



Teacher Induction, Retention, and Advancement Act of 2016
Workgroup
May 30, 2017 Meeting
Committee #1- Certification Restructuring

Committee Members Present: Jessica Cuches, PSSAM; Kelly Meadows, MSDE; Karen Robertson, Associate Dean, Towson University

Committee Members Absent: Margret Trader, MICUA, Carrie Conley, MAESP; Darren Hornbeck, MSEA; Mary Tillar, PSSAM; Nomsa Geleta, USM; Audra Butler, MADTEC

MSDE Staff: Tanisha L. Brown

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

Alternates Present: Fran Kroll, MADTEC; Geraldine Duval, MSEA

Discussion

Ms. Meadows began with a recap of the previous meeting on April 26, 2017. The following was noted as discussed at the prior meeting:

- Micro-credentialing and how it relates to certification. The group agreed that it could be included with the concept of equivalent credits, or continuing professional development (CPD), if local education agencies are willing to offer the CPD courses
 - Ms. Kroll expressed that she liked the idea of micro-credentialing and asked how it affects steps and salaries within the local school system.
 - Ms. Cuches shared that it did not affect salary in Anne Arundel county
- Difficulties passing the basic skills exam for professional and technical educators (PTE)
- The option of creating an adjunct certificate for Maryland. Ms. Meadows noted that the committee felt that the adjunct certificate should be:
 - Applicable only to specialty areas,
 - Used only for part time teaching;
 - Nontransferable to another district; and
 - Valid for only one year.

Concern was raised as to whether the adjunct certificate would lower the standard for individuals entering the teaching profession.

Ms. Cuches asked if the adjunct certificate would be renewable. Ms. Meadows responded that it likely would be, but that the committee had not yet agreed upon the renewal requirements.

The committee made the following comments about the adjunct certificate:

- **Ms. Cuches:** Anne Arundel County has individuals from Northrup Grumman, for example, who would be willing to come in and teach a class or two, but are not willing to leave their full time job. The adjunct certificate could be used to certify them.
- **Ms. Kroll:** There are two populations that could be interested in the adjunct certificate: 1) Hard to staff areas, such as Chinese 2) The retired person who may want to teach.
 - **Ms. Kroll** compares the adjunct certificate to the adjunct certificate used in higher education. She says that although a master's degree is typically the required minimum for adjuncts, they have accepted candidates with a bachelor's degree to teach specialty areas such as dental hygiene. She also questions how long we would allow individuals to teach on an adjunct certificate.
- **Ms. Duval:** Allowing individuals to renew too many times may create another path to entry that allows individuals to bypass the traditional routes to certification.
 - **Ms. Duval** recommended a required co-teaching model for adjuncts. Ms. Cuches indicated that would be a financial strain for school districts.
 - **Ms. Duval asks Ms. Cuches** how many renewal cycles she envisions for the adjunct certificate. **Ms. Cuches** suggests unlimited renewals, with yearly evaluations, and that adjuncts not be allowed to teach more than two classes
 - The committee asked what an evaluation for adjuncts would look like and whether it would be something included in policy.
 - **Ms. Kroll** noted that she does not think individuals will abuse the certificate and renewal options. She mentioned that she has often heard individuals say "I thought you needed people!" Then turn away from the idea of teaching because they do not want to have to get another degree to enter the classroom.
- **Ms. Robertson:** How would we determine critical shortage areas and what would qualify for teaching under an adjunct certificate?
 - **Ms. Meadows** notes basing the adjunct certificate on shortage areas would likely be difficult because shortage areas are different from local to local.
 - **Ms. Cuches** recommends areas such as German, Italian, Artists, biomedical.
- **Ms. Meadows:** We should continue to consider the adjunct certificate as a stepping stone towards a professional certificate.
 - **Ms. Cuches** asks what about those individuals who have no desire to obtain a professional certificate.
- **Ms. Meadows** notes that we must define what areas are eligible for the adjunct certificate. She mentions possibly creating a list of eligible and ineligible areas that includes some flexible verbiage.
 - **Ms. Kroll** notes eligible adjunct certification areas should be based on region and needs of the local.

Ms. Meadow's shared the regulation for Specialized Professional Areas (Grades 7-12) to demonstrate how the adjunct certificate could fit within. She notes that the regulation for specialized areas requires professional education courses in:

- Lesson planning and delivery of instruction;

- Assessing instruction;
- Diversifying instruction to accommodate special needs;
- Managing the instructional environment; and
- Providing literacy instruction relevant to the specialized professional area

Ms. Meadows suggested requiring these courses for adjuncts as well, and offering them as continuing professional development (CPDs) courses through the local school system.

- **Ms. Cuches** mentions three years is not enough time for adjuncts to obtain these credits. She suggest giving them 5 or 6 years to complete the requirements.
- **Ms. Kroll** notes that if there are too many requirements for the adjunct certificate, individuals will not want to obtain it. She recommends using pedagogy requirements from the Specialized Professional Areas.

Ms. Robertson asks if adjuncts will need the basic skills exam.

- Ms. Meadows responds that if the recommendation is made to eliminate the need for a basic skills exam for those who hold a Bachelor's degree or higher, then the answer is no. She adds that the committee must determine what the requirements for the adjunct certificate should be.
 - **Ms. Cuches:** Adjuncts should receive onboarding before and during employment from the local that occurs before and during employment. It should include classroom management, lesson planning and differentiating instruction.
 - **Ms. Meadows** asks if it should possibly include observations of the adjuncts, and/or opportunities for the adjuncts to observe experienced teachers.
- **Ms. Meadows** asks if individuals should be able to obtain an adjunct certificate with less than a bachelor's degree if they have extensive experience. The committee agreed that a Bachelor's degree should be the minimum.
 - **Ms. Cuches** notes that an industry credential should not trump experience. The adjunct certificate is supposed to be based on the idea that the individual has extensive experience in their specialty area.
- **Ms. Meadows** notes that the Board may have concern that "anyone can teach" if the required degree is less than a bachelor's.
 - **Ms. Kroll** noted that parents are more interested in individuals specializing in an area, than whether or not they are certified as a teacher. But she does believe locals should provide mentoring, and conduct evaluations of adjuncts.

Ms. Cuches states that Anne Arundel County public schools would love to pilot an adjunct program with a study of implications. Ms. Kroll suggested Washington County may be interested in piloting a similar program as well.

Ms. Kroll asked if there is currently a certification that would accommodate "adjuncts". Ms. Meadows stated no, and that local education agencies will often use long term substitutes as an alternative.

Materials of Interest requests for next meeting:

NONE