



Lillian M. Lowery, Ed.D.
State Superintendent of Schools

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TO: Members of the State Board of Education
FROM: Lillian M. Lowery, Ed.D. *L. Lowery*
DATE: August 26, 2014
SUBJECT: COMAR 13A.04.14 Program in English Language Arts/Literacy
ADOPTION

PURPOSE:

The purpose of this action is to seek the adoption of the amended regulations that govern the Program in English Language Arts/Literacy in elementary, middle and high schools (attached).

HISTORICAL BACKGROUND:

In June 2010 members of the Maryland State Board of Education adopted the Common Core State Standards, now known as the Maryland College- and Career-Ready Standards for Mathematics. In response to the changes to the mathematics standards, the Code of Maryland Administration Regulations (COMAR) governing English Language Arts/Literacy has been modified to reflect the language of the Maryland College- and Career-Ready Standards. Additionally, the COMAR reflects the legislative requirements of the College and Career Ready Completion Act of 2013. In that legislation, students must be assessed to determine whether they are college- and career-ready in English Language Arts/Literacy by the end of eleventh grade. Students who do not meet the criteria will be enrolled in an English Language Arts/Literacy transition course in their twelfth grade year.

At their April 2014 meeting, the Maryland State Board of Education approved permission to publish the proposed amended regulations.

SUMMARY:

Opportunities for comments on the proposed amended COMAR were provided. No comments have been received.

ACTION:

I request that you approve for adoption COMAR 13A.04.14.

Attachment

Subtitle 04 SPECIFIC SUBJECTS

13A.04.14 Program in English Language Arts/Literacy

Authority: Education Article, §§2-205(c), 2-205(h), 7-202, and 7-205.1, Annotated Code of Maryland

Notice of Proposed Action
[14-172-F]

The Maryland State Board of Education proposes to amend Regulation .01 under COMAR 13A.04.14 Program in English Language Arts/Literacy. This action was considered at the April 22, 2014 meeting of the Maryland State Board of Education.

Statement of Purpose

The purpose of this action is to align regulations with the Maryland College and Career Ready Standards.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

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 Judy Jenkins, Director of Curriculum, Maryland State Department of Education, Division of Curriculum, Assessment and Accountability, 200 West Baltimore Street, Baltimore, Maryland, or call 410-767-0348 (TTY 410-333-6442), or email to jjenkins@msde.state.md.us, or fax to 410-333-2369. Comments will be accepted through July 14, 2014. A public hearing has not been scheduled.

Open Meeting

Final action on the proposal will be considered by the Maryland State Board of Education during a public meeting to be held on August 26, 2014, at 200 West Baltimore Street, Baltimore, Maryland 21201.

.01 [Reading and] English Language Arts/Literacy Instructional Programs for Grades Prekindergarten — 12.

A. Each local school system shall:

(1) Provide in public schools an instructional program in [reading and] English language arts/literacy each year for all students in grades prekindergarten—5;

(2) Provide in public schools an instructional program in English language arts/literacy each year for all students in grades 6—8; and

(3) Provide in public schools instruction in reading each year according to the identified needs of the students in grades 6—8; and

(4) Offer an English language arts/literacy program in grades 9—12 which enables students to meet graduation requirements and to select English language arts electives including *English Language Arts/Literacy Transition Courses*.

B. The Maryland [Reading and] English Language Arts/Literacy Program shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school years, and shall include content standards set forth in §§C—I of this regulation.

C. [General Reading Processes] Foundational Skills Pre-K—5.

(1) **Phonemic Awareness.** Students shall master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.

(2) **Phonics.** Students shall apply knowledge of letter and sound relationships and word structure to decode unfamiliar words by the end of grade four.

(3) **Fluency.** Students shall read orally with accuracy and expression at a rate that sounds like speech.

(4) **Vocabulary.** Students shall use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

(5) **Comprehension.** Students shall use a variety of strategies to understand what they read (construct meaning.) *Students shall develop and apply the foundational skills of reading (including print concepts, phonological awareness, phonics and word recognition, and fluency) necessary to proficiently read a range of grade level appropriate texts with purpose and understanding.*

D. **[Comprehension of Informational Text.** Students shall read, comprehend, interpret, analyze, and evaluate informational texts.] *Comprehension of Literary Text. Students shall read, comprehend and analyze a wide range of grade appropriate literary texts that meet the grade level text complexity guidelines of the Maryland College- and Career-Ready Standards for English Language Arts/Literacy.*

E. **[Comprehension of Literary Text.** Students shall read, comprehend, interpret, analyze, and evaluate literary texts.] *Comprehension of Informational Text. Students shall read, comprehend, and analyze a wide range of grade appropriate informational texts that meet the grade level text complexity guidelines of the Maryland College- and Career-Ready Standards for English Language Arts/Literacy.*

F. **Writing.** [Students shall compose effective expressive, informational, and persuasive writing.] *Students shall use writing as a way of offering and supporting opinions/claims, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences proficiently.*

G. **[Controlling Language.** Students shall control language by applying the conventions of Standard English.] *Speaking and Listening. Students shall command the skills needed to effectively communicate in a variety of contexts (including face to face and digital contexts) by presenting, listening and responding appropriately.*

H. **Listening.** Students shall demonstrate effective listening to learn, process, and analyze information.

I. **Speaking.** Students shall communicate effectively in a variety of situations with different audiences, purposes, and formats.]

H. **Language.** *Students will control the conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively through its structure and precise vocabulary.*

I. **Literacy.** *Students shall read complex informational texts with confidence and independence and write what they know about a subject effectively when engaged in the study of history, social studies, science and technical subjects.*

J. **Curriculum Documents.** Consistent with Education Article, (§4-110) §4-111, Annotated Code of Maryland, each local school system shall provide [Reading and] English language arts/literacy curriculum documents for the elementary and secondary schools under its jurisdiction that:

(1) (text unchanged)

(2) [Are aligned with the State Curriculum, as developed by the Maryland State Department of Education in collaboration with local school systems.] *Are aligned with the Maryland College- and Career-Ready Standards for English Language Arts/Literacy as*

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developed by the Maryland State Department of Education in collaboration with local school systems.

K. (text unchanged)

LILLIAN M. LOWERY, Ed.D.
State Superintendent of Schools

Subtitle 12 CERTIFICATION

13A.12.04 Administrators and Supervisors

Authority: Education Article, §§2-205, 2-303(g), and 6-701—6-705,
Annotated Code of Maryland

Notice of Proposed Action

[14-173-P]

The Professional Standards and Teacher Education Board proposes to amend Regulations .02 and .03 under COMAR 13A.12.04 Administrators and Supervisors. This action was considered at the Professional Standards and Teacher Education Board meeting on April 3, 2014.

Statement of Purpose

The purpose of this action is to align these certification regulations to other existing regulations, requiring renewal credits for Regulation .02 and allowing reciprocity for the superintendent certification for Regulation .03.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

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 Jean Satterfield, Assistant State Superintendent, Division of Educator Effectiveness, Maryland State Board of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0385 (TTY 410-333-6442), or email to jsatterfield@msde.state.md.us, or fax to 410-333-8963. Comments will be accepted through July 14, 2014. 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 September 4, 2014, at 200 West Baltimore Street, Baltimore, Maryland 21201.

.02 [Assistants in Administration and Supervision] Supportive Services Personnel.

A. Purpose. The State Superintendent of Schools may certify as [an assistant in administration and supervision] *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 persons who hold specific supervisory certificates.

B. Education [and Experience]. An applicant for certification as *Supportive Services Personnel* shall have a bachelor's degree or higher appropriate to the area of responsibility from an IHE. [an

assistant in administration and supervision shall meet one of the following:

(1) Have completed a 4-year course in an approved college; or

(2) Have achieved equivalent status in the judgment of the State Superintendent of Schools by having appropriate certification from the board controlling the professional practice of the specialty and 3 years experience in the special field.]

C. This certificate is issued at the request of a local school superintendent.

[C.] D. Special Provision. [An assistant in administration and supervision shall be exempt from the requirements for recent credit and credit for renewal of certificate unless required by the local superintendent of schools.] *An individual certified as Supportive Services Personnel must meet the certificate requirements as specified in 12.01.06B—E. An individual with this certification may renew the Advanced Professional Certificate by presenting 6 semester hours of acceptable credit from an IHE or Department-approved Continuing Education Units (CEUs), a list of which is maintained by the Department.*

.03 Superintendents.

The requirements for certification as a superintendent, deputy superintendent, associate superintendent, assistant superintendent or equivalent position are that the applicant shall:

[A. Meet the requirements for certification in early childhood education, elementary education or a secondary education area;]

[B.] A. (text unchanged)

[C.] B. Have 3 years of [successful] *satisfactory* teaching experience and 2 years of *satisfactory* administrative or supervisory experience in a PreK-12 school setting; and

[D.] C. [Have successfully completed a 2-year program with graduate courses in administration and supervision in an institution or institutions approved by an accrediting agency recognized by the State Superintendent of Schools. Graduate work under §B may be applied toward the requirements of this section, provided that a minimum of 60 semester hours of graduate work is presented.] *Submit a minimum of 24 credits of post-master's, graduate coursework in educational administration and supervision to include a balance of course work in the following:*

(1) *Developing and Articulating Shared Vision;*

(2) *Organizational Management;*

(3) *Promoting and Maintaining a Positive School Culture and Instructional Program for Learning;*

(4) *Demonstrating Values and Ethics of Leadership; and*

(5) *Collaboration with Diverse Stakeholders.*

D. *A superintendent who enters Maryland from another state may obtain superintendent certification if that superintendent held a valid professional state certificate and presents verification of at least 27 months of satisfactory performance as a superintendent during the past 7 years on the basis of which application is being made for a like or comparable Maryland certificate.*

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State Superintendent of Schools