

MARYLAND REGISTER

Proposed Action on Regulations

Transmittal Sheet PROPOSED OR REPROPOSED Actions on Regulations	Date Filed with AELR Committee	TO BE COMPLETED BY DSD
		Date Filed with Division of State Documents
		Document Number
		Date of Publication in MD Register

1. Desired date of publication in Maryland Register: 4/4/2014

2. COMAR Codification

Title Subtitle Chapter Regulation

13A 12 02 23

3. Name of Promulgating Authority

Maryland State Department of Education

4. Name of Regulations Coordinator Telephone Number

Charlene L Necessary 410-767-0467

Mailing Address

200 W. Baltimore Street

City State Zip Code

Baltimore MD 21201

Email

cnecessary@msde.state.md.us

5. Name of Person to Call About this Document Telephone No.

Jean Satterfield 410-767-0385

Email Address

jsatterfield@msde.state.md.us

6. Check applicable items:

New Regulations

Amendments to Existing Regulations

Date when existing text was downloaded from COMAR online: November 20, 2013.

Repeal of Existing Regulations

Authority: Education Article, §§2-205, 2-303(g), 6-121, 6-701—6-705, and 8-408,
Annotated Code of Maryland

Notice of Proposed Action

□

The Professional Standards and Teacher Education Board proposes to amend Regulation .23 under COMAR 13A.12.02 Teachers.

This action was considered at the Professional Standards and Teacher Education Board meeting on October 3, 2013.

Statement of Purpose

The purpose of this action is to modify certification and recertification requirements for teachers of students who are blind and visually impaired.

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 an impact on individuals with disabilities as follows:
Teachers who wish to be certified to teach blind or visually impaired students must have completed coursework that includes knowledge of Braille and methods of teaching braille. Teachers who wish to be recertified must demonstrate continued maintenance of Braille competency.

Opportunity for Public Comment

Comments may be sent to Jean Satterfield, Assistant State Superintendent, Division of Educator Effectiveness, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, Maryland 21201, or call 410-767-0385 TTY: 410-333-6442, or email to jsatterfield@msde.state.md.us, or fax to 410-333-8963. Comments will be accepted through May 4, 2014. 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 June 5, 2014, at 200 West Baltimore Street, Baltimore, Maryland 21201.

Economic Impact Statement Part C

A. Fiscal Year in which regulations will become effective: FY 2014

B. Does the budget for the fiscal year in which regulations become effective contain funds to implement the regulations?

No

C. If 'yes', state whether general, special (exact name), or federal funds will be used:

D. If 'no', identify the source(s) of funds necessary for implementation of these regulations:

Not applicable

E. If these regulations have no economic impact under Part A, indicate reason briefly: House Bill 413 and Senate Bill 230 passed during the 2010 legislative session, required the State Board and the Professional Standards and Teacher Education Board (PSTEB) to review and, as appropriate, modify certification and re-certification requirements for teachers of students who are blind and visually impaired. The proposed changes to COMAR 13A.12.23, Visually Impaired, incorporate changes to course work requirements, including special education, general education, and content course work, as well as changes to the renewal requirements. Additionally, the name of the certification area is being changed to include "Blind."

F. If these regulations have minimal or no economic impact on small businesses under Part B, indicate the reason and attach small business worksheet.

Proposed changes to COMAR 13A.12.23, Visually Impaired, proposed in response to legislative mandate, have no economic impact.

G. Small Business Worksheet:

Attached Document:

Title 13A STATE BOARD OF EDUCATION

Subtitle 12 CERTIFICATION

Chapter 02 Teachers

Authority: Education Article, §§2-205, 2-303(g), 6-121, 6-701—6-705, and 8-408, Annotated Code of Maryland

.23 Visually Impaired.

A. The requirements for initial certification to teach *blind/visually impaired* students [with visual impairments] and renewal of certification to teach *blind/visually impaired* students [with visual impairments] are those set forth in §§B—[E] D of this regulation.

B. Special Education Background. For initial certification to teach *blind/visually impaired* students [with visual impairments], an applicant shall *complete* [meet the requirements for special education certification or have 21 semester hours of course work including all] the following [areas] *coursework*:

- (1) Historical, philosophical, and legal foundations of special education;
- (2) Human growth and development emphasizing normal growth and development patterns;
- (3) Introduction to exceptional children;
- (4) Formal and informal assessment, diagnosis, and prescriptive techniques;
- (5) Methods of teaching reading;
- (6) Education of students with multiple disabilities; and
- (7) Human relations skills.]

(1) *Special Education Course Work*:

- (a) *Introduction to exceptional children; and*
- (b) *Education of students with multiple disabilities.*

(2) *Specialized Content Course Work*:

(a) *An applicant shall submit a minimum of 21 semester hours of credit of Department-approved Continuing Professional Development credits including the following areas:*

- (i) *Knowledge of literary Braille, including methods of teaching Braille reading and writing;*
- (ii) *Knowledge of Nemeth Code for Mathematics and Science and other Braille codes (foreign language, Braille formats, computer, Unified English Braille Code);*
- (iii) *Medical aspects and disorders of the eye including their current and future impact on the development of the student and current and future literacy needs;*
- (iv) *Curriculum, instructional methods, and adaptations to meet the individualized needs of blind/visually impaired students (including the Expanded Core Curriculum and access to the general education curriculum);*
- (v) *Assessment, diagnosis, and prescriptive techniques to meet the individualized needs of blind/visually impaired students (including the Expanded Core Curriculum and access to the general education curriculum);*
- (vi) *Introduction to orientation and mobility training emphasizing the development of concepts and skills required for independent travel; and*
- (vii) *A supervised practicum or 1 year of satisfactory teaching experience with blind/visually impaired students.*

(3) *Professional Education Course Work*:

(a) *An applicant shall have a minimum of 12 semester hours in course work or its equivalent including the following areas:*

- (i) *Human Growth and Development (birth through adult);*
- (ii) *Methods of Reading Instruction;*
- (iii) *Assessment of Reading Instruction; and*
- (iv) *Methods of Teaching Mathematics.*

[C. Specialized Content and Professional Education Courses.

(1) An applicant shall have a minimum of 27 semester hours in course work or its equivalent, including all the following areas and §C(2) of this regulation:

- (a) Human growth and development emphasizing knowledge of the developmental characteristics of students with visual impairments;
- (b) Assessment, diagnosis, and prescriptive techniques to meet the individualized reading needs of students with visual impairments;
- (c) Curriculum, instructional methods, technology, and adaptations specific to the teaching of reading and to other areas of instruction of students with visual impairments, including all the following:
 - (i) Knowledge of Braille, including Braille code and methods of teaching Braille reading and writing, including portable techniques to advanced technologies; and
 - (ii) Introduction to orientation and mobility training emphasizing the development of concepts and skills required for independent travel;
- (d) Medical aspects and disorders of the eye including their current and future impact on the development of the student; and
- (e) A practicum of not less than 6 semester hours completed with students with visual impairments.

(2) Two years of satisfactory teaching of students with visual impairments may be substituted for the 6 semester-hour practicum in §C(1)(e) of this regulation. Satisfactory teaching experience shall be established by a series of at least four observation periods per year. If a supervisor certified in teaching students with visual impairments is not available, a mentor teacher so certified in teaching students with visual impairments shall work in cooperation with the special education administrator to provide the required evaluation.]

[D.] C. Special Provision. A teacher professionally certified in early childhood, elementary, [or] *middle school*, secondary, *generic special education*, or *PreK—grade 12* education who seeks an endorsement to teach students with visual impairments [at that level] shall meet the requirements of [§C] §§B(1)—(3) of this regulation.

[E.] D. Renewal.

(1) A teacher certified for teaching *blind/visually impaired* students [with visual impairments] shall present [at least one course, continuing education unit, or professional development activity indicating maintenance of Braille proficiency] *a qualifying score on a Department approved test of Braille competency before the expiration of the initial professional certificate and 6 semester hours of course work from an IHE or in Department-approved Continuing Professional Development credits or Continuing Education Units (CEUs).*

(2) *For continued renewal, a teacher certified or teaching blind/visually impaired students shall submit 6 semester hours of course work from an IHE or Department-approved Continuing Professional Development credits or Continuing Education Units (CEUs) which must include maintenance of knowledge of Braille code.*

LILLIAN M. LOWERY, Ed.D.
State Superintendent of Schools