

MARYLAND STATE BOARD OF EDUCATION

200 W. Baltimore Street
Baltimore, MD 21201

PROFESSIONAL STANDARDS AND TEACHER EDUCATION BOARD

Meeting Minutes

April 7, 2022

The 468th meeting of the Professional Standards and Teacher Education Board (PSTEB) was held, via Google Meet, on April 7, 2022. Mr. Darren Hornbeck called the meeting to order at 9:03 a.m.

The following members were in attendance: Mr. Louis D'Ambrosio, Dr. Jacob Bauer-Zebley, Dr. Dionne Curbeam, Mr. Corey Gaber, Dr. Debi Gartland, Mr. Darren Hornbeck, Mr. David Kehne, Dr. Kristine McGee, Ms. Kelly Meadows, Ms. Kelli Midgley, Dr. Kindel Nash, Ms. Debra Poese, Ms. Monica Roebuck, Dr. Patricia Saelens, Ms. Sandra Skordalos, Ms. Joy Lee Spain, Dr. Winona Taylor, Ms. Geralda Thompson, Ms. Amy Wilson, Mr. David Kehne, and Ms. Karen Yoho.

The following member(s) were absent: Ms. Maleeta Kitchen

The following Maryland State Department of Education (MSDE) staff members were present:

Ms. Alexandra Cambra, Dr. Hsin-Yuan Chen, Karla Henriquez, Brej'ae Green (Recorder) and Ms. Ruth Downs (Recorder).

The following Attorney General Staff members were present: Mr. Sean Fitzgerald, Esq. - Assistant Attorney General.

PRELIMINARY ITEMS

Recognition of Guests via Google Meet

Ms. Deborah Euzebio, MSEA

Announcements

Ms. Kelly Meadows announced that Ms. Brej'ae Green has filled the position of Executive Associate replacing Ms. Ruth Downs.

Ms. Kelly Meadows announced that Ms. Linsey Malig-Mayhew is the Director of Community Engagement under the Office of Communications at MSDE. Ms. Linsey Malig-Mayhew announced an exciting survey opportunity for strategic planning.

Dr. Kindel Nash announced Maryland Association of Colleges of Teacher Education (MACTE) is sponsoring a discussion about transformative approaches to teacher education on April 11, 2022. Dr. Kindel Nash informed the Board members that she spoke with Dr. Lawrence Clark from the University of Maryland College Park in regard to their initial findings of the pilot studies for the 180 days practicum. She informed the Board that Dr. Clark and his team sent slides, recommendations, and thoughts of these findings.

Public Comment

Daryl Hornick-Becker, Director of Public Policy and Partnership, Bard Early College

State Board Update

There was not a summary of the Maryland State Board Meeting for March 2022.

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Communication Update

Mr. Hornbeck that Ms. Kitchen did not have any additional information. Mr. Hornbeck informed the Board members that Ms. Kitchen has reached out to find time to speak with the State Board of Educators President.

ACTION ITEMS

Approval of March 3, 2022, Minutes

Mr. Hornbeck entertained a motion to approve the March 3, 2022, minutes.

MOTION: Dr. Winona Taylor/Ms. Geralda Thompson to approve the March 3, 2022, minutes with one minor correction. The minutes were approved without objection.

Approval of Proposed Agenda Items for May 5, 2022

- Approval of Minutes
- State Board Update
- Communication Update
- Legislative Update
- COMAR 13A.12 *Educator Licensure*
- COMAR 13A.07.06 *Programs for Professionally Licensed Personnel*
- Items for Future Meetings
- Science of Reading Instruction
- Presentation from Dr. Kindel Nash

Ms. Kelly Meadows would like to strike the legislative update in May. Add the item in June to review the session.

Mr. Hornbeck entertained a motion to adopt the May agenda items.

MOTION: Dr. Jacob Bauer-Zebley/Dr. Winona Taylor to approve the tentative items for the May 5, 2022, meeting agenda. The agenda was approved without objection.

Note- May meeting will be held in person with virtual being an option.

Legislative Update

Ms. Meadows informed the PSTEB members that as of that morning, none of the bills that the PSTEB members have discussed have been passed. She stated that she will continue to monitor the bills.

BREAK

COMAR 13A.07.06 *Programs for Professionally Licensed Personnel (Review of Public Comment)*

Clinical Experience

- 09 *Clinical Experience Placements.*

A. *A teacher training practicum shall be established through a written partnership agreement between a partner school and a provider.*

1) *A program shall prioritize selecting partner schools within its same community.*

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- 2) *A program and a partner shall seek to provide teacher training placements in a variety of school environments with diverse student populations that provide participants with the same kind of experiences as teachers employed in the State; and*
- 3) *A program and a partner school shall share responsibility for selecting and orienting mentor teachers.*

B. Mentor teacher shall:

- 1) *Be a highly competent teacher*
- 2) *Be trained and selected by the partner school*
- 3) *Have the capacity to lead other teachers working in teams to improve the curriculum, instruction, and assessment in the school in an effective and disciplined way.*
- 4) *Have the skills and knowledge needed to mentor new teachers and other teachers to enable them to develop their skills.*
- 5) *Have sufficient expertise in research, especially action research, to lead teacher teams and candidates that will use research to develop programs, curriculum, teaching techniques, and other interventions.*
- 6) *Have teaching and release time per the implementation of the county board approved career ladder to mentor candidates, newer and struggling teachers, lead workshops and demonstrations at the school level.*
- 7) *Will collaborate with the educator preparation program to evaluate participants in a teacher training practicum to ensure each participant demonstrates the competencies required of certified teachers.*
- 8) *Be selected using the criteria from the career ladder system, as applicable, when the Accountability and Implementation Board determines that the career ladder system is well established throughout the state.*

Comments/Concerns:

- The line that says should be trained and selected by partner school. Mentor teacher should be selected jointly. Institute of higher education select mentors.
- Clarify that these are teacher candidates.
- Clinical mentors or mentors of teacher candidates.
- Mentors for those in a teacher program.
- 09B – Mentor teachers shall mentor teacher for teacher practicum participants or mentor teachers of clinical placements.
- Define Mentor Teacher.
- Law does not say a joint selection.
- Mentor teachers evaluate students as part of the process.
- Look at guidelines for Teacher Collaborative Grant.
- The purpose is to align the law with the work happening around the practicum.
- Suggestion of elaborating that the Mentor Teacher shall.

Ms. Meadows explained to the Board members that they think of mentors in several ways, such as a mentor of teacher candidates not peers. Ms. Meadows stated that the definition of a mentor was copied from the Blueprint. Ms. Meadows informed the members that she will look at the Collaborative Grant that was written before the Blueprint passed. Mr. Hornbeck suggested that the Board members take the information back to their constituents and bring back their suggests to the May meeting.

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LUNCH

COMAR 13A.12 Educator Licensure (Review of Public Comment)

- *Pathways to Teacher Licensure*
 - 1) *In-State Pathways to Initial Teacher Licenses.*
 - a) *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:*
 - i. *Bachelor's Degree or higher*
 - ii. *Completion of an approved program as set forth in COMAR 13A.07.06*
 - iii. *Passing scores as established by the State Superintendent of Schools on the content and pedagogy teacher licensure tests approved by the State Board of Education*
 - iv. *Minimum Grade Point Average of 3.0 on the most recently earned degree.*
 - b) *Performance Review Program. Teacher candidates who hold a conditional license and are hired as a teacher of record may complete a Performance Review Program through a Department approved provider. Candidates seeking licensure under the Performance Review Program route shall meet the following eligibility requirements to enter the program.*
 - i. *Bachelor's degree or higher related to the field of the license sought.*
 - ii. *Possession of a conditional license in the field and at the grade level of the license sought.*
 - iii. *At least three school years of employment in the role of the conditional license issued under §A (4) of this regulation.*
 - iv. *Documentation of seminars, courses, and experiences relevant to the Professional Standards and Maryland Competencies for Teachers in COMAR 13A.07.06.*
 - v. *A recommendation from the principal, or education director of the current school, local school system, or nonpublic school approved under COMAR 12A.09.10 where the candidate is employed under the conditional license in the role of the license sought.*
 - vi. *Completion of an induction and mentoring program as set forth in COMAR 13A.07.01.*
 - vii. *Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.*
 - c) *Experienced Nonpublic School Teacher. Experienced teacher candidates working in Maryland nonpublic schools approved under COMAR 13A.09.09 shall meet the following requirements:*
 - i. *Bachelor's degree or higher related to the field of license sought.*
 - ii. *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.*
 - iii. *Passing scores as established by the State Superintendent of Schools on the content and pedagogy teacher licensure tests approved by the State Board of Education*
 - iv. *Minimum Grade Point Average of 3.0 or the most recent degree.*
 - 2) *Out of State Pathways to Initial Teacher Licensure*
 - 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:*
 - a) *Bachelor's degree or higher, or a U.S. equivalent for 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) *Passing scores as established by the State Superintendent of Schools on the content and pedagogy teacher licensure tests approved by the State Board of Education*
 - d) *Minimum grade point average of 3.0 on the most recently earned degree*
 - ii. *Out of State License*

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- 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) *Passing scores as established by the State Superintendent of Schools on the teacher licensure tests approved by the State Board of Education.*

Comments/Concerns

- Clear in language, but do not prevent the people from graduating from their institution if they have an issue with passing the PRAXIS.
- Challenge to standardize test across all institutions. A larger conversation needs to happen.
- Remove cut scores from graduation requirements. We are not just feeding Maryland. Make it clear that this is just for the state of Maryland.
- Not all candidates will teach in public schools. Very expensive, have to be mindful.
- A lot of students make their commitment to Maryland.
- Where are they going to be able to teach in the profession? Honor teachers and the financial piece.
- Building a Maryland Teacher Assessment versus Praxis is a good idea.
- Do we have groups that are working on looking at the requirement of the assessments?
- Some programs do require the assessment in order to stamp the transcript.
- Licensure Ready instead of Licensure Eligible. Same language across the board, "Licensure Ready."
- Pull out assessment for completion.
- Establish whether to amend the language for completer.
- Keep completer – keep it consistent or change it to licensure ready.
- Pull out assessment from completion.
- Definition of completer.

Ms. Meadows stated that as we go down the road of discussing to amend the exit requirements, you should know that the blueprint requires Maryland graduates to take four assessment tests in order to get licensure. You must be very cognizant that they may very well never teach if they do not pass the tests. Ms. Meadows stated that we should be very cautious of recommending regulations, where individuals are not able to do what they just spent four years in college to learn to do. It was stated by a Board member, that majority of colleges will not give them the stamp of conferral if they have not passed the assessment. Whereas other states do not have the high standards that Maryland has. Ms. Meadows stated that blueprint states that Maryland has to adopt assessments as rigorous as Massachusetts for Maryland completers. The state of Massachusetts developed their own assessment tests. The MSDE has been charged with looking into issue of those individuals who do not get their licenses due to not passing the assessments. Ms. Meadows defined the language of "Licensure Ready." It is an individual who has completed the coursework and practicum to get the degree but have not completed the assessment to get the licensure. If an individual completes all their coursework, it does not stop them from graduating.

It was suggested that Board members take the information back to their constituent groups to prepare for the May meeting.

Comments

Mr. Hornbeck stated that it is his understanding that MSDE will seek AIB feedback within the next three weeks and will try to get their consultation by the May meeting. The May meeting will be in-person with the option for virtual too. Once the AIB comments are received, the Board members will review them and compare them to a new version. Ms. Meadows stated that once complete the review of the AIB comments and the State Board makes their final decision, PSTEB will ask for permission to publish. She informed the members that if the State Board is not where PSTEB is, the PSTEB will have to start all over again and go back out for more public comments. Ms. Meadows informed them that she will send what PSTEB has done to the AIB at the end of the week. We will be submitting the public comments and the regulations. Mr. Hornbeck stated

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that he would prefer that we send AIB the regulations as they were published first and then send them the public comments.

Ms. Meadows stated that she would add the Teacher Collaborative Grant slides to the meeting agenda. All the changes will be made to review the updated version of the regulations. The May meeting will be in-person. She asked the members to please let her know if they were going to be attending the meeting. Please plan for an all-day meeting if we get the feedback from the AIB.

Adjourned

Mr. Hornbeck entertained a motion to adjourn from the PSTEB monthly meeting at 2:58 p.m. The motion was approved without objection.

Meeting adjourned at 2:58 p.m.