



**Teacher Induction, Retention, and Advancement Act of 2016**  
**Workgroup**  
April 26, 2017 Meeting  
**Committee #1- Certification Restructuring**

**Committee Members Present:** Darren Hornbeck, MSEA; Kelly Meadows, MSDE; Mary Tillar, PSSAM; Nomsa Geleta, USM; Audra Butler, MADTEC

**Committee Members Absent:** Jessica Cuches, PSSAM; Margret Trader, MICUA, Carrie Conley, MAESP;

**MSDE Staff:** Tanisha L. Brown

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

**Guests:** Charles Hagan, Principal, Harford County Public Schools, Barbara Matthews, Coordinator of Certification, Harford County Public Schools

**Alternates Present:** N/A

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**Discussion**

Ms. Spross began the meeting asking if any changes were necessary to the minutes from the February 21, 2017 meeting. Ms. Spross also indicated that the following materials of interest had been shared:

- Committee I : Praxis pass rates by state and Georgia certification plan documents
- Committee IV: Summary of their work to date and a draft of the Revised IPR criteria

No changes were noted for committee I minutes. Three individuals signed up for public comment:

- **Barbara Matthews, Harford County Public Schools:** 23 years experience as a certification specialist with MSDE, Howard and Harford Counties. She commented:
  - Many PTE teachers have difficulty passing Praxis I because they are often career changers who have long been out of high school.
  - PTE teachers are often not given the full two years to acquire necessary coursework because many are hired right before or just after school year starts, causing them to miss deadlines for fall registration at most institutions of higher education (IHES). As a result, they lose one semester to obtain required classes.
  - Because of when they are hired, they also miss out on week long new teacher orientation (intro to curriculum, meeting with supervisors, technology training, evaluation, etc.).
- **Deborah Carter , Frederick County Public Schools:** 39 years teaching English and Latin. She commented:

- Teachers need more autonomy, are given less instructional time, and not enough opportunities to be leaders. She also commented that administrators need more experience beyond the required 3 years of teaching, to obtain certification.
  - Teachers need a reason to love the job again (not just the teaching).
  - Teachers are not treated as professionals. They need to be allowed to teach, but are given less instructional time due to testing.
- **Charles Hagen, Harford County Public Schools:** PSTEB member, Adjunct for one of the required PTE cert courses, principal in Harford Co. He commented:
    - Based on information he gathered from emailing tech principals around the state, 13 PTE teachers across 6 schools in the last 4 years were not retained because they had difficulty passing Praxis I. He argued they are losing good PTE teachers, which are already hard to find given their expertise.
    - The following options may help with the issue:
      - Using composite scores
      - Allowing renewal of the conditional without basic skills exam

After public comment, Ms. Spross indicated that for FY 18 \$2.18 million was restored to the budget for a pilot program to provide first year teachers with 20% more planning time per week. For the 2018 FY, the Quality Teacher Incentive Act will provide: \$2k for National Board Certified teachers teaching in a comprehensive needs area; and \$1k if National Board certified, but not teaching in a comprehensive needs area. The request for proposals (RFP) for the Pilot Program was posted April 7, 2017. The deadline to apply is June 5, 2017.

Kelly Meadows began the committee discussion with questions for the public commenters.

- Barbara Matthews was given an opportunity to share suggested solutions for the PTE Basic Skills assessment issue, given that she was unable to do so before her 3 minute public comment period had lapsed. Ms. Matthews noted issues with PTE teachers didn't arise until basic skill assessment requirement was put in place, and therefore suggested: 1) Having an option for the composite score 2) Issuing a second and final Conditional certificate for PTE teachers.
  - Deborah Kraft asked:-Do you think the composite will help all teachers or just PTE teachers?
    - Barbara responded: Just PTE teachers.
  - Charles Hagen asked if we had discussed not requiring the basic skills assessment from anyone who attended an approved MD IHE. Ms. Meadows clarified that we discussed the possibility of removing the requirement for anyone with a Bachelor's degree, not just those who attended an approved MD IHE. Ms. Meadows also indicated that she doesn't know the history behind now requiring the basic skills assessment for PTE teachers, given that it was not always required.
  - Mr. Hagen commented that instituting a basic skills assessment for PTE teachers may have seemed like a good idea, but we may not have had the appropriate foresight to see all of the impacts. He stated we are losing great teachers because of this requirement, and that he would at least like to see an additional 2 years allotted for them to pass the assessment.

- Ms. Geleta suggested that perhaps the basic skills assessment requirement for PTE teachers came with changes to the institutional performance criteria redesign?
- Mr. Hagen commented that PTE teachers are often taking more classes than any other teachers in order to maintain their professional technical certifications, and that this should count for something.
- Ms. Butler asked if PTE teachers were required to have an industry credential and to keep it active
  - Ms. Meadows indicated that they are required to have an active industry credential for certification and that MSDE does not currently use industry credits to renew educator certificates; however, it is something that should be considered.

Ms. Meadows mentioned that professional teaching courses can be offered by the local school system as CPDs for PTEs. Local school systems can create the courses needed for the pedagogy requirement, but it is rare that a LSS does. She noted that it might be a good option for more districts to consider. Mr. Hagen noted there may only be a few people in the classes if it is a small district. Ms. Meadows mentioned it may be helpful for districts to partner in offering these courses.

Ms. Meadows shared a draft National Board regulation allowing entry to MD certification via National Board. The committee approved of the draft. But asked the following questions:

- Mr. Hornbeck: Can National Board Certification be used to renew a Maryland certificate?
  - Ms. Meadows responded that the hours behind it can be used for certification renewal.
- Ms. Geleta asked what is required to renew National Board certification.
  - Ms. Meadows responded that it has to be renewed every 5 years. This is a new change from the previous ten year renewal cycle.

After sharing the draft regulation, Heather Lageman shared information on micro-credentialing (MC). She gave handouts on the topic and shared the following:

- Digital Promise is the primary platform for MC at Baltimore County Public Schools, but it is not the only platform being used
- The concept is designed to recognize the self-paced, self-identified learning that educators receive
- MC is competency based and self-directed
- MC can be job embedded or part of other activities, such as professional learning communities.
- MC allows the candidate to focus on a discrete skill, then collect and submit evidence of competence

Anne Arundel County shared that they are looking to create their own micro-credentialing. Ms. Meadows asked what the objective was for the local school system (LSS) to do this. Anne Arundel County responded that it allows for professional and personal growth that can be shared and recognized. For educators, it can be used as a “scorecard,” allowing them to display their competency.

- MC can be considered in promotions. Locals are also vetting courses and making them available to educators. The local HR/Advanced Learning office chooses which courses are available to take.

Audra shared that Anne Arundel Community College allows people to attach their MC badges so that people can see what their specialties are. She notes that regulation of MC is still unclear.

Ms. Geleta asked if the value of MC would be recognized outside of a local school system

A member asked if MC badges could be used as CEUs. Ms. Meadows responded this is a great question for the committee to discuss: Should MCs be associated and used with certification as well, or just renewal?

- Mr. Hornbeck commented, if it's not tied to certification it just seems like extra work to do.
- Ms. Lageman noted that teachers like the idea of just being able to demonstrate what they have learned through their badges.
- A committee member noted that if they are tied to an IHE partnership teachers can possibly earn credits from IHE

Ms. Butler commented that MCs are great for giving educators another choice for demonstrating learning. Mr. Hornbeck asked what the associated costs were for MC. Ms. Butler responded Anne Arundel has no cost.

A committee member asked how educators use their badges to improve. Anne Arundel County indicated there are three levels in their district: **Level 1**, educators use it for personal growth, **Level 2**: To improve their own school; and **Level 3**: To improve the local school system?

Ms. Butler noted MC is still a new concept in education, and we still have to learn application and management of it. Ms. Meadows noted that if we use MC as equivalent credit, the local school system will have complete autonomy because regulations do not define equivalent credits, but if it is going to be a CPD, MSDE has to regulate the process and that requires a lot of management and resources. Ms. Meadows does not recommend putting MC in regulations as a standalone option; it would best be subsumed under equivalent credit or CPDs. Everyone agreed that micro-credentialing fits nicely with renewal, either as a CPD or equivalent credit.

Ms. Meadows begins the discussion of Adjunct Certificates by sharing information on COMAR 13A.12.02.27 (Specialized Professional Areas). She disseminated a copy of the regulation, as well as a presentation on how Georgia is using the adjunct certificate. She noted that it is based on Georgia's written presentation. Ms. Meadows also likes the idea that Georgia defines specific areas for adjunct certification. Ms. Meadows suggested that we may want to also define subject areas, but trying to use critical shortage areas (as it appears GA did) may be difficult because 1) they change frequently 2) currently nearly everything is a critical shortage area, and 3) The state and local school systems may have different lists of critical shortage areas

- Mr. Hagan recommend using for very specialized areas to define the adjunct list. And that 50% should be defined as teaching assignment not necessarily the school day.

- Mr. Hornbeck asked: Should a person have to know less to teach children just because they're only teaching 30 kids and the other person is teaching a full load? He believes this sounds like standards are being lowered.
- Ms. Meadows asked what would be required to hold an Adjunct certificate, if one existed.
  - The committee suggested lesson planning and delivering instruction
    - Ms. Meadows noted that she does not see it working unless the courses are offered by the LSS
    - Ms. Butler agrees with Ms. Meadows, but also sees the need for a course in literacy instruction
      - Ms. Meadows ask if this can this be integrated with other content?
  - The committee suggested requiring a course in Methodology
    - Ms. Butler suggested a hybrid course with Methodology and literacy instruction
- Ms. Meadows suggested that if the adjunct certificate is valid for one year, certificate holders can be evaluated at the end of the year and dismissed if they are not doing well. She also noted that it is equitable to a conditional since they too are allowed to begin teaching without pedagogy courses.
- The committee suggested that we may want to limit the amount of times an Adjunct Certificate holder can renew

The committee agreed it is necessary to meet again on May 30<sup>th</sup>. Ms. Butler indicated that she will be unable to attend on the 30<sup>th</sup> of May. Ms. Meadows asked that everyone think about what should be needed for the adjunct certificate. The committee will use the time on May 30<sup>st</sup> to discuss the adjunct certificate.

Ms. Meadows asked the committee if they needed additional information on EdTPA, and also suggested looking at the PPAT. Ms. Meadows asked committee members if they would appreciate having a representative from Pearson and ETS present on the assessments. The committee agreed.

**Materials of Interest requests for next meeting:**

**NONE**