

HOUSE BILL 888

F1, F5

3lr2114
CF 3lr2115

By: **Delegates Solomon, Henson, D. Jones, Love, and Shetty**

Introduced and read first time: February 9, 2023

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 **Education – Prekindergarten Alternative Teacher Preparation Program –**
3 **Authorization and Reporting**

4 FOR the purpose of authorizing prekindergarten alternative teacher preparation
5 programs; altering certain reporting requirements to include reports on
6 prekindergarten alternative teacher preparation programs; altering the high staff
7 qualifications for ensuring the program quality of eligible prekindergarten providers
8 beginning in a certain year; and generally relating to prekindergarten alternative
9 teacher programs.

10 BY repealing and reenacting, without amendments,

11 Article – Education

12 Section 5–401(a) and (b), 5–413(a), and 7–1A–01(a), (c), (d), and (e)

13 Annotated Code of Maryland

14 (2022 Replacement Volume)

15 BY repealing and reenacting, with amendments,

16 Article – Education

17 Section 5–408(a)(3), 5–413(b)(12), 6–120(a) and (b), 6–126(a), and 7–1A–04(a)(1)(i)

18 Annotated Code of Maryland

19 (2022 Replacement Volume)

20 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,

21 That the Laws of Maryland read as follows:

22 **Article – Education**

23 5–401.

24 (a) In this subtitle the following words have the meanings indicated.

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 (b) “Board” means the Accountability and Implementation Board.

2 5–408.

3 (a) In order to meet its obligation to track whether the Blueprint for Maryland’s
4 Future is progressing according to plan, the Board shall:

5 (3) Monitor and review the performance of each teacher preparation
6 program at an institution of higher education [and], AN alternative teacher preparation
7 program, **AND A PREKINDERGARTEN ALTERNATIVE TEACHER PREPARATION**
8 **PROGRAM;**

9 5–413.

10 (a) On or before July 1 each year, beginning in 2022 and ending in 2031, the
11 Maryland Longitudinal Data System Center, in consultation with the Department and the
12 Maryland Higher Education Commission, shall submit a report to the Board, the Governor,
13 and in accordance with § 2–1257 of the State Government Article, the General Assembly
14 on the progress made in increasing the preparation and diversity of teacher candidates and
15 new teachers in the State as required by the Blueprint for Maryland’s Future.

16 (b) The report required under subsection (a) of this section shall include:

17 (12) Trends in the number of teacher candidates of color hired by local school
18 systems disaggregated by higher education institution [and], alternative teacher
19 preparation program, **AND PREKINDERGARTEN ALTERNATIVE TEACHER**
20 **PREPARATION PROGRAM** and the systems, **IF APPLICABLE**, in which those new teachers
21 were hired; and

22 6–120.

23 (a) (1) In this section the following words have the meanings indicated.

24 (2) “Alternative teacher preparation program” means a program
25 [established] **THAT:**

26 **(I) IS ESTABLISHED** by a county board [and approved] **OR**
27 **INSTITUTION OF HIGHER EDUCATION;**

28 **(II) IS APPROVED** by the State Superintendent [that:]; **AND**

29 **[(i)] (III) 1.** Leads to a participant receiving a Resident Teacher
30 Certificate issued by the Department; and

31 **[(ii)] 2.** Includes teaching assignments with supervision and
32 mentoring by a qualified teacher.

1 **(3) “ELIGIBLE PREKINDERGARTEN PROVIDER” HAS THE MEANING**
2 **STATED IN § 7-1A-01 OF THIS ARTICLE.**

3 **[(3)] (4) “Partner school” means a local school system, ELIGIBLE**
4 **PREKINDERGARTEN PROVIDER, nonpublic school, or nonpublic special education school**
5 **that has a written partnership agreement with an institution of higher education [or],**
6 **alternative teacher preparation program, OR PREKINDERGARTEN ALTERNATIVE**
7 **TEACHER PREPARATION PROGRAM to provide a teacher training practicum for**
8 **participants enrolled in a teacher preparation program at the institution of higher**
9 **education [or], alternative teacher preparation program, OR PREKINDERGARTEN**
10 **ALTERNATIVE TEACHER PREPARATION PROGRAM.**

11 **(5) “PREKINDERGARTEN ALTERNATIVE TEACHER PREPARATION**
12 **PROGRAM” MEANS A PROGRAM ESTABLISHED BY THE DEPARTMENT, A COUNTY**
13 **BOARD, AN INSTITUTION OF HIGHER EDUCATION, OR A NONPROFIT ORGANIZATION**
14 **AND APPROVED BY THE STATE SUPERINTENDENT THAT:**

15 **(I) FOCUSES ON EARLY CHILDHOOD COURSEWORK;**

16 **(II) REQUIRES A PARTICIPANT TO COMPLETE A RESIDENCY:**

17 **1. WITH AN ELIGIBLE PREKINDERGARTEN PROVIDER**
18 **OR A PROGRAM EQUIVALENT TO THE PROGRAM OFFERED BY AN ELIGIBLE**
19 **PREKINDERGARTEN PROVIDER; AND**

20 **2. THAT MAY INCLUDE:**

21 **A. EXPERIENTIAL LEARNING MODULES;**

22 **B. STACKABLE CREDENTIALS; OR**

23 **C. STATE CREDENTIAL PROGRAM ALIGNMENT; AND**

24 **(III) LEADS TO A PARTICIPANT RECEIVING A RESIDENT**
25 **TEACHER CERTIFICATE ISSUED BY THE DEPARTMENT.**

26 **(b) (1) Each participant in an undergraduate and a graduate teacher**
27 **preparation program shall complete a teacher training practicum as a requirement for**
28 **graduation.**

29 **(2) An alternative teacher preparation program AND A**
30 **PREKINDERGARTEN ALTERNATIVE TEACHER PREPARATION PROGRAM shall require**
31 **each participant to successfully complete a teacher training practicum.**

1 6–126.

2 (a) (1) This subsection applies to ~~[individuals]~~ **AN INDIVIDUAL** who ~~[have]~~
3 **HAS** graduated from a teacher preparation program approved by the Department ~~[or]~~, an
4 alternative teacher preparation program, **OR A PREKINDERGARTEN ALTERNATIVE**
5 **TEACHER PREPARATION PROGRAM.**

6 (2) Beginning on July 1, 2025, to qualify for an initial certificate an
7 individual shall:

8 (i) Subject to paragraph (3) of this subsection, pass a nationally
9 recognized, portfolio–based assessment of teaching ability;

10 (ii) Pass a rigorous State–specific examination of mastery of reading
11 instruction and content for the grade level the individual will be teaching; and

12 (iii) Satisfactorily complete any other requirements established by
13 the State Board.

14 (3) An individual who graduates from a teacher preparation program in
15 the State who passed a nationally recognized, portfolio–based assessment as a requirement
16 to graduate under § 6–121 of this subtitle may not be required to take the assessment more
17 than one time.

18 7–1A–01.

19 (a) In this subtitle the following words have the meanings indicated.

20 (c) “Eligible prekindergarten provider” includes an:

21 (1) Eligible public provider; and

22 (2) Eligible private provider.

23 (d) (1) “Eligible private provider” means a community–based early learning
24 program that:

25 (i) Is licensed in the State;

26 (ii) Does not charge more tuition for full–day prekindergarten than
27 the cost of quality; and

28 (iii) Meets the requirements under § 7–1A–04 of this subtitle.

29 (2) “Eligible private provider” includes the Ulysses Currie Head Start
30 Program under § 5–231 of this article.

1 (e) “Eligible public provider” means an early learning program that:

2 (1) Is provided by a county board at a public school; and

3 (2) Meets the requirements under § 7–1A–04 of this subtitle.

4 7–1A–04.

5 (a) All eligible prekindergarten providers shall include structural elements that
6 are evidence-based and nationally recognized as important for ensuring program quality,
7 including:

8 (1) Beginning in the 2025–2026 school year:

9 (i) High staff qualifications, including teachers who, at a minimum,
10 hold:

11 1. State certification for teaching in early childhood
12 education; or

13 2. A bachelor’s degree in any field and are pursuing
14 residency through the Maryland Approved **PREKINDERGARTEN** Alternative **TEACHER**
15 Preparation Program, which includes early childhood coursework, clinical practice, and
16 evidence of pedagogical content knowledge; and

17 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
18 1, 2023.