MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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

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TO: Members of the State Board of Education

FROM: Bernard J. Sadusky, Ed.D.

DATE: April 24, 2012

SUBJECT: COMAR13A.12.02.28, World Languages
(NEW)
APPROVAL

PURPOSE:

The purpose of this item is to request your approval of a new regulation, COMAR13A.12.02.28, World Languages, PreK-grade 12 and to present an analysis of the comments received regarding this regulation.

BACKGROUND/HISTORICAL PERSPECTIVE:

The new regulation incorporates the recommendations of the Work Group which included members from higher education, both two and four year institutions, representatives from local school system human resources offices, and World Languages supervisors. The group reviewed the research supporting the elementary level as being the optimum starting point for language learning. Considerable discussion focused on the need for specific preparation in the teaching of a world language as well as a pathway to allow proficient speakers entry into the profession.

The Work Group made the recommendation for two options to obtain initial certification in this area and aligned the professional education course work accordingly: Option 1 requires a degree in a world language or thirty credits in course work, specific professional education course work, and requisite experience; Option 2 requires a degree, a higher standard of language proficiency than required for initial certification, specific professional education course work, and requisite experience.

At its November 3, 2011 meeting, the Professional Standards and Teacher Education Board (PSTEB) at its October 6 and November 3, 2011 meetings granted permission to publish. Subsequently, you reviewed the proposal at your December 6, 2011 meeting and determined that a Joint Conference Committee was not necessary.

A copy of the proposed regulation as it appeared in the *Maryland Register* on January 27, 2012 is attached; the public comment period ended February 27, 2012. Several comments were received; an analysis of the comments is attached. The proposed regulation does not have any economic impact nor does it have any impact on individuals with disabilities. There is no corresponding federal standard for this proposed action.

SUMMARY:

The ability to communicate in more than one language is an essential skill for our 21st century global society, and there is compelling evidence to support the expansion of language learning to include young learners. Additionally, this proposed change reflects a national trend in world languages instruction. The proposed regulation expands the grade band designation from 7-12 to PreKindergarten to 12 and recommends specific methodology in the teaching of World Languages as part of the professional education course work. The regulation also recommends a higher standard of testing proficiency for those individuals who may be fluent in the specific world language.

ACTION:

I am requesting approval of COMAR13A.12.02.28, World Languages, PreK- grade 12.

BJS: jes

Attachments

ATTACHMENT 1

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 Jacqueline La Fiandra, Assistant Attorney General, Office of the Attorney General, 200 St. Paul Place, 19th Floor, Baltimore, MD 21201, or call 410-576-6465, or email to jlafiandra@oag.state.md.us, or fax to 410-576-6309. Comments will be accepted through February 27, 2012. 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 March 27—28, 2012, at 200 West Baltimore Street, Baltimore, MD 21201.

.02 Appeal Contents.
A. (text unchanged)
B. Deadlines.
(1) — (2) (text unchanged)
(3) [An] *For appeals taken on or after April 1, 2011, an* appeal shall be deemed to have been transmitted within the 30-day period of time permitted under §B(1) of this regulation if, before the expiration of the time, it has been:
(a) (text unchanged)
(b) Deposited in the United States mail, as registered or certified mail[.] *or Express Mail, or deposited with a delivery service, such as Fed Ex, UPS, or DHL, that provides verifiable tracking of the item from the point of origin.*
(4) — (5) (text unchanged)
C. — D. (text unchanged)

BERNARD J. SADUSKY, Ed.D.
Interim State Superintendent of Schools

Subtitle 12 CERTIFICATION

13A.12.02 Teachers

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

Notice of Proposed Action
[12-026-P]

The Professional Standards and Teacher Education Board proposes to amend Regulations **.06, .15,** and **.17,** repeal Regulations **.07, .08, .09, .10, .11,** and **.14;** and adopt new Regulation **.28** under **COMAR 13A.12.02 Teachers.** This action was considered at the Professional Standards and Teacher Education Board meeting on November 3, 2011.

Statement of Purpose
The purpose of this action is to recommend the repeal of specific teacher certification areas, to recommend amendments to specific teacher certification areas, and to propose a new regulation for teacher certification.

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, Certification and Accreditation, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0385, or email to jsatterfield@msde.state.md.us, or fax to 410-333-8963. Comments will be accepted through February 27, 2012. 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 April 5, 2012, 9 a.m., at 200 West Baltimore Street, Baltimore, MD 21201.

.06 Certification in General Secondary [Academic] *Content* Areas (Grades 7—12).
A. To receive certification in the areas of agriculture (agribusiness and renewable natural resources), biology, business education, chemistry, computer science, earth/space science, English, [foreign language—classical, foreign language—modern,] *environmental science, family and consumer sciences,* geography, history, *marketing,* mathematics, physical science, physics, speech communication, *technology education,* and theater, the applicant shall:
(1)—(3) (text unchanged)
B.—C. (text unchanged)

.15 [Trades and Industry] *Professional and Technical Education* (Grades 7—12).
A. To receive certification in [trades and industry] *professional and technical education* (grades 7—12), the applicant shall complete one of the following options:
(1) Option I:
[(a)] An applicant shall earn a bachelor's or higher degree in a state-approved [vocational education] *career and technical* program from an IHE[,]. [and provide official verification of 2 years of previous satisfactory occupational experience in the trade to be taught;
(b) The occupational experience in §A(1)(a) of this regulation shall:
(i) Be within 10 years of the issuance of the certificate; and
(ii) Include 1 year full-time employment;
(c) A graduate of a career and technology education program in the practice of the trade to be taught, with a minimum 3.0 grade point average in course work related to the trade to be taught, shall earn credit for 6 months occupational experience under §A(1)(a) of this regulation;]
(2) Option II:
(a) An applicant shall have a bachelor's or higher degree in [industrial arts/technology education, industrial technology, or in the trade] *the career area* to be taught from an IHE[,]; and [provide official verification of 2 years of previous satisfactory occupational experience in the trade to be taught;

(b) The occupational experience in §A(2)(a) of this regulation shall:

(i) Be within 10 years of the issuance of the certificate; and

(ii) Include 1 year full-time employment;

(c) A graduate of a career and technology education program in the practice of the trade to be taught, with a minimum 3.0 grade point average in course work related to the trade to be taught, shall earn credit for 6 months occupational experience under §A(2)(a) of this regulation;]

[(d)] *(b)* An applicant shall meet the professional education course work required in §B of this regulation[;].

(3) Option III:

(a) An applicant shall earn an associate degree in the [trade] *career area* to be taught or a bachelor's or higher degree from an IHE, and provide official verification of [3] *2* years of previous satisfactory occupational experience in the [trade] *career area* to be taught;

(b) (text unchanged)

(i) (text unchanged)

(ii) Include 1 year full-time employment; *or*

(iii) The applicant may substitute a Department-accepted, current industry recognized credential for the 1 year employment requirement; and

[(c) A graduate of a career and technology education program in the practice of the trade to be taught, with a minimum 3.0 grade point average in course work related to the trade to be taught, shall earn credit for 6 months occupational experience under §A(3)(a) of this regulation;]

[(d)] *(c)* An applicant shall meet the professional education course work required in §B of this regulation[; or].

(4) Option IV:

(a) An applicant shall have a secondary school diploma or the equivalent, and official verification of [5] *3* years of previous satisfactory occupational experience in the [trade] *career area* to be taught;

(b) (text unchanged)

(i) (text unchanged)

(ii) Include 2 years full-time employment; *or*

(iii) The applicant may substitute a Department-accepted, current industry recognized credential for 1 year of the 2 year employment requirement; and

[(c) A graduate of a career and technology education program in the practice of the trade to be taught, with a minimum 3.0 grade point average in course work related to the trade to be taught, shall earn credit for 6 months occupational experience under §A(4)(a) of this regulation;]

[(d)] *(c)* An applicant shall meet the professional education course work as required in §B of this regulation.

B. Professional Education Courses.

(1) With the exception of an applicant under §A(1) *Option 1* of this regulation, the [trades and industry] *professional and technical education* applicant shall complete [the approved trade-related and industrial related] *12 credits of* professional education course work, as provided by §B(2) of this regulation, from an IHE[. A maximum of 9 semester hours of credit may be earned through CPDs.] *or through Department-approved Continuing Professional Development credits.*

(2) The professional education course work shall include *the following topics:*

[(a) 6 semester hours of curriculum/methods of teaching practicum, which shall be completed before the second year of teaching, and which include:

(i) 3 semester hours to be completed during the first year of teaching; and

(ii) 3 semester hours which may be earned through an approved supervised mentored experience;

(b) 3 semester hours of student performance assessment and evaluation;

(c) 3 semester hours of teaching students with special needs;

(d) 3 semester hours of teaching reading/writing; and

(e) 6 semester hours of course work related to teaching the math or science basis of the trade, or both, or 3 semester hours in an integrated course related to teaching the math and science basis of the trade.]

(a) Planning, delivering, and assessing instruction;

(b) Managing an effective classroom and minimizing risk;

(c) Differentiating instruction to accommodate special needs; and

(d) Providing reading, writing, and mathematics literacy instruction relevant to the career area.

C. The applicant shall be governed by current licensure, certification, or registration regulations administered by professional organizations or legally constituted authorities in the State in the career area to be taught.

.17 Other [Academic Subjects] *Content Areas* (Grades 7—12).

A. To receive certification at the secondary school level (grades 7—12) in a certification area other than the certification areas listed Regulations .06[—.16] *, .13, .15, and .16* of this chapter, the applicant shall:

(1) Complete 30 semester hours or more of content course work taken at an IHE in the specific [academic subject] *content* area; and

(2) (text unchanged)

B. (text unchanged)

.28 World Languages (Prekindergarten — Grade 12).

A. To receive certification in world languages, a list of which is maintained by the Department, the applicant shall meet one of the following options:

(1) Option 1:

(a) Earn a bachelor's or higher degree from an institution of higher education (IHE) with a major in one world language; or

(b) Complete a minimum of 30 semester hours of content coursework in one world language taken at an IHE, and

(c) Complete 21 semester hours of professional education course work taken at an IHE to include at least one 3 semester hour course in each of the following areas:

(i) Human growth and development;

(ii) Human learning;

(iii) Methods of teaching world languages;

(iv) Inclusion of special needs student populations;

(v) Assessment of students; and

(d) 6 semester hours covering the following which may also be taken through Department-approved CPDs:

(i) Types of reading;

(ii) Use of reading assessment data to improve instruction;

(iii) Skills in reading including cognitive strategies in reading;

(iv) Reading instruction including reading aloud strategies and methods for diagnosing reading difficulties and making instructional modifications and accommodations for the student;

(v) Strategies for intrinsic and extrinsic motivation for reading;

(vi) Teaching students to learn from text by applying theories, strategies, and practices in daily classroom use including additional content in types of reading using authentic texts;

(vii) Skills in reading including processing of multimedia information and strategies to connect reading with study skills; and

(viii) Reading instruction that integrates content area goals with reading goals including strategies for students to communicate effectively orally and in writing about what they have read in content area texts; and

(e) Complete a teaching experience in one of the following ways:

(i) A supervised experience in a public or approved nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification; or

(ii) 1 year of satisfactory full-time teaching experience in a public or approved nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification.

(2) Option II:

(a) Earn a bachelor's or higher degree from an institution of higher education (IHE);

(b) Submit qualifying scores beyond those required for initial certification on Department-approved content assessment(s);

(c) Complete 21 semester hours of professional education course work taken at an IHE to include at least one 3 semester hour course in each of the areas specified in §A(1)(c)-(d) of this regulation; and

(d) Complete a teaching experience as specified in §A(1)(e) of this regulation.

B. For the content course work required in §A(1)(b) of this regulation:

(1) A minimum of 50 percent of the required content course work shall be taken at the same institution; and

(2) A minimum of 12 semester hours of the required content course work shall be upper division course work.

BERNARD J. SADUSKY, Ed.D.
Interim State Superintendent of Schools

Subtitle 14 CHILD AND FAMILY DAY CARE

13A.14.06 Child Care Subsidy Program

Authority: Family Law Article, §§5-550, 5-551, and 5-573, Annotated Code of Maryland Agency Note: Federal Regulatory Reference—45 CFR 98, 99

Notice of Proposed Action

[12-024-P]

The Interim Superintendent of Schools proposes to amend Regulations .02, .03, and .09 under **COMAR 13A.14.06 Child Care Subsidy Program.**

Statement of Purpose

The purpose of this action is to require identity verification of applicants for assistance under the Child Care Subsidy Program, and to establish a basis for participation in that program by large family child care home providers.

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 Betsy Blair, Manager, Child Care Subsidy Program, MSDE Division of Early Childhood Development, 200 W. Baltimore St., Baltimore, MD 21201, or call 410-767-7845, or email to betsy.blair@msde.state.md.us, or fax to 410-333-6226. Comments will be accepted through February 27, 2011. A public hearing has not been scheduled.

.02 Definitions.

A. (text unchanged)

B. Terms Defined.

(1) — (25) (text unchanged)

(26) ["Family child care home" means a residence, other than the home of the child for whom CCS is requested, that is registered pursuant to COMAR 13A.15 or applicable military child care regulations.] *Family Child Care Home.*

(a) "Family child care home" means a residence, other than the home of the child for whom CCS is requested, in which family child care is provided.

(b) "Family child care home" includes a:

(i) Family child care home registered to operate pursuant to COMAR 13A.15 or applicable military child care regulations; or

(ii) Large family child care home registered to operate pursuant to COMAR 13A.18.

(27) — (61) (text unchanged)

.03 Eligibility.

A. — B. (text unchanged)

C. Identity. At initial application, the applicant shall provide proof of identity for each member of the CCS eligibility unit.

[C.] *D.* — [H.] *I.* (text unchanged)

.09 Payments for Child Care Services.

A. (text unchanged)

B. Rate of Payment and Cost Guidelines—Family Child Care Home.

(1) This section shall apply only to a family child care home that is registered to operate pursuant to COMAR 13A.15.

[(1)] *(2)* — [(2)] *(3)* (text unchanged)

C. Rate of Payment and Cost Guidelines—Child Care Center *and Large Family Child Care Home.*

(1) — (2) (text unchanged)

D. — I. (text unchanged)

BERNARD J. SADUSKY, Ed.D.
Interim State Superintendent of Schools

Title 14 INDEPENDENT AGENCIES

Subtitle 09 WORKERS' COMPENSATION COMMISSION

14.09.01 Procedural Regulations

Authority: Labor and Employment Article, §§9-309, 9-701, and 9-722, Annotated Code of Maryland

Notice of Proposed Action

[12-052-P]

The Maryland Workers' Compensation Commission proposes to amend Regulation .19 under **COMAR 14.09.01 Procedural**

ATTACHMENT 2

Analysis of Written Testimony Concerning
Proposed Regulation, COMAR13A.12.02.28, World Languages, PreK- grade 12
Presented to the Maryland State Board of Education
April 24, 2012

Writer: Howard Stein, Lecturer, Second Language Education and Culture Consultant, Center for Chinese Language Teacher Certification and Development, College of Education, University of Maryland

Comments: I am in support of the change in World Language certification to PreK- 12. With certification that covers elementary and the younger middle school students, school systems can require the appropriate background and universities can train teachers in this content. This change in certification should also spur a growth in teaching world languages in the elementary schools; it is a wonderful opportunity for students in Maryland.

Writer: Colleen Gallagher, Coordinator of TESOL Programs, College of Education, University of Maryland

Comments: I am writing to voice my appreciation and support for the change in World Languages from grades 7-12 to PreK- grades 12. Having more teachers prepared to foster second language development among elementary age students will be a benefit to those students, their families, and their communities.

Writer: Dr. Perla Blejer, Director, World Languages Education Program, College of Education, University of Maryland

Comments: Kudos for pursuing the regulation to extend World Languages education to PreK-12; the State of Maryland will be taking a very important leadership role by approving this regulation at this time. Numerous studies underscore the cognitive, academic, and societal benefits for students who learn a world language early and have clearly documented the positive effects of early foreign language education on students' school achievement, including better performance in other disciplines and in raising SAT scores. Learning a world language from early age helps develop fluency, mastery, and a better understanding of English.

Writer : Dr. Shuhan C. Wang, Deputy Director, and Dr. Catherine Ingold, Executive Director, National Foreign Language Center, University of Maryland,

Comments: We are delighted that Maryland is expanding World Language certification beyond secondary school teachers. We are also happy that you are providing

options to include people with language majors but also from other disciplines to become language teachers.

We have several observations for your consideration:

1. Recommend that all candidates be required to present evidence of assessed proficiency in the target language at or above the designated level. There needs to be more specificity in the language in both option 1 and option 2 with respect to proficiency level and content.

2. There seems to be an emphasis on reading without any emphasis on listening, speaking or writing. This emphasis is inconsistent with current research on language acquisition that aims at development of students' communicative competency. Also the reading courses described seem to apply primarily to first-language literacy development without adequately addressing the development of bi-literacy.

3. Recommend a provision in the regulations for teachers in immersion programs.

4. Should there not be a requirement for student teaching for both elementary and secondary teaching experience?

5. The rationale is not clear for the requirement that half the course work be completed in the same institution. Does the assumption hold true that courses offered by the same institution would inherently guarantee rigor and coherence?

Staff Response: The following are staff responses to the above observations:

1. Staff does not concur: Local school systems make the determination of an individual's proficiency in English as a condition of employment. The State has no way to ensure oral proficiency in English; the State relies on presenting a qualifying score on the Basic skills assessment for the written English proficiency.

2. Staff does not concur: All initial certification, PreK- grade 12, have the requirement of six semester hours in the teaching of reading in the content areas. This requirement is consistent with other regulations in this chapter.

3. Staff does not concur: The Work Group members did not recommend provisions for immersion because local school systems with these programs require certification in the content area, e.g., elementary education, plus proficiency in the target language.

4. Staff does not concur: Other regulations for this grade beyond do not specify that the student teaching or internship be at both the elementary and secondary levels. Maryland approved programs also do not have this requirement. This regulation is consistent with other regulations in this chapter.

5. Staff does not concur: All the teacher regulations in this chapter have the same requirement that fifty per cent of the course work be at the same institution. The purpose is to provide some continuity and coherence in the coursework. It is presumed that courses taken at the same institution demonstrate consistency, continuity and coherence. This requirement also ensures that the individual will not take entry level courses at multiple institutions.