literacy classroom;
 - (vi) Early Childhood, Elementary, or Adolescent literacy;
 - (vii) Literacy research; and
 - (viii) Linguistics.

E. Special Provision.

(1) An applicant who satisfies the requirements of §A of this regulation by presenting a teaching license in a secondary education area shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(2) Demonstration of proficiency may be satisfied by submitting one of the following:

- (a) A passing score on a reading instruction test approved by the State Board of Education;
- (b) Completion of coursework or professional learning approved by the Department; or
- (c) Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or
- (d) Completion of training provided by the Department in the science of reading.

.07 Reading Teacher.

A. Requirements for Licensure. The requirements for licensure as a reading teacher are that the applicant shall:

- (1) Meet the requirements for licensure in early childhood education, elementary education, or a secondary education area;
- (2) Complete 3 semester hours or State-approved CPD credits in special education coursework;
- (3) Have 12 semester hours of post-baccalaureate graduate credit from an institution of higher education in reading, including a foundation or survey course and a course in diagnosis and correction of reading difficulties; and
- (4) Have 2 years of successful teaching experience.

B. Special Provision.

(1) An applicant who satisfies the requirements of §A(1) of this regulation by presenting a teaching license in a secondary education area shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

(2) Demonstration of proficiency may be satisfied by submitting one of the following:

- (a) A passing score on a reading instruction test approved by the State Board of Education;
- (b) Completion of coursework or professional learning approved by the Department; or
- (c) Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or
- (d) Completion of training provided by the Department in the science of reading.

.08 Psychometrist.

A. Definition.

- (1) In this chapter, the following term has the meaning indicated.
- (2) **Term Defined.** "Psychometrist" means an individual who works directly under the professional supervision of a school psychologist or supervisor of school psychological services. The purpose of this position is limited to providing assistance to the school psychologist by administering psychological tests and other related psychometric tasks.

B. Education. An applicant for licensure as a psychometrist shall have the following:

- (1) A master's degree from an institution of higher education in psychology or education.
- (2) 45 semester hours of graduate and undergraduate coursework from an institution of higher education that shall include the following areas:
 - (a) Tests and measurements;
 - (b) Individual intelligence testing of children;
 - (c) Individual educational assessment of children, reading assessment, curriculum-based assessment;
 - (d) Assessment of personality (including social, emotional, and behavioral assessment of children);
 - (e) Practicum in psychological testing of children;
 - (f) Developmental psychology child and adolescent psychology;
 - (g) Statistics/research methods, research design;
 - (h) Personality theory;
 - (i) Learning process/theory;
 - (j) Abnormal psychology, psychopathology;

- (k) Educational psychology;
- (l) Curriculum and instruction;
- (m) Intervention techniques, consultation, counseling;
- (n) Social bases of behavior, social psychology, multicultural psychology; and
- (o) Physiological and neurological bases of behavior.

- (3) Coursework required in §B(2)(a), (h)—(l), and (n) of this regulation may be taken at the undergraduate level.
- (4) 3 semester hours or State-approved CPD credits in special education coursework.

C. Experience. An applicant demonstrating compliance with the experience requirements for licensure as a psychometrist shall comply with the following:

(1) Option I.

(a) 500 clock hours of field experience in school psychology which is approved by and under the direction of an institution of higher education that has an approved program in psychology.

(b) The applicant shall ensure that field experience includes experience in regular and special education programs and emphasizes assessment.

(c) The applicant shall ensure that field supervision occurs under an individual licensed as a school psychologist.

(2) Option II.

(a) 2 years of successful experience of at least 600 clock hours per year providing psychometric services to children in an educational setting under the supervision of an individual licensed as a school psychologist.

(b) The supervision requirement may be waived if an applicant has previously provided these services as a licensed psychologist.

.09 School Psychologist.

A. Definition. "School psychologist" means an individual who is licensed to provide psychological services to children in a public or State-approved nonpublic school setting and supervises interns and psychometrists.

B. Education. An applicant for licensure as a school psychologist shall:

- (1) Complete 3 semester hours or State-approved CPD credits in special education coursework; and
- (2) Complete one of the following pathways to licensure:

(a) Option I:

(i) Submit a master's degree or higher in school psychology from a Maryland-approved program; and

(ii) Qualifying scores on the Maryland-approved test for school psychologist.

(b) Option II:

(i) Submit a master's degree or higher and complete an out-of-State-approved program in school psychology, culminating a minimum of a 1,200-hour internship in school psychology; and

(ii) Submit qualifying scores on the Maryland-approved test for school psychologist.

(c) Option III: Submit a valid Nationally Certified School Psychologist certificate issued by the National School Psychology Certification Board.

(d) Option IV:

(i) Submit a master's degree or higher from an institution of higher education; and

(ii) Submit a valid professional license in school psychology from another state and verification of at least 27 months of effective performance as a school psychologist during the past 7 years, on the basis of which application is being made for a comparable Maryland license.

.10 Therapists (Occupational Therapists, Physical Therapists, Speech-Language Pathologists, or Audiologists).

A. The Department shall consider an occupational therapist, physical therapist, speech-language pathologist, or audiologist holding a valid license issued by the State Board of Occupational Therapy Practice, the State Board of Physical Therapy Examiners, or the State Board of Audiologists, Hearing Aid Dispensers, and Speech-Language Pathologists, in accordance with the relevant provisions of the Health Occupations Article, Annotated Code of Maryland as professionally licensed.

B. This individual does not require an additional educator license.

.11 School Social Worker.

To obtain educator licensure as a school social worker, the applicant shall:

A. Be licensed by the Maryland State Board of Social Work Examiners as a:

- (1) Masters Social Worker;
- (2) Certified Social Worker; or
- (3) Certified Social Worker — Clinical.

B. Complete 3 semester hours or State-approved CPD credits in special education coursework.

.12 Gifted and Talented Education Specialist.

To be licensed as a Gifted and Talented Education Specialist, an applicant shall:

A. Complete one of the following:

- (1) A Department-approved master's program that leads to licensure in Gifted and Talented Education;
- (2) An out-of-State approved master's program that leads to Gifted and Talented licensure; or
- (3) Approved coursework.

- (a) Complete 15 semester hours of graduate coursework in Gifted and Talented Education from an institution of higher education, which includes a balance of content in the following competencies:
 - (i) Understanding the foundations of gifted education, including historical perspectives, key philosophies and theories, social, cultural, and economic influences, key issues, and trends;
 - (ii) Understanding the unique cognitive and affective characteristics of gifted and talented students, including the learning differences of gifted and talented students with disabilities and those from diverse backgrounds;
 - (iii) Understanding processes and procedures for the identification of gifted and talented students, including the use of equitable approaches for identifying gifted and talented students from diverse backgrounds and those with disabilities;
 - (iv) Understanding evidence-based instructional strategies for differentiating instruction for gifted and talented students, including strategies that enhance acquisition of knowledge and skills in specific domains, critical and creative thinking, problem solving, and metacognition;
 - (v) Understanding theories and models for developing and implementing curriculum, instruction, and assessments for gifted and talented students; and
 - (vi) Understanding how to create learning environments that foster the social and emotional well-being of gifted and talented students, including the development of self-awareness, coping skills, positive peer relationships, and leadership; and
- (b) Complete at least 3 semester hours in a clinical/laboratory internship;
- B. Complete 3 semester hours or State-approved CPD credits in special education coursework; and
- C. Present verification of 27 months of effective teaching experience or clinical experience.

.13 Renewal and Advancement of a Specialist License.

A. General.

- (1) An applicant who holds a license is responsible for initiating the renewal of the license.
- (2) An applicant shall ensure renewal requirements are received before the expiration date of the license to be considered continuous.
- (3) Failure to Meet Requirements. Failure to meet the requirements of this section results in nonrenewal of the license.
- (4) Advancement to a New License. An applicant may apply to advance to the next level of licensure by meeting the requirements under §.02A of this chapter.

B. Professional Development Requirements. The Initial Professional, Professional, and Advanced Professional License may be renewed for successive 5-year terms upon the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .15 of this chapter based on an individual professional development plan as set forth in Regulation .14 of this chapter that is designed to improve student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

- (1) Renewal. An educator may renew their existing Initial Professional, Professional, or Advanced Professional License by submitting:
 - (a) A completed application, in the manner required by the Department;
 - (b) A statement, signed under the penalty of perjury, that the applicant has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan; and
 - (c) The required fee.
- (2) Advancement. An educator may request advancement to a new level of licensure by submitting:
 - (a) A completed application, in the manner required by the Department;
 - (b) Supporting documentation demonstrating the applicant has met the requirements for the new level of licensure; and
 - (c) The required fee.
- (3) All documentation submitted is subject to audit by the Department, and the educator shall provide additional documentation to the Department on request.
- (4) Individuals employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, may submit documentation directly to the employer.
- (5) Individuals who are not employed by a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall submit documentation directly to the Department.

D. Renewal Requirements that May Not Be Waived. School counselors shall present 1 semester hour of coursework from an institution of higher education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

- (1) Depression;
- (2) Trauma;
- (3) Violence;
- (4) Youth suicide;
- (5) Substance Abuse; and
- (6) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

.14 Individual Professional Development Plans.

A. Individual Professional Development Plans.

(1) *An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.*

(2) *An individual professional development plan shall include a minimum of 90 professional development points, as set forth in Regulation .15 of this chapter, to renew the educator's License.*

(3) *Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.*

B. Approval of an Individual Professional Development Plan.

(1) *Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall obtain approval of their proposed individual professional development plan from their supervisors.*

(2) *The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development plans.*

(3) *Educators shall obtain initial approval of their individual professional development plan within 6 months of issuance of the license to be renewed.*

(4) Supervisor Review.

(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within 3 months of the educator's beginning employment in the new position.

(b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.

(5) Signatures.

(a) Before applying to renew an Initial Professional, Professional, or Advanced Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature shall indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan.

(c) The educator remains responsible for the final accounting of professional development points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an Individual professional development plan may follow the review procedures set forth in §B(7) of this regulation.

(6) Approval of an individual professional development plan may not be unreasonably withheld by a supervisor.

(7) If a plan is rejected by a supervisor, an educator may seek review of the denial from:

(a) The superintendent of schools, or designee, if employed with a local school system;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

.15 Professional Development Points.

A. Professional Development Point (PDP).

(1) 1 clock hour is equivalent to one PDP.

(2) 1 semester hour is equivalent to 15 PDPs.

(3) One Department-approved continuing professional development credit is equivalent to 15 PDPs.

(4) One continuing education unit is equivalent to ten PDPs.

B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs that shall include:

(1) Content or pedagogy related to an area on the educator's license;

(2) English as a Second Language, Sheltered English, or Bilingual Education;

(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs;

and

(4) Culturally Responsive Teaching or diverse student identities in education.

C. Additional Requirements for Specific Certification Areas.

(1) Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.

(2) School Counselor. An educator who is licensed as a School Counselor shall present 1 semester hour of coursework from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(a) Depression;

(b) Trauma;

(c) Violence;

(d) Youth suicide;

(e) Substance abuse; and

(f) *The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.*

(3) *Administrator. If an educator is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, the educator shall submit PDPs which include:*

- (a) *Strategies for increasing teacher retention; and*
- (b) *Strategies for developing and facilitating teacher leadership.*

D. Professional development points may be accrued by the completion of one of more of the following:

- (1) *College credit earned or taught at an accredited institution of higher education.*
 - (2) *Continuing professional development (CPD) credits, earned or taught, approved by the Department.*
 - (3) *Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.*
 - (4) *Professional conference. A professional conference is a workshop, institute, or seminar of 4 or more hours that contributes to ongoing, sustained, and high-quality professional development.*
 - (5) *Curriculum Development.*
 - (a) *Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.*
 - (b) *This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.*
 - (c) *For each curriculum developed, the Department shall award the educator up to 30 PDPs.*
 - (6) *Publication of a Book or Article.*
 - (a) *The license holder shall ensure that the book or article contributes to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.*
 - (b) *The educator shall ensure that an article is published in a recognized professional journal.*
 - (c) *The educator shall ensure that books are published for purchase.*
 - (d) *For each book published, the Department shall award the educator up to 75 PDPs. For each article published, the Department shall award the educator up to 10 PDPs.*
 - (7) *Mentorship.*
 - (a) *Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve their performance.*
 - (b) *Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.*
 - (c) *Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.*
 - (8) *Micro-Credentials.*
 - (a) *Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.*
 - (b) *Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.*
 - (c) *Micro-credentials can be earned by non-profit and for-profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.*
 - (d) *For each micro-credential earned, the Department shall award the educator up to 10 PDPs.*
 - (9) *Professional Development Activity.*
 - (a) *The Department shall accept professional development activities approved by the Department, Maryland local school system, State Agency, a Maryland approved nonpublic school, or another state department of education.*
 - (b) *The license holder shall ensure that each activity is a minimum of 1 contact hour.*
- E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for §B of this regulation.*

13A.12.05 Administrators and Supervisors

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-3A-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

Administrators and supervisors who have direct contact with students, who have responsibility for curriculum development, or who have responsibility for supervision of instruction shall meet the requirements for a license under COMAR 13A.12.05, as applicable.

.02 Licenses for Administrators and Supervisors.

A. Types of Administrator/Supervisor Licenses.

- (1) *Initial Professional.*

(a) *The Initial Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .15 of this chapter.*

(b) *An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter is eligible for an Initial Professional License.*

(2) Professional.

(a) *The Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .15 of this chapter.*

(b) *An applicant who has met the requirements of one of the pathways to licensure under Regulations .03—.12 of this chapter is eligible for a Professional License if the applicant submits documentation:*

(i) *Verifying 3 years of effective administrative or supervisory performance; and*

(ii) *Demonstrating completion of a Maryland induction program, if applicable.*

(3) Advanced Professional.

(a) *The Advanced Professional License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .13 of this chapter.*

(b) *An applicant who has met the requirements of one of the pathways to licensure under this chapter is eligible for an Advanced Professional License if the applicant meets the requirements for the Professional License under §A(2) of this regulation and submits documentation that the applicant has:*

(i) *A master's degree or higher;*

(ii) *At least 30 semester hours of post baccalaureate credit; or*

(iii) *A National Board Certificate issued by the National Board for Professional Teaching Standards.*

B. The Department shall evaluate credits from institutions in other countries for comparability of degree and coursework by an independent agency authorized to analyze foreign credentials and designated by the Department. The evaluation is conclusive for the Department.

.03 Supportive Services Personnel.

A. Purpose. The State Superintendent of Schools may license as Supportive Services Personnel a qualified employee of a local school system who is assigned to administrative or supervisory responsibilities not otherwise covered in these regulations, and who has responsibilities comparable to those assigned to individuals who hold specific supervisory licenses.

B. Education. An applicant for licensure as Supportive Services Personnel shall have a bachelor's degree or higher appropriate to the area of responsibility from an institution of higher education.

C. This license is issued at the request of a local school, State-operated school, or nonpublic school approved under COMAR 13A.09.10.

.04 Superintendents.

A. Superintendent I.

(1) *This license qualifies an individual to be assigned as a county deputy superintendent, assistant superintendent or associate superintendent through either Traditional or Reciprocal Licensure.*

(2) *An applicant for Traditional Licensure shall meet the education and experience requirements.*

(3) *Education Requirements for Traditional Licensure. The applicant shall have:*

(a) *A master's degree from an institution of higher education;*

(b) *Completed one of the following:*

(i) *A Department-approved program which leads to licensure as a superintendent;*

(ii) *A program offered by an institution of higher education leading to licensure as a superintendent in the state in which the institution is located; or*

(iii) *45 semester hours of graduate coursework, including a minimum of 15 semester hours in education administration taken at an institution of higher education. Graduate coursework earned under §A(3)(a) of this regulation may be applied toward the 45 required semester hours; and*

(c) *3 semester hours or State-approved CPD credits in special education coursework.*

(4) *Experience Requirements for Traditional Licensure. The applicant shall have:*

(a) *27 months of effective teaching performance or effective performance as a licensed specialist as defined in COMAR 13A.12.03 in a pre-kindergarten—12 setting; and*

(b) *24 months of effective administrative or supervisory experience in a pre-kindergarten—12 setting.*

(5) *Requirements for Reciprocal Licensure. A deputy, associate, or assistant superintendent who enters Maryland from another state may obtain a Superintendent I license if that individual:*

(a) *Holds a valid professional state license in a like or comparable area;*

(b) *Presents verification of at least 36 months of effective performance as a deputy, associate, or assistant superintendent during the past 7 years; and*

(c) *Completes 3 semester hours or State-approved CPD credits in special education coursework.*

B. Superintendent II.

(1) *This license qualifies an individual to be a county superintendent through either Traditional or Reciprocal Licensure.*

(2) *An applicant for Traditional Licensure shall meet the education and experience requirements.*

(3) *Education Requirements for Traditional Licensure. The applicant shall have:*

(a) *A master's degree from an institution of higher education;*

(b) Have completed one of the following:

(i) A Department-approved program which leads to licensure as a superintendent to include coursework covering public school administration, supervision, and methods of teaching;

(ii) A program offered by an institution of higher education leading to licensure as a superintendent in the state in which the institution is located to include coursework covering public school administration, supervision, and methods of teaching; or

(iii) 60 semester hours of graduate coursework, including a minimum of 24 semester hours in education administration taken at an institution of higher education, to include public school administration, supervision, and methods of teaching. Graduate coursework earned under §B(3)(a) of this regulation may be applied toward the 60 required semester hours; and

(c) 3 semester hours or State-approved CPD credits in special education coursework.

(4) Experience Requirements for Traditional Licensure. The applicant shall have:

(a) 27 months of effective teaching performance or effective performance as a licensed specialist as defined in COMAR 13A.12.03 in a pre-kindergarten—12 setting; and

(b) 24 months of effective administrative or supervisory experience in a pre-kindergarten—12 setting.

(5) Requirements for Reciprocal Licensure. A superintendent who enters Maryland from another state may obtain a Superintendent II license if that individual:

(a) Holds a valid professional state license in a like or comparable area;

(b) Presents verification of at least 36 months of effective performance as a superintendent during the past 7 years;

(c) Presents verification of 2 years of graduate work at an institution of higher education, to include coursework covering public school administration, supervision, and methods of teaching; and

(d) Completes 3 semester hours or State-approved CPD credits in special education coursework.

.05 Supervisors of Instruction, Assistant Principals, and Principals.

A. Application of Regulation.

(1) This regulation applies to obtaining licensure as an Administrator I or Administrator II.

(2) If a principal transfers to become a principal in a special education school, the principal shall hold a Supervisor of Special Education license as set forth in Regulation .10 of this chapter.

B. Administrator I.

(1) This license qualifies an individual to be assigned as a supervisor of instruction or assistant principal.

(2) The applicant shall have:

(a) A master's degree from an institution of higher education;

(b) 27 months of effective teaching performance or effective performance as a certified specialist as defined in COMAR 13A.12.04;

(c) 3 semester hours or State-approved CPD credits in special education coursework; and

(3) Completed one of the following:

(a) A Department-approved program which leads to licensure as a supervisor of instruction, assistant principal, or principal;

(b) An approved out-of-State program which leads to licensure as a supervisor of instruction, assistant principal, or principal and includes a supervised clinical practicum; or

(c) 18 semester hours of graduate coursework taken at an institution of higher education at the post-baccalaureate level, to include a balance of content in the following categories:

(i) Curriculum, instruction, and assessment;

(ii) Development, observation, and evaluation of staff;

(iii) Legal issues and ethical decision-making;

(iv) School leadership, management and administration; and

(v) Practicum, internship, or a collaboratively designed and supervised experience by the local school system and institution of higher education, to include Department-approved instructional leadership outcomes with verification of this experience submitted by the applicant.

C. Administrator II.

(1) This license qualifies an individual to be assigned as a school principal.

(2) The applicant, before initial appointment as principal, shall:

(a) Complete the requirements for Administrator I; and

(b) Present evidence of a qualifying score as established by the State Board on a Department-approved principal licensure assessment.

(3) A principal who enters Maryland from another state may obtain an Administrator II license if that principal held a valid professional state license and verification of at least 27 months of effective performance as a principal.

.06 Library Media Administrator.

A. Definition.

(1) In this regulation, the following term has the meaning indicated.

(2) Term Defined. "Library media administrator" means an individual designated by the local superintendent of schools as having responsibility for the:

- (a) Administration and supervision of the library media program, including the supervision of the library media program in the individual schools; and
- (b) Development of policies, programs, budgets, and procedures for the library media services of the school system and its schools.

B. Education and Experience. To be licensed as library media administrator, the applicant shall:

- (1) Meet the requirements for licensure as a library media specialist;
- (2) Have a master's degree from an institution of higher education;
- (3) Have 3 years of effective library media program experience;
- (4) Complete 3 semester hours or State-approved CPD credits in special education coursework; and
- (5) Complete one of the options listed under Regulation .05 of this chapter that would lead to certification as Administrator

I.

C. Special Provision. An applicant seeking to satisfy the requirements of §B(3) of this regulation may, at the recommendation of the local school superintendent, substitute 2 years of related effective experience for 2 years of library media program experience.

.07 Supervisor of School Counseling.

The requirements for certification as a supervisor of school counseling are that the applicant shall:

- A. Meet the requirements for licensure as a school counselor;*
- B. Have 3 years of effective performance as a school counselor;*
- C. Complete 3 semester hours or State-approved CPD credits in special education coursework; and*
- D. Have 12 semester hours of graduate credit from an institution of higher education in any of the following areas, with at least 6 semester hours in school supervision or school administration:*
 - (1) Management;
 - (2) School supervision;
 - (3) School administration;
 - (4) Program development; or
 - (5) Program evaluation.

.08 Supervisor of School Psychological Services.

The requirements for licensure as a supervisor of school psychological services are that the applicant shall:

- A. Meet the requirements for licensure as a school psychologist under COMAR 13A.12.03.07;*
- B. Have a doctoral degree:*
 - (1) From a state or accredited school psychology program, a national educator preparation accreditation organization, National Association of School Psychologists, or American Psychological Association accredited school psychology program; or
 - (2) In psychology or education or human development;
- C. As part of or in addition to §B of this regulation, have 9 semester hours of graduate credits including 3 semester hours in school law and 6 semester hours in supervision, management, or administration of schools;*
- D. Have 3 years of experience as a school psychologist under COMAR 13A.12.04.09; and*
- E. Complete 3 semester hours or State-approved CPD credits in special education coursework.*

.09 Supervisor of Pupil Personnel.

The requirements for licensure as a supervisor of pupil personnel are that the applicant shall:

- A. Meet the requirements for licensure as a pupil personnel worker;*
- B. Have a master's degree from an institution of higher education;*
- C. As part of or in addition to §B of this regulation, have a graduate course in the area of administration and supervision;*
- D. Complete 3 semester hours or State-approved CPD credits in special education coursework; and*
- E. Have 3 years of successful teaching experience. At the recommendation of the local superintendent of schools, related experience may be substituted for teaching experience.*

.10 Supervisor of Special Education.

A. Principal Public Separate School. The requirements for certification as a principal in a public separate school are that the applicant shall:

- (1) Meet the requirements for licensure in special education; and
- (2) Meet the requirements for licensure as an Administrator II.

B. Supervisor of Special Education (Sole Assignment). The requirements for licensure as a supervisor of special education are that the applicant shall:

- (1) Meet the requirements for licensure in special education; and
- (2) Meet the requirements for licensure as an Administrator I.

C. Special Provision. Supervisors with multiple area assignments shall meet the requirements set forth in Regulation .05 of this chapter.

.11 Supervisor of Speech Pathologists and Audiologists.

The requirements for a license as a supervisor of speech pathology and audiology are that the applicant shall:

- A. Meet the requirements for certification or licensure as otherwise provided in Health Occupations Article, §2-301, Annotated Code of Maryland, as a speech pathologist or audiologist;*
- B. Have a master's degree from an institution with an approved program when graduating with at least one course in administrative and supervisory techniques and one course in the development of school curriculum;*
- C. Complete 3 semester hours or State-approved CPD credits in special education coursework; and*
- D. Have 4 years full-time paid experience or its equivalent as a speech and hearing clinician, 2 years of which shall have been in a school setting.*

.12 Supervisor of Teachers of Deaf and Hard of Hearing.

The requirements for licensure as a supervisor of teachers of the deaf and hard of hearing are that the applicant shall:

- A. Meet the requirements for licensure as a teacher of the deaf and hard of hearing;*
- B. Have a master's degree from an institution of higher education, with at least one course in administrative and supervisory techniques and one course in curriculum development;*
- C. Complete 3 semester hours or State-approved CPD credits in special education coursework; and*
- D. Have experience that includes:*
 - (1) 3 years of successful teaching experience with the deaf and hard of hearing; or*
 - (2) 4 years paid experience or its equivalent in a school setting with 2 years successful teaching experience with the deaf and hard of hearing.*

.13 Renewal and Advancement of an Administrator/Supervisor License.

A. General.

- (1) An applicant who holds a license is responsible for initiating the renewal of the license.*
- (2) An applicant shall ensure renewal requirements are received before the expiration date of the license to be considered continuous.*
- (3) Failure to Meet Requirements. Failure to meet the requirements of this section results in nonrenewal of the license.*
- (4) Advancement to a New License. An applicant may apply to advance to the next level of licensure by meeting the requirements under §.02A of this chapter.*

B. Professional Development Requirements. The Initial Professional, Professional, and Advanced Professional License may be renewed for successive 5-year terms on the successful completion of the requisite number of professional development points (PDPs) as set forth in Regulation .15 of this chapter based on an individual professional development plan as set forth in Regulation .14 of this chapter that is designed to improve student learning and that is approved, if required, by the educator's supervisor.

C. Application Process.

- (1) Renewal. An educator may renew their existing Initial Professional, Professional, or Advanced Professional License by submitting:*
 - (a) A completed application, in the manner required by the Department;*
 - (b) The required fee; and*
 - (c) A statement, signed under the penalty of perjury, that the applicant has completed all requirements for licensure renewal, including the requisite number of Professional Development Points under an Individual Professional Development Plan.*
- (2) Advancement. An educator may request advancement to a new level of licensure by submitting:*
 - (a) A completed application, in the manner prescribed by the Department;*
 - (b) Supporting documentation demonstrating the applicant has met the requirements for the new level of licensure; and*
 - (c) The required fee.*
- (3) All documentation submitted is subject to audit by the Department, and the educator shall provide additional documentation to the Department on request.*

.14 Individual Professional Development Plans.

A. Individual Professional Development Plans.

- (1) An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.*
- (2) An individual professional development plan shall include a minimum of 90 professional development points, as set forth in Regulation .15 of this chapter, to renew the educator's license.*
- (3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.*

B. Approval of an Individual Professional Development Plan.

- (1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall obtain approval of their proposed individual professional development plan from their supervisors.*
- (2) The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development plans.*

(3) Educators shall obtain initial approval of their individual professional development plan within 6 months of issuance of the license to be renewed.

(4) Supervisor Review.

(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within 3 months of the educator's beginning employment in the new position.

(b) A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.

(5) Signatures.

(a) Before applying to renew an Initial Professional or Professional license, educators shall obtain a signature from a current supervisor.

(b) A supervisor's signature shall indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan.

(c) The educator remains responsible for the final accounting of professional development points applied towards license renewal.

(d) An educator whose supervisor refuses to sign an individual professional development plan may follow the review procedures set forth in §B(7) of this regulation.

(6) Approval of an individual professional development plan may not be unreasonably withheld by a supervisor.

(7) If a plan is rejected by a supervisor, an educator may seek review of the denial from:

(a) The superintendent of schools, or designee, if employed with a local school system;

(b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or

(c) The Executive Director, or comparable position, if employed with a State-operated school.

.15 Professional Development Points.

A. Professional Development Point (PDP). The Department shall measure professional development activities as follows:

(1) 1 clock hour is equivalent to one PDP.

(2) 1 semester hour is equivalent to 15 PDPs.

(3) One Department-approved continuing professional development credit is equivalent to 15 PDPs.

(4) One continuing education unit is equivalent to ten PDPs.

B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs that shall include:

(1) Content or pedagogy related to an area on the educator's license;

(2) English as a Second Language, Sheltered English, or Bilingual Education;

(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs;

and

(4) Culturally Responsive Teaching or diverse student identities in education.

C. Additional Requirements for Specific Certification Areas.

(1) Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.

(2) School Counselor. An educator who is licensed as a School Counselor shall present 1 semester hour of coursework from an institution of higher education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:

(a) Depression;

(b) Trauma;

(c) Violence;

(d) Youth suicide;

(e) Substance abuse; and

(f) The identification of professional resources and best practices for distributing resources to parents or guardians to help students in crisis.

(3) Administrator. If an educator is employed in a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 and assigned in an administrator or supervisor position, the educator shall submit PDPs which include:

(a) Strategies for increasing teacher retention; and

(b) Strategies for developing and facilitating teacher leadership.

D. Professional development points may be accrued by the completion of one of more of the following:

(1) College credit earned or taught at an accredited institution of higher education.

(2) Continuing professional development (CPD) credits, earned or taught, approved by the Department.

(3) Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.

(4) *Professional conference.* A professional conference is a workshop, institute, or seminar of 4 or more hours that contributes to ongoing, sustained, and high-quality professional development.

(5) *Curriculum Development.*

(a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution.

(b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.

(c) For each curriculum developed, the Department shall award the educator up to 30 PDPs.

(6) *Publication of a Book or Article.*

(a) The license holder shall ensure that the book or article contributes to the education profession or to the body of knowledge of the license holder's teaching area or instructional position.

(b) The educator shall ensure that an article is in a recognized professional journal.

(c) The educator shall ensure that books are published for purchase.

(d) For each book published, the Department shall award the educator up to 75 PDPs. For each article published, the Department shall award the educator up to 10 PDPs.

(7) *Mentorship.*

(a) Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve their performance.

(b) Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.

(c) Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.

(8) *Micro-Credentials.*

(a) Micro-credentials are a digital form of certification indicating demonstrated competency/mastery in a specific skill or set of skills.

(b) Educators identify a competency they want to develop, submit evidence that they have mastered the competency, and receive a digital badge once the evidence is approved.

(c) Micro-credentials can be earned by non-profit and for-profit entities approved by the local school system, State-operated school, nonpublic school, or the Department.

(d) For each micro-credential earned, the Department shall award the educator up to 10 PDPs.

(9) *Professional Development Activity.*

(a) The Department shall accept professional development activities approved by the Department, Maryland local school system, State Agency, a Maryland approved nonpublic school, or another state department of education.

(b) The license holder shall ensure that each activity is a minimum of 1 contact hour.

E. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for §B of this regulation.

13A.12.06 Disciplinary Actions and Denials

Authority: Education Article, §§2-205, 2-303(g), and 6-701—6-708; Family Law Article, §10-119.3; Annotated Code of Maryland

.01 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Charge" means the written cause on which a proposed suspension or revocation is based.

(2) "Denial" means that an individual may not be issued a license because the individual has committed one or more causes that could lead to the suspension or revocation of a license.

(3) "Revocation" means that an educator's license is withdrawn permanently.

(4) "Substantiated" means the allegation is supported by proof or evidence, including: witness statements, photographs, videos, and investigation reports.

(5) "Suspension" means that an educator's license is withdrawn for a specified period of time.

(6) "Voluntarily surrendered" means a license holder relinquishes the license while under investigation for a cause that could lead to the suspension or revocation of the license, or while a suspension or revocation action is pending against the license holder, and is equivalent to a revocation.

.02 Causes for Disciplinary Action or Denial.

A. The State Superintendent of Schools shall suspend, deny, or revoke a license and all specific license areas issued under this subtitle for the causes set forth in this regulation.

B. Suspension Only. A license may be suspended by the State Superintendent of Schools under the following conditions:

(1) *Breach of Contract.* A license may be suspended for not more than 365 days if the license holder leaves the employment of a local school system after July 15 in the absence of an emergency and without the consent of the local board of education in

violation of the provisions of the Regular State Teacher's Contract set forth in COMAR 13A.07.02.01B. If an emergency arises, the local board may not unreasonably withhold its consent.

(2) Failure to Pay Child Support.

(a) The State Superintendent of Schools shall suspend a license on notification by the Department of Human Services, Child Support Enforcement Administration, that the license holder's failure to pay child support meets the criteria for suspension of a license under Family Law Article, §10-119.3, Annotated Code of Maryland.

(b) Before suspending the license, the State Superintendent shall send written notice to the license holder of the proposed suspension and the right to contest the identity of the individual whose license will be suspended.

(c) An individual may appeal the decision to suspend a license based on failure to pay child support in accordance with State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland. At the appeal hearing, the administrative law judge shall limit the issue to whether the Department of Human Services, Child Support Enforcement Administration, has mistaken the identity of the individual whose license was suspended.

(d) The State Superintendent shall immediately reinstate any license suspended for failure to pay child support if notified by the Department of Human Services, Child Support Enforcement Administration, that the license should be reinstated and the individual otherwise qualifies for the license.

C. Suspension, Revocation, or Denial. The State Superintendent of Schools shall suspend, deny, or revoke a license if the license holder or applicant:

(1) Pleads guilty or nolo contendere with respect to, receives probation before judgment with respect to, or is convicted of, a crime involving:

(a) Contributing to the delinquency of a minor;

(b) Moral turpitude if the offense bears directly on the individual's fitness for employment in education;

(c) Sexual offense in the third or fourth degree; or

(d) A controlled dangerous substance offense if:

(i) The offense occurred on school property or during a school event; or

(ii) The individual has been convicted and the clerk of the court has certified and reported the controlled dangerous substance conviction to the Department consistent with Criminal Law Article, §5-810, Annotated Code of Maryland, based on a finding by the court that a relationship exists between the conviction and the license;

(2) Willfully and knowingly:

(a) Makes a material misrepresentation or concealment as part of any licensure request;

(b) Files a false report or record, or makes any false document, as part of any licensure request;

(c) Presents a false license or misrepresents one's licensure status to the Department or an employer; or

(d) Commits a violation of the test security and data reporting policy and procedures set forth in COMAR 13A.03.04;

(3) Fraudulently or deceptively obtains a license;

(4) Knowingly fails to report suspected child abuse in violation of Family Law Article, §5-701, Annotated Code of Maryland;

(5) Is dismissed after an allegation of misconduct involving a student in any school system or any minor is substantiated;

(6) Resigns after notice of allegation of misconduct involving a student in any school system or any minor;

(7) Is dismissed after notice of allegation of misconduct involving any cause for denial, suspension or revocation of a license provided in this regulation is substantiated;

(8) Resigns after notice of allegation of misconduct involving any cause for denial, suspension or revocation of a license provided in this regulation; or

(9) Has had a license suspended, revoked, denied, or voluntarily surrendered in another state for a cause which would be grounds for suspension or revocation under this regulation.

D. Revocation or Denial. The State Superintendent of School shall revoke or deny a license if the license holder or applicant:

(1) Pleads guilty or nolo contendere with respect to, receives probation before judgment with respect to, or is convicted of, a crime involving:

(a) Child abuse or neglect as defined in Criminal Law Article, §§3-601—3-603, Annotated Code of Maryland, or a comparable crime in another state;

(b) Possession, distribution, receipt, or production of child pornography;

(c) Sexual solicitation of a minor; or

(d) A crime of violence as defined in Criminal Law Article, §14-101, Annotated Code of Maryland, or a comparable crime in another state;

(2) Is dismissed after an allegation of sexual child abuse is substantiated; or

(3) Resigns after notice of allegations of sexual child abuse.

.03 Reporting Procedures.

A. Except as provided in Regulation .02B(2) of this chapter, the following individuals shall notify the State Superintendent of Schools in writing of charges against a license holder or applicant under Regulation .02 of this chapter:

(1) The local superintendent of schools or a state agency employer if the:

(a) Individual is currently employed or was employed by the local school system or state agency employer when the conduct occurred; or

- (b) Conduct is reported to the local school system in a criminal background investigation required under Family Law Article, §§5-560—5-568, Annotated Code of Maryland;
- (2) The administrator of a nonpublic school if the:
- (a) Individual is currently employed or was employed by the nonpublic school when the conduct occurred; or
- (b) Conduct is reported to the nonpublic school in a criminal background investigation required under Family Law Article, §§5-560—5-568, Annotated Code of Maryland; or
- (3) The Assistant State Superintendent of Educator Licensure and Program Approval, or the superintendent's designee.
- B. The written report shall include all of the following:
- (1) Name and current or last known address, e-mail, and phone number of the individual against whom the charges are being filed;
- (2) Type of license or licenses held by the individual against whom the charges are being filed;
- (3) Specific grounds as set forth in Regulation .02 of this chapter and the specifications that support the grounds for either suspension or revocation;
- (4) Confirmation that the employee has foregone an appeal or exhausted appeal rights if any employment-related discipline was issued; and
- (5) A recommendation on the type of disciplinary action that should be issued, including the following considerations:
- (a) The parties may agree to a joint recommendation to the State Superintendent of Schools on the resolution of the case;
- (b) The joint recommendation is not binding; and
- (c) The State Superintendent of Schools may accept or reject the recommendation, as follows:
- (i) Where the State Superintendent of Schools rejects the recommendation of the reporter under §A of this regulation, the State Superintendent shall recommend the appropriate disciplinary action; and
- (ii) The reporter under §A of this regulation shall adopt the State Superintendent's recommendation in all proceedings related to the licensing action.
- C. The State Superintendent of Schools shall deny, suspend, or revoke a license after written notification by a local superintendent of schools, an administrator of a nonpublic school, or the Assistant Superintendent of Educator Licensure and Program Approval, of the charges against the license holder.
- D. Before denying, suspending or revoking a license, the State Superintendent of Schools shall:
- (1) Send the applicant or license holder written notice of the charges; and
- (2) Advise the applicant or license holder of the right to request a hearing within 30 calendar days of the date of the written notice.
- E. The State Superintendent of Schools shall e-mail and mail one copy of the written notice and the procedures applicable to the suspension or revocation of a license by certified mail to the current or last known address of the license holder.
- F. The license holder against whom charges have been filed may request a hearing in writing within 30 calendar days of the date of the written notice.
- G. If the license holder does not request a hearing in writing on the charges within the 30-day period set forth in §D(2) of this regulation, the State Superintendent of Schools shall suspend or revoke the license.
- H. Voluntary Surrender.
- (1) An educator who is under investigation or facing charges for a cause listed in Regulations .02C and D of this chapter may voluntarily surrender his or her license.
- (2) The State Superintendent of Schools shall treat a license that is voluntarily surrendered as a revocation, and it may not be reinstated except as described in Regulation .09 of this chapter.
- I. Placing an Alert on an Educator's Record.
- (1) The Department may place an alert on a licensure record on the request of a local school system, nonpublic school, state agency, or on its own accord, if an educator:
- (a) Has had action taken on a license by another state; or
- (b) Is facing the suspension or revocation of a license after being informed of charges by the State Superintendent of Schools.
- (2) An alert does not affect the validity of an educator's license.
- (3) The local school system, nonpublic school, or state agency shall immediately inform the Department if grounds no longer exist to suspend, deny, or revoke an educator's license.
- (4) The Department shall immediately remove the alert from an educator's record if it becomes aware that grounds no longer exist to deny, suspend or revoke an educator's license.
- J. Action on an Expired License. The Department may take action against an educator's license even if the license has expired as long as the basis for the action occurred while the license was active.
- K. Denial.
- (1) The Department shall deny a license, permanently or for a fixed period of time, to an individual who does not currently hold a license and has committed a cause listed under Regulations .02C of this chapter.
- (2) The Department shall deny a license permanently to an individual who does not currently hold a license and has committed a cause listed under Regulations .02D of this chapter.
- (3) An individual who has been denied a license may appeal the decision through the process outlined in Regulations .03—.07 of this chapter.

(4) An individual under investigation for a cause under .02 of this chapter shall remain ineligible for a license pending the result of the investigation.

(5) Denial Because of a Failure to Pay Child Support.

(a) An individual whose failure to pay child support meets the criteria for denial of a professional license under Family Law Article, §10-119.3, Annotated Code of Maryland, following written notification to the State Superintendent of Schools by the Department of Human Services, Child Support Enforcement Administration, is ineligible for a license.

(b) Before denial of a license, the State Superintendent shall send written notice to the individual, including the right to contest the identity of the individual whose license the Superintendent seeks to deny.

(c) An individual may appeal the decision to deny a license based on failure to pay child support in accordance with State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland. At the appeal hearing, the issue is limited to whether the Department of Human Services, Child Support Enforcement Administration, has mistaken the identity of the individual whose license was denied.

(d) The State Superintendent shall immediately withdraw the denial of an application for a license if notified by the Department of Human Services, Child Support Enforcement Administration, that the individual is eligible for a professional license and the individual otherwise qualifies for a license.

.04 Hearing Procedures.

A. If the license holder requests a hearing in writing within the 30-day period, the State Superintendent of Schools shall promptly refer the case to the Office of Administrative Hearings.

B. If the written charges were filed against the license holder by the local superintendent of schools or an administrator of a nonpublic school under Regulation .03 of this chapter, a representative from the local school system or nonpublic school shall present the case before the Office of Administrative Hearings.

C. Hearing procedures are in accordance with the Administrative Procedure Act, State Government Article, §10-201 et seq., Annotated Code of Maryland, and with COMAR 28.02.

D. The administrative law judge shall determine if the charges against the license holder are supported by a preponderance of the evidence.

E. The administrative law judge shall submit in writing to the State Superintendent of Schools proposed findings of fact, proposed conclusions of law, and recommendations. The administrative law judge shall distribute this written proposed decision to the parties.

F. A party objecting to the administrative law judge's proposed decision may file exceptions with the State Superintendent of Schools within 15 calendar days of the date of the decision, and:

(1) The party filing exceptions shall ensure that a copy of the exceptions are provided to the opposing party;

(2) An opposing party may respond to the exceptions within 15 calendar days of the date of the exceptions;

(3) All parties shall have an opportunity for oral argument before the State Superintendent of Schools before a final decision is made; and

(4) The State Superintendent of Schools shall limit oral argument to 15 minutes per side.

.05 Record of Hearings.

A. The Office of Administrative Hearings shall prepare an official case record as provided in COMAR 28.02.01.23.

B. The Office of Administrative Hearings shall record the proceedings before the administrative law judge.

C. A party requesting a transcript of the proceedings, or part of the proceedings, shall pay the costs of the transcript, and a party requesting an expedited transcript shall pay the costs of the expedited transcript.

.06 Decisions.

A. The State Superintendent of Schools shall make the final decision in all contested cases dealing with the revocation, suspension, or denial of a license.

B. The State Superintendent of Schools shall make a final decision in writing containing findings of fact and conclusions of law.

C. The State Superintendent of Schools shall promptly deliver or mail a copy of the decision to each party as well as the party's attorney of record.

.07 Reconsideration of a Decision.

A. A party aggrieved by the decision may file a written request for reconsideration with the State Superintendent of Schools within 30 calendar days of the date of the decision.

B. The party requesting reconsideration shall serve copies of the request on all other parties.

C. A party filing a response to a request for reconsideration shall do so within 15 calendar days of the date of the request for reconsideration.

D. Action on the application for reconsideration shall lie at the discretion of the State Superintendent of Schools, except that a decision may not be disturbed unless there is a sufficient indication in the application that new facts material to the issues have been discovered or have occurred after the decision.

E. The State Superintendent of Schools may refuse to consider facts that the party could have produced at the hearing.

F. The State Superintendent of Schools may stay the decision at their discretion, on a finding of good cause.

G. The State Superintendent of Schools may abrogate, change, or modify the original decision, or remand the case to the administrative law judge.

.08 Educator Identification Clearinghouse.

A. The Educator Identification Clearinghouse is maintained by the National Association of State Directors of Teacher Education and Certification to provide a mechanism for licensing agencies to exchange names of educators whose licenses have been denied, revoked, suspended, or surrendered.

B. The State Superintendent of Schools shall notify the Educator Identification Clearinghouse of all surrender, suspension, revocation, and denial decisions as part of the interstate certification data exchange.

C. The State Superintendent shall only provide final actions that are matters of public record to the Clearinghouse.

D. The existence of a record in the Educator Identification Clearinghouse alone is not grounds for reciprocal action.

.09 Reinstatement.

A. A professional license that has been suspended under this chapter is automatically reinstated at the end of the suspension period if the license did not expire during the period of suspension.

B. If the license expires during the period of suspension, the holder of the former license may reapply but shall meet the licensure requirements that are in effect when the holder applied for the new license.

C. If a decision of suspension, revocation, or voluntary surrender is based on Regulation .02C(1) or D(1) of this chapter and if the plea, probation before judgment, or conviction is overturned, or expunged, and there is no subsequent proceeding leading to a plea, probation before judgment, or conviction, the individual whose license is suspended, revoked, or voluntarily surrendered may file a written request for reinstatement, including documentation of the final status of the judicial proceeding.

D. Reinstatement Review Panel.

(1) An individual whose license was revoked under Regulation .02C of this chapter or voluntarily surrendered may petition the Reinstatement Review Panel for reinstatement of the license not sooner than 10 years from the date of revocation.

(2) The Reinstatement Review Panel shall consist of one member of the Maryland State Board of Education appointed by its president, one member of the Professional Standards and Teacher Education Board appointed by its chairperson, and the State Superintendent of Schools or designee.

(3) The individual seeking reinstatement shall submit to the Reinstatement Review Panel a written petition showing credible evidence, by affidavit or otherwise, of the factors set out in §C(4) of this regulation, and may request an opportunity to appear in person before the Panel.

(4) The Reinstatement Review Panel shall consider the following facts in evaluating a petition for reinstatement:

(a) The nature and circumstances of the individual's original misconduct;

(b) The individual's subsequent conduct and reformation;

(c) The individual's present character; and

(d) The individual's present qualifications and competence.

(5) The Reinstatement Review Panel may place conditions upon a reinstatement, including requiring an individual to complete ethics training.

(6) On unanimous vote of the Reinstatement Review Panel and if the individual has met all current licensure requirements, and subject to any conditions placed on the reinstatement by the Reinstatement Review Panel, the State Superintendent of Schools shall reinstate the license.

(7) On the Reinstatement Review Panel's request, MSDE staff may advise the panel regarding the licensure regulations.

E. A license revoked or voluntarily surrendered while an educator is under investigation or facing charges under Regulation .02D of this chapter may not be reinstated.

13A.12.07 Professional Standards and Teacher Education Board

Authority: Education Article, §§6-701 and 6-704, Annotated Code of Maryland

.01 Promulgation of Regulations.

A. The State Board of Education and the Professional Standards and Teacher Education Board (PSTEB) shall develop for consideration regulations for:

(1) The licensure of teachers and other professional personnel; and

(2) Requirements for preparation of teachers and other education personnel.

B. Regulations that are initiated by either the State Board or the PSTEB and submitted for review to the non-initiating Board shall be acted on within 60 days by the non-initiating Board.

.02 Review Board — Scope.

A. The procedures in Regulations .03—.08 of this chapter govern all appeals from rulings of the Department's licensure staff taken to the Review Board of the PSTEB.

B. The appeals do not constitute contested cases under the Administrative Procedure Act, State Government Article, Title 10, Subtitle 2, Annotated Code of Maryland.

.03 Review Board — Method of Appeal.

A. An appellant seeking review by the Review Board shall file a written request for appeal within 30 days from the date the appellant receives notice of the ruling of the licensure staff.

B. The appellant shall address this written request for appeal to the chairperson of the Review Board, with a copy to the Assistant State Superintendent for Educator Licensure and Program Approval.

C. The written request for appeal shall specify whether the appeal is to be on the record under Regulation .03 of this chapter or in person under Regulation .04 of this chapter. It shall include a statement of the appellant's objections to the ruling of the licensure staff and the reasons supporting each objection.

D. On receipt of a copy of the request, the Assistant State Superintendent for Educator Licensure and Program Approval shall:

- (1) Cause the entire file concerning the ruling to be transmitted to the Review Board;
- (2) Acknowledge receipt of the request in writing to the appellant;
- (3) Send a copy of this chapter to the appellant; and
- (4) Schedule the appeal promptly before the Review Board, allowing reasonable advance notice to all parties.

.04 Review Board — Appeal on the Record.

A. At the appellant's option, the Review Board may make findings and submit recommendations to the PSTEB based solely on the written record.

B. The appellant may provide additional relevant documents to the Review Board, and shall submit a written statement explaining the appellant's position. A party seeking to file additions to the file shall do so at least 15 days before the scheduled appeal.

C. Licensure staff may submit a written response to the appellant's statement and provide any additional relevant documents to the Review Board at least 10 days before the scheduled appeal.

D. The appellant may submit a written reply to staff's response at least 5 days before the scheduled appeal.

.05 Review Board — Appeal in Person.

A. At the written request of the appellant, the Review Board shall allow oral argument on the appeal.

B. The Review Board shall limit oral presentations at the hearing to 15 minutes for a representative of the licensure staff, followed by 15 minutes for the appellant.

C. The Review Board may ask questions of either party. Other oral presentation or testimony is not permitted.

D. Both parties may present a written summary of their oral presentation.

.06 Review Board — Findings and Recommendations.

A. The Review Board shall deliberate the appeal in closed session and, by majority of the quorum present, make findings and recommendations to the PSTEB.

B. The Review Board shall submit its findings and recommendations by the chairperson in a written report to the PSTEB. The Review Board shall ensure this report includes:

- (1) Issues in question;
- (2) Findings of fact;
- (3) Conclusions of law; and
- (4) Recommendations and reasons for them.

.07 Review Board — Exceptions.

A. The appellant may file written exceptions to the Review Board's findings and recommendations by submitting these exceptions to the chairperson of the PSTEB within 15 days from the date of the Review Board's report.

B. The licensure staff may file a written response to the exceptions within 10 days of the date the exceptions are filed.

.08 Review Board — Final Determination.

A. The PSTEB shall make the final determination in each appeal from rulings of the licensure staff.

B. Before making a final determination, the PSTEB shall provide each member with:

- (1) A copy of the ruling of the licensure staff which is the subject of the appeal;
- (2) The written request for appeal;
- (3) The written report of the Review Board;
- (4) Any documents in the file cited in the report; and
- (5) Any written exceptions and response to exceptions.

C. The Department shall make the entire appeal file available to the PSTEB members on request.

D. The PSTEB shall, by majority vote of the quorum present, accept or reject the recommendation of the Review Board. The decision of the PSTEB is final.

E. The chairperson of the PSTEB shall notify the appellant in writing of the final determination, including the rationale for it.

CAREY M. WRIGHT, ED.D.
Interim State Superintendent of Schools

Date Received	Person Providing Comment	Organization	Reg Citation	Comment	Reg Language	DECPA Recommendation
7/26/2023	Clark, Eric	Harford County Public Schools	13A.12.02	I am writing to comment on the proposed changes to COMAR 13A.12.02. I believe extending the license for conditional teachers from 2 to 5 years is proactive step in helping solve the current teacher shortage. However, I struggle to understand why the conditional license for special education is only being extended to 3 years. Special education continues to be one of the hardest areas to fill. I believe the conditional license period for special education should also be extended to 5 years.	<p><i>F. Conditional Special Education.</i></p> <p><i>(1) A conditional special education license is valid for 3 years and may not be renewed.</i></p> <p><i>(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</i></p> <p><i>(a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</i></p> <p><i>(b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</i></p> <p><i>(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</i></p> <p><i>(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</i></p>	<p>IDEA requirements related to personnel qualifications and alternate certifications under 34 C.F.R. § 300.156(c)(2), states that personnel who are participating in a program that provides an alternate route to special education teacher certification must:</p> <p>(1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;</p> <p>(2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;</p> <p>(3) assume the functions as a teacher only for a specified period of time not to exceed three years; and</p> <p>(4) demonstrate satisfactory progress toward full certification as prescribed by the State.</p> <p>Given federal law requires this language, it is not recommended that we modify at this time.</p>
7/26/2023	Hagan, Shannon	Harford County Public Schools	13A.12.02	I am writing to comment on the proposed changes to COMAR 13A.12.02. I believe extending the license for conditional teachers from 2 to 5 years is proactive step in helping solve the current teacher shortage. However, I struggle to understand why the conditional license for special education is only being extended to 3 years. Special education continues to be one of the hardest areas to fill. I believe the conditional license period for special education should also be extended to 5 years as the others. SE remains our hardest to fill areas, hardest areas to obtain candidates even conditionally, and a position that we receive multiple complaints about work load. To give a teacher with already a hardship a lesser amount of time does not help the mission of addressing the shortage.	<p><i>F. Conditional Special Education.</i></p> <p><i>(1) A conditional special education license is valid for 3 years and may not be renewed.</i></p> <p><i>(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</i></p> <p><i>(a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</i></p> <p><i>(b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</i></p> <p><i>(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</i></p> <p><i>(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</i></p>	<p>IDEA requirements related to personnel qualifications and alternate certifications under 34 C.F.R. § 300.156(c)(2), states that personnel who are participating in a program that provides an alternate route to special education teacher certification must:</p> <p>(1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;</p> <p>(2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;</p> <p>(3) assume the functions as a teacher only for a specified period of time not to exceed three years; and</p> <p>(4) demonstrate satisfactory progress toward full certification as prescribed by the State.</p> <p>Given federal law requires this language, it is not recommended that we modify at this time.</p>
7/26/2023	McCord, Joanne	Harford County Public Schools	13A.12.02	I am writing to comment on the proposed changes to COMAR 13A.12.02. I believe extending the license for conditional teachers from 2 to 5 years is proactive step in helping solve the current teacher shortage. I struggle to understand why the conditional license for special education is only being extended to 3 years. Special education continues to be one of the hardest areas to fill. I believe the conditional license period for special education should also be extended to 5 years.	<p><i>F. Conditional Special Education.</i></p> <p><i>(1) A conditional special education license is valid for 3 years and may not be renewed.</i></p> <p><i>(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</i></p> <p><i>(a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</i></p> <p><i>(b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</i></p> <p><i>(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</i></p> <p><i>(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</i></p>	<p>IDEA requirements related to personnel qualifications and alternate certifications under 34 C.F.R. § 300.156(c)(2), states that personnel who are participating in a program that provides an alternate route to special education teacher certification must:</p> <p>(1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;</p> <p>(2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;</p> <p>(3) assume the functions as a teacher only for a specified period of time not to exceed three years; and</p> <p>(4) demonstrate satisfactory progress toward full certification as prescribed by the State.</p> <p>Given federal law requires this language, it is not recommended that we modify at this time.</p>

7/26/2023	Stenger, Joshua	Harford County Public Schools	13A.12.02	<p>I am submitting a comment on the proposed changes to COMAR 13A.12.02. Extending the license for conditional teachers to five years is one of many changes needed to bring quality candidates back to the teaching profession. Special educators, however, are one of the most difficult positions to fill and I do not understand why their conditional license is only being extended to three years. I urge you to consider making their conditional license period five years, consistent with regular education teachers.</p>	<p><i>F. Conditional Special Education.</i></p> <p><i>(1) A conditional special education license is valid for 3 years and may not be renewed.</i></p> <p><i>(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</i></p> <p><i>(a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</i></p> <p><i>(b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</i></p> <p><i>(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</i></p> <p><i>(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</i></p>	<p>IDEA requirements related to personnel qualifications and alternate certifications under 34 C.F.R. § 300.156(c)(2), states that personnel who are participating in a program that provides an alternate route to special education teacher certification must:</p> <p>(1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;</p> <p>(2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;</p> <p>(3) assume the functions as a teacher only for a specified period of time not to exceed three years; and</p> <p>(4) demonstrate satisfactory progress toward full certification as prescribed by the State.</p> <p>Given federal law requires this language, it is not recommended that we modify at this time.</p>
8/3/2023	Richardson, Benjamin	Harford County Public Schools	13A.12.02	<p>I am writing to comment on the proposed changes to COMAR 13A.12.02. I strongly support the proposed language for conditional teacher certification and extending the timeline to obtain certification from the current 2 years to 5 years. This is a proactive step in helping solve the current teacher shortage and provides conditionally certificated teachers with a realistic timeline for acquiring certification. This proactive change should increase the overall success rate of educators hired conditionally moving forward.</p> <p>In the same light, although I appreciate that those who hold conditional certification in special education are given 3 years to obtain certification in the proposed language, I strongly believe that this should mirror the 5-year window to align with all other content areas. Special education continues to be one of the hardest areas to fill and the case management and intricacies of the position alone make it extremely challenging. I believe that those hired as conditional special education teachers should also be extended the 5-year timeline.</p> <p>Thank you for your consideration.</p>	<p><i>F. Conditional Special Education.</i></p> <p><i>(1) A conditional special education license is valid for 3 years and may not be renewed.</i></p> <p><i>(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</i></p> <p><i>(a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</i></p> <p><i>(b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</i></p> <p><i>(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</i></p> <p><i>(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</i></p>	<p>IDEA requirements related to personnel qualifications and alternate certifications under 34 C.F.R. § 300.156(c)(2), states that personnel who are participating in a program that provides an alternate route to special education teacher certification must:</p> <p>(1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;</p> <p>(2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;</p> <p>(3) assume the functions as a teacher only for a specified period of time not to exceed three years; and</p> <p>(4) demonstrate satisfactory progress toward full certification as prescribed by the State.</p> <p>Given federal law requires this language, it is not recommended that we modify at this time.</p>
8/9/2023	Zogby, Liz	Maryland Down Syndrome Advocacy Coalition	13A.12.02.03	<p>We have concerns about the use of an "attestation of proficiency" in lieu of passing the reading instruction licensure test. This change is part of a larger trend identified by NCTQ of states lowering the bar to licensure. Maryland, like other states making these types of changes, suggests that lowering the bar helps to address teacher shortages and to increase diversity in the teacher workforce. However, standardized tests are reliable, comparable, efficient, comprehensive, aligned with expectations, and vetted for bias, while alternative means to measure required knowledge (e.g., portfolios, grades, observations) introduce variability, inefficiency, lack of comparability and comprehensiveness, and the potential for bias. Most important is the question of the relationship between licensure tests and student outcomes—and whether removing this "barrier to licensure" actually harms students and, specifically, students with disabilities. There seems to be some dispute about the literature on this question. According to NCTQ: "The overwhelming majority of research studies found a positive relationship between licensure tests and student outcomes." However, a recent MSDE presentation notes: "Longstanding body of research finds that certification exams are not strong predictors of teaching effectiveness and there is little evidence that testing translates to better teachers overall." What is clear is that this body of research is nuanced and warrants additional review, though a significant preponderance of the evidence is that licensure tests do have some predictive validity of teacher quality. Though certainly there are issues to be grappled with including, e.g., how high to set the cut score and which licensure test might best mitigate underlying racial bias. If these proposed changes to licensure go into effect, Maryland must carefully track data to determine the impact of these changes on:</p> <ul style="list-style-type: none"> - students in terms of achievement, and disaggregated by student groups including race, economically disadvantaged students, and students with disabilities; and - teachers with respect to retention and the specific areas of shortage (defined by geography, discipline, and grade level) 	<p>Multiple sections in COMAR 13A.12.02.03 <i>Pathways to Licensure</i> (teachers)</p> <p>e.g., <i>Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit of a passing score on a reading instruction test, approved by the State Board of Education, or provide attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool.</i></p>	<p>Concur with the recommendation that MSDE track data to determine the impact of the attestation option, on recruitment, preparation, retention, and student outcomes. Furthermore, MSDE should continue to study how effective different approaches, traditional and alternative, to teacher preparation, licensure, and development are in improving key outcomes, including teacher quality, teacher diversity, and teacher retention. MSDE is currently partnering with the Center for Analysis of Longitudinal Data in Education Research (CALDER) in this work. Given the benefits of a diverse teacher workforce, more recent findings have reinvigorated questions about licensure tests, their effects on the teacher workforce, the quality of teacher preparation programs, and the state's role as a gatekeeper to the profession (Will, July 21, 2021). Newer studies also found that licensure tests tended to screen out candidates of color disproportionately (Cowan et al., 2020; Goldhaber & Hansen, 2010; Putman & Walsh, 2019). The onset of the pandemic substantially disrupted routes into teaching and offered a unique opportunity to study the relationship between licensure waivers and teacher demographics, retention, and effectiveness. CALDER examined the impacts of the temporary shift in policy in New Jersey, the results of which are published in a June 2023 Working Paper. Not surprisingly, teachers entering the profession with a temporary emergency certificate were substantially more diverse than New Jersey's existing teacher workforce. These same teachers were disproportionately likely to have attempted and failed a Praxis Core (basic skills) and Praxis subject test. During the 2021-2022 school year, when student testing resumed, temporary emergency teachers teaching math or ELA were at least as effective as other novice teachers in New Jersey as measured by student test score gains. Unfortunately, these same teachers were more likely to leave the profession after the first year, which highlights the importance of a supportive induction program.</p> <p>MSDE will continue to identify and study various measures to assess teacher knowledge and competence as we work toward diversifying the teacher workforce in Maryland. This includes the study of existing traditional and alternative pathways to licensure, as well as those pathways established in these regulations, to determine what key components lead to teacher diversity, retention, and effectiveness.</p> <p>No modifications are recommended at this time.</p>

8/9/2023	Zogby, Liz	Maryland Down Syndrome Advocacy Coalition	13A.12.02.06	Given the way this provision is structured, educators could choose not to complete any professional development explicitly focused on students with disabilities, instead choosing "differentiated instruction for students with diverse learning needs"— which could include any number of reasons for differentiation beyond disability. While the PD requirements ensure at least some ongoing attention to English Learners and students with diverse identities, students with disabilities can be left out of the continuing education of educators at all levels, when as a group, they are the most underachieving of all student subgroups. We recommend either striking "or differentiated instruction for students with diverse learning needs" or making this its own bullet in the list.	<p>A. Professional Development Point (PDP). The Department shall measure professional development activities as follows:</p> <p>(1) 1 clock hour is equivalent to one PDP.</p> <p>(2) 1 semester hour is equivalent to 15 PDPs.</p> <p>(3) One Department-approved continuing professional development credit is equivalent to 15 PDPs.</p> <p>(4) One continuing education unit is equivalent to ten PDPs.</p> <p>B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs to include:</p> <p>(1) Content or pedagogy related to an area on the educator's license;</p> <p>(2) English as a Second Language, Sheltered English, or Bilingual Education;</p> <p>(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and</p>	<p>The original language included only students with disabilities and the PSTEB added the language "or differentiated instruction for students with diverse learning styles.". This was changed in the last modification to "or differentiated instruction for students with diverse learning needs." PSTEB wanted more flexibility for teachers.</p> <p>The IPDP is developed by the educator and supervisor to ensure that it fits the educator's needs at that time. As currently written, it allows the flexibility to focus on differentiation as opposed to special education when the supervisor and educator determine this is what is needed. It also allows the educator to focus on both as there are no quantifiable requirements for each topic area.</p> <p>No changes are recommended at this time.</p>
8/9/2023	Zogby, Liz	Maryland Down Syndrome Advocacy Coalition	13A.12.05	While teachers seeking initial licensure, through the newly published educator preparation program regulations, are required to develop a series of competencies, some of which speak directly to serving students with disabilities, licensure requirements for administrators and supervisors with respect to this type of knowledge and skill development follow the old model: one 3-semester hour course in special education. The leadership, knowledge, and attitudes of principals and supervisors regarding the provision of special education services and students with disabilities are critical for successfully meeting the needs of these students, particularly when it comes to the challenges inherent in inclusive education. One 3-semester hour course is simply insufficient, and we urge a reconsideration of these provisions to ensure our schools and school systems have leadership that is prepared to lead school teams in providing students with disabilities with a free appropriate public education in the least restrictive environment.	<p>B. Administrator I.</p> <p>(1) This license qualifies an individual to be assigned as a supervisor of instruction or assistant principal.</p> <p>(2) The applicant shall have:</p> <p>(a) A master's degree from an institution of higher education;</p> <p>(b) 27 months of effective teaching performance or effective performance as a certified specialist as defined in COMAR 13A.12.04;</p> <p>(c) 3 semester hours or State-approved CPD credits in special education</p>	<p>This language is a carryover from the current regulations. The PSTEB and SBOE approved MSDE's plan to amend all administrator licensure areas in phase 2 of promulgation, which will begin after the complete repeal and replacement of COMAR 13A.12. The Administrator I/II area of licensure is scheduled to be reviewed immediately after adoption. Once reviewed by a state-wide workgroup, amendments will be proposed to both Boards for adoption.</p> <p>No changes are recommended at this time.</p>
8/10/2023	Sovine, David	Washington County Schools	13A.12.02.04	WCPS recommends that renewal requirements be set forth in a separate chapter making it easier for educators who are licensed in multiple areas to easily locate their renewal requirements.	<p>Multiple. e.g.,</p> <p>A. Professional Development Point (PDP). The Department shall measure professional development activities as follows:</p> <p>(1) 1 clock hour is equivalent to one PDP.</p> <p>(2) 1 semester hour is equivalent to 15 PDPs.</p> <p>(3) One Department-approved continuing professional development credit is equivalent to 15 PDPs.</p> <p>(4) One continuing education unit is equivalent to ten PDPs.</p> <p>B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs to include:</p> <p>(1) Content or pedagogy related to an area on the educator's license;</p> <p>(2) English as a Second Language, Sheltered English, or Bilingual Education;</p> <p>(3) Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and</p> <p>(4) Culturally Responsive Teaching or diverse student identities in education.</p> <p>C. Additional Requirements for Specific Certification Areas.</p> <p>(1) Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.</p> <p>(2) School Counselor. An educator who is licensed as a School Counselor</p>	<p>The PSTEB and SBOE agreed with MSDE's recommendation to house all of the requirements for a type of license (i.e., teacher, PTE/SAFA teacher, specialist, administrator) in its own chapter so that educators do not need to locate multiple regulations in multiple chapters to understand the requirements. Each chapter includes all of the renewal requirements for every type of educator so that searching the entire subtitle is not required.</p> <p>No changes are recommended at this time.</p>
8/10/2023	Sovine, David	Washington County Schools	13A.12.01.04(C)	WCPS recommends that rather than having different time periods the Conditional Special Education License and Conditional License be valid for the same number of years. Special education teachers are harder to recruit and retain, and the proposed language gives them less time to obtain professional licensure. Allowing additional time may assist school systems with the recruitment and retention difficulties many of them are currently experiencing. Additionally, the current regulations allow teachers on a conditional certificate four (4) years in which to obtain professional certification, but the proposed language decreases the time allowed to three (3) years. Consideration should be given to maintaining the four (4) -year timeline.	<p>C. Types of Educator Licenses.</p> <p>(1) Conditional License. The conditional license is a nonrenewable license valid for a period not to exceed 5 years issued only for licenses under COMAR 13A.12.02.02 and 13A.12.03.02.</p> <p>(2) Conditional Special Education License. The conditional special education license is a nonrenewable license valid for a period not to exceed 3 years issued only for licenses under COMAR 13A.12.02.02.</p>	<p>IDEA requirements related to personnel qualifications and alternate certifications under 34 C.F.R. § 300.156(c)(2), states that personnel who are participating in a program that provides an alternate route to special education teacher certification must:</p> <p>(1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching;</p> <p>(2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;</p> <p>(3) assume the functions as a teacher only for a specified period of time not to exceed three years; and</p> <p>(4) demonstrate satisfactory progress toward full certification as prescribed by the State.</p>
8/10/2023	Sovine, David	Washington County Schools	13A.12.01.05(C)	Reinstatement of a professional certificate or license for an individual who holds an expired standard or advance certificate requires that both Sections A and B of this proposed regulation be met. However, Section B allows the license to be reinstated without meeting the requirements of Section A for those individuals who hold an expired initial license. Is the intent that individuals meet the requirement of both Sections A and B or meet the requirements of either Section A or B?	<p>C. Historic Professional Certificate or License.</p> <p>(1) The Department shall issue an Initial Professional License to an educator who holds an expired Maryland Professional Eligibility Certificate or Standard Professional I Certificate and meets the requirements to reinstate a Maryland license under §§A and B of this regulation.</p> <p>(2) The Department shall issue a Professional License to an educator who holds an expired Maryland Standard Professional II Certificate and meets the requirements to reinstate a Maryland license under §§A and B of this regulation.</p> <p>(3) The Department shall issue an Advanced Professional License to an educator who holds an expired Maryland Advanced Professional Certificate and meets the requirements to reinstate a Maryland license under §§A and B of this regulation.</p> <p>(4) An educator who allows a license to expire that includes a historic endorsement area may not reinstate that area.</p>	<p>Given federal law requires this language, it is not recommended that we modify at this time.</p> <p>Nonsubstantive change is recommended.</p> <p>Recommend changing "and" to "or." "And" was not intended and does not make sense as "B" is an exemption and cannot be applied with "A".</p>

8/10/2023	Sovine, David	Washington County Schools	13A.12.02.02(F)(2)(b)	How will the requirements for the professional development and supervision for the Conditional Special Education License be monitored? What are the minimum requirements for the sustained, intensive, classroom-focused professional development and intensive supervision?	<p><i>F. Conditional Special Education.</i></p> <p>(1) A conditional special education license is valid for 3 years and may not be renewed.</p> <p>(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</p> <p>(a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</p> <p>(b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</p> <p>(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</p> <p>(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</p>	<p>It should be reiterated that the requirement that an individual receive sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring while participating in a program that provides an alternate route to special education is a federal law.</p> <p>Conditionally licensed individuals must enroll in either a Maryland-approved program, In-District training program, or an out-of-state approved program. It is the LEAs/nonpublic school/state-operated school's responsibility to ensure that those teachers receive sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring. This may be accomplished through the collaboration between the preparation program and school. Additionally, conditional license holders are required to participate in an induction program where they will receive sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring through that program.</p> <p>No changes are recommended at this time.</p>
8/10/2023	Sovine, David	Washington County Schools	13A.12.02.03(A)(2)	Is the proposed in-district pathway the same as the current evaluation school systems do for conditional certificates? WPCS appreciates the intent to have a more structured approach for in district training programs and the desire to have teachers complete their coursework through a coursework provider the school system partners with. However, WCPS has concerns with the memorandum of understanding that will be required between the school system and the coursework provider under Section (A)(2)(d)(ii). The availability of coursework providers in Western Maryland is not as great as it is in other parts of the state. As a result, WCPS often works with out of state college/universities due to teachers being enrolled in college/universities across the United States. Is the intent that WCPS enter into an MOU with every college/university that enrolls a WCPS teacher regardless of its location?	<p>(2) <i>In-District Training Program. Teacher candidates who are hired as a teacher of record in a Maryland local school district may complete a Department-approved in-district training program. Candidates seeking licensure under the in-district pathway shall meet the following requirements:</i></p> <p>(a) Possession of a conditional license in the subject area and at the grade level of the license sought.</p> <p>(b) Demonstration of content knowledge by completing the following:</p> <p>(i) Bachelor's degree or higher related to the field of the license sought;</p> <p>(ii) Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought, which may be completed in-person, virtually, synchronously, and/or asynchronously; or</p> <p>(iii) Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education.</p> <p>(c) Completion of a Maryland induction program under COMAR 13A.07.01 that includes:</p> <p>(i) On-site supervision and coaching;</p> <p>(ii) Ongoing instructional mentoring during the induction; and</p> <p>(iii) An effective, or comparable, rating on a summative evaluation of teaching performance at the end of the induction period.</p> <p>(d) Completion of a Department-approved sequence of pedagogical coursework, which may be completed in-person, virtually, synchronously, and/or asynchronously, as follows:</p> <p>(i) The teaching candidate shall ensure that this sequence of coursework</p> <p><i>B. Out-of-State Pathways to Initial Teacher License.</i></p>	<p>The In-District Training Program is a structured, cohesive pathway to licensure that includes a Department-approved sequence of professional coursework. This pathway is not the same as a candidate enrolling in courses that meet the requirements of a transcript analysis evaluation based on current certification regulations.</p> <p>It will be up to a district to determine if it would like to seek approval for an In-District Training Program. Districts may choose to partner with an institution of higher education(IHE), or multiple IHEs, to deliver the sequence of professional coursework. Should the district partner with an IHE, a MOU will be required. The sequence of coursework developed for the In-District Training Program must be approved by MSDE prior to implementation.</p>
8/10/2023	Sovine, David	Washington County Schools	13A.12.02.03(B)	Paragraphs 1 and 2 both require a passing score on a portfolio-based performance assessment. Consideration should be given to allowing reciprocity for out-of-state licenses in lieu of requiring a Maryland assessment.	<p>(1) <i>Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:</i></p> <p>(a) Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;</p> <p>(b) Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;</p> <p>(c) Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and</p> <p>(d) <i>Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit a passing score on a reading instruction test, approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor</i></p>	<p>Education Article 6-126 requires any applicant from out of state to pass a test of teaching ability as part of the requirements for licensure. The proposed regulations (13A.12.02.03BC(3))include the following provision for out-of-state applicants who are prepared or licensed by another state:</p> <p>(3) <i>An effective, or comparable, rating on a year-end evaluation may be submitted instead of a portfolio-based assessment if the candidate meets the following criteria:</i></p> <p>(a) Meets the requirements for initial licensure under §A(3) or B(1)-(2) of this regulation; and</p> <p>(b) Is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10.</p> <p>No modifications recommended at this time.</p>
8/10/2023	Sovine, David	Washington County Schools	13A.12.02.05	It is unreasonable to believe that an educator's supervisor, which in most cases will be the school principal, will be able to track and verify certification activities. School principals are not certification experts and are not in tune with certification requirements and, as such, may not be able to effectively monitor this information, which may prevent an educator from having their license renewed. WCPS supports principal involvement in the process but suggests that the main responsibility for confirming that an educator has completed their certification requirements be placed on a school system's certification expert.	<p><i>A. Individual Professional Development Plans.</i></p> <p>(1) An educator shall have an individual professional development plan in place for each of the 5 years of validity for each Initial Professional, Professional, and Advanced Professional license issued to the educator.</p> <p>(2) An educator shall ensure this individual professional development plan includes a minimum of 90 professional development points as set forth in Regulation .06 of this chapter, to renew the educator's License.</p> <p>(3) Educators who are not employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 are responsible for developing their own individual professional development plan.</p> <p><i>B. Approval of an Individual Professional Development Plan.</i></p> <p>(1) Educators working in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall obtain approval of their proposed individual professional development plan from their supervisors.</p> <p>(2) The educator's supervisor, or an appropriate designee, shall approve proposed individual professional development.</p> <p>(3) Educators shall obtain initial approval of their individual professional development plan within 6 months of issuance of the license to be renewed.</p> <p>(4) Supervisor Review.</p> <p>(a) A supervisor shall review the existing individual professional development plan of any educator new to the district or school within 2</p>	<p>IPDPs are issued to those educators with professional licenses who have met all of the requirements for licensure and are meant to be developed by the educator and supervisor (or designee) based on that educator's current needs/assignment. The supervisor may choose to identify a designee for the development and review of plans. The PD completed should be meaningful to the educator rather than simply completing requirements to renew a license. The MSDE will not "look behind" a supervisor's (or designee's) and educator's decision when crafting an IPDP. A form will be provided by MSDE for this purpose, and technical assistance will be delivered. It is not necessary for supervisors to verify and track an educator's PDPs as this is the responsibility of the educator. It is the LEA's decision should it want to set up a process by which the LEA office of certification assists educators in tracking and verifying PD experiences.</p> <p>No modifications recommended at this time.</p>
8/10/2023	Sovine, David	Washington County Schools	13A.12.02.06(F)	WCPS recommends an amendment to clarify that the National Board Certificate must be valid at the time of renewal.	<p><i>F. An educator who earns a National Board Certificate from the National Board of Professional Teaching Standards may present that certificate when subsequently renewing a Maryland Educator License as a substitute for SB of this regulation.</i></p>	<p>This may be assumed from the proposed language and guidance may be given through MSDE policy if required.</p> <p>No modifications recommended at this time.</p>

8/10/2023	Sovine, David	Washington County Schools	13A.12.03	WCPS would like to inquire as to why this section is separate and apart from other teaching areas?	<i>13A.12.03 Professional and Technical Education and Specialized Areas for Fine Arts</i> <i>.01 Purpose.</i> <i>A. Professional and Technical Education and Specialized Areas for Fine Arts teachers shall meet the requirements for a license under Regulation .02 of this chapter.</i> <i>B. A Professional and Technical Education or Specialized Areas for Fine Arts license shall only be used for instruction in a specialized program or at a specialized school.</i> <i>C. A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request an initial Professional and Technical Education or Specialized Areas for Fine Arts license.</i> <i>D. An individual licensed in Professional and Technical Education or Specialized Areas for Fine Arts who is no longer employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request the renewal of that license directly from the Department.</i>	The pathways to licensure and requirements for renewal are different for PTE teachers; therefore, the decision was made to create a separate chapter for these teachers. The PSTEB and SBOE agreed with MSDE's recommendation to house all of the requirements for a type of license (i.e., teacher, PTE/SAFA teacher, specialist, administrator) in its own chapter so that educators do not need to locate multiple regulations in multiple chapters to understand the requirements. No changes are recommended at this time.
8/10/2023	Sovine, David	Washington County Schools	13A.12.04.06	Consideration should be given to requiring three (3) semester hours or state-approved CPD credits in special education coursework for renewal, but not for initial licensure because it will limit the out of state preparation program pathway for candidates whose out of state preparation program does not have this requirement. If the intent is for a temporary professional license to be issued, WCPS recommends language be added to indicate when it can be issued similar to Regulation 13A.12.02.02 for teachers.	Multiple e.g., <i>Complete 3 semester hours or State-approved CPD credits in special education coursework</i>	The PSTEB voiced their agreement that all specialists have at least 3 semester hours of coursework in special education prior to being licensed. This language was added by PSTEB prior to granting permission to publish. It is important to note that Maryland-approved programs are currently required to provide 3 semester hours of coursework in their programs for specialists. The Temporary Professional License is not meant to be issued to a specialist who has not met the initial requirements for licensure; therefore it is not appropriate to modify the language in this section. No modifications are recommended at this time
8/10/2023	Sovine, David	Washington County Schools	13A.12.05	Consideration should be given to requiring three (3) semester hours or state-approved CPD credits in special education coursework for renewal, but not for initial licensure because it will limit the out of state preparation program pathway for candidates whose out of state preparation program does not have this requirement. If the intent is for a temporary professional license to be issued, WCPS recommends language be added to indicate when it can be issued similar to Regulation 13A.12.02.02 for teachers.	<i>Complete 3 semester hours or State-approved CPD credits in special education coursework</i>	The PSTEB voiced their agreement that all administrators have at least 3 semester hours of coursework in special education prior to being licensed. This language was added by PSTEB prior to granting permission to publish. It is important to note that Maryland-approved programs are currently required to provide 3 semester hours of coursework in their programs for administrators. The Temporary Professional License is not meant to be issued to an administrator; therefore it is not appropriate to modify the language in this section. No modifications are recommended at this time
8/7/2023	Patricia M. Carberry	Sheppard Pratt School -School Compliance Specialist	13A.12.01.01B(1)	Definitions: Is "clinical internship" the same as student teaching or practicum?	<i>Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought</i>	The "clinical internship" may be considered the same as a "practicum" or "student teaching" depending on the state where it is completed. All states that participate in the Interstate Certification Compact are required to include a clinical experience (internship, practicum, student teaching) in an approved program leading to initial teaching licensure.
8/7/2023	Patricia M. Carberry	Sheppard Pratt School -School Compliance Specialist	13A.12.01.04E(1)	What thought has been given to rolling validity dates based on the teacher's date of hire? With only 3 years instead of 4 to complete requirements on a conditional license and given the current validity dates, educators are limited by several months in the time they have to meet all requirements.	<i>E. Effective Dates of Licenses.</i> <i>(1) Issuance of a License. The Department shall issue a license to an applicant with the following effective dates:</i> <i>(a) If the license was issued from January 1 through June 30, the effective date of the license is January 1; and</i> <i>(b) If the license was issued from July 1 through December 31, the effective date of the license is July 1.</i> <i>(2) Multiple Licenses. Educators may hold multiple licenses.</i> <i>(3) Endorsements.</i> <i>(a) An individual who meets the qualification for initial licensure may add additional endorsements to the existing license.</i> <i>(b) The validity period for an endorsement is the same as the initial license.</i> <i>(c) The Department shall renew the endorsement when the initial license is renewed.</i> <i>(4) An educator who adds an additional license or endorsement to an existing license is not required to amend the Individualized Professional Development Plan or present additional renewal requirements during the current validity period.</i>	The PSTEB discussed the options for rolling validity dates on multiple occasions and each member was asked to speak with their constituency to determine if the pros of rolling dates outweighed the cons. The original proposed language included rolling dates. The decision was made to keep the current validity dates. Transitioning to rolling validity dates can be considered during the second phase or promulgation if appropriate. No modifications recommended at this time.
8/7/2023	Patricia M. Carberry	Sheppard Pratt School -School Compliance Specialist	13A.12.01.04E(2)	What does it mean that teachers can hold "multiple licenses"? How is this different from adding endorsements?	<i>E. Effective Dates of Licenses.</i> <i>(1) Issuance of a License. The Department shall issue a license to an applicant with the following effective dates:</i> <i>(a) If the license was issued from January 1 through June 30, the effective date of the license is January 1; and</i> <i>(b) If the license was issued from July 1 through December 31, the effective date of the license is July 1.</i> <i>(2) Multiple Licenses. Educators may hold multiple licenses.</i> <i>(3) Endorsements.</i> <i>(a) An individual who meets the qualification for initial licensure may add additional endorsements to the existing license.</i> <i>(b) The validity period for an endorsement is the same as the initial license.</i> <i>(c) The Department shall renew the endorsement when the initial license is renewed.</i> <i>(4) An educator who adds an additional license or endorsement to an existing license is not required to amend the Individualized Professional Development Plan or present additional renewal requirements during the current validity period.</i>	License means an educator credential issued by the Department, which allows the holder to practice the area(s) of licensure noted (e.g., Initial Professional, Professional, Conditional, etc.). An endorsement is a credential issued on a license to indicate satisfactory knowledge and skills to perform services in the area(s) specified (e.g., English 7-12, School Counselor, Administrator I/II). Allowing an educator to hold multiple licenses provides the flexibility for an existing license holder (e.g., Professional license in the area of School Counseling) to maintain the license when issued a different license (e.g., Conditional license in Elementary Education).
8/7/2023	Patricia M. Carberry	Sheppard Pratt School -School Compliance Specialist	13A.12.02.02E(1)	Is the conditional license valid for 5 years for special area teachers - Art, PE, Music, Health?	<i>Conditional License. The conditional license is a nonrenewable license valid for a period not to exceed 5 years issued only for licenses under COMAR 13A.12.02.02 and 13A.12.03.02.</i>	Yes, the conditional license for all teaching areas except special education is valid for 5 years.

8/7/2023	Patricia M. Carberry	Sheppard Pratt School -School Compliance Specialist	13A.12.02.02.F(2)(b)	Will these terms be further defined - "sustained", intensive", "classroom-focused"?	<p><i>F. Conditional Special Education.</i></p> <p>(1) A conditional special education license is valid for 3 years and may not be renewed.</p> <p>(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</p> <p>(a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</p> <p>(b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</p> <p>(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</p> <p>(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</p>	<p>If further definition is required, it may be done in policy.</p> <p>No modifications recommended at this time.</p>
8/7/2023	Patricia M. Carberry	Sheppard Pratt School -School Compliance Specialist	13A.12.02.02H	<p>Adjunct Teacher (5)(b) Can a professionally working artist/musician who does not need an industry license, be given an adjunct license?</p> <p>(6)(b) Must the co-teacher be in the classroom during all teaching periods?</p> <p>(6)(c) May the schools decide what professional development is required for the adjunct or will it be Department-prescribed?</p>	<p><i>H. Adjunct Teacher.</i></p> <p>(1) The Department may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.</p> <p>(2) The local school system superintendent or education director of the approved nonpublic school shall include with a request for an adjunct license:</p> <p>(a) The name and credentials of the individual;</p> <p>(b) The course name and content to be taught; and</p> <p>(c) An explanation as to why the position cannot be filled by a qualified licensed educator.</p> <p>(3) The adjunct license is nontransferable between local school systems.</p> <p>(4) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.</p> <p>(5) An applicant for an adjunct license shall:</p> <p>(a) Hold a high school diploma or its equivalent;</p> <p>(b) Hold an industry license, when applicable for the profession; and</p> <p>(c) Have 5 years of satisfactory occupational experience in the field to be taught.</p> <p>(6) The employing local school system or nonpublic school shall provide an individual who is issued an adjunct license with the following:</p> <p>(a) A professionally licensed mentor;</p> <p>(b) Side-by-side coaching or co-teaching with a professionally licensed teacher.</p>	<p>The Adjunct Teacher certificate is not limited to those who need an industry license to practice their profession. The regulation does not prescribe the content of the professional development required as the district will determine what is appropriate for that assignment.</p> <p>Questions regarding co-teaching models may be answered via technical assistance.</p> <p>No modifications are recommended at this time.</p>
8/7/2023	Patricia M. Carberry	Sheppard Pratt School -School Compliance Specialist	13A.12.02.03A(2)	<p>What does a "Department-approved in-district training program" need to include?</p> <p>Under "Special provisions for Special Education", is the educator permitted to select one of the following?</p> <p>English-6 credits, Math-6 credits, Science-6 credits, Social Studies-6 credits, Passing score on the Elementary Education Praxis (7811), or Passing score on the Teaching Reading: Elementary Praxis (5205), or provide attestation of proficiency (What constitutes a "Department-recognized assessor"?)</p>	<p>(2) In-District Training Program. Teacher candidates who are hired as a teacher of record in a Maryland local school district may complete a Department-approved in-district training program. Candidates seeking licensure under the in-district pathway shall meet the following requirements:</p> <p>(a) Possession of a conditional license in the subject area and at the grade level of the license sought.</p> <p>(b) Demonstration of content knowledge by completing the following:</p> <p>(i) Bachelor's degree or higher related to the field of the license sought;</p> <p>(ii) Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought, which may be completed in-person, virtually, synchronously, and/or asynchronously; or</p> <p>(iii) Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education.</p> <p>(c) Completion of a Maryland induction program under COMAR 13A.07.01 that includes:</p> <p>(i) On-site supervision and coaching;</p> <p>(ii) Ongoing instructional mentoring during the induction; and</p> <p>(iii) An effective, or comparable, rating on a summative evaluation of teaching performance at the end of the induction period.</p> <p>(d) Completion of a Department-approved sequence of pedagogical coursework, which may be completed in-person, virtually, synchronously, and/or asynchronously, as follows:</p> <p>(i) The teaching candidate shall ensure that this sequence of coursework</p> <p>(3) An effective, or comparable, rating on a year-end evaluation may be submitted instead of a portfolio-based assessment if the candidate meets the following criteria:</p> <p>(a) Meets the requirements for initial licensure under §A(3) or B(1)-(2) of this regulation; and</p> <p>(b) Is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10.</p>	<p>The proposed regulation outlines the requirements of the In-District Training Program. Questions regarding how the requirements may be implemented by a district can be addressed in technical assistance and policy.</p> <p>No modifications are recommended at this time.</p>
8/7/2023	Patricia M. Carberry	Sheppard Pratt School -School Compliance Specialist	13A.12.02.03C(3)	<p>C(3) Special Provisions</p> <p>Can an effective rating on a year-end evaluation be submitted for the performance-based assessment (PPAT/edTPA) if the educator meets the criteria for the initial professional license and is currently teaching?</p>	<p>(3) An effective, or comparable, rating on a year-end evaluation may be submitted instead of a portfolio-based assessment if the candidate meets the following criteria:</p> <p>(a) Meets the requirements for initial licensure under §A(3) or B(1)-(2) of this regulation; and</p> <p>(b) Is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10.</p>	<p>An individual who meets the criteria for the initial professional license would have met the requirements for the performance-based assessment. Those individuals who hold a Temporary Professional License and need the performance-based assessment may submit an effective, or comparable, rating on a year-end evaluation in lieu of the assessment if they meet the criteria stated in the regulation.</p>

8/11/2023	Meyer-Lee, Elaine	Goucher College	13A.12.02.03A(2)	Goucher College supports Blueprint as a whole and is committed to working together with all partners to find a solution to the teacher shortage. However, section 13A.12.02 Teachers section .03 Pathways to Teacher Licensure (2)... In-District Training Programs contains language that we are concerned may inadvertently create two tiers of teachers who have been prepared using different standards. To date, Maryland Approved Programs and Maryland Alternative Preparation Programs alike have always observed the high standards set by the Maryland State Board of Education and the Maryland State Department of Education, including rigorous standards for classroom preparation and testing. This new pathway for certification will create a shorter route to certification at the expense of these higher standards and teaching excellence, impacting the ability to successfully achieve Blueprint's Pillar 2 "High Quality and Diverse Teachers and Leaders".	(2) <i>In-District Training Program. Teacher candidates who are hired as a teacher of record in a Maryland local school district may complete a Department-approved in-district training program. Candidates seeking licensure under the in-district pathway shall meet the following requirements:</i> (a) <i>Possession of a conditional license in the subject area and at the grade level of the license sought.</i> (b) <i>Demonstration of content knowledge by completing the following:</i> (i) <i>Bachelor's degree or higher related to the field of the license sought;</i> (ii) <i>Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought, which may be completed in-person, virtually, synchronously, and/or asynchronously; or</i> (iii) <i>Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education.</i> (c) <i>Completion of a Maryland induction program under COMAR 13A.07.01 that includes:</i> (i) <i>On-site supervision and coaching;</i> (ii) <i>Ongoing instructional mentoring during the induction; and</i> (iii) <i>An effective, or comparable, rating on a summative evaluation of teaching performance at the end of the induction period.</i> (d) <i>Completion of a Department-approved sequence of pedagogical coursework, which may be completed in-person, virtually, synchronously, and/or asynchronously, as follows:</i> (i) <i>The teaching candidate shall ensure that this sequence of coursework</i>	For many years, Maryland has allowed individuals seeking to change careers the ability to earn a teaching certificate via "credit count" by completing specific courses outlined in the regulations. Often referred to as the "transcript analysis pathway," these courses are not required to be offered by the same program or in a certain sequence and are not approved by the MSDE. The In-District Training Program offers a structured and cohesive pathway to licensure that is reviewed, approved, and monitored by the MSDE. It includes not only content and pedagogical coursework, but also an intensive induction program, demonstration of effective instructional practices, and an attestation from those involved that the individual is ready for licensure. The PSTEB and SBOE agreed with MSDE's recommendation to eliminate the credit count route to licensure. In order to maintain a non-traditional route to licensure for career changers, MSDE developed a more rigorous pathway that allows districts the flexibility to develop in-district training that is aligned with the rigor of the Blueprint for Maryland's Future. Over the course of multiple meetings, members of the PSTEB shared their agreement that an in-district training program would bring more rigor and accountability to the transcript analysis pathway and voiced support for this route to licensure. The PSTEB and SBOE hope to see collaboration between LEAs and IHEs in Maryland to set the standard for the nation for in-district pathways to licensure. No modifications are recommended at this time.
8/11/2023	Eccles, Robert	Johns Hopkins University	13A.1.01	Review and delete all definitions for terms no longer found in the body of either regulation. Ex: Performance Review Program definition from 13A.12.01.02	(38) "Performance Review Program" means the scheduled review of educator performance and provision of supports to ensure quality of teaching.	Concur with recommendation. All definitions that are not found in the text of the regulation should be removed. This is a nonsubstantive change.
8/13/2023	Dunkle, Michelle, Ericson, Joann, Madden, Maggie, Warner, Saroja, and Wittmann, Cheri	N/As	13A.12.02.03(A)2	Careful comparisons among the pathways described would suggest that this route provides what can only be described as a workaround that, indeed, does not ensure that its completers have met the same standards as other pathways require. Consequently, we urge you to reconsider the inclusion of this subtitle as evidence of a continued commitment to maintain, and indeed, improve the ways in which an alternative program operates in alignment with the Blueprint for Maryland's Future. Those pathways should continue to reflect consistency in the expectations for full professional certification in Maryland, expectations which must be grounded in excellence for all and evidenced by standards and research-based outcome competencies	(2) <i>In-District Training Program. Teacher candidates who are hired as a teacher of record in a Maryland local school district may complete a Department-approved in-district training program. Candidates seeking licensure under the in-district pathway shall meet the following requirements:</i> (a) <i>Possession of a conditional license in the subject area and at the grade level of the license sought.</i> (b) <i>Demonstration of content knowledge by completing the following:</i> (i) <i>Bachelor's degree or higher related to the field of the license sought;</i> (ii) <i>Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought, which may be completed in-person, virtually, synchronously, and/or asynchronously; or</i> (iii) <i>Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education.</i> (c) <i>Completion of a Maryland induction program under COMAR 13A.07.01 that includes:</i> (i) <i>On-site supervision and coaching;</i> (ii) <i>Ongoing instructional mentoring during the induction; and</i> (iii) <i>An effective, or comparable, rating on a summative evaluation of teaching performance at the end of the induction period.</i> (d) <i>Completion of a Department-approved sequence of pedagogical coursework, which may be completed in-person, virtually, synchronously, and/or asynchronously, as follows:</i> (i) <i>The teaching candidate shall ensure that this sequence of coursework</i>	For many years, Maryland has allowed individuals seeking to change careers the ability to earn a teaching certificate via "credit count" by completing specific courses outlined in the regulations. Often referred to as the "transcript analysis pathway," these courses are not required to be offered by the same program or in a certain sequence and are not approved by the MSDE. The In-District Training Program offers a structured and cohesive pathway to licensure that is reviewed, approved, and monitored by the MSDE. It includes not only content and pedagogical coursework, but also an intensive induction program, demonstration of effective instructional practices, and an attestation from those involved that the individual is ready for licensure. The PSTEB and SBOE agreed with MSDE's recommendation to eliminate the credit count route to licensure. In order to maintain a non-traditional route to licensure for career changers, MSDE developed a more rigorous pathway that allows districts the flexibility to develop in-district training that is aligned with the rigor of the Blueprint for Maryland's Future. Over the course of multiple meetings, members of the PSTEB shared their agreement that an in-district training program would bring more rigor and accountability to the transcript analysis pathway and voiced support for this route to licensure. The PSTEB and SBOE hope to see collaboration between LEAs and IHEs in Maryland to set the standard for the nation for in-district pathways to licensure. No modifications are recommended at this time.
8/13/2023	Bercaw, Marie	Montgomery County Public Schools	Proposed 13A12.04C (2), Conditional Special Education License	There is a consistent need for special educators, yet this proposed regulation reduces the current allowance of up to four years (two conditional certificates) to three years. MCPS requests the consideration of including special education licensure with the five-year option for other conditional licensure options for teachers and professional technical education teachers.	(1) <i>A conditional special education license is valid for 3 years and may not be renewed.</i> (2) <i>A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</i> (a) <i>The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</i> (b) <i>The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</i> (3) <i>A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</i> (4) <i>An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</i>	IDEA requirements related to personnel qualifications and alternate certifications under 34 C.F.R. § 300.156(c)(2), states that personnel who are participating in a program that provides an alternate route to special education teacher certification must: (1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching; (2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; (3) assume the functions as a teacher only for a specified period of time not to exceed three years; and (4) demonstrate satisfactory progress toward full certification as prescribed by the State. Given federal law requires this language, it is not recommended that we modify at this time.
	Bercaw, Marie	Montgomery County Public Schools	Proposed 13A12.04C (1), Conditional License	Due to the need for specialists, there are instances when MCPS hires a school counselor who is within six semester hours of completing their program. Proposed regulation gives this pathway to teachers only. MCPS requests the consideration of extending this option or creating a pathway to include specialists, such as school counselors and or school psychologists when necessary.	n/a	The PSTEB voiced their agreement that specialists should be fully licensed prior to entering the classroom. As such, the conditional license was not extended to this type of educator. No modifications are recommended at this time.

Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.02.03B, Out-of-State Pathways to Initial Teacher Licensure	Maryland imports most of its teacher workforce and current regulations enable educators to qualify for a professional Maryland certificate with out of state programs, out of state professional certificates/licensure, and out of state satisfactory experience or out of state tests. MCPS requests the consideration of inclusion of an out of state pathway graduate who presents out of state certification, experience, and/or tests to qualify for an Initial Professional License without requiring additional testing requirements.	<p>B. Out-of-State Pathways to Initial Teacher License.</p> <p>(1) <i>Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:</i></p> <p>(a) <i>Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;</i></p> <p>(b) <i>Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;</i></p> <p>(c) <i>Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and</i></p> <p>(d) <i>Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit a passing score on a reading instruction test, approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor</i></p>	<p>Education Article 6-126 requires any applicant from out of state to pass a test of teaching ability as part of the requirements for licensure. The proposed regulations (13A.12.02.03BC(3))include the following provision for out-of-state applicants who are prepared or licensed by another state:</p> <p>(3) <i>An effective, or comparable, rating on a year-end evaluation may be submitted instead of a portfolio-based assessment if the candidate meets the following criteria:</i></p> <p>(a) <i>Meets the requirements for initial licensure under §A(3) or B(1)-(2) of this regulation; and</i></p> <p>(b) <i>Is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10.</i></p> <p>No modifications recommended at this time.</p>
Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.01.04C(2), Temporary Professional License	Although this revised proposed regulation included the temporary professional license for specialists, 13A.12.04.02, who do not meet renewal requirements, it does not allow it for administrators. It is also missing the reference of the inclusion of 13A.12.04.02 in the description of 13A.12.01.04C(2). MCPS requests consideration of including this option for 13A.12.05.02, Administrators and Supervisors. MCPS requests correction of the reference in 13A.12.01.04C(2) to include 13A.12.04.02.	<p>(4) <i>Temporary Professional License. The Temporary Professional License is a nonrenewable license valid for a period not to exceed 2 years and issued only for licenses under COMAR 13A.12.02.02 and 13A.12.03.02.</i></p>	<p>The PSTEB voiced their agreement that administrators must enter the district fully licensed and continue to meet the requirements to maintain that license; therefore the Temporary Professional License was not provided as an option for this type of educator.</p> <p>The omission of 13A.12.04.02A in the text of 13A.12.01.04C(2), <i>Temporary Professional License</i>, was an inadvertent omission and should be corrected as 13A.12.04.02A clearly establishes the eligibility for this license for specialists. This is a non-substantive change.</p>
Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.01.04, Specialists, and 13A.12.01.05, Administrators and Supervisors requirement to "Complete 3 semester hours of State-approved CPD credits in special education coursework"	Current regulation allows specialists and administrators who qualify for licensure and who have not yet completed 3 semester hours in special education coursework to complete it for renewal. Proposed regulation includes this requirement for initial licensure, which presents no pathway to hire those needing the course. SY2023, 39% of the specialists MCPS hired need the special education course. Proposed regulation would not give school systems a pathway to hire these specialists. MCPS requests consideration of continuing allowing this ancillary requirement to be due at renewal.	<p>Multiple e.g., <i>Complete 3 semester hours or State-approved CPD credits in special education coursework</i></p>	<p>The PSTEB agreed that all specialists have at least 3 semester hours of coursework in special education prior to being licensed. This language, included in current regulations, was added by PSTEB prior to granting permission to publish. The original draft included the special education coursework only at renewal.</p> <p>It is important to note that Maryland-approved programs are currently required to provide 3 semester hours of coursework in their programs for specialists.</p> <p>No modifications are recommended at this time.</p>
Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.01.06CB(4), Historic Professional Certificate or License	Proposed language states that a historic endorsement area on an expired license may not be reinstated. This will have unintended consequences for those who are returning to teaching, allowed their certificate or license to lapse, and who may hold an endorsement area now considered historic due to grade bands. MCPS requests consideration of additional language to clarify if the endorsement area is historic because of its grade bands, i.e., Special Education K-12, English 5-12, Elementary Education 1-6 & Middle School, etc. The exclusion of guiding language for endorsement areas that are not historic, but rather have historic grade bands, infers that the educator would need to meet the current regulatory requirements which includes new testing.	<p>(4) <i>An educator who allows a license to expire that includes a historic endorsement area may not reinstate that area.</i></p>	<p>Current regulations do not allow an individual who has an expired certificate with a historic endorsement area to reinstate that area. The draft language is very similar. When an area is modified in name only, educators are not required to meet the same requirements that they previously met to reinstate. Only when the requirements of an endorsement area change is the area considered "historic." Clarification can be handled in policy if required.</p> <p>No modifications recommended at this time.</p>
Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.02.07C(1), 13A.12.02.07C(2), and 13A.12.02.07C(3), Teaching Endorsements	There are approved Maryland pathways for Mathematics Instructional Leader and Instructional Leader: STEM; however, proposed regulation lists the evaluation requirements. MCPS requests consideration of including the pathway of completing an approved program to add the endorsement.	<p>C. Certain areas of licensure require that the educator hold an existing teacher license and shall only be added as an endorsement, as follows:</p> <p>(1) <i>Mathematics Instructional Leader Grades Pre-Kindergarten—6. To add Mathematics Instructional Leader, grades pre-kindergarten—6, an applicant shall:</i></p> <p>(a) <i>Hold a valid, professional license;</i></p> <p>(b) <i>Complete a minimum of 18 semester hours of post-baccalaureate credit, or Department-approved continuing professional development credits, which include the following areas:</i></p> <p>(i) <i>Content knowledge for teaching mathematics, including numbers and operations, algebra and functions, geometry and measurement, and data analysis and probability;</i></p> <p>(ii) <i>Pedagogical knowledge for teaching mathematics, including learners and learning, teaching, curriculum, and assessment;</i></p> <p>(iii) <i>Leadership knowledge and skills; and</i></p> <p>(iv) <i>At least 3 semester hours or the equivalent in a supervised practicum or school-based internship in which the applicant works with a range of students in grades pre-kindergarten—6 and adult learners in a variety of professional development settings; and</i></p> <p>(c) <i>Present verification of 27 months of satisfactory teaching experience including mathematics.</i></p> <p>(2) <i>Mathematics Instructional Leader Grades 4-9. To add Mathematics Instructional Leader, grades 4—9, an applicant shall:</i></p> <p>(a) <i>Hold a valid, professional license in Middle School Mathematics;</i></p>	<p>When approving programs leading to the Math Instructional Leader and STEM Instructional Leader endorsement, the MSDE requires program providers to include the coursework listed in the regulations. As such, all Maryland-approved programs leading to these endorsements meet the regulatory requirements.</p> <p>No modifications are recommended at this time.</p>

Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.02.07C(4), Teaching Endorsements	There are approved out of state pathways for Severe and Profound Disabilities; however, proposed regulation states this is not an initial licensure endorsement. MCPS requests consideration of including an approved pathway similar to 13A.12.02.07B(2), Deaf and Hard of Hearing or Blind/Visually Impaired.	<p>(4) <i>Severe and Profound Disabilities. To add a Severe and Profound Disabilities endorsement, an educator shall meet the following requirements:</i></p> <p>(a) <i>Special Education Licensure. The applicant shall meet the requirements for licensure in generic special education at any age/grade level; and</i></p> <p>(b) <i>Content and Professional Education Courses. The applicant shall have:</i></p> <p>(i) <i>3 semester hours in human growth and development emphasizing knowledge of the developmental characteristics (physical, biological, cognitive—learning, and social/emotional) of students with severe and profound disabilities;</i></p> <p>(ii) <i>6 semester hours in assessment, diagnosis, and prescriptive techniques emphasizing specialized knowledge, interpretation and application of appropriate assessment, diagnostic and prescriptive methods to evaluate and develop programs geared toward the individualized needs of students with severe and profound disabilities;</i></p> <p>(iii) <i>6 semester hours in curriculum and instructional methods emphasizing specialized strategies, techniques, materials, and adaptations appropriate to the instruction of students with severe and profound disabilities; and</i></p> <p>(iv) <i>6 semester hours in practicum with students with severe and profound disabilities or 2 years of successful teaching experience with students with severe and profound disabilities.</i></p>	<p>The requirements for this area were brought over from the current regulations. Maryland has always required that a teacher hold a license in special education to earn an endorsement in Severe and Profound Disabilities. A teacher who is only prepared to provide special education services to those students who are severely disabled may not have the range of expertise required to provide support and instruction in today's inclusive classrooms.</p> <p>No modifications are recommended at this time.</p>
Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.04.02A(4)(b), Licenses for Specialists, Advanced Professional	Proposed language refers to 13A.12.04.02A(2), Initial Professional. MCPS questions if the reference should be to 13A.12.02A(3)?	n/a	The draft regulations do not include a 13A.12.04.02A(4)(b). This comment is unclear.
Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.04.04B(5)(a), Library Media Specialist	Proposed language is using a circular reference MCPS questions if the reference should be to 13A.12.04.04(5)(b)?	<p>(5) <i>Master's Equivalent.</i></p> <p>(a) <i>The applicant shall have a bachelor's degree or higher from an institution of higher education, to include a program of 36 semester hours of post-baccalaureate credit with 15 semester hours completed at one institution and a minimum of 24 semester hours of graduate credit in the content coursework listed in §B(5)(b) of this regulation.</i></p> <p>(b) <i>Content coursework shall include:</i></p> <p>(i) <i>Administration of library media programs, including an understanding of State and national library media standards and technology standards;</i></p> <p>(ii) <i>Materials for children in all formats, including concepts related to the teaching and learning of reading;</i></p> <p>(iii) <i>Materials for young adults in all formats, including concepts related to the teaching and learning of reading;</i></p> <p>(iv) <i>Selection, evaluation, and use of materials in all formats to meet student curriculum and instructional needs;</i></p> <p>(v) <i>Access and delivery of information, including reference and bibliographic systems in all formats;</i></p> <p>(vi) <i>Organization of knowledge, including cataloging and classification, and information retrieval in all formats;</i></p> <p>(vii) <i>Principles of communication, including dissemination and use of information in all formats; and</i></p> <p>(viii) <i>The design, creation, and implementation of library media in all formats for instructional use.</i></p>	Concur with recommendation. This is a typo and should be corrected as the subsection points to itself. Non-substantive change.
Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.04.06, Reading Specialist	Proposed language does not specify if post baccalaureate credits must be graduate level. MCPS questions if this should say post baccalaureate graduate credits like those in 13A.12.02.04.07A(3), Reading Teacher.	<p>(3) <i>Professional Coursework. Candidates who possess a master's degree or equivalent of 33 post-baccalaureate credits from an institution of higher education in reading and related areas to include:</i></p> <p>(a) <i>15 semester hours of reading coursework with at least one course in each of the following areas:</i></p> <p>(i) <i>Foundation or survey course;</i></p> <p>(ii) <i>Diagnosis and correction of reading difficulties;</i></p> <p>(iii) <i>Clinical or laboratory practicum;</i></p> <p>(iv) <i>Assessment or evaluation, or both; and</i></p> <p>(v) <i>Methods in the teaching of reading to English language learners; and</i></p> <p>(b) <i>Additional coursework selected from at least four of the following areas:</i></p> <p>(i) <i>Emergent literacy;</i></p> <p>(ii) <i>Literacy Leadership;</i></p> <p>(iii) <i>Content area literacy;</i></p> <p>(iv) <i>Writing;</i></p> <p>(v) <i>Effective use of technology in the literacy classroom;</i></p> <p>(vi) <i>Early Childhood, Elementary, or Adolescent literacy;</i></p> <p>(vii) <i>Literacy research; and</i></p> <p>(viii) <i>Linguistics.</i></p>	<p>The drafted language was approved by PSTEB and the SBOE without requiring that these courses be graduate-level courses. Should the Boards wish to require that the coursework be at the graduate level, or if the Boards would like to remove the requirement that other specialist areas require graduate level post-baccalaureate coursework, those amendments may be made during phase 2 of promulgation when all of the specialist areas are scheduled to be reviewed.</p> <p>No modifications recommended at this time.</p>

	Bercaw, Marie	Montgomery County Public Schools	Proposed 13A.12.02.06 Proposed 13A.12.03.05 Proposed 13A.12.04.15 Proposed 13A.12.05.15 Professional Development Points	Currently, regulation enables educators completing requirements to add another endorsement area to satisfy the 6 semester hours (or 90 points) an educator needs to renew. Also, proposed language is duplicated in each chapter and includes very explicit areas needed for each renewal cycle. Updating these will also require opening each chapter. MCPS requests consideration of including clarifying language for educators with multiple licenses and endorsements. MCPS requests consideration of more inclusive rather than explicitly requiring from "to include" to "shall include." MCPS requests consideration of separating the renewal requirements to chapter 1, like current regulation.	Multiple e.g., B. <i>Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs to include:</i> (1) <i>Content or pedagogy related to an area on the educator's license;</i> (2) <i>English as a Second Language, Sheltered English, or Bilingual Education;</i> (3) <i>Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and</i> (4) <i>Culturally Responsive Teaching or diverse student identities in education.</i> C. <i>Additional Requirements for Specific Certification Areas.</i> (1) <i>Blind/Visually Impaired. Teachers who hold a license in the area of the Blind/Visually Impaired shall present a minimum of 15 PDPs in braille maintenance.</i> (2) <i>School Counselor. An educator who is licensed as a School Counselor shall present 1 semester hour of coursework from an Institution of Higher Education, one Department-approved continuing professional development credit; or an equivalent number of continuing education units that address the following:</i> (a) <i>Depression;</i> (b) <i>Trauma;</i> (c) <i>Violence;</i> (d) <i>Youth suicide.</i> <i>"Continuing education units (CEUs)" means credit issued from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.</i>	The PSTEB and SBOE agreed with MSDE's recommendation to house all of the requirements for a type of license (i.e., teacher, PTE/SAFA teacher, specialist, administrator) in its own chapter so that educators do not need to locate multiple regulations in multiple chapters to understand the requirements. Each chapter includes all of the renewal requirements for every type of educator so that searching the entire subtitle is not required. Recommend changing the language of "to include" to "that shall include" to align with common regulatory language. This is not a substantive change.
8/14/2023	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.01	Issue - COMAR 13A.12.01, in section .02 Definitions, item B.08 mentions a "Maryland state agency" that approves CEUs (Continuing Education Units), yet this agency has not been identified. Who or what is the "International Association for Continuing Education and Training provider" and what is considered another "Maryland state agency" that would be providing the approval of CEUs (Continuing Education Units)? Solution - A specific agency or agencies within the state that have relevant and appropriate oversight of this matter be specifically named to clarify who is responsible for this task.	<i>"Continuing education units (CEUs)" means credit issued from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure.</i>	Current regulations allow specialists who earn CEUs approved by other Maryland state agencies to renew licenses held by those agencies, such as the Department of Health, to use those CEUs toward the renewal of an Educator Certificate. The drafted definition carries over this practice and is intended to mean that when a Maryland state agency approves an experience to lead to CEUs, the MSDE will acknowledge that approval and accept those units. A list of Maryland agencies may be identified in policy and updated accordingly should additional agencies approve CEUs. No modifications are recommended at this time. Current regulations do not allow teachers to use CEUs toward renewal. To allow greater flexibility, the drafted regulations allow teachers to use CEUs for renewal if those CEUs are approved by the International Association for Continuing Education and Training. The International Association for Continuing Education and Training (IACET) is a nonprofit association that accredits education providers that meet strict continuing education guidelines based on the following categories: Organization, Responsibility and Control Learning Environment and Support Systems Planning and Instructional Personnel Needs Analysis Learning Outcomes Content and Instructional Requirements Assessment of Learning Outcomes Awarding the IACET CEU and Maintaining Learner Records Evaluation of Learning Events <i>Given "CEU" is in the public domain, there is no way to measure the quality of these experiences unless the experience is provided by an</i>
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.01	Issue - COMAR 13A.12.01, in section .02 Definitions, item B.08 only mentions professional full-time experience when defining "Effective teaching experience". Solution - In representing over 75,000 educators in Maryland, it is our responsibility to ensure that all educators, either full-time or part-time, are included in this definition. Currently, all educators are evaluated, and all should be considered for evaluation no matter the circumstance. We request that "full-time" be stricken from the definition.	<i>"Effective teaching experience" means professional, full-time experience as a teacher in a public school, approved nonpublic school, or accredited nonpublic school for which the annual overall evaluation rating is at least effective or equivalent.</i>	The draft regulations require "effective teaching experience" as part of the requirements to earn initial licensure for certain pathways. The purpose of the requirement is to ensure that the individual has demonstrated effective instructional practices for a minimum amount of time (e.g., three years) to qualify for professional licensure. The licensure regulations do not establish the requirements for teacher evaluation. Requirements for teacher evaluation are found under COMAR 13A.07.04, <i>Evaluation of Professionally Certificated Personnel</i> . No modifications are recommended at this time.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.02	Issue - COMAR 13A.12.02, in section .02 Licensure for Teachers, item H.06 uses the term, "Professionally Licensed Mentor", which currently is a term that has no definition, and most importantly, no such license. This term also appears in several other places in the proposed regulation, such as COMAR 13A.12.03 section .02, item A.06, yet remains undefined. Solution - Currently, the State has not provided a pathway to become a "professionally licensed mentor" or a specific definition of the role's duties and responsibilities. MSEA proposes that the language "professionally licensed mentor" be replaced with "professionally trained mentor" which we believe more captures the intent of the position.	(6) <i>Adjunct Teacher.</i> (a) <i>The Department may issue an adjunct license on the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.</i> (b) <i>The request for adjunct license shall include:</i> (i) <i>The name and credentials of the individual;</i> (ii) <i>The course name and content to be taught; and</i> (iii) <i>An explanation as to why the position cannot be filled by a qualified license holder.</i> (c) <i>The adjunct license is nontransferable between local school systems.</i> (d) <i>A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.</i> (e) <i>An applicant for an adjunct license shall:</i> (i) <i>Hold a high school diploma or its equivalent;</i> (ii) <i>Hold an industry license, when applicable for the profession; and</i> (iii) <i>Have 5 years of satisfactory occupational experience in the field to be taught.</i> (f) <i>The employing local school system or nonpublic school shall provide an individual who is issued an adjunct license the following:</i> (i) <i>A professionally licensed mentor;</i> (ii) <i>Side-by-side coaching or co-teaching with a professionally licensed teacher;</i> (iii) <i>A minimum of 45 hours of professional development, with 30 hours delivered before entry to the classroom and the remainder to be delivered</i>	The regulations for <i>adjunct teachers</i> (found in chapters 02 and 03) are carried over from current regulations and include the requirement that a professional licensed mentor be provided to the adjunct teacher. This means that the person who is mentoring the adjunct teacher must hold a professional license. It does not mean that a person must hold a professional license in the area of "mentor" as this area does not exist. If clarification is required, it may be done through technical assistance. No modifications are recommended at this time.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.03	Issue - COMAR 13A.12.03, in section .03 Pathways to Teacher Licensure, items A.01 and A.02, use terms "Department-recognized assessor", "Department-provided observation tool", and "Department-approved sequence of pedagogical coursework", yet does not specifically define which department(s) or who's local or state departments are being referred. Solution - To provide clarification and specificity, please add the name of the specific department(s) that are responsible for these activities within the regulations.	Multiple	Title 13A comprises regulations governed by the Maryland State Department of Education. As such, all references to the "Department" in the title may be interpreted as the Department of Education. This term is used throughout the Title. No modifications recommended at this time.

	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.03	Issue - COMAR 13A.12.03, in section .06 Professional Development Plans, item B.07, use of the term "mentorship training" has not been fully clarified or defined, thus leaving room for misinterpretation. Solution - Similar to the previously mentioned issue of "professionally licensed mentor", the idea of a pathway or training to develop skills and aptitude within this role is one that needs further review and development in order to be fully implemented.	(7) <i>Mentorship.</i> (a) <i>Mentoring is the process by which an experienced professional who has received mentorship training helps one or more individuals to improve their performance.</i> (b) <i>Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement.</i> (c) <i>Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher preparation program, as well as mentoring as part of the induction process for a beginning teacher.</i>	Acting as a mentor is included as a way to earn PDPs in the draft regulations. It is not appropriate for the licensure regulations to define the training requirements for mentors. The Blueprint for Maryland's Future requires that all mentors receive training and COMAR 13A.07.01 Comprehensive Teacher Induction Program establishes the guidelines for that training. Modifications to mentor training requirements should be made in COMAR 13A.07.01 if appropriate. No modifications recommended at this time.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.01	Issue -, section .02 Definitions, item B.20 mentions only "full-time teaching experience" when, in fact, all educators, whether they are part-time or full-time, are required to be licensed. Solution - This language should be stricken from the proposed regulations or should be redefined.	(20) <i>"Full-time teaching experience" means a period of not less than 9 consecutive months as the responsible teacher in a classroom under an appointment requiring service for 50 percent or more of the school week or the equivalent.</i>	"full-time teaching experience" must be defined because full-time teaching experience is referenced in the requirements for initial licensure for certain pathways. No modifications are recommended at this time.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.01	Issue - Within COMAR 13A.12.01, section .02 Definitions, item B.30 mentions the term "long-term substitute experience", yet this is the only place in the regulations in which this term exists and causes confusion. Solution - This language should be stricken from the proposed regulations or should be defined especially since it is defined and utilized differently at the local level.	(30) <i>"Long-term substitute experience" means full-time, continuous substitute teaching service in the same classroom for not less than 3 months.</i>	Concur with recommendation. Given the term is not used in the regulations, it should be removed. Nonsubstantive change.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.02	8.Issue - COMAR 13A.12.02, section .02 Licensure for Teachers, item C.02 currently references regulations relative to a comprehensive induction program that is subject to funding limitations and have yet to be updated to align with the requirements of the Blueprint. Additionally, there is no provision for a reduction in teaching time for new teachers to allow for mentor teacher support. Solution - MSEA acknowledges that this regulation is currently being reviewed with a separate workgroup. Since Initial Licensure is connected to one of the options under C.02 under 13A.07.01, section .05 Participation in Comprehensive Induction Program, item B states, "To the extent practicable given staffing and fiscal concerns, local school systems shall consider the following options for first-year teachers." Since this is an essential component of the Blueprint for Maryland's Future, funding support for this program should be allocated in an amount that is sufficient to support its goals. It should also be noted that when developing these guidelines, the Department shall consult with educators, local school systems, and the Maryland Education Deans and Directors Council.	n/a	This comment does not suggest a change in language to these regulations and addresses funding regarding induction. It should be noted that the MSDE is currently consulting with LEAs, the Deans and Directors Council, and educators through a state-wide induction workgroup with representation from multiple constituencies, including the AIB and PSTEB.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.02	Issue - COMAR 13A.12.02, section .02 Licensure for Teachers, item F.02(b), speaks to the need for the license holder to receive, "sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring." Although a laudable vision, the need for consistent and comprehensive oversight for those with conditional licenses to practice, at this point, appears to be one that is beyond the reach of the regulation. Solution - MSEA proposes that a clear, defined, and actionable plan be developed in order to ensure that those in need of these types of support, receive the necessary resources and guidance required to be successful Conditional Special Education Teachers, who serve the population of students most in need of intensive care and forward-thinking instruction.	F. <i>Conditional Special Education.</i> (1) <i>A conditional special education license is valid for 3 years and may not be renewed.</i> (2) <i>A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:</i> (a) <i>The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and</i> (b) <i>The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.</i> (3) <i>A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.</i> (4) <i>An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.</i>	It should be reiterated that the requirement that an individual receive sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring while participating in a program that provides an alternate route to special education is a federal law. Conditionally licensed individuals must enroll in either a Maryland-approved program, In-District training program, or an out-of-state approved program. It is the LEAs/nonpublic school/state-operated school's responsibility to ensure that those teachers receive sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring. This may be accomplished through the collaboration between the preparation program and school. Additionally, conditional license holders are required to participate in an induction program where they should receive sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring through that program. No changes are recommended at this time. It should be noted that MSDE is currently facilitating a state-wide induction workgroup that is charged with making recommendations to revise the induction regulations to ensure alignment with federal law, the Blueprint, and evidence-based best practices that lead to increased retention and positive student outcomes.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.01	Issue - Within COMAR 13A.12.01, section .05 Individual Professional Developments, item B.03, the timelines associated with development and approval of individual professional development plans appear to be ones that may create an undue burden on both staff and supervisors. Additionally, this impedes the ability to draft real and actionable plans in favor of expedient ones. Solution - MSEA proposes that the timeline provided to obtain initial approval of their individual professional development plan be extended from 6 months to 12 months. This will allow adequate time to develop plans that are realistic and responsive to the needs of their local school system.	(3) <i>Educators shall obtain initial approval of their individual professional development plan within 6 months of issuance of the license to be renewed.</i>	Educators need to have their IPDPs in place to ensure that the professional development that is completed can be used toward the renewal of their license. Extending the time to approve the plan to 12 months would effectively limit the time the educator has to obtain renewal requirements by a full year. No modifications recommended at this time.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.01	Issue - Within COMAR 13A.12.01, section .05 Individual Professional Developments, item B.04, the ability of a supervisor to withdraw approval for a previously approved plan is both unfair and counterproductive to creating a collaborative learning environment. Solution - It is MSEA's position that once a professional development plan has been approved, that is the final version of the plan, it should not be rescinded unless under extreme circumstances and not without an officially negotiated process. MSEA would be glad to discuss with the Board under what circumstances and by what process can a plan be withdrawn.	(4) <i>Supervisor Review.</i> (a) <i>A supervisor shall review the existing individual professional development plan of any educator new to the district or school within 3 months of the educator's beginning employment in the new position</i> (b) <i>A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.</i>	The draft regulations allow a supervisor to modify a plan when an educator is new to that district to ensure that the plan is in alignment with the new assignment. The regulations specifically state that any professional development that has already been completed will be accepted if a supervisor requires such a modification mid-plan. No modifications are recommended at this time.

	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.01	Issue - COMAR 13A.12.01, section .05 Individual Professional Developments, item B.05, the conditions under which a professional development plan is able to receive an authorizing signature are outlined. This process appears inefficient, in that, it is separate from the evaluation review process. Solution - It is MSEA's position that the supervisor signature process should be incorporated into the evaluation process and not a separate process in and of itself in order to increase efficiency and transparency.	(5) Signatures. (a) Before applying to renew an Initial Professional, Professional, and Advanced Professional license, educators shall obtain a signature from a current supervisor. (b) A supervisor's signature shall indicate that the supervisor has reviewed the log of professional development activities maintained by the educator to ensure that the reported activities are consistent with the approved individual professional development plan. (c) The educator remains responsible for the final accounting of professional development points applied towards license renewal. (d) An educator whose supervisor refuses to sign an individual professional development plan may follow the review procedures set forth in §B(7) of this regulation. (6) Approval of an individual professional development plan may not be unreasonably withheld by a supervisor. (7) If a plan is rejected by a supervisor, an educator may seek review of the denial from: (a) The superintendent of schools, or designee, if employed with a local school system; (b) The Chief Officer of the Legal Authority, or designee, if employed with a nonpublic school approved under COMAR 13A.09.10; or (c) The Executive Director, or comparable position, if employed with a State-operated school.	The IPDP must be signed prior to the application for renewal of a license (every 5 years). It is up to the LEA and/or supervisor to determine what the process entails to provide that signature. No modifications are recommended at this time.
	Skinner, Frank, Bost, Cheryl, Mitchell-Dudley, Theresa, Coughlin, Joseph, and Johnson, Sean	Maryland State Education Association (MSEA)	COMAR 13A.12.06	Issue - COMAR 13A.12.06, section .03 Reporting Procedures, item I.02 provides MSDE the ability to unilaterally place an alert on an educator's record prior to adjudication which constitutes a denial of due process. In the situation where an educator is challenging a local action, they are not able to be employed with another public school within the State until that action is resolved. Hence the need for an alert, amounts to an overstep and denial of due process. Solution - MSEA would propose the following addition to the language, for item 2: " An alert does not affect the validity of an educator's license and the Department is precluded from sharing information relative to the alert externally with other boards of education or state departments of education until the matter is fully adjudicated."	1. Placing an Alert on an Educator's Record. (1) The Department may place an alert on a licensure record on the request of a local school system, nonpublic school, state agency, or on its own accord, if an educator: (a) Has had action taken on a license by another state; or (b) Is facing the suspension or revocation of a license after being informed of charges by the State Superintendent of Schools. (2) An alert does not affect the validity of an educator's license. (3) The local school system, nonpublic school, or state agency shall immediately inform the Department if grounds no longer exist to suspend, deny, or revoke an educator's license. (4) The Department shall immediately remove the alert from an educator's record if it becomes aware that grounds no longer exist to deny, suspend or revoke an educator's license.	The purpose of this regulation is to ensure transparency. When an educator is being investigated for a cause that could lead to disciplinary action on a license, the state license record is "flagged" as being under investigation. This flag is internal and is not seen by the public or anyone who does not have access to the backend of the State licensing system, nor is anything reported to the national educator clearinghouse unless action is taken. This regulation codifies what has been the practice in Maryland for many years. It explicitly states that an alert does not affect the validity of an educator's license. No modifications are recommended at this time.
8/14/2023	Wilson, Grace	Anne Arundel County Public Schools	13A.12.01.02	AACPS recommends the addition of a definition for the term "Specialized Areas for Fine Arts." This term is referenced in COMAR 13A.12.01.03 but is not defined in the regulations proposed.	.01 Purpose. A. Professional and Technical Education and Specialized Areas for Fine Arts teachers shall meet the requirements for a license under Regulation .02 of this chapter. B. A Professional and Technical Education or Specialized Areas for Fine Arts license shall only be used for instruction in a specialized program or at a specialized school. C. A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request an initial Professional and Technical Education or Specialized Areas for Fine Arts license. D. An individual licensed in Professional and Technical Education or Specialized Areas for Fine Arts who is no longer employed with a local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request the renewal of that license directly from the Department.	The specialized area for fine arts license is issued only for instruction delivered in a specialized program or school (e.g., school for the arts). Because it is issued based on the instructional environment rather than the content area, it is not recommended that it be further defined. No further modifications at this time.
	Wilson, Grace	Anne Arundel County Public Schools	13A.12.01.04	For a conditional special education license, AACPS requests that the valid period be extended from three to five years. AACPS is in critical need of licensed special education educators. Implementing this recommendation would make conditional special education licenses valid for the same period of time as all other conditional licenses. Additionally, this recommended amendment better aligns with current practice in which conditional licenses for special educators are valid for four years.	F. Conditional Special Education. (1) A conditional special education license is valid for 3 years and may not be renewed. (2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if: (a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and (b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring. (3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher. (4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.	IDEA requirements related to personnel qualifications and alternate certifications under 34 C.F.R. § 300.156(c)(2), states that personnel who are participating in a program that provides an alternate route to special education teacher certification must: (1) receive high-quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching; (2) participate in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program; (3) assume the functions as a teacher only for a specified period of time not to exceed three years; and (4) demonstrate satisfactory progress toward full certification as prescribed by the State. Given federal law requires this language, it is not recommended that we modify at this time.

Wilson, Grace	Anne Arundel County Public Schools	13A.12.02.03.A.(2)	AACPS recommends that the current pathway to teacher licensure through transcript analysis continue to be permitted by regulation to allow districts time to create and implement an in-district training program for teacher licensure. AACPS requests that the practice of transcript analysis for licensure continue to be permitted for a minimum of two years to continue to support teacher recruitment as AACPS and local education agencies across the country continue to experience a shortage of educators. AACPS believes removing transcript analysis as a pathway to licensure without permitting adequate time to establish an in district program will impede our ability to recruit educators from varying backgrounds such as career-changers. Additionally, AACPS believes that the in-district licensure program proposed would result in inequity between teacher candidates as teacher seeking licensure through the district-created licensure program would not be required to take pedagogical licensure exams such as the edTPA, PPAT, and Praxis exams, and teachers seeking licensure through other paths would still be required to take these exams. AACPS believes that the rigor of the in-district training program should equate to the rigor of other pathways to licensure. Furthermore, AACPS recommends that the district, rather than the teaching candidate, be responsible for ensuring that the sequence of coursework of the in-district training program is aligned with the Interstate Teacher Assessment and Support Consortium standards.	(2) <i>In-District Training Program. Teacher candidates who are hired as a teacher of record in a Maryland local school district may complete a Department-approved in-district training program. Candidates seeking licensure under the in-district pathway shall meet the following requirements:</i> (a) <i>Possession of a conditional license in the subject area and at the grade level of the license sought.</i> (b) <i>Demonstration of content knowledge by completing the following:</i> (i) <i>Bachelor's degree or higher related to the field of the license sought;</i> (ii) <i>Bachelor's degree or higher in any field and a minimum of 24 semester hours of content coursework related to the license sought, which may be completed in-person, virtually, synchronously, and/or asynchronously; or</i> (iii) <i>Passing scores as established by the State Superintendent of Schools on a content licensure test approved by the State Board of Education.</i> (c) <i>Completion of a Maryland induction program under COMAR 13A.07.01 that includes:</i> (i) <i>On-site supervision and coaching;</i> (ii) <i>Ongoing instructional mentoring during the induction; and</i> (iii) <i>An effective, or comparable, rating on a summative evaluation of teaching performance at the end of the induction period.</i> (d) <i>Completion of a Department-approved sequence of pedagogical coursework, which may be completed in-person, virtually, synchronously, and/or asynchronously, as follows:</i> (i) <i>The teaching candidate shall ensure that this sequence of coursework</i> B. Out-of-State Pathways to Initial Teacher License. (1) <i>Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:</i> (a) <i>Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;</i> (b) <i>Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;</i> (c) <i>Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and</i> (d) <i>Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit a passing score on a reading instruction test, approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor</i>	For many years, Maryland has allowed individuals seeking to change careers the ability to earn a teaching certificate via "credit count" by completing specific courses outlined in the regulations. Often referred to as the "transcript analysis pathway," these courses are not required to be offered by the same program or in a certain sequence and are not approved by the MSDE. The In-District Training Program offers a structured and cohesive pathway to licensure that is reviewed, approved, and monitored by the MSDE. It includes not only content and pedagogical coursework, but also an intensive induction program, demonstration of effective instructional practices, and an attestation from those involved that the individual is ready for licensure. The PSTEB and SBOE agreed with MSDE's recommendation to eliminate the credit count route to licensure. In order to maintain a non-traditional route to licensure for career changers, MSDE developed a more rigorous pathway that allows districts the flexibility to develop in-district training that is aligned with the rigor of the Blueprint for Maryland's Future. Over the course of multiple meetings, members of the PSTEB shared their agreement that an in-district training program would bring more rigor and accountability to the transcript analysis pathway and voiced support for this route to licensure. The PSTEB and SBOE hope to see collaboration between LEAs and IHEs in Maryland to set the standard for the nation for in-district pathways to licensure. No modifications are recommended at this time.
Wilson, Grace	Anne Arundel County Public Schools	13A.12.02.03.B.	For out-of-state educators pursuing an initial teacher license in Maryland, AACPS requests that verification of satisfactory school-related experience for three out of the last seven years be accepted in lieu of a passing score on a portfolio-based exam as this requirement presents a barrier to certification. This proposed amendment is in keeping with current practice which allows for individuals to receive an initial teaching license if they present a valid professional state certificate and verification of at least 27 months of satisfactory school-related experience during the past seven years. Additionally, Maryland is a state that imports a significant number of teachers from out of state. Such a change would make Maryland more attractive and competitive to teachers seeing to transfer their licenses from out of state.	B. Out-of-State Pathways to Initial Teacher License. (1) <i>Out-of-State Teacher Preparation Program. Teacher candidates who complete a teacher preparation program in another state or foreign country shall meet the following requirements:</i> (a) <i>Bachelor's degree or higher, or a U.S. equivalent of a foreign degree;</i> (b) <i>Complete a teacher preparation program, to include a clinical internship, approved to lead to licensure in another state or foreign country, in the license area being sought;</i> (c) <i>Beginning on July 1, 2025, a passing score as established by the State Superintendent of Schools on a portfolio-based performance assessment approved by the State Board of Education; and</i> (d) <i>Special Provision. Candidates seeking licensure in the areas of elementary education, early childhood education, special education, and English to Speakers of Other Languages, shall submit a passing score on a reading instruction test, approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor</i>	Education Article 6-126 requires any applicant from out of state to pass a test of teaching ability as part of the requirements for licensure. The proposed regulations (13A.12.02.03BC(3))include the following provision for out-of-state applicants who are prepared or licensed by another state: (3) <i>An effective, or comparable, rating on a year-end evaluation may be submitted instead of a portfolio-based assessment if the candidate meets the following criteria:</i> (a) <i>Meets the requirements for initial licensure under §A(3) or B(1)-(2) of this regulation; and</i> (b) <i>Is employed by a Maryland local school system, State-operated school, or approved nonpublic school approved under COMAR 13A.09.10.</i> No modifications recommended at this time.
Wilson, Grace	Anne Arundel County Public Schools	13A.12.02.05.A.(4)(a)	AACPS requests that a supervisor's review of the existing individual professional development plan of any educator new to the district or new to the school be performed within one year of the educator's beginning employment, rather than three months proposed in regulation. The majority of new educators in AACPS are hired during the summer months in anticipation of the new school year. The beginning of the school year is a very busy time and AACPS believes that this time of year should be used to build relationships with students, parents/guardians, and teachers. Extending the time period for review of individual professional development plans will allow for this relationship building to occur at the beginning of the school year, while also ensuring that significant time does not pass before these plans are reviewed by a supervisor.	(4) <i>Supervisor Review.</i> (a) <i>A supervisor shall review the existing individual professional development plan of any educator new to the district or school within 3 months of the educator's beginning employment in the new position</i> (b) <i>A supervisor may require an educator to amend the plan or may withdraw approval for a plan that had been previously approved, but the Department shall approve any professional development points that were earned consistently with an approved plan in the application for license renewal.</i>	The draft regulations require that a supervisor review an existing plan within 3 months of an educator beginning in that school. The supervisor is not required to modify the plan; however, may do so if appropriate. Extending the time by which the supervisor reviews the professional development plan of the teacher will reduce the time that the teacher has to complete the requirements for renewal should the supervisor modify the plan. After implementation, if it is found that the timeline creates a burden to supervisors/designees, the Boards should consider modifying the regulations during phase 2 of promulgation. No modifications are recommended at this time.
Wilson, Grace	Anne Arundel County Public Schools	13A.12.02.06.B.	AACPS recommends that this paragraph be amended to permit, rather than require, professional development in the listed content areas. AACPS believes that educators who are taking coursework to add a new certification should be permitted to apply those credits towards certificate renewal.	B. Educators applying to renew an Initial Professional, Professional, or Advanced Professional License shall complete a minimum of 90 PDPs that shall include: (1) <i>Content or pedagogy related to an area on the educator's license;</i> (2) <i>English as a Second Language, Sheltered English, or Bilingual Education;</i> (3) <i>Strategies for teaching students with disabilities, or differentiated instruction for students with diverse learning needs; and</i> (4) <i>Culturally Responsive Teaching or diverse student identities in education.</i>	The PSTEB and SBOE agreed that the topic areas required for renewal are critical. There is no specific quantity required for each topic area to allow the flexibility of the educator and supervisor to develop a plan that fits the educator's needs at that time. It is important to note that there are many ways in which an educator may earn the professional development points required to renew a license. Coursework is one way of many and may be combined with other experiences. No modifications are recommended at this time.
Wilson, Grace	Anne Arundel County Public Schools	13A.12.04	For specialists that require State-approved CPD credits in special education course, AACPS recommends that these credits be required for renewing certification, rather than for obtaining initial certification.	Multiple e.g., <i>Complete 3 semester hours or State-approved CPD credits in special education coursework</i>	The PSTEB agreed that all specialists have at least 3 semester hours of coursework in special education prior to being licensed. This language, included in current regulations, was added by PSTEB prior to granting permission to publish. The original draft included the special education coursework only at renewal. It is important to note that Maryland-approved programs are currently required to provide 3 semester hours of coursework in their programs for specialists. No modifications are recommended at this time.

	Wilson, Grace	Anne Arundel County Public Schools	13A.12.04	Additionally, in COMAR 13A.12.04.B.(5)(a) AACPS believes the reference to §B(5)(a) is incorrect and should reference §B(5)(b).	(5) <i>Master's Equivalent.</i> (a) <i>The applicant shall have a bachelor's degree or higher from an institution of higher education, to include a program of 36 semester hours of post-baccalaureate credit with 15 semester hours completed at one institution and a minimum of 24 semester hours of graduate credit in the content coursework listed in §B(5)(b) of this regulation.</i> (b) <i>Content coursework shall include:</i> (i) <i>Administration of library media programs, including an understanding of State and national library media standards and technology standards;</i> (ii) <i>Materials for children in all formats, including concepts related to the teaching and learning of reading;</i> (iii) <i>Materials for young adults in all formats, including concepts related to the teaching and learning of reading;</i> (iv) <i>Selection, evaluation, and use of materials in all formats to meet student curriculum and instructional needs;</i> (v) <i>Access and delivery of information, including reference and bibliographic systems in all formats;</i> (vi) <i>Organization of knowledge, including cataloging and classification, and information retrieval in all formats;</i> (vii) <i>Principles of communication, including dissemination and use of information in all formats; and</i> (viii) <i>The design, creation, and implementation of library media in all formats for instructional use.</i>	Concur with recommendation. This is a typo and should be corrected as the subsection points to itself. Non-substantive change.
8/14/23	Spitulnik, Karleen and Donnelly, Rachael	The Reading League Maryland	13A.12.01-.07	Use a single term or cohesive, well defined terms, to denote what is expected. Include a definitions section if necessary. It is clear from the proposed regulations that improving literacy instruction is a priority for the Professional Standards Teacher Education Board (PSTEB), the Maryland State Board of Education and the Maryland State Department of Education. We strongly agree with prioritizing quality literacy instruction to ensure that Maryland students learn and master the literacy and writing skills necessary to be ready for college and career. We are concerned that multiple terms such as "science of reading", "principles of scientifically based reading practices," "research-based literacy instruction" are frequently used and could be inconsistently applied. Ensuring the regulatory language is consistent and well defined is critical and will help teachers and teacher preparation programs understand what is expected of them when the term "science of reading" and similar terms are used in code. In 2019, The Reading League convened a group of educators and researchers to write a definition of "science of reading" as well as a Defining Guide to help school administrators, educators, and parents understand what is, and is not aligned to the science of reading. The Reading League defines the science of reading as: "The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. The research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties." The term science of reading refers to a body of knowledge but does not define what or how to teach reading.	Multiple	After the regulations are adopted, promulgate the amendments that include a definition for the "science of reading" and change the terminology to remain consistent throughout the regulations. Prior to adoption, clarify in policy. No modifications are recommended at this time.
	Spitulnik, Karleen and Donnelly, Rachael	The Reading League Maryland	COMAR 13A.12.01-.07	We recommend the science of reading loophole in the teacher licensure regulations be closed. Out-of-state licensure candidates who hold a National Board Certificate, and are seeking a license in elementary education, early childhood education, special education or English to Speakers of Other Languages, should also be required to submit a passing score on a reading instruction test. National Board Certification should not exempt an out-of-state candidate from demonstrating that s/he is able to teach children to read in a manner that is aligned to the science of reading.	(3) <i>National Board Certificate. Teacher candidates who hold a National Board Certificate shall meet the following requirements:</i> (a) <i>Bachelor's degree or higher; and</i> (b) <i>National Board Certificate issued from the National Board for Professional Teaching Standards, for which a comparable Maryland license exists.</i>	The drafted regulations carry over the National Board Certification pathway to initial licensure. To ensure that all teachers in Maryland, regardless of where and how they were prepared (including those who are NBCTs), are proficient in teaching reading, the renewal requirements include the following: <i>Beginning on July 1, 2025, all teachers employed in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 in a position that requires a license in early childhood education, elementary education, special education, or English to Speakers of Other Languages shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension, as follows:</i> (1) <i>Demonstration of proficiency may be satisfied by submitting one of the following:</i> (a) <i>A passing score on a reading instruction test approved by the State Board of Education;</i> (b) <i>Completion of coursework or professional learning approved by the Department;</i> (c) <i>Submission of attestation of proficiency through observation completed by a Department-recognized assessor; or</i> (d) <i>Completion of training provided by the Department in the science of reading for the purpose of fulfilling the requirements of renewal.</i> No modifications recommended at this time.
8/15/23	Diehl, Sarah	Baltimore City Public School System	13A.12.04.02, 13A.12.01.04, and 13A.12.05	The role of the Temporary Professional License: The temporary professional license is a 2-year license that seems to serve two purposes for Teachers: 1) a professional license for out-of-state licensed teachers to be placed on until they complete the requisite Maryland tests; and 2) at the discretion of the district, a temporary professional license may also be issued to an employee who has failed to meet the renewal requirements for an Initial, Professional or Advanced Professional license. The temporary professional license is listed among the Licenses for Specialists (i.e., School Counselors and Guidance Counselors) in 13A.12.04.02. However, it is absent under the Renewal and Advancement of a Specialist License section and absent in the Educator Licensure General Provisions 13A.12.01.04 section as a permissible license for Specialists. We are unclear as to permissible uses of this license for Specialists. The temporary professional license is not listed as an option under 13A.12.05 Administrators and Supervisors. Under the extenuating circumstance that an administrator fails to renew their professional license, there does not seem to be a permissible license to place them on (i.e., no	(4) <i>Temporary Professional License. The Temporary Professional License is a nonrenewable license valid for a period not to exceed 2 years and issued only for licenses under COMAR 13A.12.02.02 and 13A.12.03.02.</i>	The omission of 13A.12.04.02A in the text of 13A.12.01.04C(2), <i>Temporary Professional License</i> , was an inadvertent omission and should be corrected as 13A.12.04.02A clearly establishes the eligibility for this license for specialists. This is a non-substantive change. The PSTEB adamantly agreed that administrators must enter the district fully licensed and continue to meet the requirements to maintain that license; therefore the Temporary Professional License was not provided as an option for this type of educator.
	Diehl, Sarah	Baltimore City Public School System	13A.12.02.02(A)	As it stands right now, the SPC I, II, and APC align to the regular teacher contract. Using this same methodology, the Initial Professional, the Professional and Advanced Professional Licenses would align to the regular contract. We are assuming that the Conditional License, Conditional Special Education License and Resident Teacher License will align to the provisional contract, which needs to be renewed annually. Which contract does the Temporary Professional License align to?	n/a	No language change is recommended. This should be addressed via technical assistance.
	Diehl, Sarah	Baltimore City Public School System	13A.12.02.02(E)	Furthermore, we understand that a teacher obtains tenure on the first day of their fourth year so long as they have three uninterrupted years of service, have professional certification and have signed the regular contract. If a teacher needs the full five years of their conditional license to complete the requirements to earn their professional license, would they be eligible for tenure on the first day of the 6th year assuming that they sign a regular contract before the start of school?	n/a	No language change is recommended. This should be addressed via technical assistance.

8/14/23	AIB	PSTEB	13A.12.02.03	<p>The AIB recommended that MSBE and PSTEB revise the regulations to provide the timeline for requiring a test of teaching ability beginning July 1, 2025, and the process and timing for new assessments in reading instruction and content areas required for teacher licensure so that the new Blueprint requirements are clearly stated in the regulations. The proposed revisions to 13A.12.02.02B, now identified as 13A.12.02.03 have been changed substantively to include the addition of reference to July 1, 2025, when passing scores on a portfolio-based performance assessment will be required. There are also special provisions, beginning July 1, 2025, that require all educators in a position that requires a license in early childhood education, elementary education, special education, or English to Speakers of Other Languages to submit a passing score on a reading instruction test, approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool. However, the AIB notes that the regulations do not require secondary teachers to submit a passing score on a reading instruction test or other proficiency attestation, and content areas are not yet addressed. These can be added to the regulations at a later date.</p>	n/a	The PSTEB agreed that candidates who complete an approved teacher preparation program and pass the required assessments, including a test of teaching ability, have demonstrated readiness to enter the classroom. The 3.0 GPA requirement was removed as a potential barrier.
8/14/23	AIB		13A.12.02.06	<p>Professional Development Points – The revised proposed regulations include references to the Professional Development Points (PDP) system. The Blueprint requires the MSDE to establish a new professional development system aligned with Blueprint and career ladder by July 1, 2024. Since the career ladder does not exist yet, the AIB noted last year that it assumed the point system is transitional to a new system that will primarily embed professional development into the workday as part of the career ladder. AIB 2023 Update: The AIB encourages MSDE and PSTEB to consider additional updates to the PDP regulations in the future, including:</p> <ul style="list-style-type: none"> • Identify the number of PDPs awarded for mentoring • Expand the micro-credentialing pathway to identify boundaries on the types of micro-credentials that will be accepted and possible avenues for finding micro-credentialing offerings • Expand local and school based opportunities to earn PDPs for county or school specific professional development opportunities by creating a pathway for district and school administrators to develop qualifying options/alternatives. • Expand the PDP system to leverage innovations in educators' continued growth and development as well as making connections to the career ladder • Add research and consideration of top performing systems' approaches to professional growth • Clarify PDP for administrators and the topic areas that will be accepted. Four areas are identified. 	<p>E. Professional development points may be accrued by the completion of one of more of the following:</p> <ol style="list-style-type: none"> (1) College credit earned or taught at an accredited institution of higher education. (2) Continuing professional development (CPD) credits, earned or taught, approved by the Department. (3) Continuing education units (CEUs) from an accredited International Association for Continuing Education and Training provider or approved by another Maryland State agency for purposes of licensure. (4) Professional conference. A professional conference is a workshop, institute, or seminar of 4 or more hours that contributes to ongoing, sustained, and high-quality professional development. (5) Curriculum Development. <ol style="list-style-type: none"> (a) Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an educational institution. (b) This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned. (c) For each curriculum developed, the Department shall award the educator up to 30 PDPs. (6) Publication of a Book or Article. <ol style="list-style-type: none"> (a) The license holder shall ensure that the book or article contributes to the education profession or to the body of knowledge of the license 	The PSTEB and SBOE will consider additional updates to the PDP regulations during the second phase of promulgation.
8/14/23	AIB		N/A	<p>Dual enrollment teachers – With the Blueprint's focus on post-College and Career Ready pathways for students who are CCR, there will be a significant increase in the number of postsecondary courses (both credit-bearing and CTE training) taken by high school students (known as dual enrollment). The AIB recommended that MSDE work with LEAs and postsecondary institutions, particularly community colleges, to develop dual enrollment licensure pathways specifically for college instructors to teach postsecondary courses at high schools and for high school teachers to be credentialed to teach postsecondary courses. AIB 2023 Update: The regulations do not address this issue. The AIB encourages MSDE to work with the LEAs and postsecondary institutions, particularly community colleges, to develop dual enrollment licensure pathways.</p>	n/a	The MSDE, in conjunction with PSTEB and the SBOE, will continue to explore pathways to P-12 educator licensure for college faculty. Post-secondary instruction does not require licensure in Maryland. The requirements for IHE faculty are determined by the IHE and governed by COMAR 13B.02.02.17.
8/14/23	AIB		N/A	<p>Provisions in Blueprint law not reflected in the proposed regulations – The career ladder required by the Blueprint includes several new requirements for school principals (and assistant principals) to grow professionally as school leaders and the instructional leaders of the school. These provisions are not yet reflected in the administrator licensure or license renewal requirements. AIB 2023 Update: This has not yet been addressed. These can be added to the regulations at a later date. The AIB encourages MSDE to review and revise the school leader and instructional leader renewal requirements and clarify the National Board Certification requirements for administrators to ensure that leaders are provided opportunities, and required as necessary, to grow professionally so they are ready to support</p>	n/a	The Administrator I/II licensure area will be reviewed during the second round of promulgation.

ANTHONY G. BROWN
Attorney General

ELLIOTT L. SCHOEN
Principal Counsel

CANDACE MCLAREN LANHAM
Chief of Staff



CAROLYN QUATTROCKI
Deputy Attorney General

STATE OF MARYLAND
OFFICE OF THE ATTORNEY GENERAL
MARYLAND STATE DEPARTMENT OF EDUCATION

MEMORANDUM

TO: Dr. Carey Wright, Interim State Superintendent of Schools
Clarence Crawford, President, State Board of Education
Maleeta Kitchen, Chair, Professional Standards and Teacher Education Board

FROM: Sean M. Fitzgerald
Assistant Attorney General

DATE: November 20, 2023

RE: Attorney General's Certification of Non-Substantive Changes in Language
COMAR 13A.12

On July 14, 2023, the Professional Standards and Teacher Education Board (PSTEB) published amendments to COMAR 13A.12 for public comment. After public comment, PSTEB and the Maryland State Department of Education (MSDE) agreed to make ten non-substantive changes to the proposed regulation. Consistent with State Government Article §10-113, Annotated Code of Maryland, I certify that the regulations as revised after public comment do not differ substantively from the proposed text and the revisions are non-substantive. The amendments proposed by MSDE, PSTEB, and the State Board of Education do not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens. Nor do these changes substantially affect the rights, duties, and obligations of Maryland's teachers and the public. The nature of each change and the basis for this conclusion are as follows:

.01.02B(30): The definition for “long term substitute experience” was removed because the term does not appear in the regulation. This change could reasonably have been anticipated by participants in rulemaking, given that the term is not used in the regulation. The change does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens. Failure to remove the term could cause confusion for readers of the regulation.

.01.02B(38): The definition for “performance review program” was removed because the term does not appear in the regulation. Like the previous change, the removal of this definition for a term that does not appear in the regulation could reasonably have been anticipated by participants in rulemaking. The change does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens. Failure to remove the term could cause confusion for readers of the regulation searching for the term.

.01.04C(4): This regulation outlines the different types of educator licenses. Specialists, as regulated under COMAR 13A.12.04.02, were added in the regulation listing temporary professional licenses because they had been inadvertently omitted from this listing. This clarifying change could have been reasonably anticipated by participants in rulemaking to conform with COMAR 13A.12.04.02A(1), which makes clear that specialists are eligible for a temporary professional license. Failure to correct this omission risks confusing readers as to whether specialists are eligible for a temporary professional license. The change does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens.

.01.05C(2): This regulation references two distinct paths to licensure, either of which is required. Either the educator can meet the general requirements in COMAR 13A.12.01.05A or the exemption in .05B. However, the regulation incorrectly uses “and”

instead of “or” when explaining these distinct paths to licensure. This clarifying change from “and” to “or” could have been reasonably anticipated by participants in rulemaking to accurately describe the paths to licensure. Failure to correct this error will confuse readers by suggesting that both the general requirements and the exemption to these requirements are necessary for reinstatement for licensure. The change does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens.

.01.05C(3): This is identical to the change proposed in COMAR 13A.12.01.05C(2). The agency seeks a clarifying change from “and” to “or” in describing the separate paths to licensure. Failure to correct this error will confuse readers regarding necessary requirement for licensure reinstatement. The change does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens.

.02.06B: This regulation explains the specific requirements for the 90 Professional Development Points (PDPs) necessary for educators applying for licensure renewal. The language of the specific requirements was changed from “to include” to “that shall include.” This is a simple clarifying change that could have been reasonably anticipated by participants in rulemaking and does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens.

.03.05B: This is identical to the change proposed in COMAR 13A.12.02.06B, changing the language of the specific requirements for the 90 PDPs from “to include” to “that shall include.” This simple clarifying change could have been reasonably anticipated by participants in rulemaking and does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens.

.04.04B(5)(a): This regulation explains the pathways to licensure for Library Media Specialists. COMAR 13A.12.04.04B(5) specifically regulates the requirements for

applicants pursuing the pathway equivalent to a Master's Degree. In listing these requirements, .04B(5)(a) mistakenly referenced its own subsection for required content coursework instead of .04B(5)(b)—the very next subsection of regulation—which lists the content coursework required for this pathway. This clarifying change is necessary to accurately reference the correct subsection within this regulation. Correction of this error could have been reasonably anticipated by participants in rulemaking. The change does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens.

.04.15B: This is identical to the changes proposed in COMAR 13A.12.02.06B and .03.05B, changing the language of the specific requirements for the 90 PDPs from “to include” to “that shall include.” This clarifying change could have been reasonably anticipated by participants in rulemaking and does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens.

.05.15B: Again, this is identical to the changes proposed in COMAR 13A.12.02.06B, .03.05B, and .04.15B. The agency seeks to clarify the language of the specific requirements for the 90 PDPs from “to include” to “that shall include.” This clarification could have been reasonably anticipated by participants in rulemaking and does not change the position of any group affected by the regulation, decrease any benefits, or increase administrative burdens.



Public Comment 13A.12.02

3 messages

Clark, Eric <Eric.Clark@hcps.org>

To: "alexandra.cambra@maryland.gov" <alexandra.cambra@maryland.gov>

Ms. Cambra,

I am writing to comment on the proposed changes to COMAR 13A.12.02. I believe extending the license for conditional teachers from 2 to 5 years is proactive step in helping solve the current understand why the conditional license for special education is only being extended to 3 years. Special education continues to be one of the hardest areas to fill. I believe the conditional license be extended to 5 years.

13A.12.02 Teachers

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-3A-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

A teacher employed in an early childhood, elementary, pre-kindergarten—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

.02 Licenses for Teachers.

A. Temporary Professional.

(1) The Temporary Professional Teacher License is valid for 2 years and may not be renewed.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an employee:

(a) Who has completed an out-of-State teacher preparation program or holds a valid out-of-State professional license but has not submitted passing scores on Maryland teacher licensure tests; or

(b) Who has failed to meet the renewal requirements of a professional license.

B. Initial Professional.

(1) The Initial Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Initial Professional Teacher License.

C. Professional.

(1) The Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for a Professional Teacher License if the applicant submits documentation:

(a) Demonstrating completion of a Maryland induction program under COMAR 13A.07.01; or

(b) Verifying 3 years of effective teaching performance.

D. Advanced Professional.

(1) The Advanced Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Advanced Professional Teacher License if the applicant meets the requirements for the Professional Teacher License under §C of this regulation and submits a

(a) A master's degree or higher;

(b) At least 30 semester hours of post baccalaureate credit; or

(c) A National Board Certificate issued by the National Board for Professional Teaching Standards.

E. Conditional.

(1) A conditional license is valid for 5 years and may not be renewed.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if the school cannot fill a position with an individual who qualifies for a license under Regulation .03 of this chapter.

(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.

(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03 of this chapter.

F. Conditional Special Education.

(1) A conditional special education license is valid for 3 years and may not be renewed.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:

(a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and

(b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.

(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.

(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.

G. Resident Teacher.

(1) The Resident Teacher License is valid for 3 years and may not be renewed.

(2) The provider of an alternative teacher preparation program approved under COMAR 13A.07.06, shall request a Resident Teacher License for a candidate before placement in a resident teacher assignment.

H. Adjunct Teacher.

(1) The Department may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.

(2) The local school system superintendent or education director of the approved nonpublic school shall include with a request for an adjunct license:

(a) The name and credentials of the individual;

(b) The course name and content to be taught; and

(c) An explanation as to why the position cannot be filled by a qualified licensed educator.

(3) The adjunct license is nontransferable between local school systems.

(4) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.

(5) An applicant for an adjunct license shall:

Eric Clark

Director of Budget

Harford County Public Schools



A.A. Roberty Building

102 S. Hickory Avenue

Bel Air, MD 21014

Phone: 410-588-5243

Fax: 410-809-6145

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should be directed to the Supervisor of Equity and Cultural Proficiency at 410-809-6065.

Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Wed, Jul 26, 2023 at 10:28 AM

To: Kelly Meadows -MSDE- <kelly.meadows@maryland.gov>, Sophia Fitzpatrick -MSDE- <sophia.fitzpatrick@maryland.gov>, Tamara Deshields-Burns -MSDE- <tamara.deshields-burns@maryland.gov>

First public comment received!

Sophia and Tamara... please place the language and other pertinent information in the chart, and save the comment to Drive. Work with your team to review and let Kelly and I know if you have questions.

Thank you!

A
[Quoted text hidden]



Alexandra Cambra (She/Her)

Director of Program Approval,
Division of Educator Certification and Program Approval

O: (410) 767-0564
alexandra.cambra@maryland.gov

200 W. Baltimore Street
Baltimore, Maryland 21201

marylandpublicschools.org



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Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Wed, Jul 26, 2023 at 10:28 AM

To: "Clark, Eric" <Eric.Clark@hcps.org>

Received, with thanks.

Alex

[Quoted text hidden]
[Quoted text hidden]



Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

13A.12.02 F.

3 messages

Hagan, Shannon <Shannon.Hagan@hcps.org>

Wed, Jul 26, 2023 at 10:29 AM

To: "alexandra.cambra@maryland.gov" <alexandra.cambra@maryland.gov>

Ms. Cambra,

I am writing to comment on the proposed changes to COMAR 13A.12.02. I believe extending the license for conditional teachers from 2 to 5 years is proactive step in helping solve the current teacher shortage. However, I struggle to understand why the conditional license for special education is only being extended to 3 years. Special education continues to be one of the hardest areas to fill. I believe the conditional license period for special education should also be extended to 5 years as the others.

SE remains our hardest to fill areas, hardest areas to obtain candidates even conditionally, and a position that we receive multiple complaints about work load. To give a teacher with already a hardship a lesser amount of time does not help the mission of addressing the shortage.

Thank you for your time.



Shannon Hagan, SHRM - CP

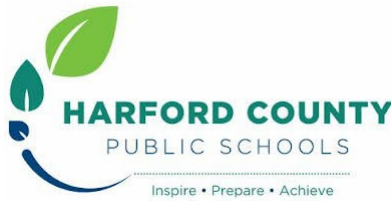
Supervisor of Talent Management

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A. A. Roberty Building
 102 South Hickory Avenue
 Bel Air, Maryland 21014

Ph: (410) 588-5238

Fax: (410) 588-5315

Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>
 To: "Hagan, Shannon" <Shannon.Hagan@hcps.org>

Wed, Jul 26, 2023 at 11:31 AM

Received, with thanks.

[Quoted text hidden]



Alexandra Cambra (She/Her)

Director of Program Approval,
 Division of Educator Certification and Program Approval

O: (410) 767-0564
alexandra.cambra@maryland.gov

200 W. Baltimore Street
 Baltimore, Maryland 21201

marylandpublicschools.org



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Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>
 To: Sophia Fitzpatrick -MSDE- <sophia.fitzpatrick@maryland.gov>, Tamara Deshields-Burns -MSDE- <tamara.deshields-burns@maryland.gov>

Wed, Jul 26, 2023 at 11:31 AM

8/28/23, 12:36 PM

State of Maryland Mail - 13A.12.02 F.

Cc: Kelly Meadows -MSDE- <kelly.meadows@maryland.gov>

2nd comment

[Quoted text hidden]

[Quoted text hidden]



public comment on proposed changes to conditional teacher certification

3 messages

McCord, Joanne <Joanne.McCord@hcps.org>

To: "alexandra.cambra@maryland.gov" <alexandra.cambra@maryland.gov>

Ms. Cambra,

I am writing to comment on the proposed changes to COMAR 13A.12.02. I believe extending the license for conditional teachers from 2 to 5 years is proactive step in helping solve the current

struggle to understand why the conditional license for special education is only being extended to 3 years. Special education continues to be one of the hardest areas to fill.

I believe the conditional license period for special education should also be extended to 5 years.

13A.12.02 Teachers

Authority: Education Article, §§2-205, 2-303(g), 6-701—6-708, 8-34-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

A teacher employed in an early childhood, elementary, pre-kindergarten—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

.02 Licenses for Teachers.

A. Temporary Professional.

(1) The Temporary Professional Teacher License is valid for 2 years and may not be renewed.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 may request a Temporary Professional License for an employee:

- (a) Who has completed an out-of-State teacher preparation program or holds a valid out-of-State professional license but has not submitted passing scores on Maryland teacher licensure tests; or
- (b) Who has failed to meet the renewal requirements of a professional license.

B. Initial Professional.

(1) The Initial Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Initial Professional Teacher License.

C. Professional.

(1) The Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for a Professional Teacher License if the applicant submits documentation:

- (a) Demonstrating completion of a Maryland induction program under COMAR 13A.07.01; or
- (b) Verifying 3 years of effective teaching performance.

D. Advanced Professional.

(1) The Advanced Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.

(2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Advanced Professional Teacher License if the applicant meets the requirements for the Professional Teacher License under §C of this regulation and submits to:

- (a) A master's degree or higher;
- (b) At least 30 semester hours of post baccalaureate credit; or
- (c) A National Board Certificate issued by the National Board for Professional Teaching Standards.

E. Conditional.

(1) A conditional license is valid for 5 years and may not be renewed.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if the school cannot fill a position with an individual who qualifies for a license under Regulation .03 of this chapter.

(3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.

(4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03 of this chapter.

F. Conditional Special Education.

(1) A conditional special education license is valid for 3 years and may not be renewed.

(2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:

- (a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and
 - (b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.
- (3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.
- (4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.

G. Resident Teacher.

(1) The Resident Teacher License is valid for 3 years and may not be renewed.

(2) The provider of an alternative teacher preparation program approved under COMAR 13A.07.06, shall request a Resident Teacher License for a candidate before placement in a resident teacher assignment.

H. Adjunct Teacher.

(1) The Department may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.

(2) The local school system superintendent or education director of the approved nonpublic school shall include with a request for an adjunct license:

- (a) The name and credentials of the individual;
 - (b) The course name and content to be taught; and
 - (c) An explanation as to why the position cannot be filled by a qualified licensed educator.
- (3) The adjunct license is nontransferable between local school systems.
- (4) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.
- (5) An applicant for an adjunct license shall:

Respectfully,

Joanne McCord

Joanne McCord

Supervisor of Mathematics

Curriculum, Instruction, and Assessment



A.A. Roberty Building

102 S. Hickory Avenue

Bel Air, MD 21014

Phone: 410-588-5303

Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>
To: "McCord, Joanne" <Joanne.McCord@hcps.org>

Wed, Jul 26, 2023 at 11:32 AM

Received, with thanks.

[Quoted text hidden]



Alexandra Cambra (She/Her)

Director of Program Approval,
Division of Educator Certification and Program Approval

O: (410) 767-0564
alexandra.cambra@maryland.gov

200 W. Baltimore Street
Baltimore, Maryland 21201

marylandpublicschools.org



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Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>
To: Sophia Fitzpatrick -MSDE- <sophia.fitzpatrick@maryland.gov>, Tamara Deshields-Burns -MSDE- <tamara.deshields-burns@maryland.gov>
Cc: Kelly Meadows -MSDE- <kelly.meadows@maryland.gov>

Wed, Jul 26, 2023 at 11:32 AM

3rd comment

[Quoted text hidden]

[Quoted text hidden]



Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Public comment RE: 13A.12.02 F

3 messages

Stenger, Joshua <Joshua.Stenger@hcps.org>
To: "alexandra.cambra@maryland.gov" <alexandra.cambra@maryland.gov>

Wed, Jul 26, 2023 at 11:33 AM

Good morning Ms. Cambra,

I am submitting a comment on the proposed changes to COMAR 13A.12.02.

Extending the license for conditional teachers to five years is one of many changes needed to bring quality candidates back to the teaching profession.

Special educators, however, are one of the most difficult positions to fill and I do not understand why their conditional license is only being extended to three years.

I urge you to consider making their conditional license period five years, consistent with regular education teachers.

13A.12.02 Teachers

Authority: Education Article, §§2-205, 2-803(g), 6-701—6-708, 8-34-03, and 8-701—8-708, Annotated Code of Maryland

.01 Purpose.

A teacher employed in an early childhood, elementary, pre-kindergarten—12 or secondary school program shall hold an appropriate license under COMAR 13A.12.02.

.02 Licenses for Teachers.

A. Temporary Professional.

- (1) The Temporary Professional Teacher License is valid for 2 years and may not be renewed.
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 - (a) Who has completed an out-of-State teacher preparation program or holds a valid out-of-State professional license but has not submitted passing scores on Maryland teacher licensure tests; or
 - (b) Who has failed to meet the renewal requirements of a professional license.

B. Initial Professional.

- (1) The Initial Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .03 of this chapter.
- (2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Initial Professional Teacher License.

C. Professional.

- (1) The Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.
- (2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for a Professional Teacher License if the applicant submits documentation:
 - (a) Demonstrating completion of a Maryland induction program under COMAR 13A.07.01; or
 - (b) Verifying 3 years of effective teaching performance.

D. Advanced Professional.

- (1) The Advanced Professional Teacher License is valid for 5 years and may be renewed should the license holder meet the renewal requirements under Regulation .04 of this chapter.
- (2) An applicant who has met the requirements of one of the pathways to licensure under Regulation .03 of this chapter is eligible for an Advanced Professional Teacher License if the applicant meets the requirements for the Professional Teacher License under §C of this regulation and submits documentation demonstrating that the applicant has:
 - (a) A master's degree or higher;
 - (b) At least 30 semester hours of post baccalaureate credit; or
 - (c) A National Board Certificate issued by the National Board for Professional Teaching Standards.

E. Conditional.

- (1) A conditional license is valid for 5 years and may not be renewed.
- (2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if the school cannot fill a position with an individual who qualifies for a license under Regulation .03 of this chapter.
- (3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.
- (4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03 of this chapter.

F. Conditional Special Education.

- (1) A conditional special education license is valid for 3 years and may not be renewed.
- (2) A local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10 shall request a conditional license only if:
 - (a) The school cannot fill a special education position with an individual who qualifies for a license under Regulation .03 of this chapter; and
 - (b) The license holder receives sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.
- (3) A conditional license may only be issued to an individual who possesses a bachelor's degree or higher.
- (4) An applicant who is issued a conditional license shall pursue a pathway to professional licensure under Regulation .03A(1) and (2) of this chapter.

G. Resident Teacher.

- (1) The Resident Teacher License is valid for 3 years and may not be renewed.
- (2) The provider of an alternative teacher preparation program approved under COMAR 13A.07.06, shall request a Resident Teacher License for a candidate before placement in a resident teacher assignment.

H. Adjunct Teacher.

- (1) The Department may issue an adjunct license upon the request of a local school system superintendent or an education director of a nonpublic school approved under COMAR 13A.09.10.
- (2) The local school system superintendent or education director of the approved nonpublic school shall include with a request for an adjunct license:
 - (a) The name and credentials of the individual;
 - (b) The course name and content to be taught; and
 - (c) An explanation as to why the position cannot be filled by a qualified licensed educator.
- (3) The adjunct license is nontransferable between local school systems.
- (4) A local school system or nonpublic school may not employ an individual who holds an adjunct license as a full-time employee.
- (5) An applicant for an adjunct license shall:
 - (a) Be a resident of the State of Maryland;
 - (b) Be a resident of the local school system or nonpublic school for which the license is requested; and
 - (c) Be a resident of the State of Maryland for at least 12 months immediately preceding the date of application.

Thank you for your consideration,

Josh

Joshua J. Stenger

Budget Analyst

Harford Co. Public Schools



102 S. Hickory Ave.

Bel Air, MD 21014

Ph. 410-809-6050

Joshua.Stenger@hcps.org

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Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>
To: "Stenger, Joshua" <Joshua.Stenger@hcps.org>

Wed, Jul 26, 2023 at 11:52 AM

Received, with thanks.

[Quoted text hidden]

--



Alexandra Cambra (She/Her)

Director of Program Approval,
Division of Educator Certification and Program Approval

O: (410) 767-0564
alexandra.cambra@maryland.gov

200 W. Baltimore Street
Baltimore, Maryland 21201

marylandpublicschools.org



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Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>
To: Sophia Fitzpatrick -MSDE- <sophia.fitzpatrick@maryland.gov>, Tamara Deshields-Burns -MSDE- <tamara.deshields-burns@maryland.gov>
Cc: Kelly Meadows -MSDE- <kelly.meadows@maryland.gov>

Wed, Jul 26, 2023 at 11:52 AM

[Quoted text hidden]

[Quoted text hidden]



Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Comment for 13A.12.02 F.

3 messages

Richardson, Benjamin D <Benjamin.Richardson2@hcps.org>
To: Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Thu, Aug 3, 2023 at 9:16 AM

Good morning. Ms. Cambra.

I am writing to comment on the proposed changes to COMAR 13A.12.02. I strongly support the proposed language for conditional teacher certification and extending the timeline to obtain certification from the current 2 years to 5 years. This is a proactive step in helping solve the current teacher shortage and provides conditionally certificated teachers with a realistic timeline for acquiring certification. This proactive change should increase the overall success rate of educators hired conditionally moving forward.

In the same light, although I appreciate that those who hold conditional certification in special education are given 3 years to obtain certification in the proposed language, I strongly believe that this should mirror the 5-year window to align with all other content areas. Special education continues to be one of the hardest areas to fill and the case management and intricacies of the position alone make it extremely challenging. I believe that those hired as conditional special education teachers should also be extended the 5-year timeline.

Thank you for your consideration.

Benjamin D. Richardson

Assistant Supervisor for Human Resources

@HCPSRecruiter

#HCPSshinebrighter

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A. A. Roberty Building
 102 South Hickory Avenue
 Bel Air, Maryland 21014

Ph: (410) 588-5226

Web: www.hcps.org

Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov> Thu, Aug 3, 2023 at 11:03 AM
 To: Sophia Fitzpatrick -MSDE- <sophia.fitzpatrick@maryland.gov>, Tamara Deshields-Burns -MSDE- <tamara.deshields-burns@maryland.gov>
 Cc: Kelly Meadows -MSDE- <kelly.meadows@maryland.gov>

[Quoted text hidden]



Alexandra Cambra (She/Her)

Director of Program Approval,
 Division of Educator Certification and Program Approval

O: (410) 767-0564
alexandra.cambra@maryland.gov

200 W. Baltimore Street
 Baltimore, Maryland 21201

marylandpublicschools.org



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Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov> Thu, Aug 3, 2023 at 11:03 AM
 To: "Richardson, Benjamin D" <Benjamin.Richardson2@hcps.org>

Received, with thanks.

8/28/23, 12:35 PM

State of Maryland Mail - Comment for 13A.12.02 F.

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Comments on *COMAR 13A.07.06 Programs for Professionally Licensed Personnel*
Liz Zogby, Maryland Down Syndrome Advocacy Coalition
August 9, 2023

General Comments

Any serious attempt to improve educational outcomes for students with disabilities, including students with Down syndrome whom we represent, must begin with a focus on teachers. Teachers are the most important factor affecting student outcomes – with some estimates of their effect two to three times higher than any other in-school factor.¹ For Maryland’s students with disabilities, 70% of whom spend 80% or more of each school day in general education classrooms, attention to teacher quality among both general and special educators is critical.

While some discrete specialized skills and knowledge are necessary for educating some students with low-incidence disabilities (e.g., Braille for teachers of the blind and visually impaired), in order to move the dial for both struggling learners and students with disabilities, **all general and special educators should share a “common trunk” of fundamental skills, knowledge, and attitudes.**² This shift in what teachers know will benefit all students in general education, keep many kids from being incorrectly identified as students with disabilities, and ensure that educators are equipped to meet the needs of all learners. In addition, this expanded understanding of what general and special educators must know is essential so that Maryland can continue to expand access to the general education curriculum and general education classrooms to students with disabilities, including those with significant cognitive disabilities.

A 2006 MSDE report of the K-16 Workgroup, Ad Hoc Committee on Special Education Teacher Preparation³ pointed to a host of recommended competencies for both general and special educators including:

- **Making curricular accommodations and modifications**
- **Functional behavior assessment and positive behavior support**
- **Basic understanding of disabilities and the special education process**

¹ Heubeck, E. (2023, April 26). Two-thirds of teachers say schools are falling short for struggling learners *EdWeek*. <https://www.edweek.org/teaching-learning/two-thirds-of-teachers-say-schools-are-falling-short-for-struggling-learners/2023/04>

² *ONE SYSTEM: Reforming Education to Serve ALL Students, Report of California’s Statewide Task Force Report (Five Years Later)*, (2021), p. 10, <https://www.cde.ca.gov/sp/se/sr/documents/onesystemreport2021.pdf>

³ Maryland State Department of Education, (2006, Sept.). *K-16 Workgroup: Ad Hoc Committee on Special Education Teacher Preparation*.

- **Using classroom assessments to identify students potentially eligible for special education**
- **Providing appropriate interventions and strategies for students who need additional academic or behavioral supports**
- **Communicating and collaborating with parents and professionals**
- **Sufficient core academic content (specifically for special educators)**

More recent research points to the need for general education teachers to be prepared for the expected diversity and variability in their classrooms and fluent in strategies and frameworks including **Universal Design for Learning (UDL)** and **Multi-Tiered Systems of Support (MTSS)**. Other vital skills include: the **use of assessments and progress monitoring data** to make decisions, **adaptation of curriculum**, and **effective multi-directional communication**.⁴ In addition, general education teachers need greater **knowledge about and understanding of disability**.

Special education teachers must be prepared to work collaboratively with general education teachers to support evidence-based instructional practices including differentiation in the general education classroom and modification of instructional materials and curriculum. Such support requires knowledge of **grade-level content in all core subjects**.

Both general and special educators must be prepared to collaborate, to share responsibility for all students through **co-planning and co-teaching**—which will require new skills and a significant lens change. And all educators should understand **the social and cultural models of disability**⁵ and how to provide **culturally responsive teaching** that reflects an understanding of disability and contributes positively to the creation of classroom and school communities where all students feel they belong.

The recently approved-for-publication regulations COMAR 13A.07.06.12 describe general teacher preparation competencies to include skills designed to support candidates working with students with learning differences and special needs. The competencies included in the new regulations are a start, but need significant revision to include the many skills, areas of knowledge, and development of attitudes required to meet the goal of preparing all educators to be responsible for all learners.

CEEDAR: Technical Assistance for this Work

The national OSEP-funded technical assistance center, Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR), is focused on helping “State Education Agencies (SEAs), Institutions of Higher Education (IHEs), and Local Education Agencies (LEAs) create aligned professional learning systems that provide teachers and leaders

⁴ Byrd, D. R. & Alexander, M. (2020). Investigating special education teachers’ knowledge and skills: Preparing general teacher preparation for professional development. *Journal of Pedagogical Research* 4(2), 72-82.

⁵ Thurber, A., & Bandy, J. (2018). Creating Accessible Learning Environments. Vanderbilt University Center for Teaching. <http://cft.vanderbilt.edu/guides-sub-pages/creating-accessible-learning-environments/>

effective opportunities to learn how to improve core and specialized instruction in inclusive settings that enable students with disabilities to achieve college and career ready standards.” The states that have made explicit recent efforts to focus on improving outcomes for students with disabilities—California, Ohio, Virginia, Vermont—and that have received recognition for making strides in early literacy—Mississippi, Tennessee, Virginia—are all among the 20 states receiving intensive technical assistance from CEEDAR.⁶ Among the states identified by CEEDAR as having the most detailed standards for the knowledge and skills needed by general educators to educate students with disabilities, are California⁷ and Indiana.⁸

CEEDAR can provide assistance to teacher educators and educator preparation programs to develop courses and programs that train general and special education teachers in the use of **High Leverage Practices (HLPs)** and **Evidence Based Practices (EBPs)** that are critical for developing a more integrated view of inclusive instruction for students with and without disabilities.⁹

Maryland is not currently working with CEEDAR and, therefore, has not utilized their technical assistance to ensure that changes being made to the requirements for educator preparation programs, licensure, and programs of professional learning are aligned with the goal of improved outcomes for students with disabilities achieved within inclusive settings.

Ensuring that all paths to teacher certification require the development of these skills and competencies is critical—and will entail more than a delineating a set of recommended competencies. MSDE must exercise its authority to approve education preparation programs, monitor courses and syllabi, and ensure that new teachers demonstrate preparedness in these competencies. An additional area needing explicit attention is that experienced teachers must have robust programs of professional learning to fill in any gaps in these skills and competencies.

Specific Comments on Proposed Regulations: COMAR 13A.07.06

1. Clinical Experiences

13A.07.06.08D Clinical Experiences; 13A.07.06.09 Clinical Experience Placements

13A.07.06.09A(2) reads: “The provider of a program and a partner school shall seek to provide teacher training placements in a variety of school environments with diverse student

⁶ <https://ceedar.education.ufl.edu/ceedar-technical-assistance/>

⁷ <https://www.ctc.ca.gov/educator-prep/program-standards> (e.g., see CA Teaching Performance Expectations)

⁸ <https://www.in.gov/doe/educators/educator-licensing/indiana-educator-standards/> (e.g., see Educator Standards: Developmental/Pedagogy)

⁹ Brownell, M. T., Holdheide, L., Kamman, M. L., & McCray, E. D. (2021). Systemic support for special education: Making it a more integral part of general teacher preparation, *American Educator*, 44(4), https://www.aft.org/ae/winter2020-2021/brownell_holdheide_kamman_mccray#A2.

High Leverage Practices: <http://highleveragepractices.org/>

populations that provide participants with the same kind of experiences as teachers employed in the State.” [emphasis added]

Comment: Ensure that the required practicum experience includes school settings where students with a range of disabilities are included in general education classrooms. Be explicit that “diverse student populations” includes struggling readers, English learners, and students with a broad range of disabilities, including students with significant cognitive disabilities in general education classrooms.

13A.07.06.09D discusses Partner School Requirements, noting that partner schools shall ensure “a well-rounded clinical experience based on student population” and “exposure to distinguished instructional practices.”

Comment: The requirements for partner schools should be more specific and robust. Partner schools should have a percentage of students with disabilities that reflects the overall population of students with disabilities in the district, and specifically students with disabilities who are included in general education classrooms. In addition, teacher candidates should have the benefit of seeing in action frameworks like MTSS/RtI and UDL being implemented with fidelity. (In the future, the findings of the Blueprint’s Expert Review Teams should come to bear on the eligibility of Partner Schools to ensure optimal clinical experiences for teacher candidates.)

California’s “Criteria for School Placements” provides a good model:

“Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion.”¹⁰ [emphasis added]

2. Teacher Competencies

13A.07.06.12 Teacher Preparation Competencies: General Competencies

Comment: Specific suggestions for this section follow, but it would be useful for Maryland to seek technical assistance from CEEDAR and/or look to the states identified by CEEDAR as having the most detailed standards for the knowledge and skills needed by general

¹⁰ Commission on Teacher Credentialing. (2020). *Preliminary Multiple Subject and Single Subject Credential Preconditions, Program Standards, and Teaching Performance Expectations*, p. 8.
<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prelimmsstandard-pdf.pdf>

educators to educate students with disabilities, including California¹¹ and Indiana.¹² The bolded text in the General Comments above provides a starting point for competencies.

13A.07.06.12B(4b): “students with different learning abilities”

13A.07.06.12B(11): “student with exceptionalities”

[and other examples throughout of phrases that stand in for “students with disabilities”]

Comment: Replace all of the euphemisms with “students with disabilities.” Students with disabilities are a legally protected class and when the regulations are referring to students who have been identified as students with disabilities (through either the IEP or 504 process) that should be stated explicitly. In addition, to dismantle the ableism that contributes to low expectations and bias, our teachers and education systems must learn to recognize disability as a source of identity. The use of euphemistic language seems to indicate discomfort with disability, which does a disservice to these students and their nondisabled peers in appropriately understanding disability within a social model.

Replace *13A.07.06.12B(9): “Apply instructional supports including a 504 Plan and an individualized education plan, to support a student with exceptionalities by providing developmentally appropriate access to age-level or grade-level instruction, individually and in collaboration with colleagues.”*

Comment: Students who have a 504 Plan or an IEP are students with disabilities. Further, the regulations should clearly acknowledge the distinctions between IEPs and 504s. Many students with disabilities do not have “developmental” disabilities; references to “developmentally appropriate access” and age-level instruction are confusing and nonspecific. All students, regardless of disability, require access to the curriculum for the grade in which they are enrolled, and 504 Plans and IEPs are designed to detail the supports and services required for such access.

Suggested replacement language: “Provide accommodations, differentiated instruction, modifications, and instructional supports, individually and in collaboration with colleagues, as outlined in Individualized Education Plans (IEPs), and provide accommodations and instructional supports in 504 Plans, to support students with disabilities and ensure access to grade-level curriculum and nondisabled peers.”

13A.07.06.12B(13) reads: “Implement Response to Intervention (RtI), Universal Design for Learning (UDL), and Direct Instruction (DI) to differentiate instruction.”

¹¹ <https://www.ctc.ca.gov/educator-prep/program-standards> (e.g., see California Teaching Performance Expectations)

¹² <https://www.in.gov/doe/educators/educator-licensing/indiana-educator-standards/> (e.g., see Educator Standards: Developmental/Pedagogy)

Comment: While understanding and implementing an RtI framework with fidelity is critical for supporting struggling learners and providing interventions that prevent unnecessary referrals to special education, and utilizing UDL is critical to meeting the needs of all learners, including diverse student populations and students with disabilities, neither of these are means of differentiating instruction. Differentiation can occur within an RtI or a UDL framework, but neither are ways to differentiate instruction.¹³

3. Correction

13A.07.06.14C(5) includes: “instructional strategies and teaching aides... and other technological aides”

Comment: Replace with “aids.”

4. Cultural Responsiveness

13A.07.06.15 Teacher Preparation Competencies: Cultural Responsiveness

Comment: Explicitly include disability throughout this section. There is ample literature on Culturally Responsive Teaching that situates disability as identity and makes explicit the need to acknowledge ableism as a damaging form of bias and a source of inequity.¹⁴

For example:

- In 13A.07.06.15A(1) change “culturally, racially, linguistically, and otherwise diverse populations of students” to “culturally, racially, linguistically, and otherwise diverse populations of students including students with disabilities.”
- In 13A.07.06.15A(2) change “support various racial, ethnic, linguistic, socioeconomic groups” to “support various racial, ethnic, linguistic, socioeconomic, and disability groups.”
- In 13A.07.06.15B(2) add “ableism” to the list.

Contact:

Liz Zogby

Maryland Down Syndrome Advocacy Coalition

katzogby@gmail.com, 443-691-1755

¹³ See sections on “the difference between differentiated instruction and UDL” and “how RtI fits in with differentiated instruction” in this PD module, *What is differentiated instruction?*, from the IRIS Center, the OSEP-funded TA center: <https://iris.peabody.vanderbilt.edu/module/di/cresource/q1/p01/#content>

¹⁴ See, e.g., Gadd, S., & Butler, B. R. (2018). *Culturally Responsive (Sustaining) Practices for Students with and At Risk for Disabilities: Annotated Bibliography*. National Technical Assistance Center on Transition. <https://files.eric.ed.gov/fulltext/ED601043.pdf>. Kimball, E., Abbott, J., & Childs, J. (2020, July). *Crippling equity and assessment: Disability as identity and culture in the context of culturally responsive* (Equity Response). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment. <https://www.learningoutcomesassessment.org/wp-content/uploads/2020/08/Equity-Response-KimballAbbottChilds.pdf>

August 10, 2023

VIA EMAIL: alexandra.cambra@maryland.gov

Ms. Alexandra Cambra, Director Program Approval
Division of Educator Certification and
Program Approval
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

RE: Proposed COMAR Changes -13A.12 Certification

Dear Ms. Cambra:

Washington County Public Schools (WCPS) has reviewed the proposed changes to COMAR Subtitle 13A.12, "Certification," that appeared in Volume 50, Issue 14 of the *Maryland Register* on July 14, 2023. WCPS appreciates the time and effort the Professional Standards and Teacher Education Board has expended to align these regulations with The Blueprint for Maryland's Future.

WCPS staff has reviewed the proposed new regulations and offers the following comments and questions:

- ▶ WCPS recommends that renewal requirements be set forth in a separate chapter making it easier for educators who are licensed in multiple areas to easily locate their renewal requirements.

- ▶ Proposed Regulation 13A.12.01.04(C)
WCPS recommends that rather than having different time periods the Conditional Special Education License and Conditional License be valid for the same number of years. Special education teachers are harder to recruit and retain, and the proposed language gives them less time to obtain professional licensure. Allowing additional time may assist school systems with the recruitment and retention difficulties many of them are currently experiencing. Additionally, the current regulations allow teachers on a conditional certificate four (4) years in which to obtain professional certification, but the proposed language decreases the time allowed to three (3) years. Consideration should be given to maintaining the four (4) -year timeline.

- ▶ Proposed Regulation 13A.12.01.05(C)
Reinstatement of a professional certificate or license for an individual who holds an expired standard or advance certificate requires that both Sections A and B of this proposed regulation be met. However, Section B allows the license to be reinstated without meeting the requirements of Section A for those individuals who hold an expired initial license. Is the intent that individuals meet the requirement of both Sections A and B or meet the requirements of either Section A or B?

- ▶ Proposed Regulation 13A.12.02.02(F)(2)(b)
How will the requirements for the professional development and supervision for the Conditional Special Education License be monitored? What are the minimum requirements for the sustained, intensive, classroom-focused professional development and intensive supervision?

- ▶ Proposed Regulation 13A.12.02.03(A)(2)
Is the proposed in-district pathway the same as the current evaluation school systems do for conditional certificates?

WCPS appreciates the intent to have a more structured approach for in district training programs and the desire to have teachers complete their coursework through a coursework provider the school system partners with. However, WCPS has concerns with the memorandum of understanding that will be required between the school system and the coursework provider under Section (A)(2)(d)(ii). The availability of coursework providers in Western Maryland is not as great as it is in other parts of the state. As a result, WCPS often works with out of state college/universities due to teachers being enrolled in college/universities across the United States. Is the intent that WCPS enter into an MOU with every college/university that enrolls a WCPS teacher regardless of its location?

- ▶ Proposed Regulation 13A.12.02.03(8)
Paragraphs 1 and 2 both require a passing score on a portfolio-based performance assessment. Consideration should be given to allowing reciprocity for out-of-state licenses in lieu of requiring a Maryland assessment.

- ▶ Proposed Regulation 13A.12.02.05
It is unreasonable to believe that an educator's supervisor, which in most cases will be the school principal, will be able to track and verify certification activities. School principals are not certification experts and are not in tune with certification requirements and, as such, may not be able to effectively monitor this information, which may prevent an educator from having their license renewed. WCPS supports principal involvement in the process but suggests that the main responsibility for confirming that an educator has completed their certification requirements be placed on a school system's certification expert.

Ms. Alexandra Cambra
August 10, 2023
Page 3 of 3

- ▶ Proposed Regulation 13A.12.02.06(F)
WCPS recommends an amendment to clarify that the National Board Certificate must be *valid* at the time of renewal.

- ▶ Proposed Regulation 13A.12.03
WCPS would like to inquire as to why this section is separate and apart from other teaching areas?

- ▶ Proposed Regulation 13A.12.04.06 and 13A.12.05
Consideration should be given to requiring three (3) semester hours or state-approved CPD credits in special education coursework for renewal, but not for initial licensure because it will limit the out of state preparation program pathway for candidates whose out of state preparation program does not have this requirement. If the intent is for a temporary professional license to be issued, WCPS recommends language be added to indicate when it can be issued similar to Regulation 13A.12.02.02 for teachers.

I would like to thank you for taking our comments and questions into consideration. Please do not hesitate to reach out to me if you have any questions concerning the comments being offered.

ilfo.

David T. Savine, Ed.D.
Superintendent of Schools

Cc: Board of Education of Washington County Members
Ms. Ilissa Ramm, Chief Legal Counsel
Dr. Jennifer Webster, Associate Superintendent for Administration and Leadership
Ms. Terri Baker, Executive Director of Human Resources
Ms. Lindsey Darr, Coordinator Human Resources: Teacher Personnel

13A.12.01.01 Definitions: Is "clinical internship" the same as student teaching or practicum?

13A.12.01.04E(1)

What thought has been given to rolling validity dates based on the teacher's date of hire? With only 3 years instead of 4 to complete requirements on a conditional license and given the current validity dates, educators are limited by several months in the time they have to meet all requirements.

13A.12.01.04E(2)

What does it mean that teachers can hold "multiple licenses"? How is this different from adding endorsements?

13A.12.02.02E(1)

Is the conditional license valid for 5 years for special area teachers - Art, PE, Music, Health?

13A.12.02.02.F(2)(b)

Will these terms be further defined - "sustained", intensive", "classroom-focused"?

13A.12.02.02H

Adjunct Teacher

(5)(b) Can a professionally working artist/musician who does not need an industry license, be given an adjunct license?

(6)(b) Must the co-teacher be in the classroom during all teaching periods?

(6)(c) May the schools decide what professional development is required for the adjunct or will it be Department-prescribed?

13A.12.02.03

Pathways to Teacher License

A(2) What does a "Department-approved in-district training program" need to include?

A(2)(f)(i-iii)

Under "Special provisions for Special Education", is the educator permitted to select one of the following?

- English-6 credits, Math-6 credits, Science-6 credits, Social Studies-6 credits,
- Passing score on the Elementary Education Praxis (7811), or
- Passing score on the Teaching Reading: Elementary Praxis (5205), or provide attestation of proficiency (What constitutes a "Department-recognized assessor"?)

C(3) Special Provisions

Can an effective rating on a year-end evaluation be submitted for the performance-based assessment (PPAT/edTPA) if the educator meets the criteria for the initial professional license and is currently teaching?



1021 Dulaney Valley Road
Baltimore, Maryland 21204-2794
P: 410-337-6000
www.goucher.edu

August 10, 2023

Dear Board President Crawford and Members of the Maryland State Board of Education:

We at Goucher College would like to comment on proposed regulations 13A.07.06.09, Programs for Professionally Licensed Personnel. We appreciate your efforts to update teacher education requirements and to facilitate more teachers becoming employed in the state of Maryland. Although there have already been several revisions made to the Blueprint document, we would like to offer several brief additional comments during this final comment period.

Goucher College supports Blueprint as a whole and is committed to working together with all partners to find a solution to the teacher shortage. However, section 13A.12.02 Teachers section .03 Pathways to Teacher Licensure (2)... In-District Training Programs contains language that we are concerned may inadvertently create two tiers of teachers who have been prepared using different standards. To date, Maryland Approved Programs and Maryland Alternative Preparation Programs alike have always observed the high standards set by the Maryland State Board of Education and the Maryland State Department of Education, including rigorous standards for classroom preparation and testing. This new pathway for certification will create a shorter route to certification at the expense of these higher standards and teaching excellence, impacting the ability to successfully achieve Blueprint's Pillar 2 "High Quality and Diverse Teachers and Leaders".

Goucher College is firmly committed to pursuing diversity, equity, inclusive excellence, and justice, advocating for a voice for all student educators. In creating these two pathways, our concern is that marginalized student educators may gravitate toward the new pathway and will be short-changed in their preparation. This may in turn result in a reduction of quality in the teachers that we need most as models for the next generations of students, as well as in possible retention issues.

We must work together to reduce the barriers to teacher educators in the current system, not introduce two systems with different standards that may inadvertently disadvantage certain demographics. Goucher would like to suggest that we cooperate to provide:

- A State-supported system of tutoring for all required examinations
- State support of exam and internship fees with possible stipend incentives for traditional interns
- State support for Community College/Four-Year College collaboratives in providing high-quality programs
- Reduction of MSDE approval times for proposed programmatic changes (six months to one month)

- Expansion of the TAM and STEM pipelines with the ability to grant college credits for a limited number of high school credits earned in these dual enrollment programs

Goucher College supports all efforts to educate diverse, high-quality teachers who will remain in our school systems. However, we would like to ensure that all teacher candidates are prepared using the same standards and expectations, so that our K-12 students have equitable access to the same high-quality teachers and instruction across the state of Maryland.

Respectfully Submitted,

Elaine Meyer-Lee

Dr. Elaine Meyer-Lee,
Provost and Senior Vice President for Academic Affairs

Annalisa Czczulin

Dr. Annalisa Czczulin,
Director, Graduate Programs in Education

Mary Adkins

Dr. Mary Adkins,
Chair, Undergraduate Department of Education



Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Public comment

3 messages

Robert Eccles <reccles1@jhu.edu>

Fri, Aug 11, 2023 at 2:45 PM

To: Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Good afternoon,

Please see my comments that are intending to produce non-substantive updates and clarity to the proposed regulations.

1. Review and delete all definitions for terms no longer found in the body of either regulation.

Ex: *Performance Review Program* definition from 13A.12.01.02

2. Review the definitions of “clinical mentor” and “mentor teacher” in 13A.07.06.02. They appear synonymous and as such is likely to add confusion; using one term is better.
3. In 13A.07.06.07.B(2), references are made to pre-employment training and pre-practicum experiences. Neither has a published definition so either define them for providers or remove them.
4. Update the definition of *alternative teacher preparation program* from 13A.07.06.02 to reflect new language from [HB1219](#) (2023).
5. Consider inserting the now-published 2024 CACREP Standards in 13A.07.06.03:

<https://www.cacrep.org/news/2024-cacrep-standards/>

Have a nice day.

Robert Eccles

Robert Eccles (he/him/his)

Accreditation and Program Development Specialist

Office of Innovative Learning, Design and Assessment (OILDA)

School of Education

Johns Hopkins University

[2800 N Charles St, Baltimore, MD 21218](#)

C: 240-483-1915



This e-mail contains information that may be confidential. If you have received this in error, please notify me immediately and delete this e-mail.

Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>
To: Robert Eccles <reccles1@jhu.edu>

Fri, Aug 11, 2023 at 3:01 PM

Received, with thanks.

[Quoted text hidden]



Alexandra Cambra (She/Her)

Director of Program Approval,
Division of Educator Certification and Program Approval

O: (410) 767-0564
alexandra.cambra@maryland.gov

200 W. Baltimore Street
Baltimore, Maryland 21201

marylandpublicschools.org



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Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>
To: Kelly Meadows -MSDE- <kelly.meadows@maryland.gov>, Sophia Fitzpatrick -MSDE- <sophia.fitzpatrick@maryland.gov>, Tamara Deshields-Burns -MSDE- <tamara.deshields-burns@maryland.gov>

Fri, Aug 11, 2023 at 3:03 PM

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[Quoted text hidden]

PSTEB/MSBOE August 2023

Dear Members of the Professional Standards in Teacher Education Board (PSTEB) and Members of the Maryland State Board of Education (MSBOE):

We are taking this opportunity to share our thoughts as individuals with long-standing relationships with the Maryland State Department of Education (MSDE), Local School Systems, Community Colleges, Institutes of Higher Education, and both local and national alternative teacher preparation programs. Beginning in 2002 with the initial federal Transition to Teaching Grant as well as the subsequent Troops to Teachers Grant in 2005, we worked under the leadership of the then-president of the MSBOE Dr. Edward Root, the Assistant Superintendent of the Division of Program Approval and Certification Dr. Larry Leak, and the Program Approval and Assessment Branch Chief Dr. Virginia Pilato to develop the Maryland Approved Alternative Preparation Program. All the MAAPP guidelines for implementation, preconditions, and standards of practice documents that remain active on the MSDE website were developed in collaboration with all partners in alternative preparation and closely with the Certification Branch of MSDE, as well.

These programs have grown and flourished over the years, and we are proud of the work that was done both by those of us who were in the initial development, and those who have worked tirelessly to continue the work of assuring a qualified, certified, productive teacher workforce. This was not easy work as the goal was to achieve alternative teacher preparation programs which would recruit, plan, prepare, and deliver programs in collaboration with a local school system, and would all meet the same standards of excellence while delivering such programs in vastly different ways. Programs were both monitored and prepared for document- and interview-driven site visits to ensure adherence to national and state standards and best practices. Thus, all Maryland-approved preparation programs were, indeed, Maryland Approved Programs which could assure the public of consistency in excellence and oversight.

We each have intimate knowledge of the level of discussion and work that has gone into the revision of regulations now proposed, including those concerning alternative preparation programs. The result reflects the contributions of many individuals in work groups, board meetings, and formal meetings dating back seven years to the TIRA Workgroup of 2016-2017. We appreciate and respect that work, as well as the needs of local schools for continued attention to changing needs and the dire circumstances faced by our entire nation regarding massive teacher shortages and the difficulty in recruiting and supporting a diverse teacher population.

However, as we review the regulations, we are reminded that the hallmark of any teacher preparation program in Maryland must remain an assurance that all teachers are meeting the same standards of excellence required by the *Blueprint for Maryland's Future* regardless of their program of preparation. Certainly, flexibility in those programs is essential to meet the awesome demands currently facing Maryland and the nation. However, we are concerned that this assurance is subverted by Subtitle 12 Educator Licensure, 13A.12.02 Teachers, .03 Pathways to Teacher Licensure, A. In-State Pathways to Initial Teacher Licenses: (2) In-District Training Programs. Careful comparisons among the pathways described would suggest that this route provides what can only be described as a workaround that, indeed, does not ensure that its completers have met the same standards as other pathways require.

Consequently, we urge you to reconsider the inclusion of this subtitle as evidence of a continued commitment to maintain, and indeed, improve the ways in which an alternative program operates in alignment with the *Blueprint for Maryland's Future*. Those pathways should continue to reflect consistency in the expectations for full professional certification in Maryland, expectations which must be grounded in excellence for all and evidenced by standards and research-based outcome competencies. In addition, we would ask that this document and subsequent explanations elaborate on the anticipated

approval process for what was once considered nationally to represent the gold standard for approving alternative programs. MSDE was a principal player in the national discussion surrounding the requirements for state certification through alternative preparation programs. Monitoring programs in Maryland through the program approval process was last employed in 2017, a full six years ago. We would also suggest that you expedite the joint review by the MSDE and the Maryland Higher Education Commission of national accrediting agencies to complete the work of §11–208 from the 2016 legislative session. Lastly, communicate in some detail the implementation plan for these regulations and establish the collaborative monitoring process of educator preparation programs within the next year, thus providing additional assurance that all programs are meeting all expectations.

Respectfully,

Michelle Dunkle

Prince George's County Public Schools 1983-2000: Classroom teacher, department chair, instructional specialist, PDS/Bowie State University Site Coordinator
MSDE 2000-2020 Division of Certification and Accreditation Program Approval and Assessment Branch; Manager TQE Grant, Transition to Teaching Grant, Troops to Teachers Grant, RTTT Section Manager; Program Approval Specialist; Maryland Approved Alternative Preparation Program (MAAPP) Coordinator
Goucher College 2020-2022 Instructor, Staff, Intern Supervisor

Joann Ericson, PhD

MSDE Division of Certification and Accreditation 1999 – 2015 Branch Chief, Certification
Goucher College Instructor, current

Maggie Madden, PhD

Towson University: Maryland Writing Project Co-Director and Director; Teacher Educator, Assistant to the Dean, College of Education
MSDE Division of Certification and Accreditation, Program Approval and Assessment Branch 1997-2019 Program Approval Specialist, Maryland Professional Development School Coordinator
University of Maryland Eastern Shore Department of Education Hazel Professor 2019-2021

Saroja R. Warner, PhD, NBCT

Montgomery County Public Schools classroom, teacher 15 years
University of Maryland College Park, teacher education instructor
MSDE Division of Certification and Accreditation Branch Chief Program Approval
WestED Director of Culturally Responsive Systems, current

Cheri Wittmann, EdD

MSDE Division of Certification and Accreditation Program Approval Branch
Teacher Quality Specialist, Coordinator of LETRS training for higher education and local school systems
RTTT Manager for Teacher Preparation for Teaching Minority and High Poverty Students, Program Approval Site Visitor

Montgomery County Public Schools Comments to Proposed Changes to **COMAR 13A.12 Educator Licensure**

Background: The Maryland State Board of Education and the Professional Standards and Teacher Education Board propose to repeal the following existing regulations under existing **Subtitle 12 Certification**:

- (1) Regulations .01—.14 under **COMAR 13A.12.01 General Provisions**;
- (2) Regulations .01—.29 under **COMAR 13A.12.02 Teachers**;
- (3) Regulations .01—.12 under **COMAR 13A.12.03 Specialists**;
- (4) Regulations .01—.16 under **COMAR 13A.12.04 Administrators and Supervisors**;
- (5) Regulations .01—.08 under **COMAR 13A.12.05 Suspensions and Revocations**; and
- (6) Regulations .01—.08 under **COMAR 13A.12.06 Professional Standards and Teacher Education Board**.

Also, at this time, the Professional Standards and Teacher Education Board and the State Board of Education propose to adopt the following new regulations under new **Subtitle 12 Educator Licensure**:

- (1) Regulations .01—.06 under **COMAR 13A.12.01 General Provisions**;
- (2) Regulations .01—.08 under **COMAR 13A.12.02 Teachers**;
- (3) Regulations .01—.05 under **COMAR 13A.12.03 Professional and Technical Education and Specialized Areas for Fine Arts**;
- (4) Regulations .01—.15 under **COMAR 13A.12.04 Specialists**;
- (5) Regulations .01—.15 under **COMAR 13A.12.05 Administrators and Supervisors**;
- (6) Regulations .01—.09 under **COMAR 13A.12.06 Disciplinary Actions and Denials**; and
- (7) Regulations .01—.08 under **COMAR 13A.12.05 Professional Standards and Teacher Education Board**.

This action was considered by the Professional Standards and Teacher Education Board at its meeting on December 1, 2022 and the State Board of Education at its meeting on January 24, 2023. Comments may be sent to Alexandra Cambra, Director Program Approval, Division of Educator Certification and Program Approval, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0564, or email to alexandra.cambra@maryland.gov. Comments will be accepted through August 14, 2023. A public hearing has not been scheduled.

MCPS Comments: This proposed regulation is in response to recommendations by the Kerwin Commission, the Maryland Blueprint, and subsequent work done by several multi-stakeholder workgroups over several years. The proposed regulation seeks to repeal and replace the COMAR 13A.12 subtitle under the State Board of Education.

MCPS agrees that in order to ensure that our schools are staffed with well-prepared professionally licensed educators (teachers, specialists, and administrators), it is important to have regulations that guide initial licensure and renewal. MCPS appreciates the tremendous work done to that end. This is the context under which we provide the following comments and suggestions. MCPS hopes that discrepancies can be clarified and suggestions be considered prior to the approval and publication of these proposed regulations.

Montgomery County Public Schools Comments to Proposed Changes to **COMAR 13A.12 Educator Licensure**

Regulatory Issue	Ramifications	Recommendations
Proposed 13A.12.04C(2), Conditional Special Education License	There is a consistent need for special educators, yet this proposed regulation reduces the current allowance of up to four years (two conditional certificates) to three years.	MCPS requests the consideration of including special education licensure with the five-year option for other conditional licensure options for teachers and professional technical education teachers.
Proposed 13A.12.04C(1), Conditional License	Due to the need for specialists, there are instances when MCPS hires a school counselor who is within six semester hours of completing their program. Proposed regulation gives this pathway to teachers only.	MCPS requests the consideration of extending this option or creating a pathway to include specialists, such as school counselors and or school psychologists when necessary.
Proposed 13A.12.02.03B, Out-of-State Pathways to Initial Teacher Licensure	Maryland imports most of its teacher workforce and current regulations enable educators to qualify for a professional Maryland certificate with out of state programs, out of state professional certificates/licensure, and out of state satisfactory experience or out of state tests.	MCPS requests the consideration of inclusion of an out of state pathway graduate who presents out of state certification, experience, and/or tests to qualify for an Initial Professional License without requiring additional testing requirements.
Proposed 13A.12.01.04C(2), Temporary Professional License	<p>Although this revised proposed regulation included the temporary professional license for specialists, 13A.12.04.02, who do not meet renewal requirements, it does not allow it for administrators.</p> <p>It is also missing the reference of the inclusion of 13A.12.04.02 in the description of 13A.12.01.04C(2).</p>	<p>MCPS requests consideration of including this option for 13A.12.05.02, Administrators and Supervisors.</p> <p>MCPS requests correction of the reference in 13A.12.01.04C(2) to include 13A.12.04.02.</p>
Proposed 13A.12.01.04, Specialists, and 13A.12.01.05, Administrators and Supervisors requirement to “Complete 3 semester hours of State-approved CPD credits in special education coursework.”	Current regulation allows specialists and administrators who qualify for licensure and who have not yet completed 3 semester hours in special education coursework to complete it for renewal. Proposed regulation includes this requirement for initial licensure, which presents no pathway to hire those needing the course. SY2023, 39% of the specialists MCPS hired need the special education course. Proposed regulation would not give school systems a pathway to hire these specialists.	MCPS requests consideration of continuing allowing this <i>ancillary requirement</i> to be due at renewal.

Montgomery County Public Schools Comments to Proposed Changes to **COMAR 13A.12 Educator Licensure**

Regulatory Issue	Ramifications	Recommendations
Proposed 13A.12.01.06CB(4), Historic Professional Certificate or License	<p>Proposed language states that a historic endorsement area on an expired license may not be reinstated.</p> <p>This will have unintended consequences for those who are returning to teaching, allowed their certificate or license to lapse, and who may hold an endorsement area now considered historic due to grade bands.</p>	<p>MCPS requests consideration of additional language to clarify if the endorsement area is historic because of its grade bands, i.e., Special Education K-12, English 5-12, Elementary Education 1-6 & Middle School, etc. The exclusion of guiding language for endorsement areas that are not historic, but rather have historic grade bands, infers that the educator would need to meet the current regulatory requirements which includes new testing.</p>
Proposed 13A.12.02.07C(1), 13A.12.02.07C(2), and 13A.12.02.07C(3), Teaching Endorsements	<p>There are approved Maryland pathways for Mathematics Instructional Leader and Instructional Leader: STEM; however, proposed regulation lists the evaluation requirements.</p>	<p>MCPS requests consideration of including the pathway of completing an approved program to add the endorsement.</p>
Proposed 13A.12.02.07C(4), Teaching Endorsements	<p>There are approved out of state pathways for Severe and Profound Disabilities; however, proposed regulation states this is not an initial licensure endorsement.</p>	<p>MCPS requests consideration of including an approved pathway similar to 13A.12.02.07B(2), Deaf and Hard of Hearing or Blind/Visually Impaired.</p>
Proposed 13A.12.04.02A(4)(b), Licenses for Specialists, Advanced Professional	<p>Proposed language refers to 13A.12.04.02A(2), Initial Professional.</p>	<p>MCPS questions if the reference should be to 13A.12.02A(3)?</p>
Proposed 13A.12.04.04B(5)(a), Library Media Specialist	<p>Proposed language is using a circular reference</p>	<p>MCPS questions if the reference should be to 13A.12.04.04(5)(b)?</p>
Proposed 13A.12.04.06, Reading Specialist	<p>Proposed language does not specify if post-baccalaureate credits must be graduate level.</p>	<p>MCPS questions if this should say post-baccalaureate <i>graduate</i> credits like those in 13A.12.02.04.07A(3), Reading Teacher.</p>
Proposed 13A.12.02.06 Proposed 13A.12.03.05 Proposed 13A.12.04.15 Proposed 13A.12.05.15 Professional Development Points	<p>Currently, regulation enables educators completing requirements to add another endorsement area to satisfy the 6 semester hours (or 90 points) an educator needs to renew. Also, proposed language is duplicated in each chapter and includes very explicit areas needed for each renewal cycle. Updating these will also require opening each chapter.</p>	<p>MCPS requests consideration of including clarifying language for educators with multiple licenses and endorsements. MCPS requests consideration of more inclusive rather than explicitly requiring from “to include” to “shall include.” MCPS requests consideration of separating the renewal requirements to chapter 1, like current regulation.</p>



140 Main Street
Annapolis, MD 21401
800 448 6782
410 263 6600

August 14, 2023

Professional Standards and Teacher Education Board
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Chair Kitchen and members of the Professional Standards and Teacher Education Board:

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

CHERYL BOST
President

THERESA MITCHELL
DUDLEY
Vice President

JOSEPH COUGHLIN
Treasurer

SEAN JOHNSON
Executive Director

MSEA would like to acknowledge the work done and revisions made to create these regulations. Although a long process, the beneficial impact they will have on educators and students will be significant and long-lasting. As much as these regulations align with the plans outlined in the Blueprint, they no doubt will maintain the high professional standards for which the Maryland State Department of Education is known. As the president of the Maryland State Education Association (MSEA), I am respectfully requesting that a review of the below suggested amendments to the proposed COMAR 13A.12.01 *Educator Licensure* be conducted prior to adoption. In reviewing the proposed rule changes, there are some areas that we believe should be addressed to clarify and improve proposed regulations.

Summary

While MSDE has provided edits to the current regulations to be more aligned to the Blueprint, our team has had the time to review the published regulations and have determined that the current iteration does not fully align with the Blueprint based on a large number of omissions and added elements to the regulations that still lack clarity. More specifically,

- Definitions of programs or organizations that are either vague in nature or refer to items that do not currently exist;
- Language that needs to be removed as it is either redundant or refers to items that do not exist;
- Unfunded mandates that are portions of the law that are required, yet the regulations continue to allow LEAs to short-change the program because implementation is dependent on funding availability per regulations, and;
- Revisions to items that refer to administrative processes that need significant resources to become actionable.

To address these items directly, below are the areas referenced in the Code of Maryland Regulations and the proposed language and/ or actions suggested to improve these items.

Definitions:

1. **Issue** - COMAR 13A.12.01, in section .02 *Definitions*, item B.08 mentions a “*Maryland state agency*” that approves CEUs (Continuing Education Units), yet this agency has not been identified. Who or what is the “International Association for Continuing Education and Training provider” and what is considered another “Maryland state agency” that would be providing the approval of CEUs (Continuing Education Units)?

Solution - A specific agency or agencies within the state that have relevant and appropriate oversight of this matter be specifically named to clarify who is responsible for this task.

2. **Issue** - COMAR 13A.12.01, in section .02 *Definitions*, item B.08 only mentions professional full-time experience when defining “*Effective teaching experience*”.

Solution - In representing over 75,000 educators in Maryland, it is our responsibility to ensure that all educators, either full-time or part-time, are included in this definition. Currently, all educators are evaluated, and all should be considered for evaluation no matter the circumstance. We request that “full-time” be stricken from the definition.

3. **Issue** - COMAR 13A.12.02, in section .02 *Licensure for Teachers*, item H.06 uses the term, “*Professionally Licensed Mentor*”, which currently is a term that has no definition, and most importantly, no such license. This term also appears in several other places in the proposed regulation, such as COMAR 13A.12.03 section .02, item A.06, yet remains undefined.

Solution - Currently, the State has not provided a pathway to become a “professionally licensed mentor” or a specific definition of the role’s duties and responsibilities. MSEA proposes that the language “professionally licensed mentor” be replaced with “professionally trained mentor” which we believe more captures the intent of the position.

4. **Issue** - COMAR 13A.12.03, in section .03 *Pathways to Teacher Licensure*, items A.01 and A.02, use terms “*Department-recognized assessor*”, “*Department-provided observation tool*”, and “*Department-approved sequence of pedagogical coursework*”, yet does not specifically define which department(s) or who’s local or state departments are being referred.

Solution - To provide clarification and specificity, please add the name of the specific department(s) that are responsible for these activities within the regulations.

5. **Issue** - COMAR 13A.12.03, in section .06 *Professional Development Plans*, item B.07, use of the term “*mentorship training*” has not been fully clarified or defined, thus leaving room for misinterpretation.

Solution - Similar to the previously mentioned issue of “*professionally licensed mentor*”, the idea of a pathway or training to develop skills and aptitude within this role is one that needs further review and development in order to be fully implemented.

Removal of regulation language

- 6. Issue** - COMAR 13A.12.01, section *.02 Definitions*, item B.20 mentions only “full-time teaching experience” when, in fact, all educators, whether they are part-time or full-time, are required to be licensed.

Solution - This language should be stricken from the proposed regulations or should be redefined.

- 7. Issue** - Within COMAR 13A.12.01, section *.02 Definitions*, item B.30 mentions the term “*long-term substitute experience*”, yet this is the only place in the regulations in which this term exists and causes confusion.

Solution - This language should be stricken from the proposed regulations or should be defined especially since it is defined and utilized differently at the local level.

Unfunded Mandate

- 8. Issue** - COMAR 13A.12.02, section *.02 Licensure for Teachers*, item C.02 currently references regulations relative to a comprehensive induction program that is subject to funding limitations and have yet to be updated to align with the requirements of the Blueprint. Additionally, there is no provision for a reduction in teaching time for new teachers to allow for mentor teacher support.

Solution - MSEA acknowledges that this regulation is currently being reviewed with a separate workgroup. Since Initial Licensure is connected to one of the options under C.02 under 13A.07.01, section *.05 Participation in Comprehensive Induction Program*, item B states, “*To the extent practicable given staffing and fiscal concerns, local school systems shall consider the following options for first-year teachers.*” Since this is an essential component of the Blueprint for Maryland’s Future, funding support for this program should be allocated in an amount that is sufficient to support its goals. It should also be noted that when developing these guidelines, the Department shall consult with educators, local school systems, and the Maryland Education Deans and Directors Council.

Administrative Processes

- 9. Issue** - COMAR 13A.12.02, section *.02 Licensure for Teachers*, item F.02(b), speaks to the need for the license holder to receive, “*sustained, intensive, classroom-focused professional development before and while teaching, and intensive supervision that consists of structured guidance and regular ongoing support and mentoring.*” Although a laudable vision, the need for consistent and comprehensive oversight for those with conditional licenses to practice, at this point, appears to be one that is beyond the reach of the regulation.

Solution - MSEA proposes that a clear, defined, and actionable plan be developed in order to ensure that those in need of these types of support, receive the necessary resources and guidance required to be successful Conditional Special Education Teachers, who serve the population of students most in need of intensive care and forward-thinking instruction.

10. Issue - Within COMAR 13A.12.01, section *.05 Individual Professional Developments*, item B.03, the timelines associated with development and approval of individual professional development plans appear to be ones that may create an undue burden on both staff and supervisors. Additionally, this impedes the ability to draft real and actionable plans in favor of expedient ones.

Solution - MSEA proposes that the timeline provided to obtain initial approval of their individual professional development plan be extended from 6 months to 12 months. This will allow adequate time to develop plans that are realistic and responsive to the needs of their local school system.

11. Issue - Within COMAR 13A.12.01, section *.05 Individual Professional Developments*, item B.04, the ability of a supervisor to withdraw approval for a previously approved plan is both unfair and counterproductive to creating a collaborative learning environment.

Solution - It is MSEA's position that once a professional development plan has been approved, that is the final version of the plan, it should not be rescinded unless under extreme circumstances and not without an officially negotiated process. MSEA would be glad to discuss with the Board under what circumstances and by what process can a plan be withdrawn.

12. Issue - COMAR 13A.12.01, section *.05 Individual Professional Developments*, item B.05, the conditions under which a professional development plan is able to receive an authorizing signature are outlined. This process appears inefficient, in that, it is separate from the evaluation review process.

Solution - It is MSEA's position that the supervisor signature process should be incorporated into the evaluation process and not a separate process in and of itself in order to increase efficiency and transparency.

13. Issue - COMAR 13A.12.06, section *.03 Reporting Procedures*, item I.02 provides MSDE the ability to unilaterally place an alert on an educator's record prior to adjudication which constitutes a denial of due process. In the situation where an educator is challenging a local action, they are not able to be employed with another public school within the State until that action is resolved. Hence the need for an alert, amounts to an overstep and denial of due process.

Solution - MSEA would propose the following addition to the language, for item 2:

" An alert does not affect the validity of an educator's license ***and the Department is precluded from sharing information relative to the alert externally with other***



boards of education or state departments of education until the matter is fully adjudicated.”

In closing, I would like to thank those who have worked on revising the current regulations. Your work to create a fair, just, and equitable system for all educational staff and students is appreciated and valued. However, as noted above, there are some critical changes to the currently proposed regulations that need to be amended to ensure clarity and fidelity in implementation. We would appreciate the opportunity to continue to work with you in the future to edit these regulations to ensure they address the needs of all our stakeholders and constituents.

As always, we stand ready to collaborate throughout this and any other opportunities, as we seek to jointly improve the education system of the State of Maryland.

Sincerely,

A handwritten signature in black ink that reads "Cheryl Bost". The signature is written in a cursive, flowing style.

Cheryl Bost
President

CC:

Mr. Mohammed Choudhury, Superintendent, Maryland State Department of Schools
Mr. Clarence C. Crawford, President, Maryland State Board of Education
Mr. Zachary T. Hands, Executive Director, Maryland State Board of Education



August 14, 2023

Ms. Alexandra Cambra
Director of Program Approval
Division of Educator Certification and Program Approval
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201

Dear Ms. Cambra:

On behalf of Anne Arundel County Public Schools (AACPS), I am submitting this public comment on the proposed repeal and replacement of Code of Maryland Regulations (COMAR) 13A.07.06 Programs for Professionally Licensed Personnel and COMAR 13A.12 Educator Licensure.

The purpose of these actions proposed by the State Board of Education and the Professional Standards and Teacher Education Board (PSTEB) is to adopt regulations in accordance with the Blueprint for Maryland's Future and the Teacher Induction, Retention, and Advancement Final Report. These regulations pertain to the requirements for the approval and operation of educator preparation programs leading to educator licensure in Maryland.

AACPS appreciates the revisions proposed to COMAR by the State Board of Education and PSTEB regarding professionally licenses personnel and educator licensure and requests the following amendments be made to these regulations before adoption.

13A.12.01.02 – AACPS recommends the addition of a definition for the term “Specialized Areas for Fine Arts.” This term is referenced in COMAR 13A.12.01.03 but is not defined in the regulations proposed.

13A.12.01.04 –For a conditional special education license, AACPS requests that the valid period be extended from three to five years. AACPS is in critical need of licensed special education educators. Implementing this recommendation would make conditional special education licenses valid for the same period of time as all other conditional licenses. Additionally, this recommended amendment better aligns with current practice in which conditional licenses for special educators are valid for four years.

13A.12.02.03.A.(2) – AACPS recommends that the current pathway to teacher licensure through transcript analysis continue to be permitted by regulation to allow districts time to create and implement an in-district training program for teacher licensure. AACPS requests that the practice of transcript analysis for licensure continue to be permitted for a minimum of two years to continue to support teacher recruitment as AACPS and local education agencies across the country continue to experience a shortage of educators. AACPS believes removing transcript analysis as a pathway to licensure without permitting adequate time to establish an in-district program will impede our ability to recruit educators from varying backgrounds such as career-changers.

Additionally, AACPS believes that the in-district licensure program proposed would result in inequity between teacher candidates as teacher seeking licensure through the district-created licensure program would not be required to take pedagogical licensure exams such as the edTPA, PPAT, and Praxis exams, and teachers seeking

licensure through other paths would still be required to take these exams. AACPS believes that the rigor of the in-district training program should equate to the rigor of other pathways to licensure.

Furthermore, AACPS recommends that the district, rather than the teaching candidate, be responsible for ensuring that the sequence of coursework of the in-district training program is aligned with the Interstate Teacher Assessment and Support Consortium standards.

13A.12.02.03.B. – For out-of-state educators pursuing an initial teacher license in Maryland, AACPS requests that verification of satisfactory school-related experience for three out of the last seven years be accepted in lieu of a passing score on a portfolio-based exam as this requirement presents a barrier to certification. This proposed amendment is in keeping with current practice which allows for individuals to receive an initial teaching license if they present a valid professional state certificate and verification of at least 27 months of satisfactory school-related experience during the past seven years. Additionally, Maryland is a state that imports a significant number of teachers from out of state. Such a change would make Maryland more attractive and competitive to teachers seeing to transfer their licenses from out of state.

13A.12.02.05.A.(4)(a) – AACPS requests that a supervisor’s review of the existing individual professional development plan of any educator new to the district or new to the school be performed within one year of the educator’s beginning employment, rather than three months proposed in regulation. The majority of new educators in AACPS are hired during the summer months in anticipation of the new school year. The beginning of the school year is a very busy time and AACPS believes that this time of year should be used to build relationships with students, parents/guardians, and teachers. Extending the time period for review of individual professional development plans will allow for this relationship building to occur at the beginning of the school year, while also ensuring that significant time does not pass before these plans are reviewed by a supervisor.

13A.12.02.06.B. – AACPS recommends that this paragraph be amended to permit, rather than require, professional development in the listed content areas. AACPS believes that educators who are taking coursework to add a new certification should be permitted to apply those credits towards certificate renewal.

13A.12.04 – For specialists that require State-approved CPD credits in special education course, AACPS recommends that these credits be required for renewing certification, rather than for obtaining initial certification. Additionally, in COMAR 13A.12.04.04.B.(5)(a) AACPS believes the reference to §B(5)(a) is incorrect and should reference §B(5)(b).

Thank you for your time and consideration of our comments.

Sincerely,

Grace Wilson
Legislative & Policy Specialist

cc: Ms. Jessica Cuches, Esq., Chief Human Resources Officer
Dr. Daman Harris, Manager, Professional Development Schools and IHE Partnerships
Dr. Heidi Oliver, Assistant Superintendent for Professional Growth and Development
Ms. Kathleen Orndorff, Senior Manager, Division of Human Resources

#67-68



MEMORANDUM

DATE: August 14, 2023

TO: Alexandra Cambra, Director of Program
Approval, Division of Educator Certification and
Program Approval, Maryland State Department of Education

FROM: Rachael Donnelly, President
The Reading League Maryland

RE: Comments on COMAR 13A.07.06 Programs for Professionally
Licensed Personnel and COMAR 13A.12.01-.07 Educator Licensure

[The Reading League Maryland](#) is a nonprofit organization with the mission to advance the awareness, understanding and use of evidence-aligned reading instruction so that all children learn to read.

Our membership includes teachers, administrators, Maryland teacher preparation faculty and community members.

After reviewing the proposed regulations for the above referenced COMAR, we have comments about the following three components:

1. Defining similar terms like “science of reading”
2. Literacy Competencies consistency and clarity; and
3. National Board Certification

Thank you for your attention to our feedback and we look forward to working with you to incorporate these recommendations.

1) Define Science Of Reading & Similar Terms

RECOMMENDATION: Use a single term or cohesive, well defined terms, to denote what is expected. Include a definitions section if necessary.

It is clear from the proposed regulations that improving literacy instruction is a priority for the Professional Standards Teacher Education Board (PSTEB), the Maryland State Board of Education and the Maryland State Department of Education. We strongly agree with prioritizing quality literacy instruction to ensure that Maryland students learn and master the literacy and writing skills necessary to be ready for college and career.

We are concerned that multiple terms such as “science of reading”, “principles of scientifically based reading practices,” “research-based literacy instruction” are frequently used and could be inconsistently applied. Ensuring the regulatory language is consistent and well defined is critical and will help teachers and teacher preparation programs understand what is expected of them when the term “science of reading” and similar terms are used in code.

The charts below demonstrate the terms used in both sets of regulations that, without definition, are prone to misuse, misinterpretation and misapplication.

13A.07.06 Programs for Professionally Licensed Personnel

Regulation Section	Terminology used in regulations to describe literacy instruction:
.08.State Program Approval Requirements C (1) (e)	Instruction in research-based literacy instruction aligned to the science of reading for the grade level the individual will be teaching
.08.State Program Approval Requirements C (2) (a)	Provide coursework demonstrating coverage of research-based literacy instruction aligned to the science of reading including phonemic awareness, phonics, vocabulary, fluency and comprehension;
.08.State Program Approval Requirements C (2) (b)	Use high-quality curricula and materials that accurately detail the principles of scientifically based reading practices;
.08.State Program Approval Requirements C (5) (b) (iv)	Include instruction in research-based literacy instruction aligned to the science of reading
.11.State Program Renewal, Oversight, and Revocation. A (6)	Beginning in the 2025-2026 school year, each approved educator preparation program leading to certification in early childhood education, elementary education, special education, and ESOL, shall post on its website information describing its program to prepare teachers to teach reading using evidence-based practices in literacy programming and instruction aligned to the science of reading

Regulation Section	Terminology used in regulations to describe literacy instruction:
.13 Teacher Preparation Competencies: Literacy Competencies B(1) (a)	Identify the component processes involved in reading and writing aligned to the science of reading
.13 Teacher Preparation Competencies: Literacy Competencies B(1) (d)	Identify characteristics that define evidence-based practices in literacy programming and instruction aligned to the science of reading
.13 Teacher Preparation Competencies: Literacy Competencies B(1) (e)	Use evidence-based criteria aligned to the science of reading to select and organize print and multimedia resources for teaching reading and writing; and
.13 Teacher Preparation Competencies: Literacy Competencies B(2) (i)	Identify the role of classroom literacy instruction aligned to the science of reading in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers; and
.13 Teacher Preparation Competencies: Literacy Competencies B(4)	Researched-based (sic) literacy instruction aligned to the science of reading to include:

13A.12.01-.07 Educator Licensure

Regulation Section	Terminology used in regulations to describe literacy instruction:
13A.12.02 Teachers .06 D	Special Provision: Beginning on July 1, 2025, all teachers employed in a Maryland local school system, State-operated school, or nonpublic school approved under COMAR 13A.09.10, in a position that requires a license in early childhood education, elementary education, special education, or English to Speakers of Other Languages shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension , as follows:
13A.12.02 Teachers .06 D (1) (d)	Completion of training provided by the Department in the science of reading for the purpose of fulfilling the requirements of renewal.
13A.12.02 Teachers .06 D (2)	A license holder required to demonstrate proficiency in the knowledge and practices of scientific reading instruction shall present the requirement in Section D(1) of this regulation when renewing a license, as follows:
13A.12.02 Teachers .06 D (3)	A license holder is considered proficient in the knowledge and practices of scientific reading instruction when the requirements of this section have been submitted.
13A.12.02 Teachers .06 D (4)	The Department shall ensure this license indicates that a license holder is proficient in the knowledge and practices of scientific reading instruction .
13A.12.02 Teachers .07 A (2)(c)	For special education, 24 credits, at least 12 of which are in the age-appropriate area of special education and 12 of which are in related areas or researched-based (sic) literacy instruction aligned to the science of reading

Regulation Section	Terminology used in regulations to describe literacy instruction:
13A.12.02 Teachers .07 B (1)	To receive an endorsement in Elementary Education, Early Childhood Education, English for Speakers of Other Languages, and Special Education, an educator shall qualify under Section A of this regulation and demonstrate proficiency in the knowledge and practices in scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension , by:
13A.12.02 Teachers .07 B (1)(b)	Completion of coursework or professional learning approved by the Department, and provided by a Department-recognized partner approved to deliver Instruction in the science of reading :
13A.12.02 Teachers .07 B (1)(d)	Completion of training provided by the Department in the science of reading for the purpose of fulfilling the requirements of renewal.
13A.12.04 Specialists .06 E (1)	An applicant who satisfies the requirements of Section A of this regulation by presenting a teaching license in a secondary education are shall demonstrate proficiency in the knowledge and practices of scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension ,
13A.12.04 Specialists .06 E (2) (d)	Completion of training provided by the Department in the science of reading .
13A.12.04 Specialists .07 B (1)	An applicant who satisfies the requirements of Section A(1) of this regulation by presenting a teaching license in a secondary education are shall demonstrate proficiency in the knowledge and practices in scientific reading instruction, to include phonemic awareness, phonics, fluency, vocabulary, and comprehension .
13A.12.04 Specialists .07 B (2) (d)	Completion of training provided by the Department in the science of reading .

DISCUSSION

Science of Reading Definition, The Reading League.

In 2019, [The Reading League convened a group of educators and researchers to write a definition of “science of reading”](#) as well as a [Defining Guide](#) to help school administrators, educators, and parents understand what is, and is not aligned to the science of reading.

The Reading League defines the **science of reading** as:

“The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing.

The research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and,

therefore, improve student outcomes through prevention of and intervention for reading difficulties.”

The term science of reading refers to a body of knowledge but does not define what or how to teach reading.

Literacy Definitions, The Virginia Literacy Act, .

The text of The Virginia Literacy Act (2022) defined two terms, “**Science-based reading research**” and “**Evidence-based literacy instruction.**” Together, these two terms describe the research on how children learn to read as well as how to instruct children to read in the classroom.

Science-based reading research - research that

(i) applies rigorous, systematic, and objective observational or experimental procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading and writing difficulties, and

(ii) explains how proficient reading and writing develop, why some children have difficulties developing key literacy skills, and how schools can best assess and instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading and writing achievement.

Evidence-based literacy instruction structured instructional practices, including sequential, systematic, explicit and cumulative teaching, that

(i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research,

(ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services,

(iii) have a demonstrated record of success in adequately increasing students’ reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and

(iv) are able to be differentiated in order to meet the individual needs of students.

Structured Literacy, International Dyslexia Association (IDA)

The IDA first used the term structured literacy in 2014. In some documents MSDE has used this term. Structured literacy has been defined as: pu

“Structured literacy approaches emphasize highly explicit and systematic teaching of all important components of literacy. These components include both foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development,

including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds.”

We strongly recommend that the regulations use consistent terminology that is defined in the regulations. Such as The Reading League’s science of reading term and definition and incorporate the The Reading League’s Defining Guide by reference. Alternatively, PSTEB and the State Board of Education could adopt the Virginia terminology and definitions of “Science Based Reading Research” and “Evidence Based Literacy Instruction” in these regulations, where appropriate.

2) Early Literacy Competencies (COMAR 13A.07.06 Programs for Professionally Licensed Personnel)

RECOMMENDATION: The early literacy competency section (Section .13B) should closely match the Maryland Elementary Literacy Competency document, and that document and the coursework should be incorporated into the regulations by reference.

The competencies serve as a roadmap for teacher preparation programs because they outline what the State Board of Education expects new teachers to know.

In place of the existing early literacy competencies in the draft regulation, we suggest the following:

B. Literacy Competencies for Early Childhood, Elementary, Special Education and English to Speakers of Other Languages. Teacher candidates completing programs that lead to licensure in early childhood, elementary, English to speakers of other languages, and special education areas shall demonstrate an understanding of the following:

- (1) *Literacy Processes. The teacher candidate shall*
 - (a) *Identify the component processes involved in reading and writing;*
 - (b) *Apply that knowledge to understand the reading and writing processes of native English speakers and English learners;*
 - (c) *Describe how key components of reading and writing processes develop and what biological, cognitive, linguistic and sociocultural factors may influence literacy development;*
 - (d) *Identify characteristics that define evidence-based practices in literacy programming and instruction aligned to the science of reading and writing;*
 - (e) *Use evidence-based criteria aligned to the science of reading to select and organize print and multimedia resources for teaching reading and writing; and*
 - (f) *Use a variety of print and multimedia resources to engage students as reading and writers.*

- (2) *Literacy Instruction in the Diverse Classroom. The teacher candidate shall:*
 - (a) *Provide instruction focused on the core components of reading that lead to proficient and motivated reading behavior for all students;*
 - (b) *Provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students;*
 - (c) *Design speaking and listening opportunities that lead to more active, equitable*

- and academically oriented conversations for all students; and*
- (d) *Identify the role of classroom literacy instruction in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers.*
- (3) *Effective Literacy Assessment. The teacher candidate shall:*
- (a) *Identify the foci, purposes and features of literacy assessments and application;*
- (b) *Select or design appropriate literacy assessments and use data from those assessments to make valid educational decisions, differentiate instruction, collaborate with instructional specialists, and evaluate the effectiveness of literacy instruction; and*
- (c) *Use effective techniques for communicating assessment information to a variety of stakeholders.*

EXPLANATION:

The draft literacy competencies in these regulations are a good start; but they lack the coherence of succinctly-written and comprehensive competencies adopted by other states.

In March 2020, after 5 years of work, the MSDE-supported [Maryland Elementary Literacy Work Group](#) released the **“Maryland Elementary Literacy Competencies.”** The Work Group developed literacy standards carefully aligned to national standards and evidence-based reading research to redesign Maryland’s existing elementary literacy program to include 14 literacy competencies organized into 48 organizing principles.

The Reading League Maryland’s Policy Committee members carefully cross-referenced the Maryland Elementary Literacy Competencies with the Early Literacy Competencies in these proposed regulations (Section .13B). While each of the competencies are listed in the draft regulations, they are not structured or coherent like those in the Work Group’s competencies.

For example:

1. The Early literacy section of the regulations is divided into three competency sections and one “catch-all” section B(4):
 - a. B(1) Literacy Processes,
 - b. B(2) Literacy Instruction in the Diverse Classroom, and
 - c. B(3) Effective Literacy Assessment, and
 - d. B(4) Researched-based literacy instruction aligned to the science of reading, to include.”

Each of the subheadings under B(4) are misplaced and should be listed under one of the sections B(1) - B(3) to align with the Maryland Elementary Literacy Competencies document.

2. There is inconsistency in some of the subheadings. For example, some list competencies and some subheadings list organizing principles. These should be consistent.
3. Lines B(2)(a) through B(2)(f) do not match any of the competencies or organizing principles in the Maryland Elementary Literacy Competencies.. Subheadings B(2)(a) through B(2)(f) roughly align to organizing principles under Competency 7, but they appear to have been re-written and use language that does not match the competencies or organizing principles. This is concerning because the regulatory language includes balanced literacy jargon and

doesn't follow the well-researched, evidence-aligned terminology used in the competencies developed by the Workgroup.

4. The draft regulations include a newly introduced organizing principle that includes reading screening, but it incorrectly describes screeners as instruments that identify skill gaps. Most screeners are short quick assessments that measure whether a student is "at risk" for reading difficulty. Diagnostic instruments identify skill gaps. [See this IES infographic about reading assessments.](#)

3) National Board Certification (COMAR 13A.12.01-.07 Educator Licensure)

RECOMMENDATION 1

The new National Board Certification regulatory language MSDE plans to present could be an effective temporary solution until the National Board revises its standards and criteria for National Board Certification to align with the current evidence on how children learn to read. Please refer to our letter to the National Board on this topic dated August 8, 2023.

RECOMMENDATION 2

We recommend the science of reading loophole in the teacher licensure regulations be closed. Out-of-state licensure candidates who hold a National Board Certificate, and are seeking a license in elementary education, early childhood education, special education or English to Speakers of Other Languages, should also be required to submit a passing score on a reading instruction test. National Board Certification should not exempt an out-of-state candidate from demonstrating that s/he is able to teach children to read in a manner that is aligned to the science of reading.

EXPLANATION

In a [July 2023 memorandum](#), MSDE Superintendent Choudhury recognized and took action to strengthen the national board certification pathway. We agree with and support Mr. Choudhury's decision to propose regulations to require a science-aligned portfolio for National Board Certification for the following areas:

- a) Literacy: Reading Language Arts,
- b) Exceptional Needs,
- c) Early Childhood Generalist,
- d) Middle Childhood Generalist, and/or
- e) English as a New Language

National Board Certification does not require candidates to possess the knowledge and skills to teach reading using instruction and practices aligned to the science of reading.



Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Comments re: Proposed Certification Regulations

Diehl, Sarah <SDiehl@bcps.k12.md.us>

Tue, Aug 15, 2023 at 9:12 AM

To: Alexandra Cambra -MSDE- <alexandra.cambra@maryland.gov>

Hi Alexandra,

Hope all is well.

Apologies that I missed yesterday's deadline for comment submission; there was a bit of confusion on our end as to who was going to submit. I wanted to send our comments this morning to see if it is possible for them to be accepted after all.

Thank you,

Sarah Diehl

1. **The role of the Temporary Professional License:** The temporary professional license is a 2-year license that seems to serve two purposes for Teachers: 1) a professional license for out-of-state licensed teachers to be placed on until they complete the requisite Maryland tests; and 2) at the discretion of the district, a temporary professional license may also be issued to an employee who has failed to meet the renewal requirements for an Initial, Professional or Advanced Professional license.

The temporary professional license is listed among the Licenses for *Specialists* (i.e., School Counselors and Guidance Counselors) in 13A.12.04.02. However, it is absent under the Renewal and Advancement of a Specialist License section and absent in the Educator Licensure General Provisions 13A.12.01.04 section as a permissible license for Specialists. **We are unclear as to permissible uses of this license for Specialists.**

The temporary professional license is not listed as an option under 13A.12.05 Administrators and Supervisors. **Under the extenuating circumstance that an administrator fails to renew their professional license, there does not seem to be a permissible license to place them on (i.e., no temporary professional license).**

2. **The cross-walk between licenses, teacher contracts and tenure:** As it stands right now, the SPC I, II, and APC align to the regular teacher contract. Using this same methodology, the Initial Professional, the Professional and Advanced Professional Licenses would align to the regular contract. We are assuming that the Conditional License, Conditional Special Education License and Resident Teacher License will align to the provisional contract, which needs to be renewed annually. **Which contract does the Temporary Professional License align to?**

Furthermore, we understand that a teacher obtains tenure on the first day of their fourth year so long as they have three uninterrupted years of service, have professional certification and have signed the regular contract. If a teacher needs the full five years of their conditional license to complete the requirements to earn their professional license, would they be eligible for tenure on the first day of the 6th year assuming that they sign a regular contract before the start of school?

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BLUEPRINT FOR MARYLAND'S FUTURE

MEMORANDUM

To: Members of the Professional Standards and Teacher Education Board
Members of the State Board of Education
Superintendent Mohammed Choudury

From: Rachel Hise, Executive Director

Date: August 14, 2023

RE: PSTEB regulations approved by MSBE on 1/24/23 for publication
COMAR 13A.07.06 Programs for Professional Licensed Personnel
COMAR 13A.12 Educator Licensure

As you know, the Blueprint law requires the Maryland State Board of Education (MSBE) and the Professional Standards and Teacher Education Board (PSTEB) in consultation with the Accountability and Implementation Board (AIB) to adopt regulations to carry out provisions of the law related to education preparation programs and educator licensure. A version of these regulations was first proposed by the Maryland State Department of Education (MSDE) and PSTEB in 2019 based in part on the interim recommendations of the Commission for Innovation and Excellence in Education (i.e. Kirwan). They have been revised several times since then. In May 2022 the AIB, along with stakeholders and members of the public, provided comments on the proposed regulations that were published in January 2022. The MSDE and PSTEB further revised the regulations based on the AIB and other comments. The most recent version of the proposed regulations was approved by the MSBE (it had previously been approved by the PSTEB) in January 2023 for publication. The public comment period opened July 14, 2023, and closes August 14, 2023.

At the AIB's August 10, 2023 meeting, the AIB approved Executive Director Hise sending public comments to MSBE/MSDE and PSTEB based on AIB staff recommendations. This memo includes the AIB's comments. First, the AIB recognizes the numerous changes that MSBE and PSTEB made to the regulations in response to the AIB's and other public comments. The latest version of the regulations is much better aligned with the Blueprint and addresses many of the AIB's recommendations. It also includes important additions related to science of reading alignment throughout the scope of teacher training and training for teacher candidates in providing literacy instruction in a diverse classroom setting, among other additions. **The AIB recommends that MSBE/MSDE and PSTEB continue to address several items discussed below, collaborate with institutions of higher education and local education agencies (LEA) in the implementation of the regulations, and expand upon innovative ways to prepare, license and professionally develop Maryland's teachers.**

COMAR 13A.07.06 Programs for Professional Licensed Personnel (Educator Preparation)

AIB Comments in 2022 and whether they have been adequately addressed:

Length of Teacher Practicum (13A.07.06.08D) – The AIB recommended that the statutory language “equivalent to a full school year” be included in the regulations to be more accurate and to provide some flexibility for teacher preparation programs to implement the new requirement. *The revised proposed regulations are consistent with the AIB comments and Blueprint law.*

The AIB further recommended that the experiences and skills that undergraduate teacher candidates should receive over the course of the undergraduate practicum be specified in the regulations, including classroom experience in diverse settings with different types of students/learners and at different times in the school year, such as the beginning of a school year, the end of a marking period, and prior to standardized testing. *The revised proposed regulations do not address this recommendation and it remains an important element of teacher training to ensure new teachers are adequately prepared to teach all Maryland students.*

Eligibility of a mentor teacher (13A.07.06.09B) – To eliminate confusion in the use of the term “mentor teacher” and distinguish mentor teachers supervising student teachers in a practicum, the AIB recommended that the regulations use a specific term for those working in a practicum such as “clinical mentor teacher”. *The proposed regulations include these provisions.*

AIB 2023 Update: The MSDE further revised this section of the proposed regulations to include substantial upgrades that address how a mentor teacher will be identified in the interim until the career ladder is well established. Seven criteria were established to ensure that the mentor teacher is a highly competent teacher. The AIB agrees that this additional language is useful and comprehensive. In some elements additional clarification or examples may be needed to ensure consistent selection practices to ensure highly competent teachers. For example, criteria B(1) notes the mentor teacher should “be a highly competent teacher demonstrated by evidence of impacting student achievement.” While this is fair it is vague and open-ended leaving room for significant variance across the State. *The AIB recommends that this be modified to specify permissible locally determined options such as principal/supervisor recommendation supported by recent teacher evaluation, recent observation data, Student Learning Objective (SLO) data, student performance data, etc. These can be added to the regulations at a later date.*

Provisions in Blueprint law not reflected in the proposed regulations – The AIB recommended that several provisions in the Blueprint law related to educator preparation programs be included in the regulations, such as the requirement that the instructional program and work organization of partner schools in teacher practica be designed to reflect the career ladder and the authorization of MSDE and the Maryland Higher Education Commission (MHEC) to approve teacher preparation apprenticeship programs registered with the Maryland Department of Labor.

AIB 2023 Update: *The regulations do not include these provisions. These can be added to the regulations at a later date.*

COMAR 13A.12 Educator Licensure

AIB Comments in 2022 and whether they have been adequately addressed:

Licensure assessment requirements – The AIB recommended that MSBE and PSTEB revise the regulations to provide the timeline for requiring a test of teaching ability beginning July 1, 2025, and the process and timing

for new assessments in reading instruction and content areas required for teacher licensure so that the new Blueprint requirements are clearly stated in the regulations. The proposed revisions to 13A.12.02.02B, now identified as 13A.12.02.03 have been changed substantively to include the addition of reference to July 1, 2025, when passing scores on a portfolio-based performance assessment will be required. There are also special provisions, beginning July 1, 2025, that require all educators in a position that requires a license in early childhood education, elementary education, special education, or English to Speakers of Other Languages to submit a passing score on a reading instruction test, approved by the State Board of Education, or attestation of proficiency through observation completed by a Department-recognized assessor using a Department-provided observation tool. ***However, the AIB notes that the regulations do not require secondary teachers to submit a passing score on a reading instruction test or other proficiency attestation, and content areas are not yet addressed. These can be added to the regulations at a later date.***

AIB 2023 Update: Additionally, the requirement of a 3.0 GPA was removed throughout the existing regulations. ***The AIB requests that the MSDE and the PSTEB provide further explanation on the reasoning for removing this existing requirement.***

Out of area assignment – Many comments were received by the AIB in 2022 regarding a requirement in the proposed regulations that a teacher who is assigned to teach outside their certified subject area must obtain licensure in the area by the *next* school year. The concern was that there is not enough time for a teacher to meet the requirement.

AIB 2023 Update: **This issue was addressed in the revised regulations** to require that if a school finds it necessary to assign a teacher to more than two classes unrelated to the teacher’s area of licensure, the teacher shall provide documentation verifying competence teaching in the area for each consecutive year after the first year. There are also provisions for notifying parents in Title 1 schools of the out of area teacher’s qualifications.

Professional Development Points – The revised proposed regulations include references to the Professional Development Points (PDP) system. The Blueprint requires the MSDE to establish a new professional development system aligned with Blueprint and career ladder by July 1, 2024. Since the career ladder does not exist yet, the AIB noted last year that it assumed the point system is transitional to a new system that will primarily embed professional development into the workday as part of the career ladder.

AIB 2023 Update: ***The AIB encourages MSDE and PSTEB to consider additional updates to the PDP regulations in the future, including:***

- *Identify the number of PDPs awarded for mentoring*
- *Expand the micro-credentialing pathway to identify boundaries on the types of micro-credentials that will be accepted and possible avenues for finding micro-credentialing offerings*
- *Expand local and school based opportunities to earn PDPs for county or school specific professional development opportunities by creating a pathway for district and school administrators to develop qualifying options/alternatives.*
- *Expand the PDP system to leverage innovations in educators’ continued growth and development as well as making connections to the career ladder*
- *Add research and consideration of top performing systems’ approaches to professional growth*
- *Clarify PDP for administrators and the topics areas that will be accepted. Four areas are identified however there are many additional topics that are relevant to school leadership in leadership areas that address the objective of improving student learning such as developing teacher leaders, restructuring the school day, reallocation of resources, leading community school initiatives, guiding change with employees and stakeholders, etc.*

Dual enrollment teachers – With the Blueprint’s focus on post–College and Career Ready pathways for students who are CCR, there will be a significant increase in the number of postsecondary courses (both credit–bearing and CTE training) taken by high school students (known as dual enrollment). The AIB recommended that MSDE work with LEAs and postsecondary institutions, particularly community colleges, to develop dual enrollment licensure pathways specifically for college instructors to teach postsecondary courses at high schools and for high school teachers to be credentialed to teach postsecondary courses.

AIB 2023 Update: *The regulations do not address this issue. The AIB encourages MSDE to work with the LEAs and postsecondary institutions, particularly community colleges, to develop dual enrollment licensure pathways.*

Provisions in Blueprint law not reflected in the proposed regulations – The career ladder required by the Blueprint includes several new requirements for school principals (and assistant principals) to grow professionally as school leaders and the instructional leaders of the school. These provisions are not yet reflected in the administrator licensure or license renewal requirements.

AIB 2023 Update: *This has not yet been addressed. These can be added to the regulations at a later date. The AIB encourages MSDE to review and revise the school leader and instructional leader renewal requirements and clarify the National Board Certification requirements for administrators to ensure that leaders are provided opportunities, and required as necessary, to grow professionally so they are ready to support Blueprint implementation and to assist in bringing about the desired transformation.*