

TO: Members of the State Board of Education
FROM: Nancy S. Grasmick *Nancy*
DATE: May 25-26, 2010
SUBJECT: Report of the Teacher Preparation and Certification Workgroups

PURPOSE:

The purpose of this item is to share recommendations to the State Board based on input from the Maryland Approved Alternative Preparation Programs (MAAPP) Workgroup and Certification Workgroup.

BACKGROUND INFORMATION:

In response to the request of the State Board at the March meeting, Department staff convened two workgroups to immediately address concerns voiced by stakeholders during the three months of State Board study of the preparation and certification of educators. This report is an outcome of the work of both subgroups. A listing of membership for each Workgroup is attached.

The following are the recommendations for each group:

Maryland Approved Alternative Preparation Programs Workgroup

- Revise current *Guidelines for Implementing Alternative Preparation Programs* (attached) to provide for implementation of a “test-in” strategy for candidates wishing to participate in an MAAPP without evidence of a major or significant coursework in a field of study. These teacher candidates will be able to take a State-approved content assessment and enter an alternative program through this route. This change in policy would enable high quality candidates with broad educational backgrounds to enter an alternative preparation program based on content knowledge and not solely on coursework.

Certification Workgroup

- Create a two-tiered certification structure tying entry level credentials to a professional license and effectiveness in the classroom to certification. Professional development plans for educators in public schools would reflect evaluation feedback focused on the specific needs of teachers and administrators to support student growth. Changes in the certificate structure must proceed through the regulatory process

EXECUTIVE SUMMARY:

- Adding a “test-in” option to the to the Maryland Alternative Preparation Program will promote stronger diversity in candidates interested in becoming teachers in the state of Maryland through an alternative route.
- Changing the certificate structure should add value to the certification as it will be directly linked to effectiveness and the professional development needs of educators in the state. These changes should bring about stronger student achievement.

ACTION:

The recommended change in the Maryland Alternative Preparation Program eligibility requires a corresponding amendment by both the State Board of Education and the Professional Standards and Teacher Education Board to the *Guidelines for Implementing Alternative Preparation Programs*. [The revisions to the document are attached; words in capital letters are suggested additions] I am recommending adoption of the proposed revision.

A change in the Certificate structure requires that either the Professional Standards and Teacher Education Board (PSTEB) or the State Board of Education develop and initiate corresponding regulatory changes. The PSTEB is currently engaged in such development; in accordance with the regulatory process, proposed revisions recommended for publication will be brought to the State Board for consideration prior to publication. Thus, this element is presented for information only at this time.

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Attachments

Maryland Approved Alternative Preparation Program Workgroup

Members:

Ms. Cathy Cerveney, Vice Chair, Professional Standards and Teacher Education Board (PSTEB)
Mrs. Colleen Eisenbeiser, Chair, Department of Education, Anne Arundel Community College,
President of Maryland Association of Directors of Teacher Education at Community Colleges
(MADTECC)

Dr. S. James Gates, Jr., Maryland State Board of Education (MSBE); University of Maryland
College Park

Mr. Robert Gaskin, Supervisor of Recruiting, Teacher Staffing and Certification, Prince
George's County Public Schools

Ms. Elizabeth Jones, The New Teacher Project, Baltimore City Public Schools

Ms. Maggie Master, Teach for America, Baltimore City Public Schools

Ms. Brooke Miller, The New Teacher Project, Prince George's County Public Schools MAAPP

Sr. Sharon Slear, Dean, Department of Education and Outreach, College of Notre Dame of
Maryland; Chair, Maryland Independent Colleges and University Association Education Deans

Ms. Shawn Stokes, Director of Human Capital, Baltimore City Public Schools

Dr. Margaret Trader, Chair, Education Department, McDaniel College; Chair, PSTEB

Ms. Kate Walsh, MSBE; President, National Council on Teacher Quality

Ms. Monica Weaver, Resident Teacher Specialist, Prince George's County Public Schools

Dr. Kenneth Witmer, Jr., Dean, College of Education, Frostburg State University; Chair,
University System of Maryland Education Deans

Dr. Linda Valli, Interim Chair, Curriculum and Instruction, University of Maryland College Park

Maryland State Department of Education Staff:

Ms. Norma Allen, Chief, Program Approval and Assessment Branch; Chair, Maryland Approved
Alternative Preparation Program Workgroup

Ms. Michelle Dunkle, Teacher Quality Specialist, Program Approval and Assessment Branch,
Staff to Workgroup

Dr. Maggie Madden, Program Approval Specialist, Program Approval and Assessment Branch

Dr. Louise Tanney, Assessment and Recruitment Coordinator, Program Approval and
Assessment Branch

Dr. Cheri Wittmann, Teacher Quality Specialist, Program Approval and Assessment Branch

Certification Workgroup

Members:

Ms. Lindsay Darr, Certification Specialist, Washington County Public Schools

Dr. Mary Kay Finan, Associate Professor of Education, Frostburg University; Maryland State Board of Education (MSBE)

Dr. Mary Ellen Lewis, Education Director, Maryland Association of Non-Public Special Education Facilities (MANSEF)

Ms. Stephanie Moses, Director of Human Resources, Wicomico County; Professional Standards and Teacher Education Board (PSTEB); Public School Superintendents Association of Maryland (PSSAM)

Ms. Madhu Sidhu, Executive Director and Program Development Manager for Character Counts! Kent County, MSBE

Ms. Cindy Stull, Certification Specialist, Frederick County Public Schools

Ms. Tammy Woodhouse, Certification Specialist, Baltimore City Public Schools

Maryland State Department of Education Staff:

Ms. Jean Satterfield, Assistant State Superintendent, Division of Certification and Accreditation; Chair, Certification Workgroup

Dr. Joann Ericson, Chief, Certification; Staff to Workgroup

Ms. Liz Neal, Program Approval Specialist, Program Approval and Assessment Branch

Mr. Mark Mechlinski, Director, Juvenile Services Education Branch

Ms. Sarah Spross, Branch Chief, Nonpublic School Approval Branch

Maryland State Department of Education Division of Certification and Accreditation

Guidelines for Implementing Approved Alternative Preparation Programs

This document is based upon:

- *The Redesign of Teacher Education;*
- *The Quality Teacher Work Group Final Report;*
- *The Proposed Resident Teacher Certificate Revision;*
- *“Alternative Certification Concepts, Maryland Approved Alternative Programs,” developed by Dr. Edward Root, President, State Board of Education; and*
- *The discussion of the State Board of Education - Professional Standards and Teacher Education Board Joint Conference Committee meeting on March 23, 2005.*
- *(REVISION OF POLICY, MAY 2010)*

Purpose:

The purpose of these guidelines is to meet the Quality Teacher Work Group recommendations 1) for preparing new teachers through Maryland Approved Programs, and 2) for ensuring that initial teacher certification is performance-based. Full implementation of these recommendations will result in the elimination of credit count for initial certification. To achieve this goal, Maryland’s PreK – 20 community must develop innovative and adaptive models of teacher preparation and development. Critical will be the leadership role to be played by four-year institutions as they customize their programs for career changers and sponsor innovative new programs to provide alternative routes to certification and incorporate the Resident teacher Certificate (RTC). Critical also will be the collaborative leadership of Maryland’s two-year and four-year institutions and local school systems.

Overarching Guidelines:

- Approved alternative certification program development and implementation should be consistent with the recommendations of the *Redesign of Teacher Education* (1995), the *Final Report of the Quality Teacher Work Group* (2003), and *No Child Left Behind* (2002).
- Approved alternative certification program development and implementation should be consistent with the recommendation of the Teacher Requirements Study Group (2005) that all paths to initial teacher certification in Maryland should require an internship

supervised by an expert classroom teacher. (See Internship/Residency Guidelines below.)

- The full benefit of Maryland Approved Programs, including interstate reciprocity, is available to career changer programs through state-approved alternative certification preparation.
- The standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and/or the state Essential Dimensions of Teaching, which align with the INTASC standards, guide program planning, implementation, and assessment.
- Required pre-residency internships are full-time and are intensively supervised by expert teachers or former teachers/administrators who are certificated and experienced in the same subject or specialty area.
- Flexibility between clock hours and credit hours for the internship, including the possibility of combination, may be decided on a program or individual basis. Upper division and graduate credit are only available through four-year institutions.
- Flexibility regarding length of internship and other program requirements is based upon internship structure and design and/or candidates' prior knowledge, skills and experience. (A fuller explanation is provided below in the Guidelines for the Internship/Residency.)
- MSDE approval to local superintendents or Department-recognized heads of organizations of nonpublic schools for issuance of the alternative program offered to support the RTC.
- Consistent with the MSDE program approval procedures, all new Maryland Approved Preparation Alternative Programs require MSDE approval. MSDE reviews implementation and performance outcomes of all programs on an ongoing basis, including those in support of the RTC. Program Providers are in the following categories:
 - Local Public School System: Clock-hour programs with no IHE collaboration or with a non-IHE collaborator; or consortia programs in partnership with IHE(s);
 - Four-Year IHE: Maryland Approved Programs or credit-hour/clock hour programs in partnership with local school systems and/or 2-year IHE(s);
 - Two-Year IHE: Collaboration with local school systems and/or 4-year IHE(s) in providing credit-hour and/or clock-hour content at the freshman/sophomore levels
- Access to approved alternative programs is open to qualified candidates interested in teaching any field or grade level, though promoted particularly to those interested in teaching shortage areas.

Internship Entry Requirements:

- For a Maryland Approved Alternative Preparation Program using credit-hours, clock hours or combination of both, as a minimum, the following must be present:
 1. Bachelor's degree or higher; and
 2. A grade point average (GPA) in either or both undergraduate or post-baccalaureate course work (~~IN AN APPROPRIATE CONTENT CONCENTRATION/MAJOR~~) that meets at least the mean of those required by all Maryland Approved Programs in teacher preparation.
 3. Participation in standards-based pre-employment training that includes Elementary Reading Processes and Acquisitions or Secondary Reading in the Content Areas Part I; and
 4. Praxis I qualifying score or qualifying score on comparable state-approved test of basic skills; and
 5. Praxis II content qualifying score or qualifying score on comparable state-approved content test.

Guidelines for the Internship/Residency:

- Approved alternative preparation programs require an internship lasting from four to eight weeks, the length of which is to be determined based upon a program's pre-employment/internship components and/or the experience of the candidate. Such experience, with documentation verifying comparable teaching knowledge and skills, could include teaching at the higher education level, in business or the military. Note: Though secondary level teaching equivalence is the most likely type of equivalence, internship flexibility may also be applied when certain individuals choose to teach in Early Childhood, Elementary Education, or Special Education and have appropriate grade-level teaching experience.
- Equivalence is determined by the IHE or consortium operating the program, under the guidance, monitoring, and approval of MSDE, with documentation filed at MSDE at the time of completion of requirements.
- Technical assistance is provided by MSDE to support innovative approaches and flexibility in determining internship requirements.
- Internship placement is determined by the local school system or the nonpublic school for which there is a Department-recognized head. The internship could occur in the internship supervisor's classroom, in the classroom for which the intern will assume

responsibility as the resident teacher, or in a summer school program. The internship supervisor could be a currently employed teacher, including a rehired retired teacher or administrator, or some other arrangement could be made with the IHE, the IHE consortium, the local school system, or the nonpublic school for which there is a Department-recognized head.

- Intensive expert supervision is provided to support development of interns. During the internship, supervision of classroom teaching is provided on a daily basis. Interns also observe the teaching of the supervising teacher as well as other teachers in the school. Features commonly provided in professional development schools, such as interviewing key personnel including administrators, special educators, counselors, pupil personnel workers, social workers, school psychologists, testing coordinators, media specialists, and other specialists; participating in seminars with other professionals or pre-professionals, and participating in before and after school events are available and expected of interns.
- Readiness to move from the internship to the residency required for the RTC is determined through the multiple perspectives of IHE, IHE consortium or other providers, and school personnel. Readiness for the residency results in the award by MSDE of the Resident Teacher Certificate and employment by the Maryland local school system or the nonpublic school for which there is a Department-recognized head that is sponsoring the residency.
- For approved alternative programs using the RTC, ongoing support and mentoring are provided throughout the period of employment on the RTC. The type, form, and extent of supports to the RTC teacher are determined and provided through program providers in concert with key personnel in the school.
- Residency requirements for the RTC are made clear to program providers and participants through MSDE documents and technical assistance provided by MSDE. Technical assistance can be arranged regionally to provide general information, as well as targeted to specific groups interested in developing state approved alternative programs.

Transition from RTC to Standard Professional Certificate (SPC) I Requirements:

- Requirements are: Successful completion of program requirements, including remaining reading courses, thorough demonstration to key school representatives and other appropriate stakeholders of standards-based professional performance; Praxis II pedagogy qualifying score WHERE APPLICABLE; issuance by MSDE of SPC I.

Other Considerations:

- Nonpublic schools for which there is a Department-recognized head may participate in Maryland approved alternative preparation programs involving use of the Resident Teacher Certificate only in partnership with a preparation provider.
- MSDE should encourage IHEs to develop new programs, including those using the RTC, through catalyst grants, as well as direct technical assistance.
- MSDE review teams should look for evidence that program options at IHEs provide “late decider” pathways to certification, as recommended in the *Redesign of Teacher Education*, that may use the RTC component.
- Pay for school-based work during the internship is not discouraged and could be promoted through such arrangements as long term substitute pay or monthly stipends.
- Scholarship funding is available from the State Office of Student Financial Assistance for eligible candidates enrolled in approved programs leading to certification in critical shortage areas.
- Maryland earns national recognition for promising practices in preparing career changers who complete excellent internship/residency programs, and for minimizing obstacles to certification reciprocity with most states.

Review Consideration

These guidelines will be reviewed by the Maryland State Board of Education and the Professional Standards and Teacher Education Board between January and March, 2009 to determine their efficacy with regard to candidate participation, program completion, and retention as teachers.

Approved: May, 2005 – Professional Standards and Teacher Education Board; Maryland State Board of Education

Amended: October 25, 2005: Maryland State Board of Education

November 3, 2005: Professional Standards and Teacher Education Board

Amended: April 2, 2009 – Regulatory change, Professional Standards and Teacher Education Board