



Teacher Induction, Retention, and Advancement Act of 2016 Workgroup

January 31, 2017 Meeting

Committee #1- Certification Restructuring

Committee Members Present: Mary Tillar, PSSAM; Darren Hornbeck, MSEA; Margaret Trader; MICUA; Karen Robertson, USM; Kelly Meadows, MSDE; and Jeanne-Marie Holly, MSDE

Committee Members Absent: Audra Butler, MADTECC and Carrie Conley, MAESP

MSDE Staff: Tanisha L. Brown

Attorney General's Office: Derek Simmons, Esq., Assistant Attorney General

Alternates Present: N/A

Approval of Minutes:

Not applicable

Discussion:

Mr. Hornbeck started the discussion by asking if teachers are adequately prepared to enter the classroom? New teachers have always wondered what IHEs can do to help them be more prepared. He shared the following points:

- Teachers often cite lack of sufficient preparation in: classroom management, reading and special education
- Difficulty including extra coursework, because of limited time in course schedules (IHEs limited to 128 credit hours for a program) and extending time in school creates financial issue
- Creating a five year degree is not beneficial – teachers only earn \$40k or less entering the classroom.

Dr. Robertson shared that many new teachers are placed in most difficult classes because no one else wants them. Resultantly, many new teachers leave because they are in over their heads. The group agreed that seasoned teachers should have most difficult classes and asked what the LEAs are doing to ensure new teachers are placed where they can be most successful?

Mr. Hornbeck suggested we are losing teachers at both ends of the continuum (i.e. fewer are entering and fewer are remaining). The group discussed several points, including:

- Well-trained teachers still don't always make it to year 3.
- Teacher autonomy and ability to be treated as professionals are the 2 biggest issues with retention, per National Survey.

Ms. Meadows offered to facilitate that committee discussion and shared the agenda items with all. The objective of today's meeting is to narrow the focus and identify the committee's top 3 priorities moving forward. The group decided to spend time talking about each item presented and decide which items aren't pertinent to certification and which items were critical.

Ms. Meadows shared an overview of the current routes to certification in Maryland and available certificates. The group discussed the route of transcript analysis. Ms. Trader shared that transcript analysis can be liberating for individuals with content degrees who only need pedagogy (i.e. it extends the continuum).

Ms. Meadows shared that we often hear teachers saying they don't feel like professionals because they aren't treated like professionals. Mr. Hornbeck shared that teachers consistently share in surveys that they do not feel valued as professionals because they do not have the autonomy to do their jobs.

Ms. Tiller suggests the teacher continuum should be enhanced not eliminated.

Mr. Hornbeck emphasized the importance of ensuring a minimum qualification threshold for teachers, regardless of shortage issues. The group posed the questions:

- If applicant cannot pass basic skills, should they be able to enter the profession?
- What are the minimum requirements for certification, including:
 - Coursework
 - Classroom management
 - Special needs
 - Reading
 - Content
 - Pedagogy
 - Basic skills
 - Tests/assessments/portfolio
 - Experience (classroom)
 - Internship/clinical experiences
 - Cultural diversity

Would an adjunct certificate be useful? If so, should it have the following limitations?

- Valid for a limited period
- Renewable
- Not available for individuals currently pursuing certification

Mr. Hornbeck suggested adjunct certificates could be useful, but that these instructors should not be permitted to teach students with special needs. The group asked the following questions with regard to an adjunct certificate:

- What should be minimum requirements for Adjunct teaching certificate?
- Should it be modeled after Resident Teacher Certificate (RTC)?
- Should it be available in all subject areas or just specialty cert areas?

The committee agreed that the National Board route to certification is welcomed and referred to this route as "a no brainer".

Materials of Interest Requests for next meeting:**Next Steps:**

- Discuss the possibility of an adjunct certification and elements for inclusion in a draft regulation
- Define the must haves and basic requirements for initial certification, renewals and endorsements, including:
 - Classroom management
 - Special needs
 - Reading
 - Content
 - Pedagogy
- Discuss the conditional certificate and possible regulatory language changes
- Explore the concept of micro-credentialing
- Draft regulatory language elements to be included for National Board Certification to be included in the initial route option continuum