

Department of Legislative Services
Maryland General Assembly
2023 Session

FISCAL AND POLICY NOTE
First Reader

Senate Bill 389

(Senators Lewis Young and Rosapepe)

Education, Energy, and the Environment

Public Schools - Dual Language Education - Teacher Certification, Program Implementation, and Study

This bill requires the State Board of Education (SBE) and the Professional Standards and Teacher Education Board (PSTEB) to develop regulations for the certification of dual language teachers in public schools by December 31, 2024. In addition, the Maryland State Department of Education (MSDE) must develop guidelines for the implementation of dual language immersion programs in public schools as specified. Further, MSDE must convene a workgroup of diverse stakeholders with specified knowledge and expertise to study and make recommendations regarding determining best practices for the selection or development of assessments and metrics for student achievement and language proficiency for dual language students. By December 1, 2023, MSDE must report the findings of the workgroup to the General Assembly. **The bill takes effect July 1, 2023.**

Fiscal Summary

State Effect: SBE and PSTEB can develop regulations using existing resources. MSDE can develop guidelines and convene a workgroup using existing resources; however, resources may be redirected from existing priorities. Revenues are not affected.

Local Effect: Likely no material effect on local school systems, as explained below.

Small Business Effect: None.

Analysis

Bill Summary:

Certification of Dual Language Teachers

The regulations (1) must align with the [National Dual Language Education Teacher Preparation Standards](#) and (2) may not create unnecessary barriers that limit multilingual candidates from becoming certified, including specified considerations. In addition to any other requirements, to qualify for renewal of a dual language teacher certificate, a dual language teacher must successfully complete professional development for dual language teachers as established by SBE and PSTEB during the term of the certificate. PSTEB must adopt regulations to implement these requirements.

Dual Language Education

The guidelines for the implementation of dual language programs in public schools developed by MSDE must be based on and aligned with the most recent edition of the [Guiding Principles for Dual Language Education](#) published by the Center for Applied Linguistics.

Dual Language Student Achievement Workgroup

In developing its recommendations regarding determining best practices for the selection or development of assessments and metrics for student achievement and language proficiency for dual language students, the workgroup must consider:

- bilingualism and biliteracy development research findings;
- the effectiveness of current assessments or changes needed to existing assessments; and
- the use of multiple measures and data sets for instructional and programmatic purposes.

Current Law: PSTEB is a semi-autonomous board composed of 25 members. PSTEB and SBE share the authority to develop rules and regulations for the certification of teachers and other professional personnel and requirements for the preparation of teachers and other education personnel, including social workers.

Seal of Biliteracy Program

There is a Maryland Seal of Biliteracy Program that recognizes public high school graduates who have attained proficiency in speaking, reading, and writing in one or more languages, including American Sign Language, in addition to English. The purpose of the program is to promote linguistic proficiency and cultural literacy in one or more languages in addition to English and to provide recognition of the attainment of those skills by affixing a Seal of Biliteracy to the student's diploma or transcript at graduation. Participation in the program by a local school system is voluntary; however, if a local school system chooses to participate, an individual school may not opt out.

Local Expenditures: The bill requires the development of requirements and guidelines related to dual language teachers, instruction, and students' assessment. However, since dual language instruction is not required, any financial impact on local school systems is due to local decisions and not as a direct result of the bill. Thus, the bill has no material impact on local school system finances.

To the extent that local school systems choose to establish or maintain dual language programs or select or develop assessments or metrics for student achievement and language proficiency that follow the guidelines established by the workgroup, local school system expenditures may increase. Hiring teachers that meet the dual language certification requirements that meet the requirements established by the bill has no material impact on local school system finances.

Additional Information

Prior Introductions: Similar legislation has not been introduced within the last three years.

Designated Cross File: HB 56 (Delegate Charkoudian) - Ways and Means.

Information Source(s): Dual Language Education of New Mexico; Center for Applied Linguistics; Department of Legislative Services

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