

HOUSE BILL 807

F1

6lr2570

By: **Delegates Lehman, Kaufman, Lopez, Moreno, Pasteur, Ruth, Simmons, Taveras, Terrasa, Wims, Woods, Woorman, and Wu**

Introduced and read first time: February 4, 2026

Assigned to: Appropriations

A BILL ENTITLED

1 AN ACT concerning

2 **Education – Teacher Preparation Programs – English Language Learner**
3 **Teacher Competency Requirements**

4 FOR the purpose of requiring a teacher preparation program to include certain training in
5 English language learner–related teacher competencies and include English
6 language learner–related teacher competencies in other courses throughout the
7 curriculum; requiring a teacher preparation program to include a certain course in
8 teaching English language learners beginning in a certain academic year; and
9 generally relating to English language learners and teacher preparation programs.

10 BY repealing and reenacting, with amendments,
11 Article – Education
12 Section 6–121
13 Annotated Code of Maryland
14 (2025 Replacement Volume and 2025 Supplement)

15 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
16 That the Laws of Maryland read as follows:

17 **Article – Education**

18 6–121.

19 (a) A teacher preparation program shall:

20 (1) Include the following components of instruction:

21 (i) Basic research skills and methods and training on the routine
22 evaluation and use of research and data to improve student performance;

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



(ii) Differentiation of instruction and demonstration of cultural competence for students of diverse racial, ethnic, linguistic, and economic backgrounds with different learning abilities;

(iii) Implementation of restorative approaches for student behaviors;

(iv) Identifying and assessing, in the context of the classroom, typical student learning deficits and techniques to remedy learning deficits;

(v) Recognizing and effectively using high quality instructional materials, including digital resources and computer technology;

(vi) Core academic subjects that teachers will be teaching;

(vii) Methods and techniques for identifying and addressing the social and emotional needs of students, including trauma-informed approaches to pedagogy;

(viii) Skills and techniques for effective classroom management; [and]

(ix) Training in the skills and techniques for teaching effectively in a virtual learning environment, including the use of online curriculum; **AND**

(X) TRAINING IN ENGLISH LANGUAGE LEARNER-RELATED TEACHER COMPETENCIES, INCLUDING UNDERSTANDING LANGUAGE DEVELOPMENT, EQUITABLE LITERACY LEARNING OPPORTUNITIES, AND WORKING WITH LINGUISTICALLY DIVERSE STUDENTS AND FAMILIES, AND INCLUDING ENGLISH LANGUAGE LEARNER-RELATED TEACHER COMPETENCIES IN OTHER COURSES THROUGHOUT THE CURRICULUM;

(2) Require program participants to demonstrate competency in each of the components required under item (1) of this subsection; [and]

(3) Provide training in the knowledge and skills required to understand and teach the Maryland curriculum frameworks; **AND**

(4) BEGINNING IN THE 2028–2029 ACADEMIC YEAR, REQUIRE AT LEAST ONE THREE-CREDIT COURSE IN TEACHING ENGLISH LANGUAGE LEARNERS.

(b) Each teacher preparation program shall incorporate classroom observations in which the program participant is observed in different school settings at the beginning of the teacher preparation program to assist a program participant in determining if the program participant has the aptitude and temperament for teaching.

(c) A teacher preparation program shall develop a method for regularly communicating and collaborating with local school systems, including, if necessary,

1 through financial memoranda of understanding, to strengthen teacher preparation,
2 induction, and professional development programs.

3 (d) (1) An institution of higher education that offers graduate level courses in
4 school administration shall develop:

5 (i) A method for evaluating the potential of program participants to
6 be effective school leaders; and

7 (ii) A curriculum to enable school leaders to organize and manage
8 schools to achieve the effectiveness of top-performing schools or school systems, including:

9 1. Management of highly skilled professionals in a
10 professional work environment; and

11 2. Effective peer observations and effective evaluations of
12 other personnel.

13 (2) These courses shall include clinical experience and assessments to
14 determine whether participants demonstrate competency in these areas.

15 (e) An institution of higher education:

16 (1) May, if the institution of higher education shows cause, expand the total
17 number of credit hours required to graduate from an undergraduate teacher preparation
18 program by up to 12 credits; and

19 (2) May not require a number of credit hours in excess of 132 total credit
20 hours to graduate from an undergraduate teacher preparation program.

21 (f) To further support and strengthen the profession of teaching in the State, the
22 Department shall:

23 (1) Provide technical assistance and other supports to teacher preparation
24 programs at institutions of higher education in the State;

25 (2) Develop a systemic method of providing feedback to teacher preparation
26 programs to ensure that institutions of higher education have the most current information
27 about the content, composition, and expectations for teachers of prekindergarten through
28 12th grade classes;

29 (3) Assist teacher preparation programs in seeking and retaining highly
30 qualified individuals, including individuals from groups historically underrepresented in
31 the teaching profession;

1 (4) In consultation with the Maryland Higher Education Commission,
2 establish specific goals for the recruitment and retention of teachers in teacher preparation
3 programs throughout the State; and

4 (5) Work with teacher preparation programs that fail to meet the goals
5 established under item (4) of this subsection to develop an action plan that demonstrates
6 how the teacher preparation program will meet the goals.

7 (g) The State Board and the Professional Standards and Teacher Education
8 Board shall, in consultation with the Accountability and Implementation Board established
9 under § 5–402 of this article, adopt regulations to carry out the provisions of this section.

10 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
11 1, 2026.