MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the State Board of Education

FROM: Bernard J. Sadusky, Ed.D.

DATE: January 24, 2012

SUBJECT: Presentation of the Final Report of the Reconfiguration of the Current Certification Structure and Summary of PSTEB Deliberations

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PURPOSE:

The purpose of this item is to present an overview of the Final Report of the Reconfiguration of the Current Certification Structure and a summary of the deliberations of the Professional Standards and Teacher Education Board (PSTEB) regarding those recommendations.

BACKGROUND:

In support of Maryland's third Wave of Reform, the Department's Race to the Top submission, and recent legislative action directing the Department to adopt regulations which align teacher performance, in part, with student growth, the Department convened a Work Group to review and revise the existing structure as necessary.

Consistent with the practice in the development of regulations, Department staff identified a variety of constituents to serve on the Work Group: human resource directors, local school system and nonpublic school administrators, State institution personnel, education/union representatives, and representatives from higher education. The Work Group met monthly from September 2010 through April 2011; Work Group members provided background information and staff collected national data. After considerable deliberation, the Final Report (attached) was published and presented to the PSTEB on June 2, 2011.

Since the initial presentation, the PSTEB has been engaged in extensive discussion regarding the six proposed recommendations. At its meeting on December 1, 2011, the PSTEB requested a summary of their discussion as follows:

Recommendation 1: Revise the current certification system to include a license for those individuals who are not required by regulation to hold a certificate.

The PSTEB favors this recommendation as proposed. If adopted, this would mean that a "license" would be awarded to those not required by regulation to hold a credential for their current position, and a "certificate" would be awarded to those required by regulation to hold a credential for their current position.

Recommendation 2: Eliminate the requirement for obtaining a master's degree for teachers. The master's degree remains a requirement for those seeking certification as an Administrator or Supervisor and/or Specialist.

The PSTEB does not favor this recommendation. The PSTEB supports the existing certification structure which provides options for obtaining the Advanced Professional Certificate: master's degree, master's equivalency (a combination of college coursework and locally/state approved Continuing Professional Development credits), or National Board Certification and twelve graduate credits.

The PSTEB believes strongly in professional development as an expectation for all educators and recognizes that professional development can come in many forms. The PSTEB also believes that Maryland's current certification structure allows for various options to meet the requirement and that professional development, in addition to being expected, should be acknowledged. Requiring all teachers to earn an APC within ten years assures acknowledged, continuous professional growth for those who facilitate learning for Maryland's students.

Recommendation 3: Differentiate the credential for those required to hold certification and those who are not required to hold certification.

The PSTEB favors this recommendation with amendments necessary to reflect its position on Recommendation #2. The amended recommendation would:

*Issue a "Practitioner License" to all applicants who meet credentialing requirements. This would replace the existing Professional Eligibility Certificate.
*Issue an "Initial Professional Certificate" to those hired in a position requiring credentialing. Movement to this certificate would be automatic based on the employment decision. This is a new credential.
*Issue a "Standard Professional Certificate" upon verification of three years of satisfactory experience and renewal requirements.
*Issue an "Advanced Professional Certificate" within ten years upon verification of satisfactory experience and renewal requirements.

Recommendation 4: Recommit to the importance of rigorous and relevant professional development as a continued requirement for certification and certificate renewal. Moreover, expand the opportunities for continuing professional development which will contribute to student growth. Encourage the use of job-embedded professional development activities. Limit the use of Continuing Education Units (CEUs) to specific certificate holders, such as School Psychologists, Guidance Counselors, and School Social Workers whose professional organizations provide relevant professional development activities and experiences.

The PSTEB favors this recommendation. There was considerable discussion about the encouragement of job-embedded professional development. Whereas the PSTEB endorsed the concept, several members were concerned that this might be interpreted as mandatory infringement on teacher planning time. Although the recommendation does not speak to this matter, some PSTEB members were concerned that this might be an unintended consequence. The PSTEB urged that care be taken in its wording in regulation.

Recommendation 5: Facilitate the novice teacher's entry into the profession and the world of practice; eliminate the need for additional renewal credits while on the Initial Professional Certificate.

The PSTEB favors this recommendation although some concern was expressed over the fact that some teachers might postpone the accumulation of renewal credits and not get the professional development needed in the early years. It was noted, however, that many local school systems have employment requirements and provide the requisite professional development to meet those requirements.

Recommendation 6: Require 135 units for renewal. Renewal units may be college/university credits and/or continuing Professional Development Credits (CPDs) or other approved experiences determined by the local school system.

The PSTEB took no position on this recommendation. The PSTEB maintained that insufficient data were presented on why the current six credits were inadequate. It was discussed, however, that increasing the number of units (the equivalent of nine semester hours) was based on a review of the current requirements in other states and that the expanded options for professional development increase the availability of opportunities.

SUMMARY:

Adoption of the recommendations, wholly or in part, has major implications for potential revisions to other sections in COMAR.13A.12.01, General Provisions. At your request, we are presenting the Final Report and a summary of PSTEB's deliberations.

ACTION:

This item is presented for information only.

BJS: jes

Attachments (3)

Professional Standards and Teacher Education Board

Terms from July 1, 2011 through June 30, 2014

NAME	REPRESENTING	TERM EXPIRES
Ms. Merlyn M. Bell	Baltimore Teachers Union	June 30, 2013
Ms. Amy Benson	Association of Independent Maryland Schools	June 30, 2013
Dr. Cynthia T. Bowen	Maryland Association of Teacher Educators	June 30, 2013
Ms. Shirley Brandman	Maryland Association of Boards of Education	June 30, 2012
Ms. Ayana English-Brown	Maryland State Education Association	June 30, 2012
Ms. Cathy G. Cerveny	Maryland State Education Association	June 30, 2014
Dr. Lorraine E. Cornish-Harrison	Baltimore Teachers Union	June 30, 2012
Ms. Louise E. DeJesu	Maryland Association of Elementary School Principals	June 30, 2013
Dr. Colleen Eisenbeiser	Maryland Association of Colleges for Teacher Education	June 30, 2014
Mr. Michael J. Fell	Maryland State Education Association	June 30, 2012
Mr. Ronald S. Goldblatt, Esquire	Association of Independent Maryland Schools	June 30, 2012
Mr. Darren R. Hornbeck	Maryland State Education Association	June 30, 2014
Dr. Alyssia James	Maryland Association of Teacher Educators	June 30, 2012
Dr. Mary Ellen Lewis	Association of Independent Maryland Schools	June 30, 2014
Ms. Stephanie R. Moses	Public School Superintendents Association of Maryland	June 30, 2013
Dr. Barbara Martin Palmer	Maryland Association of Colleges for Teacher Education	June 30, 2014
Ms. Michelle Revells	Maryland State Education Association	June 30, 2014
Dr. Carl Roberts	Public School Superintendents Association of Maryland	June 30, 2013
Dr. Karen L. Roe	Maryland Association of Teacher Educators	June 30, 2013
Ms. Jean Satterfield	Maryland State Department of Education	Ongoing
Dr. Theresa D. Stafford	Maryland Association of Secondary School Principals	June 30, 2014
Ms. Jolynn E. Tarwater	Maryland State Education Association	June 30, 2014
Dr. Margaret C. Trader	Maryland Association of Colleges for Teacher Education	June 30, 2012
Vacant	Lay – President of the Senate	(June 30, 2005)
Vacant	Lay – Speaker of House	(June 30, 2001)

MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • MarylandPublicSchools.org

TO: Members of the Professional Standards and Teacher Education Board

FROM: Jean E. Satterfield JES

DATE: June 2, 2011

SUBJECT: Reconfiguration of the Current Certification Structure Final Report

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PURPOSE:

The purpose of this item is to present the Final Report of the Reconfiguration of the Current Certification Structure.

BACKGROUND INFORMATION:

In support of Maryland's Third Wave of Reform, our Race To The Top (RTTT) submission, and recent legislative action directing the Maryland State Department of Education to adopt regulation which aligns teacher performance, in part, with student growth in public schools, MSDE has convened a Certification Work Group to reconfigure the current certification structure.

At the Maryland State Board of Education meeting in January 2010, the Division of Certification and Accreditation presented a conceptual framework which strengthened the link between certification, continuing professional development, and continued satisfactory experience to educator certification.

Consistent with practice in the development of regulations, Department staff identified a variety of constituents including human resource directors, local school system and nonpublic school administrators, education association/union representatives, and representatives from higher education. The Final Report (attached) specifies the recommendations of the Work Group.

SUMMARY:

Since its initial meeting in September 2010, the Reconfiguration of the Current Certification Structure Work Group has discussed a variety of issues: the equitable application of the requirements for all certificate holders, the need to expand professional development opportunities, the continuing importance of rigorous and relevant professional development, and the elimination of the master's requirement for teachers.

ACTION:

This item is presented for your information and discussion.

JES: lmb

Attachment

Reconfiguration of Certification Structure Work Group

Final Report

Presented to the

Professional Standards and Teacher Education Board

June 2, 2011

MARYLAND STATE BOARD OF EDUCATION
200 West Baltimore Street
Baltimore, Maryland 21201

James H. DeGraffenreidt, Jr.
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Dr. Nancy S. Grasmick
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State Superintendent of Schools

Ms. Jean E. Satterfield
Assistant State Superintendent
Division of Certification and Accreditation

Dr. Joann H. Ericson
Chief, Certification Branch

Martin O'Malley
Governor

WORK GROUP MEMBERS

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Baltimore County Public Schools

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Maryland State Department of Education

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Caroline County Public Schools

Ms. Gail Epps
Maryland State Education Association
Instructional Specialist
Office of Human
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Montgomery County Public Schools

Dr. Joann Ericson
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Division of Certification and Accreditation
Maryland State Department of Education

Ms. Diane Hampton
Director of Institutional Relations
Maryland Independent College
and University Association

Dr. Linda Jacobs
Executive Director
The Harbour School

Ms. Lucille Kidwell
Certification Specialist
Charles County Public Schools

Ms. Heather Lageman
Teacher Effectiveness Specialist
Division of Instruction
Maryland State Department of Education

Ms. Lauri McGuire, Esq.
Legal Counsel
Office of the Attorney General

Dr. Mark Mechlinski
Director of Juvenile Services
Division of Career and College Readiness
Maryland State Department of Education

Dr. Scott Pfeiffer
Director of Instructional Assessment
Division of Instruction
Maryland State Department of Education

Ms. Jean Satterfield
Assistant Superintendent for Certification and
Accreditation
Maryland State Department of Education

Ms. Sandy Sengstack
Certification Coordinator
Montgomery County Public Schools

Ms. Sarah Spross
Chief, Nonpublic Schools
Division of Certification and Accreditation
Maryland State Department of Education

Ms. Cindy Stull
Certificated Personnel Officer
Frederick County Public Schools

Dr. Kenneth D. Witmer, Jr.
Dean, College of Education
Frostburg University

Ms. Tammy Woodhouse
Baltimore Teachers Union
Education Associate
Forest Park High School

Ms. Lasheda Young
Human Resource Specialist
Howard County Public Schools

INTRODUCTION

Background

The enactment of *No Child Left Behind (NCLB)* in 2002 dramatically transformed expectations for educators responsible for the instructional programs in the public schools. The heightened emphasis on highly qualified teachers not only elevated the standards for entering the profession but also emphasized a new approach to accountability for both educators and local school systems.

In February 2009, with the passage of the *American Recovery and Reinvestment Act (ARRA)*, $4.35 billion was designated for the Race to the Top Fund, a competitive grant program designed to promote and compensate states who are creating conditions for education innovation and reform; achieving significant improvements in student achievement; closing achievement gaps; and implementing ambitious plans in four core education reform areas:

- Adopting standards and assessment to prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how to improve instruction;
- Recruiting, developing, rewarding, and retaining effective teachers and principals, especially in the neediest schools; and
- Turning around low-achieving schools.

In conjunction with the award of RTTT funding, the General Assembly enacted the *Education Reform Act of 2010*, (HB 1263). The legislation included a revision in the probationary period for a teacher from two years to three years; inclusion of student growth as a significant component on which teachers and principals are to be evaluated; the establishment of locally negotiated incentives for highly effective classroom teachers and principals in certain schools; and rigorous standards for mentoring during the probationary period.

Federal legislation has provided the impetus for numerous regulatory changes regarding the certification of educators in Maryland since *NCLB*. In addition to the federal momentum, several local concerns necessitated the need to review existing certification practices and procedures.

Rationale

The *Code of Maryland Regulations (COMAR)*, specifically, *COMAR13A.12.01, General Provisions,* delineates the requirements for professional public education staff in the State. Furthermore, *COMAR13A.12.01.03, Personnel*, specifies personnel subject to certification as teachers, specialists, and administrators in public schools, State-Operated schools, and certain non-public schools approved under *COMAR13A.09.10, Educational Programs in Non-Public Schools and Child Care and Treatment Facilities.*

For the past several years, certification regulations have been applied differently for certain populations not employed in one of the entities required to hold certification. However, due to

the increased expectations for accountability now placed on public school teachers and principals, it seems timely that the Department reconsiders this practice so that there is fidelity to the regulations.

Under the auspices of Dr. Nancy S. Grasmick, State Superintendent of Schools, as an integral component of Maryland's Third Wave of Reform, Ms. Jean E. Satterfield, Assistant State Superintendent, Division of Certification and Accreditation, convened a Work Group and charged the Work Group to revise the certification system to:

- Reflect educator effectiveness;
- Focus on professional development for those required to hold a certificate; and
- Serve the needs of all certificate holders in the State.

WORK GROUP PROCEEDINGS

Meeting Dates

The Work Group met on the following dates: September 15, October 14, November 8 and December 1, 2010 and January 11, February 8, and April 13, 2011. All meetings were conducted at the Maryland State Department of Education.

Conceptual Framework

After considerable discussion, the Work Group determined the following principles to serve as the basis for recommendations:

1. The current certification structure requires revision so that regulatory requirements are equitably applied.

2. Licensure is an affirmation that the individual has met the threshold eligibility requirements necessary to execute the responsibilities of the position.

3. The *Education Reform Act of 2010* augmented the accountability for certificated individuals in public schools; therefore, ensure that certificates continue to be issued to those individuals required to hold certification.

4. Satisfactory experience and rigorous and relevant professional development are requisite for initial and continued certification for those required to hold a certificate; rigorous and relevant professional development is also requisite for continued licensure.

5. Performance (outputs) rather than credentials only (input) have assumed more importance.

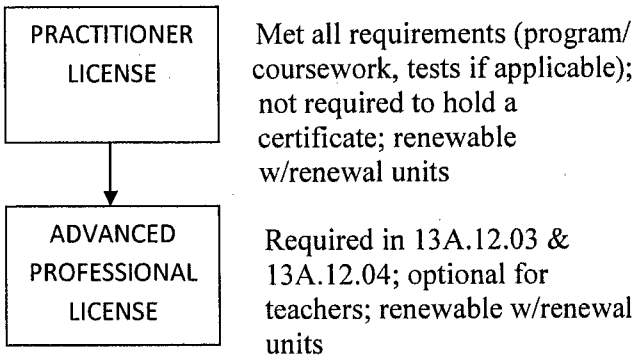
6. There are many ways to demonstrate advancement in the profession; an advanced degree is but one. Research supports that, on the average, master's degrees in education for a teacher bear no direct relation to student achievement.

RECOMMENDATIONS

Rationale:

Current regulations are not equitably applied to all certificate holders. Many of those for whom there is no regulatory requirement to hold a Maryland certificate can renew the certificate without having met the existing stipulated requirements (satisfactory experience and a professional development plan) currently in regulation. This practice must be discontinued but allow for those individuals who meet eligibility requirements to hold a credential. This recommendation has no impact on those required by regulation to hold a certificate.

Recommendation 1: Revise the current certification system to include a license for those individuals who are not required by regulation to hold a certificate.



Rationale:

The requirement that individuals obtain a master's degree or master's equivalency within ten years from first obtaining professional certification and employment in a Maryland school system has been a mainstay of the certification system for decades. While it would seem that advanced degrees would help teachers be more effective, the preponderance of educational research conducted over the last fifty years does not support this assumption. There are some data to suggest that advanced degrees in mathematics and the sciences may directly contribute to student achievement in those areas; however, most teachers do not pursue advanced degrees in content areas.

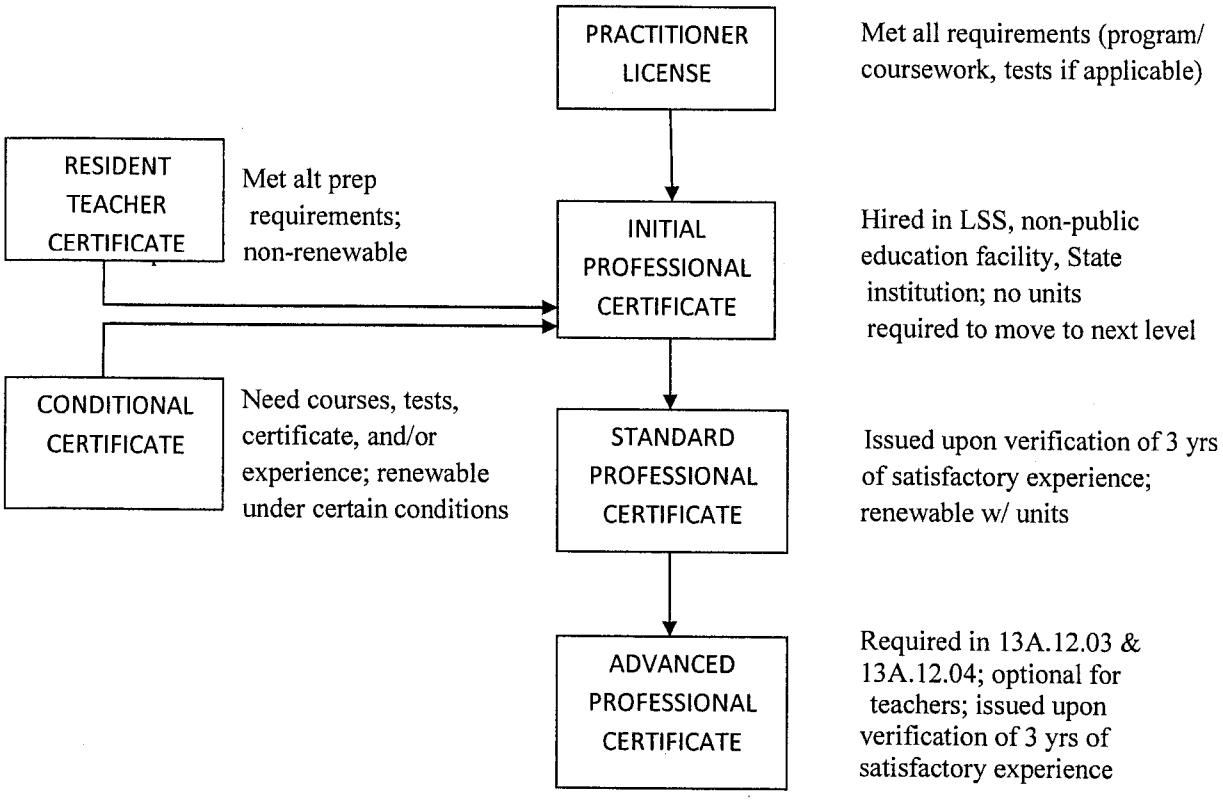
Recommendation 2: Eliminate the requirement for obtaining a master's degree for teachers. The master's degree remains the requirement for those seeking certification as

an Administrator or Supervisor (*COMAR13A.12.04*) and/or Specialist (*COMAR13A.12.03*).

Rationale:

Maryland has initiated its third Wave of Reform designed to achieve national status as a leader in educational excellence. Federal and state mandates have increased accountability demands on public school educators; therefore, it became important to provide a distinction between the credential for an individual required to hold certification and the individual who chooses to hold certification. A license gives permission to practice; the issuance of a certificate confirms that the individual performs the practice satisfactorily.

Recommendation 3: Differentiate the crendential for those required to hold certification and those who are not required to hold certification.



Rationale:

There are more demanding expectations (both federal and State) for those employed in public schools, State-operated institutions, and certain non-public schools in terms of performance and accountability. These educators must demonstrate stronger content knowledge; adherence to the State Curriculum; a deeper understanding of pedagogy; an understanding of the learners and their development including how to assess and scaffold learning, how to assist students with learning differences, and how to support the learning of language and content for those who are not yet proficient in the language of instruction. In addition, the connection between effectiveness and continued student achievement is highly transparent.

A 2000 study by the National Staff Development Council examined award-winning professional-development programs at eight public schools that had made measurable gains in student achievement. The study found that in each of the schools, "the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action." Specifically, the study found that the schools' professional-development programs were characterized by collaborative structures, diverse and extensive professional-learning opportunities, and an emphasis on accountability and student results (*Education Week*, May 17, 2011).

Recommendation 4: Recommit to the importance of rigorous and relevant professional development as a continued requirement for certification and certificate renewal. Moreover, expand opportunities for continuing professional development which will contribute to student growth and achievement. Encourage the use of job- embedded professional development activities. Limit the use of Continuing Education Units (CEUs) to specific certificate holders, such as School Psychologists, Guidance Counselors, School Social Workers, whose respective professional organizations provide relevant professional development activities and experiences.

Rationale:

In recent years the research on the value of pre-service teacher preparation has accelerated. Nearly every state requires teachers to have earned at least a bachelor's degree and completed a certain number of professional education courses in order to receive a state license/certificate. State-approved programs typically complete an approval process which is standards-based, and, in recent years, there has been an increased emphasis on performance outcomes to be demonstrated by the graduate.

Local school system superintendents report that each year graduates whom they employ must complete additional requirements designed to facilitate their success in the respective school systems. Novice teachers need to devote themselves to acclimating to the respective school system's expectations and concentrate on refining beginning skills without the burden of taking additional courses to renew a certificate.

Recommendation 5: Facilitate the novice teacher's entry into the profession and world of practice; eliminate the need for additional renewal credits while on the Standard Professional Certificate 1. (See diagram in Recommendation 3).

Rationale:

As local school systems implement ways to provide meaningful professional development aligned with evaluations and student growth, the availability of relevant professional development activities will increase. In addition, many colleges/universities, as well as the Department, are offering on-line professional development experiences. A review of neighboring state requirements for certificate renewal ranged from a low of 75 hours (Wyoming) to 300 (Arkansas). Although the emphasis on the continuing professional development should focus on results and not inputs, for certification purposes at this time, it is necessary to identify a certain number of renewal units.

Recommendation 6: Require 135 units for renewal. Renewal units may be college/university credits and /or Continuing Professional Development (CPD) credits or other approved equivalent experiences determined by the local school system. A committee of stakeholders should be convened to identify the guidelines for determining the equivalency of the units. Continuing Education Units (CEUs) would be acceptable for specific certificate holders, such as School Social Worker, School Psychologist, Guidance Counselor.

SUMMARY

The following chart depicts a comparison between the existing certificate structure and the proposed structure as it relates to those individuals required by regulation to hold a certificate.

CURRENT				PROPOSED			
Certificate	Valid	Requirements	Renewable	Certificate	Valid	Requirements	Renewable
PEC	5 yr	Approved program and tests **or** coursework, experience, and tests	Yes (6 credits each renewal cycle)	Practitioner License	5 yr	Approved program and tests **or** coursework, experience, and tests	Yes (6 credits each renewal cycle)
RTC	2 yr.	Requisite degree; GPA, testing, pre-employment training, **and** enrolled in a MAAPP	No	No change			No
CDC/CNC	2 yr.	Applicant does not meet professional requirements	Yes, under certain conditions	No change			Yes, under certain conditions as specified in regulation
SPC1	5 yr.	Employed in LSS; meets all course work, experience (internship if approved program, one year verified if transcript analysis) **and** test requirements	Yes (if service is interrupted)	Initial Professional Certificate	5 yr.	Employed in entity required by regulation to hold certification	Yes; renewable one time if service is interrupted
SPC 2	5 yr.	Must advance to next certificate level meeting degree and experience requirements; PDP required	No	Standard Professional Certificate	5 yr.	Employed in entity required to hold certification by regulation; based on a minimum of 3 yr. of satisfactory experience; renewable with requisite units and continued satisfactory experience	Yes; demonstration of continued rigorous and relevant professional development and continued satisfactory experience
EXT SPC 2	3 yr.	Employed in LSS, consecutively holds or held a 3 yr SPC 1 and a 5 yr SPC 2 **and** has satisfied all requirements for APC except course work	No				
APC	5 yr.	Requires master's; master's equivalent (21 graduate, 15 undergrad or CPDs) **or** National Board Certification and 12 graduate credits); a min of 6 credits shall be related to teacher's specific discipline or the specialist's specific assignment; **and** experience (3 yr) requirements; PDP required	Yes (6 credits each renewal cycle)	Advanced Professional Certificate	5 yr.	Optional; Master's degree required for specialist and administrator areas	Yes; demonstration of continued rigorous and relevant professional development and continued satisfactory experience

CONCLUSION

Policymakers and practitioners are confronted with a monumental task: to construct a 21st century teaching profession that fully accommodates the needs of students who enter our public schools now and in the future. The Reconfiguration of Certification Structure Work Group was formed to begin this reconstruction through a critical examination of the existing certification structure. Motivated by national and State initiatives, the Work Group has proposed revisions to the current certification structure which will strengthen the process, ensure the equitable application of regulations to all applicants/certificate holders, and align certification renewal with demonstration of continued satisfactory experience and presentation of a professional development plan based on the educator's identified needs, strengths and interests.

APPENDIX

1. HB 1263
   http://mlis.state.md.us/2010rs/bills/hb/hb1263e.pdf

2. Race to the Top Executive Summary
   http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top

3. Maryland's 3rd Wave of Reform
   http://www.msde.maryland.gov/NR/rdonlyres/167F463A-3628-47B7-8720-353C3216AD1A/25538/3W_ExecSum_July2010_FINAL.pdf

4. Separation of Degrees: A State by State Analysis of Teacher Compensation for Master's Degrees
   http://www.americanprogress.org/issues/2009/07/pdf/masters_degrees.pdf

5. Center for Educator Compensation Reform: General Compensation Questions
   http://cecr.ed.gov/researchSyntheses/Research%20Synthesis_Q%20A2.pdf

6. Indicators of Teacher Quality
   http://www.ericdigests.org/2004-1/quality.htm

7. The HR Exchange, October, 2009
   http://www.tasb.org/services/hr_services/hrexchange/2009/Oct09/halt_extra_pay_for_m.aspx

8. *Education Week*
   http://www.edweek.org/ew/issues/professional-development/