

## Proposed Action on Regulations

**Date Filed with AELR Committee**

April 26, 2023

**Date Filed with Division of State Documents**

**Document Number**

23-075-P-I

**Date of Publication in MD Register**

**1. Desired date of publication in Maryland Register: July 14, 2023**

**2. COMAR Codification**

Title	Subtitle	Chapter	Regulation
13A	07	06	01

**3. Promulgating Authority**

Professional Standards and Teacher Education Board (PSTEB)

**4. Name of Regulations Coordinator**

Charlene Necessary

**Telephone Number**

4107670467

**Mailing Address**

200 West Baltimore Street, Baltimore, MD 21201

**Email**

charlene.necessary@maryland.gov

**5. Name of Person to Call About this Document**

Alexandra Cambra

**Telephone Number**

410-767-0564

**Mailing Address**

200 West Baltimore Street, Baltimore, MD 21201

**Email**

alexandra.cambra@maryland.gov

**6. Check applicable items:**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | New Regulations  |
| <input type="checkbox"/>            | Amendments to Existing Regulations                             |
| <input checked="" type="checkbox"/> | Repeal of Existing Regulations                                 |
| <input type="checkbox"/>            | Recodification   |
| <input checked="" type="checkbox"/> | Incorporation by Reference of Documents Requiring DSD Approval |

**7. Is there Emergency text that is identical to this Proposal:**

Yes  No

**8. Incorporation by Reference**

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Incorporation by Reference (IBR) approval form(s) attached and 16 copies of documents proposed for incorporation submitted to DSD. (Submit 16 paper copies of IBR document to DSD and one copy to AELR.) |
|-------------------------------------|--|

**9. Public Body - Open Meeting**

- |                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | OPTIONAL - If promulgating authority is a public body, check to include a sentence in the Notice of Proposed Action that proposed action was considered at an open meeting held pursuant to General Provisions Article, §3-302(c), Annotated Code of Maryland |
| <input checked="" type="checkbox"/> | OPTIONAL - If promulgating authority is a public body, check to include a paragraph that final action will be considered at an open meeting   |

**10. Children's Environmental Health and Protection**

Check if the system should send a copy of the proposal to the Children's Environmental Health and Protection Advisory Council

**11. Certificate of Authorized Officer**

I certify that the attached document is in compliance with the Administrative Procedure Act. I also certify that the attached text has been approved for legality by Sean Fitzgerald, Assistant Attorney General, telephone #410-576-6465, on April 26, 2023. A written copy of the approval is on file at this agency.

**Name of Authorized Officer**

Mohammed Choudhury

**Title**

State Superintendent of Schools

**Telephone No.**

4107670467

**Date**

April 26, 2023

**Title 13A**

**STATE BOARD OF EDUCATION**

**Subtitle 07 SCHOOL PERSONNEL**

**13A.07.06 Programs for Professionally Certified Personnel**

Authority: Education Article, §§2-205, 6-120, 6-121, 6-704, and 11-208, Annotated Code of Maryland

**Notice of Proposed Action**

[23-075-P]

The Professional Standards and Teacher Education Board proposes to: repeal Chapter 06 Programs for Professionally Certified Personnel and replace with Chapter 06 Programs for Professionally Licensed Personnel. This action was considered by the Professional Standards and Teacher Education Board at its meeting on December 1, 2022 and the State Board of Education at its meeting on January 24, 2023.

**Statement of Purpose**

The purpose of this action is to adopt regulations in accordance with The Blueprint for Maryland's Future and the Teacher Induction, Retention, and Advancement Final Report (2017).

**Estimate of Economic Impact**

**I. Summary of Economic Impact.** Md Code, Education Article §11-208 defines the Department's role in paying for fees and partial expenses associated with national accreditation. The fee for National Accreditation by the Council for the Accreditation of Educator Preparation (the most prevalent organization) can be as much as \$6890 per Institution, annually. The expenses associated with monitoring visits, which occur every 5-7 years, include \$2435 (fee) per reviewer for a total of 5 reviewers, \$850 per person for travel costs, and onsite expenses to include meals, supplies, and technology. The estimated cost per visit is approximately \$18,000. There are currently 23 Institutions of Higher Education that offer Educator Preparation Programs in Maryland and may choose to become nationally accredited under 11-208.

These regulations pertain to the requirements for the approval and operation of educator preparation programs leading to educator licensure in Maryland. While the MSDE believes that these requirements can be met with minimal impact to the Institutions of Higher Education, public comment from those institutions has indicated that offering a practicum equivalent to a full school year will fiscally impact their operations as it relates to the opening of dorms and providing the necessary supports to the educators participating in the internship.

**II. Types of Economic Impact.**

Impacted Entity	Revenue (R+/R-) Expenditure (E+/E-)	Magnitude
A. On Issuing agency:		
(1) Maryland State Department of Education	(E+)	Unknown
B. On other state agencies:		
	NONE	
C. On local governments:		
	NONE	
D. On regulated industries or trade groups:		
	Benefit (+) Cost (-)	Magnitude
	NONE	
E. On other industries or trade groups:		
	NONE	
F. Direct and indirect effects on public:		
(1) Teachers	(+)	Unknown

**III. Assumptions.** (Identified by Impact Letter and Number from Section II.)

A(1). If all 23 Institutions of Higher Education choose to become nationally accredited, the state is obligated to pay the fees for accreditation and half the expenses associated with accreditation. The estimated cost per Institution is \$6,890 per year, and \$9000 per institution every 5-7 years depending on when the accreditation must be renewed.

F(1). Requiring educator preparation programs to align to national standards and be accountable for providing a full-year practicum will result in a better-qualified, more diverse teacher workforce.

**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 Alexandra Cambra, Director of Program Approval, Division of Educator Certification and Program Approval, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201, or call 410-767-0564, or email to alexandra.cambra@maryland.gov. Comments will be accepted through August 14, 2023. 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 October 05, 2023 at 9:30 am, at 200 West Baltimore Street, Baltimore, MD 21201.

MOHAMMED CHOUDHURY  
State Superintendent of Schools

A. Fiscal Year in which regulations will become effective: **FY 2024**

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:

**undefined**

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

**General funds.**

E. If these regulations have no economic impact under Part A, indicate reason briefly:

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

**No impact on small business.**

G. Small Business Worksheet:

**No impact on small business.**

## **Title 13A**

# **STATE BOARD OF EDUCATION**

### **Subtitle 07 SCHOOL PERSONNEL**

#### ***06 Programs for Professionally Licensed Personnel***

*Authority: Education Article, §§2-205, 6-120, 6-121, 6-704, and 11-208, Annotated Code of Maryland*

##### ***.01 Purpose.***

*This chapter sets the standards that MSDE uses to issue an approval document to an entity that is responsible for governing and operating an educator preparation program, either traditional or alternative, for the training of educators in the knowledge, skills, and disposition required to understand and teach the Maryland Curriculum Frameworks as licensed educators in the State.*

##### ***.02 Definitions.***

*A. In this chapter, the following terms have the meanings indicated.*

*B. Terms Defined.*

*(1) "Accreditation", also referred to as "national accreditation", means a teacher education program has met standards set by a national accrediting agency recognized by the Department and the Commission.*

*(2) "Action research" means a deliberate, solution-oriented investigation to enhance student achievement that is conducted by the teacher candidate, under the guidance of a mentor teacher and clinical faculty.*

*(3) "Alternative teacher preparation program" means a sequence of courses established by a county board and approved by the State Superintendent that leads to a participant receiving a resident teacher certificate issued by the Department and includes teaching assignments with supervision and mentoring by a qualified teacher.*

*(4) "Approval" means a program has met all requirements set by the Department.*

*(5) "Approval with conditions" means a program has met some, but not all, requirements set by the Department and may operate under certain circumstances.*

*(6) "Candidate" means an individual enrolled in an educator preparation program who is preparing for or serving in a position as an educator in schools that educate students in preschool through grade twelve.*

(7) "Clinical experience" means guided, hands-on, practical applications and demonstrations of a candidate's professional knowledge and the application of theory through collaborative and facilitated learning, including in the practicum and in field-based assignments, tasks, activities, and assessments across a variety of settings.

(8) "Clinical Mentor" means a highly competent teacher, trained and selected by the partner school, who will work to instill in the participant the skills, attitudes, values, and knowledge necessary for the next generation of teachers.

(9) "Clinical supervisor" means an individual employed by the education preparation provider who oversees a candidate, is trained or experienced in the field in which the individual is supervising, and is trained to work with and provide feedback to candidates.

(10) "Commission" means the Maryland Higher Education Commission.

(11) "Completer" means the candidate has met exit requirements outlined in .08E of this regulation.

(12) "Department" means the Maryland State Department of Education.

(13) "Educator preparation program (program)" means either a traditional or alternative Maryland-approved sequence of courses and experiences required to train candidates to become licensed educators in a specific area.

(14) "Educator preparation provider (provider)" means an accredited college, university, or other post-secondary institution, public or private educational association, local school system, corporation or institution approved to operate traditional or alternative educator training programs in Maryland.

(15) "Entrance" means matriculation into a program.

(16) "Exit" means completion of a program.

(17) "Focused revisit" means the subsequent review by the Department of a program that holds the status of approved with conditions or probation.

(18) "Institution of higher education" means a place of postsecondary education that generally limits enrollment to graduates of secondary schools, and awards degrees at either the associate, baccalaureate, or graduate level.

(19) "Interstate Certification Compact (ICC)" means a legal agreement with other states to facilitate the certification of out-of-State teachers and other professional educational personnel as authorized by Education Article, Title 6, Subtitle 6, Annotated Code of Maryland, or as otherwise provided by law.

(20) "Local school system (LSS)" means a Maryland public local education agency a State-operated school, or a nonpublic school.

(21) "Maryland Teacher-Principal Evaluation" means an assessment framework for the performance of teachers administered annually by the local school system, a State-operated school, or a nonpublic school, and recommended by the State.

(22) "Mentor teacher" means a highly competent educator, trained and selected by the partner school, who will work to instill in the participant the skills, attitudes, values, and knowledge necessary for the next generation of teachers.

(23) "Partner school" means a local school system, nonpublic school, or nonpublic special education school that has a written partnership agreement with an institution of higher education or alternative teacher preparation program to provide a teacher training practicum for participants enrolled in a teacher preparation program at the institution of higher education or alternative teacher preparation program.

(24) "Practicum" means the clinical experiences in which candidates have an increased teaching responsibility under the guidance of a mentor teacher.

(25) "Probation" means a program has seriously failed to meet program requirements or has demonstrated a pattern of noncompliance.

(26) "Professional development" means a variety of specialized training, formal education, or advanced learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

(27) "Traditional program" means a sequence of courses for educator preparation that:

(a) Is offered by a college or university leading to a degree that includes:

(i) General education and content coursework;

(ii) Professional coursework;

(iii) Clinical experiences; and

(iv) Demonstration of standards and competencies required to prepare educators for teaching students in the classroom environment; and

(b) On completion, makes candidates eligible for licensure in Maryland.

### **.03 Incorporation by Reference.**

In this chapter, the following documents related to national standards are incorporated by reference:

#### **A. Administrative or Supervisory Areas.**

(1) [Professional Standards for Educational Leaders \(PSEL\), National Policy Board for Educational Administration \(NPBEA\), 2015.](#)

(2) [Program Recognition Standards: District Level, National Educational Leadership Preparation \(NELP\), 2018.](#)

(3) [ISTE Standards for Educational Leaders, International Society for Technology in Education \(ISTE\), 2018.](#)

#### **B. Early Childhood/Elementary Areas.**

(1) [Ensuring Quality in Early Childhood Education Professional Preparation Programs: NAEYC's Early Childhood Higher Education Accreditation Standards, 2021.](#)

(2) [CAEP 2018 K-6 Elementary Teacher Preparation Standards, Council for the Accreditation of Educator Preparation \(CAEP\), 2018.](#)

C. English.

(1) [National Council of Teachers of English \(NCTE\) Standards for the Initial Preparation of Teachers of English Language Arts 7–12, 2021.](#)

(2) [Maryland College and Career Ready \(MCCR\) Standards for English Language Arts/Literacy, 2014.](#)

D. Mathematics.

(1) [Standards for Mathematical Practice, Common Core State Standards Initiative, 2010.](#)

(2) [Standards for Mathematics Teacher Preparation, National Council of Teachers of Math \(NCTM\), 2020.](#)

E. Middle School Areas.

(1) [Middle Level Teacher Preparation Standards with Rubrics and Supporting Explanations, Association for Middle Level Education \(AMLE\), 2022.](#)

F. Science.

(1) [Standards for Science Teacher Preparation, National Science Teachers Association \(NSTA\), 2020.](#)

(2) [Disciplinary Core Ideas \(DCI\) Arrangements of the Next Generation Science Standards, Next Generation Science Standards \(NGSS\), 2017.](#)

G. Special Education.

(1) [Initial Practice-Based Professional Preparation Standards for Special Educators, Council for Exceptional Children \(CEC\), 2020.](#)

(2) [Initial Practice-Based Standards for Early Interventionists/Early Childhood Special Educators, Council for Exceptional Children \(CEC\), 2020.](#)

(3) [Knowledge and Practice Standards for Teachers of Reading, International Dyslexia Association \(IDA\), 2018.](#)

H. Secondary Areas.

(1) [Standards for School-Based Agricultural Education Teacher Preparation Programs, American Association for Agricultural Education \(AAAE\), 2017.](#)

(2) [Business Teacher Education Curriculum Guide and Program Standards, National Business Education Association \(NBEA\), 2013.](#)

(3) [Standards for Computer Science Teachers, Computer Science Teachers Association \(CSTA\), 2020.](#)

(4) [Standards for Technological and Engineering Literacy: The Role of Technology and Engineering in STEM Education, International Technology and Engineering Educators Association \(ITEEA\), 2021.](#)

(5) [National Standards for Teachers of Family And Consumer Sciences, National Association of State Administrators of Family and Consumer Sciences \(NASAFACS\), 2018.](#)

(6) [National Core Arts Standards: Theatre, National Coalition for Core Arts Standards, 2014.](#)

(7) [National Standards for the Preparation of Social Studies Teachers, National Council for Social Studies \(NCSS\), 2017.](#)

(8) [Handbook, National Association of Schools of Theatre \(NAST\), 2022—2023.](#)

I. Specialist Areas.

(1) [NAGC — CEC Teacher Preparation Standards in Gifted and Talented Education, National Association for Gifted Children \(NAGC\) — Gifted and Talented Specialist: Council for Exceptional Children \(CEC\); The Association for the Gifted \(TAG\), 2013.](#)

(2) [Introduction to the 2016 CACREP Standards, Council for Accreditation of Counseling & Related Educational Programs \(CACREP\), 2016.](#)

(3) [ASCA Standards, American School Counselor Association \(ASCA\), 2019.](#)

(4) [Standards Framework for Learners, American Association of School Librarians \(AASL\), 2018.](#)

(5) [Standards for Accreditation of Master's Programs in Library and Information Studies, Adopted by the Council of the American Library Association \(ALA\), 2015.](#)

(6) [Standards for the Preparation of Literacy Professionals, International Literacy Association \(ILA\) Standards for the Preparation of Literacy Professional, 2017.](#)

(7) [Standards for Graduate Preparation of School Psychologists, National Association of School Psychologists \(NASP\), 2010.](#)

(8) [Standards for School Social Work Services, National Association of Social Workers \(NASW\), 2012.](#)

J. Specialty Areas (PreK-12).

(1) [ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, American Council on the Teaching of Foreign Languages \(ACTFL\)/ Council for the Accreditation of Educator Preparation \(CAEP\), 2013.](#)

(2) [Standards for Learning American Sign Language: A Project of the American Sign Language Teachers Association, American Sign Language Teachers Association \(ASLTA\), 2018.](#)

(3) [Standards for Art Teacher Preparation, National Art Education Association \(NAEA\), 2009.](#)

(4) [National Association of Schools of Music \(NASM\), Handbook 2022—2023.](#)

(5) [National Core Arts Standards: Dance, National Coalition for Core Arts Standards, 2014.](#)

(6) [National Core Arts Standards: Music, National Coalition for Core Arts Standards, 2014.](#)

(7) [National Core Arts Standards: Visual Arts, National Coalition for Core Arts Standards, 2014.](#)

(8) [SOPHE 2019 Health Education Teacher Preparation Standards, Society for Public Health Education \(SOPHE\), 2019.](#)

(9) [National Standards for Initial Physical Education Teacher Education, Society of Health and Physical Educators \(SHAPE\), 2018.](#)

(10) [Standards for Initial TESOL Pre-K–12 Teacher Preparation Programs, Teaching English to Speakers of Other Languages \(TESOL\), 2018.](#)

(11) [WIDA's English Language Development Standards, Kindergarten-Grade 12, WIDA, 2020.](#)

K. **General Teaching.**

(1) [Standards for Educators, International Society for Technology in Education \(ISTE\), 2017.](#)

(2) [Model Core Teaching Standards and Learning Progressions for Teachers 1.0, Interstate Teacher Assessment and Support Consortium \(InTASC\), 2013.](#)

(3) [Model Code of Ethics for Educators \(MCEE\), National Association of State Directors of Teacher Education and Certification, 2021.](#)

(4) [Social Justice Standards: The Teaching Tolerance Anti-Bias Framework, Teaching Tolerance, A Project of the Southern Poverty Law Center, 2018.](#)

**.04 State Consent to Offer Programs.**

A. An individual, public or private educational association, corporation, or institution of higher education may not offer an educator preparation program without obtaining the permission of the Commission and the Department by meeting the requirements of this chapter.

B. The Department may allow a provider to operate an educator preparation program if:

(1) The Commission has granted a Maryland institution preparing educators approval to operate in Maryland as applicable; and

(2) The provider obtains and continues to hold accreditation from a national accreditation organization recognized by the Department and the Commission, or meets the approval requirements as outlined in this chapter.

**.05 National Accreditation.**

A. In this regulation, "national accreditation" means teacher education accreditation by an accrediting agency recognized by the Department and the Commission.

B. A provider does not need to meet State approval standards if it holds and maintains accreditation from a national accrediting agency recognized by the Department and the Commission.

C. A provider shall notify the Department when it applies to a national accreditation organization recognized by the Department and the Commission.

D. A provider shall operate its Program in a manner that is consistent with the requirements of the national accrediting agency.

E. A provider shall submit to the Department proof of accreditation with supporting documentation within 30 calendar days after receiving it.

F. A provider shall notify the Department within 15 calendar days of any change in a program's accreditation status.

G. Programs that have chosen national accreditation may be reviewed by their accrediting organization at the request of the Department.

H. The Department may investigate complaints regarding any aspect of a program separate from any review conducted by the national accrediting agency.

I. A provider that holds national accreditation shall inform the Department in writing at least 90 calendar days before a program stops operating and provide an exit plan for current students that includes notification to those students.

J. A provider of a program that holds national accreditation shall submit reporting requirements outlined in Regulation .10A(5) of this chapter.

K. The Department shall pay:

(1) Any fee that a national accrediting agency charges an institution of higher education in connection with the accreditation process;

(2) Any training fee that a national accrediting agency charges a State representative who serves with a review team of an accrediting agency in conjunction with an accreditation visit to an institution of higher education in the State; and

(3) One-half of the expenses incurred by an institution of higher education in connection with the accreditation visit of a review team of a national accrediting agency.

**.06 Application for State Approval.**

A. Application for State Approval for Traditional and Alternative Programs.

(1) A provider shall submit an application for new program approval to the Department that includes the following:

(a) A description of the program and other administrative information, including the plan for implementing Department-mandated program components as defined in Regulation .07 of this chapter;

(b) A plan to recruit racially and ethnically diverse candidates; and

(c) Documentation that the program is aligned to national content standards, or documentation of the process required in Regulation .07C when national content standards are not available, including:

(i) A needs assessment demonstrating the demand for program completers in the employment market and demand by potential candidates, which may be met by documentation provided to the Commission;

(ii) The curriculum for the program and a course sequence chart including syllabi for any new courses;

(iii) Descriptions of the expected outcomes of the programs and how those outcomes will be assessed;

(iv) Key assessments in the program, using rubrics aligned to national content standards and Maryland-approved PK-12 competencies;

(v) Vitae for all faculty administering or delivering instruction in the program; and

(vi) Descriptions of materials, media, and resources available for the program, and how technology is integrated into the curriculum or program.

(2) A provider shall notify the Department not later than 6 months before applying for State approval.

B. The Department shall issue a letter of approval to the provider to begin operation of a program or programs when the provider has met the requirements of this chapter.

C. The Department shall include the following in the approval letter:

- (1) Name of the provider;
- (2) Location of the provider;
- (3) List of programs leading to certification;
- (4) Description of degree or degrees, and certificates awarded on completion of the program; and
- (5) Length of approval.

D. A provider shall operate its program in a manner that is consistent with the specifications in its approval letter and the requirements of this chapter.

E. If a provider plans a change in operation that is inconsistent with the specifications in its approval letter, the provider shall notify the Department in writing not later than 6 months before the intended change and include a letter from the Commission indicating approval of the change, if required by the Commission.

F. A provider may not implement a change in the operation of a program until the Department has been notified and has determined whether a change to the approval letter is required.

G. The Department may not approve a change in an approval letter under any of the following circumstances:

- (1) The program status is approval with conditions, unless the provider provides sufficient evidence that the change is necessary to meet all approval requirements;
- (2) The program is on probation;
- (3) The program has not filed its annual report with the Department;
- (4) The Department is investigating a written complaint alleging that the provider's program is in violation of one or more regulations under this chapter, unless the change is necessary to bring the program into compliance with this chapter; or
- (5) The Department is implementing procedures and sanctions as specified in Regulation .11 of this chapter.

H. The Department shall notify a provider that a requested change may not be implemented in writing within 30 days of the date of the written request.

I. A provider shall inform the Department in writing not later than 90 calendar days before a program stops operating and provide an exit plan for current students that includes notification to those students.

J. The approval letter is void if:

- (1) The provider stops operating a program; or
- (2) The State Superintendent issues a final order requiring the program to stop operations.

#### **.07 State Program Approval Process.**

A. Requirements for Traditional and Alternative Programs.

(1) A provider may seek approval for a new program, or a new specialization in a currently operating program area, if the documentation submitted contains sufficient justification to warrant the program or new specialization, and has been approved by the Commission.

(2) Where a provider seeks first-time approval for a program, the Department may conduct annual monitoring and a full review of the program or programs within the first 2 years of operation and may also conduct an on-site review if considered necessary by the Department to confirm information in the application.

(3) The Department shall approve or reject the proposal for a new program and notify representatives of the provider, in writing, of the decision.

(4) A new program may not admit candidates to the program until the Department has provided approval.

B. Special Requirements for Alternative Programs.

(1) In addition to meeting the requirements found in §A of this regulation, a provider of an alternative program shall provide at least 4 weeks of professional development before the candidate assumes full responsibility of the classroom.

(2) The provider shall ensure this professional development includes, but is not limited to, pre-employment training, initial coursework, pedagogy, and pre-practicum experiences.

C. Program Approval Process Where No National Content Standards Are Available.

(1) As part of the approval process for proposed programs for which there are no national content standards, the Department shall review the program application, and may also conduct an on-site review if considered necessary by the Department to confirm information in the application.

(2) A program approved under this section shall complete all requirements in §A to receive program approval.

(3) At least 6 months before requesting program approval, a provider shall notify the Department of its intent to initiate the review process for a program for which there are no national content standards.

(4) At least 6 months before the approval is requested, the provider shall submit the application for approval to the Department.

(5) The provider shall ensure this application includes:

- (a) A description of the proposed program;
- (b) A detailed description and outline of proposed program content and coursework; and
- (c) Identification of national content standards most closely related and relevant to the proposed program.

**.08 State Program Approval Requirements.**

**A. Entry Requirements for Teacher Preparation Programs.**

(1) A provider of a traditional program shall require candidates to have a grade point average (GPA) of at least 3.0 on a 4.0 scale during the most recent 2 years of the candidate's post-secondary education or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the State Board of Education (SBOE), on a basic skills assessment.

(2) A provider of an alternative program shall require candidates to submit:

(a) A GPA of at least 3.0 on a 4.0 scale at the post-secondary level, or demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the SBOE, on a basic skills assessment; and

(b) Evidence of one of the following:

(i) A conferred bachelor's degree or higher with a major related to the program licensure area;

(ii) A conferred bachelor's degree or higher with a minimum of 24 semester hours of credit related to the licensure area; or

(iii) A conferred bachelor's degree or higher and evidence of a qualifying score on an approved content assessment, as established by the State Superintendent of Schools and as approved by the SBOE.

**B. Waiver of Entry Requirements.**

(1) A provider of a program may waive the entrance requirement for up to 10 percent of the candidates admitted in an annual cohort.

(2) A provider of a program shall implement strategies to ensure that candidates admitted under a waiver receive assistance to successfully demonstrate the required standards and competencies and meet requirements for licensure on exit from the program.

**C. Standards and Competencies.**

(1) A provider shall ensure that its teacher preparation programs provide the following for all candidates:

(a) Instruction and experiences in the core academic subjects that the teacher will be teaching, aligned with Maryland-recognized national content and pedagogy standards listed under Regulation .03A of this chapter;

(b) Instruction and experiences aligned with Department-approved competencies under Regulations .12—.15 of this chapter;

(c) Instruction in the Department-approved Model Code of Ethics for Educators;

(d) Instruction in teaching in high poverty, culturally diverse, and linguistically diverse schools under Regulation .15 of this chapter; and

(e) Instruction in research-based literacy instruction aligned to the science of reading for the grade level the individual will be teaching.

(2) A provider of a teacher preparation program leading to licensure in early childhood education, elementary education, English as a Second Language, and special education shall:

(a) Provide coursework demonstrating coverage of research-based literacy instruction aligned to the science of reading including phonemic awareness, phonics, vocabulary, fluency, and comprehension;

(b) Use high-quality curricula and materials that accurately detail the principles of scientifically-based reading practices;

(c) Provide opportunities for candidates to demonstrate mastery of reading instruction through in-class assignments, tests, and instructional practice; and

(d) Prepare candidates to interpret reading assessment data to identify students with reading difficulties and inform instruction.

(3) A provider shall ensure that programs preparing candidates for licensure in early childhood and elementary education provide content instruction in each of the following:

(a) English language arts;

(b) Social studies;

(c) Math; and

(d) Science.

(4) Programs for Specialists. The Department shall approve specialists programs according to the national standards listed in Regulation .03A of this chapter.

(5) Programs for Administrators.

(a) The Department shall approve administrator programs according to the national standards listed in Regulation .03A of this chapter.

(b) A provider of a program that offers courses in school administration shall:

(i) Develop a method for evaluating the potential of candidates to be effective school leaders;

(ii) Develop a curriculum to enable candidates to organize and manage both schools and highly skilled professionals in a professional work environment, and achieve effective peer observations and effective evaluations of other personnel;

(iii) Include clinical experiences and assessments that measure competencies established in the program curriculum; and

(iv) Include instruction in research-based literacy instruction aligned to the science of reading.

**D. Clinical Experiences.**

(1) Each participant in an undergraduate, graduate, or alternative teacher preparation program shall complete a teacher training practicum as a requirement for program completion.

(2) A provider shall ensure that a teacher training program incorporates classroom observations in which the candidate is observed in different school settings at the beginning of the program to assist in determining if the candidate has the aptitude and temperament for teaching.

(3) A teacher training practicum may be completed consecutively or over the course of the program.

(4) Before July 1, 2025, a provider shall ensure that a teacher preparation program has a required practicum of a minimum of 100 days.

(5) Minimum Required Practicum.

(a) Beginning on July 1, 2025, a provider shall ensure that:

(i) An undergraduate teacher preparation program has a required practicum equivalent to a full school year;

(ii) A graduate teacher preparation program has a required practicum of a minimum of 100 days; and

(iii) An alternative teacher preparation program has a required practicum equivalent to a full school year.

(b) Exception. Where an alternative teacher preparation program operating in Maryland on or before July 1, 2021 provides effective and diverse teachers in schools and local school systems, as approved by the State Superintendent, and has high rates of teacher vacancies, teacher turnover, and new teachers relative to other public schools in Maryland, a provider shall ensure that this program has a required practicum of a minimum of 100 days.

(6) A provider shall ensure collaboration with mentor teachers of a partner school to evaluate participants in a teacher training practicum and ensure each participant demonstrates the competencies required of licensed teachers.

(7) Special Requirements for Alternative Teacher Preparation Programs. A provider shall ensure that a teacher training practicum in an alternative teacher preparation program includes, at a minimum, the following content:

(a) Preparing lesson plans;

(b) Teaching;

(c) Debriefing;

(d) Observation of a class of students to which the participant is assigned as a student teacher; and

(e) 40 hours of teaching during class periods.

(8) A provider shall ensure that a program leading to licensure in an area of teaching includes a practicum experience in a partner school and:

(a) Is located in a Maryland public school, nonpublic school, or an out-of-State school with the permission of the State Superintendent;

(b) Is aligned with program curricula that encompass the area, subject, or category of licensure being sought by candidates, including opportunities to provide reading instruction for those candidates enrolled in early childhood, elementary, special education, and ESOL programs;

(c) Provides candidates on-site supervision by a mentor teacher and ongoing support by a clinical supervisor from the provider, including:

(i) Documented observations;

(ii) Collaboration between clinical supervisors and mentor teachers to evaluate candidates for demonstration of required competencies;

(iii) Observations and evaluations of candidates, aligned to a Department-approved educator evaluation system; and

(iv) Feedback, placement, remediation, or supports, informed by candidate evaluation; and

(d) Ensures candidates are responsible for the instruction and classroom management of a roster of students for a minimum of 150 hours during the practicum.

(9) A provider shall ensure that a program for administrators includes supervised clinical experience totaling a minimum of 240 hours distributed within the program to include observations and evaluations of candidates aligned to a Department-approved administrator evaluation system.

(10) A provider shall ensure that a program for specialists includes a supervised clinical experience in the specialty area being pursued.

#### E. Exit Requirements.

(1) A provider shall establish exit requirements for programs that:

(a) Demonstrate successful completion of required coursework that is based on Department-recognized national content standards and Department-approved competencies;

(b) Demonstrate successful completion of the clinical experience outlined in Regulation .08D of this chapter; and

(c) Beginning on July 1, 2025, obtain a qualifying score on a nationally recognized and nationally scored portfolio-based assessment of teaching ability, as established by the State Superintendent of Schools and as approved by the State Board of Education, in teaching areas only.

(2) Candidates who complete an approved program in the State who passed an approved portfolio-based assessment will not be required to take the assessment more than one time.

#### F. Credit Requirements.

(1) A provider shall ensure that a program leading to a bachelor's degree is a 4-year program and award 120 credits, unless otherwise permitted by law.

(2) A provider may expand the program by no more than 12 semester hours of credit or an additional semester only with the permission of the Department and the Commission.

**.09 Clinical Experience Placements.**

A. A partner school and a provider shall establish a teacher training practicum through a written partnership agreement, as follows:

- (1) The provider of a program shall prioritize selecting partner schools within its same community;
- (2) The provider of a program and a partner school shall seek to provide teacher training placements in a variety of school environments with diverse student populations that provide participants with the same kind of experiences as teachers employed in the State; and
- (3) The instructional program and work organization of a partner school located in a local school system shall reflect the career ladder once the Accountability and Implementation Board determines that the career ladder system is well established throughout the State.

B. A clinical mentor teacher shall:

- (1) Be a highly competent teacher demonstrated by evidence of impacting student achievement;
- (2) Be trained and selected by the partner school;
- (3) Hold a professional Maryland educator license;
- (4) Have the skills and knowledge needed to mentor teacher training practicum participants and to instill the skills, attitudes, values, and knowledge necessary for the next generation of teachers;
- (5) Provide opportunities for teacher training practicum participants in guided, hands-on, practical applications and demonstrations of a candidate's professional knowledge while applying educational theory through collaborative and facilitated learning tasks, activities, and assessments
- (6) Have teaching and release time per the implementation of the county board approved career ladder to mentor candidates and lead workshops and demonstrations at the school level; and
- (7) Will collaborate with the educator preparation program to evaluate participants in a teacher training practicum to ensure each participant demonstrates the competencies required of certified teachers; and
- (8) Be selected using the following criteria:
  - (a) From the career ladder system, as applicable, when the Accountability and Implementation Board determines that the career ladder system is well established throughout the State;
  - (b) Until the Accountability and Implementation Board makes a determination that the career ladder is well established, meet the requirements of B(1)-(7) of this regulation; and
  - (c) A partner school may select a clinical mentor who is not on the career ladder if the partner school can demonstrate the need to justify the selection.

C. Program Collaboration with Clinical Experience Placements.

- (1) The provider of the program shall collaborate with the partner school to provide the mentor teacher:
  - (a) Initial training on best practices in coaching, mentoring, and reflective strategies; and
  - (b) Additional professional development to support mentor teachers.
- (2) The provider of the program shall collaborate with mentor teachers to ensure teacher candidates demonstrate the teacher competencies established in Regulations .12—15 of this chapter.

D. Partner School Requirements.

- (1) A partner school shall:
  - (a) Assist in finding teaching training practicum placements, to ensure:
    - (i) A well-rounded clinical experience based on student population and geographic location;
    - (ii) Exposure to distinguished instructional practices; and
    - (iii) Placement with a mentor teacher who meets the requirements outlined in §B of this regulation, and is professionally licensed in the area in which the candidate is placed; and
  - (b) Actively collaborate with programs to ensure mentoring and growth of teacher candidates.
- (2) Compensation of Mentor Teachers.
  - (a) Partner schools shall compensate mentor teachers who supervise participants in a teacher training practicum.
  - (b) When the career ladder system is well established throughout the State, as determined by the Accountability and Implementation Board, the compensation of mentor teachers will be according to the career ladder system.

E. Action Research.

- (1) A provider shall ensure that all programs require teacher candidates to conduct action research during the practicum.
- (2) Candidates shall present findings to the partner school and program.
- (3) Candidates shall ensure these findings include the ongoing cycle of problem identification, data collection, reflection, analysis, and lessons learned for the next cycle.

**.10 State Program Reporting.**

A. Compliance with Program Requirements.

- (1) A provider shall provide evidence of adherence to program requirements as outlined in this regulation.
- (2) If a provider submits annual reporting to a national accreditation agency recognized by the Department and the Commission, the provider shall submit a copy of the annual report to the Department within 30 calendar days.
- (3) A provider shall submit data and annual reports to the Department demonstrating each program's compliance with requirements.
- (4) A provider shall ensure the annual reports include documentation of compliance with the following measures:
  - (a) Entry requirements as stated in Regulation .08A of this chapter;

- (b) *Clinical experience requirements as stated in Regulation .08D of this chapter;*
- (c) *Standards and competencies requirements as stated in Regulation .08C of this chapter;*
- (d) *Exit requirements as stated in Regulation .08E of this chapter, including candidate passing rates on performance assessments, as well as rate of program completion, and attrition data;*
- (e) *Candidate evaluation requirements as stated in Regulation .08D(8)(c) of this chapter, including documentation of evaluation processes and remediation policies as defined by the program; and*
- (f) *The process by which the provider uses data to continuously improve the program, including, but not limited to, the recruitment and support of a racially and ethnically diverse pool of candidates.*

(5) *A provider shall compile and report data to the Department for each graduating cohort at the individual level, including race, ethnicity, and gender, for the most recent 5 years of program cohorts, on a selection of Department-identified metrics that may include, at a minimum:*

- (a) *Program completion rates, including number and demographics of completers, non-completers, and degrees granted;*
- (b) *Placement in partner schools by subject area, grade level, LSS employer, and school;*
- (c) *Performance, including passing rates on Department-approved performance, content, and basic skills assessments;*
- (d) *Enrollment data, including candidate residence, and past and projected enrollment in each program;*
- (e) *Employment of graduates/completers;*
- (f) *Retention of program completers through the first 5 years of employment; and*
- (g) *Candidate satisfaction survey.*

*B. The Department will distribute to providers a copy of the Maryland Curriculum Frameworks for prekindergarten through 12th grade on an annual basis to ensure content, composition, and expectations of teachers are current.*

### **.11 State Program Renewal, Oversight, and Revocation.**

#### **A. Program Review.**

- (1) *The Department shall review programs every 5 years.*
- (2) *The Department shall approve programs that meet its requirements and standards for 5 years.*
- (3) *Programs that fail to meet all the requirements and standards addressed in this chapter may be approved with conditions or placed on probation.*
- (4) *Program Extensions.*
  - (a) *A provider may request an extension of the Department's 5-year review.*
  - (b) *A provider shall submit this request in writing at least 180 calendar days before the end of the program's 5-year approval.*
  - (c) *The Department may grant up to a 1-year extension based on documentation submitted to justify the extension.*
- (5) *The Department may monitor or conduct an interim review of a program at any time.*
  - (a) *Where this interim review reveals that a program has seriously failed to meet the standards and benchmarks or reporting or compliance requirements, or has demonstrated a pattern of noncompliance, the program may be placed on probation under §C of this regulation.*
  - (b) *If after the 1-year probation, a program fails to make satisfactory progress toward meeting program standards, reporting requirements, or compliance requirements, the Department may revoke its approval under §D of this regulation.*
- (6) *Beginning in the 2025-2026 school year, each approved educator preparation program leading to certification in early childhood education, elementary education, special education, and ESOL, shall post on its website information describing its program to prepare teachers to teach reading using evidence-based practices in literacy programming and instruction aligned to the science of reading.*

#### **B. Approval with Conditions.**

- (1) *If the approved program fails to meet all of the standards and competencies, reporting, or compliance requirements, it may be approved with conditions for a period of 2 years.*
- (2) *The Department shall conduct a focused review of a program approved with conditions within 2 years of the original review.*
- (3) *The Department may extend a program's approval with conditions for good cause beyond the original 24-month period.*
- (4) *Programs may continue to accept candidates for entry while approved with conditions.*
- (5) *Approval with conditions shall last 2 years unless, through its annual reports, the program supplies sufficient evidence to meet program approval requirements, after which it may be removed from approval with conditions after 1 year, granted approval, and returned to a 5-year review cycle.*
- (6) *A program approved with conditions shall continue to provide all annual reporting.*
- (7) *If after 2 years a program has not made satisfactory progress toward meeting Department requirements and national standards, reporting requirements, or compliance requirements, the program may be placed on probation or revoked.*

#### **C. Probation.**

- (1) *Programs that have seriously failed to meet the standards and benchmarks or reporting or compliance requirements, or have demonstrated a pattern of noncompliance, may be placed on probation.*
- (2) *Programs that do not submit data or required reports to the Department, or who lose national accreditation status by revocation or by expiration, may be placed on probation status or may face immediate revocation of Department approval.*

(3) *The Department may conduct a full review within 1 year of the last focused revisit for a program on probation unless, through annual reporting requirements, the program supplies sufficient evidence to meet program approval requirements.*

(4) *Programs may not accept candidates for entry while on probation.*

(5) *A program on probation shall continue to provide all annual reporting to the Department.*

(6) *Within 30 calendar days of the notification of probation, the provider shall notify each candidate individually in writing of the probation of the program, explain what probation means, and provide documentation of the notification to the Department.*

(7) *The Department shall monitor program progress towards meeting the Department requirements and national standards for the program throughout the probationary period, including review of required reports and monitoring visits as considered necessary.*

(8) *If a program supplies evidence of meeting all program requirements, the Department may remove it from probation.*

(9) *The Department may request an annual follow-up report with an annual re-visit for institutions removed from probation.*

(10) *If after the 1-year probation a program has not made satisfactory progress toward meeting program standards, reporting requirements, or compliance requirements, the Department may revoke its approval.*

#### *D. Revocation.*

(1) *The Department may revoke its approval if a program fails to meet the standards, reporting or compliance requirements set forth by this chapter.*

(2) *The Department shall notify the provider in writing of a decision to revoke approval.*

(3) *On provision of the notification, the provider shall stop operating the revoked program.*

(4) *A revoked program may not recruit or accept new candidates.*

(5) *Within 30 calendar days of the notification of revocation, the provider shall notify each candidate individually, in writing, of the revocation of program approval, explain what revocation means, and provide documentation of the notification to the Department.*

(6) *Candidates enrolled in the revoked program who have accumulated enough credits to be on track for program completion within the current academic year may exit.*

(7) *A provider shall wait 2 years after revocation of a program before it may apply to the Department for approval of a program that is substantively the same as the one revoked.*

#### *E. Appeal.*

(1) *A provider may request a hearing to challenge the revocation if the provider files a written request with the State Superintendent within 20 calendar days of receipt of the notice of revocation.*

(2) *The State Superintendent shall promptly refer the case to the Office of Administrative Hearings.*

#### *F. Hearing Procedures.*

(1) *The hearing procedures for appeals referred to the Office of Administrative Hearings are in accordance with the Administrative Procedure Act, State Government Article, §§10-201—10-226, Annotated Code of Maryland, and with COMAR 28.02.*

(2) *The Office of Administrative Hearings shall prepare an official case record as provided in COMAR 28.02.01.22.*

(3) *The administrative law judge shall submit in writing to the State Superintendent a proposed decision containing findings of fact, conclusions of law, and recommendations, and distribute a copy of the proposed decision to the parties.*

(4) *A party objecting to the administrative law judge's proposed decision may file exceptions with the State Superintendent within 15 calendar days from the date of the decision. A party may respond to the exceptions within 15 calendar days of the date of the exceptions.*

(5) *If exceptions are filed, any party may request an opportunity for oral argument before the State Superintendent before a final decision is made. Each side may present no more than 15 minutes of oral argument before the State Superintendent.*

(6) *The State Superintendent shall make a final decision in writing containing findings of fact and conclusions of law.*

(7) *A provider may seek judicial review of a State Superintendent's determination under this regulation as provided by the Administrative Procedure Act, State Government Article, §10-222, Annotated Code of Maryland.*

### **.12 Teacher Preparation Competencies: General Competencies.**

#### *A. Purpose.*

(1) *The general teacher preparation competencies apply to teacher candidates across all content areas and grade levels, to determine readiness to enter the profession.*

(2) *The teacher candidate shall demonstrate essential knowledge and skills of general competencies that align with current expectations for teacher candidates to exit a program.*

#### *B. Required General Competencies. The teacher candidate shall:*

(1) *Use evidence-based research strategies, learning theories, and methods to help improve student performance;*

(2) *Use inquiry skills and methods regularly to collect meaningful data and improve the candidate's professional practice;*

(3) *Incorporate personal reflection, professionals' feedback, best practice, and expert opinion to improve the candidate's professional practice;*

(4) *Demonstrate that knowledge of the learner's physical, cognitive, emotional, social, and cultural development is the basis of effective teaching of the following students:*

(a) *Students from different racial, ethnic, and socioeconomic backgrounds;*

(b) *Students for whom English is not their primary language;*

- Students with different learning abilities; and*
- (c) Students with social and emotional needs;*
- (5) Create, build, and sustain a safe, inclusive learning environment by effectively:*
- (a) Using trauma-informed instruction and other approaches to meet social and emotional needs;*
- (b) Implementing restorative practices;*
- (c) Using active listening, conflict de-escalation to include bullying, and other strategies; and*
- (d) Managing student behavior;*
- (6) Apply multiple, valid assessment approaches, both formal and informal, modifying when appropriate, that address a variety of developmental needs, conceptual abilities, curriculum outcomes, and school goals;*
- (7) Develop action research that advances the candidate's knowledge base, promotes equity, and addresses an academic need;*
- (8) Collaborate effectively with colleagues, families, school professionals, businesses, and social services agencies to support student development and student achievement;*
- (9) Apply instructional supports including a 504 Plan and an individualized education plan, to support a student with exceptionalities by providing developmentally appropriate access to age-level or grade-level instruction, individually and in collaboration with colleagues;*
- (10) Evaluate student behaviors and unique learning needs in the adaption of various learning environments, such as physical arrangement, student grouping, instructional intensity, pacing, and embedded assistive technology supports;*
- (11) Use assistive technologies ranging from low-tech to high-tech devices or equipment, materials, and resources to educate individuals whose exceptionalities interfere with written or verbal communication;*
- (12) Analyze and use data derived from assessments to develop intervention plans aligned to the specific needs of individual students to remedy learning deficits;*
- (13) Implement Response to Intervention (RtI), Universal Design for Learning (UDL), and Direct Instruction (DI) to differentiate instruction; and*
- (14) Implement Specially Designed Instruction (SDI) to implement the Individualized Education Program for students with disabilities.*
- (15) Effectively use high quality instructional materials (including online) and adapt existing curriculum to make it stronger using standards-aligned tools, including the ability to use digital resources and computer technology.*

**.13 Teacher Preparation Competencies: Literacy Competencies.**

*A. Literacy Competencies for Secondary and PreK-12 Teaching Areas. Teacher candidates completing programs that lead to licensure in secondary and PreK-12 content areas shall demonstrate an understanding of the following competencies:*

- (1) The Learner and Learning. The teacher candidate shall:*
- (a) Define, describe, explain, and analyze the developmental characteristics of adolescent literary learners, active independent readers, processes of making meaning, and motivation and engagement;*
- (b) Interpret, synthesize, and apply learning of active independent readers, processes of making meaning, and motivation and engagement to specific content area instruction.*
- (c) Define and distinguish features of diversity and interpret linguistic cultural differences among adolescent learners;*
- (d) Examine, evaluate, and apply learning of inclusive content area literacy environment and instruction to close achievement gaps;*
- (e) Describe the characteristics of a high quality learning environment; and*
- (f) Construct high quality learning environments that support individual and collaborative interaction and engagement.*
- (2) Content Knowledge. The teacher candidate shall:*
- (a) Describe purposes and opportunities for reading, writing, and communicating within and across content areas and analyze types of new literacies and their uses for acquiring content knowledge and student understandings;*
- (b) Use new literacies for acquiring and developing content knowledge and student understanding;*
- (c) Identify and select appropriate multi-modal sources and resources for inquiry; and*
- (d) Evaluate and use discipline-specific processes of inquiry to engage in collaborative problem solving and critical thinking.*
- (3) Assessment and Instruction. The teacher candidate shall:*
- (a) Describe guiding principles and practices and examine assessment types, tools, and purposes for content literacy assessment;*
- (b) Select or develop content-specific assessment tools to evaluate student performance and the effectiveness of assessment tools for content-specific assessment;*
- (c) Identify deficits in reading and develop a plan to address using strategies aligned to the science of reading to support appropriate interventions;*
- (d) Examine factors of text complexity and analyze student data to inform and evaluate instructional practice;*
- (e) Synthesize multiple data points to evaluate and to refine content area instructional practice;*
- (f) Identify professional and literacy standards and curricula for lesson development to plan and evaluate engaging instruction that supports all learners in meeting goals and intended outcomes;*
- (g) Use professional and literacy standards and curricula to plan, implement, and evaluate lessons and instructional units of study within content areas;*

- (h) Critique effectiveness of instruction and design next steps for students and teachers;
- (i) Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices to develop comprehension;
- (j) Use evidence-based multi-modal instructional practices to develop and evaluate comprehension within content areas; and
- (k) Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices for general academic and content specific vocabulary use.

(4) Professional Responsibility. The teacher candidate shall:

- (a) Examine current trends, initiatives, and educational reform efforts as relative to content literacy;
- (b) Explore professional dispositions and engage in critical self-reflection to construct a professional development plan as a content area literacy teacher.
- (c) Identify organizational structures and school-based resources for specific needs; and
- (d) Investigate opportunities for collaboration with families/school/communities and develop leadership capacities through actively participating in school-based opportunities for growth and development.

*B. Literacy Competencies for Early Childhood, Elementary, Special Education, and English to Speakers of Other Languages. Teacher candidates completing programs that lead to licensure in early childhood, elementary, English to speakers of other languages, and special education areas shall demonstrate an understanding of the following:*

(1) Literacy Processes. The teacher candidate shall:

- (a) Identify the component processes involved in reading and writing aligned to the science of reading;
- (b) Apply that knowledge to understand the reading and writing processes of native English speakers and English learners;
- (c) Describe how key components of reading and writing processes develop and what biological, cognitive, linguistic, and sociocultural factors may influence literacy development;
- (d) Identify characteristics that define evidence-based practices in literacy programming and instruction aligned to the science of reading;
- (e) Use evidenced-based criteria aligned to the science of reading to select and organize print and multimedia resources for teaching reading and writing; and
- (f) Use a variety of print and multimedia resources to engage students as readers and writers.

(2) Literacy Instruction in the Diverse Classroom. The teacher candidate shall:

- (a) Develop in their students the awareness of the sounds made by spoken words;
- (b) Systematically map speech sounds with letters and letter combinations;
- (c) Provide extended practice for reading words to develop fluency;
- (d) Provide opportunities for students to devote energy to the meaning of text to build content vocabulary;
- (e) Develop student understanding of what is being read to them and what they will eventually read themselves.
- (f) Provide instruction focused on the core components of reading that lead to proficient and motivated reading behavior for all students;
- (g) Provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students;
- (h) Design speaking and listening opportunities that lead to more active, equitable, and academically oriented conversations for all students;
- (i) Identify the role of classroom literacy instruction aligned to the science of reading in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers; and
- (j) Provide literacy instruction that reflects and is responsive to the diversity of the classroom community and promotes all students' cultural competence through inclusive and equitable literacy learning opportunities.

(3) Effective Literacy Assessment. The teacher candidate shall:

- (a) Identify the foci, purposes, and features of literacy assessments and application;
- (b) Identify and implement a developmentally appropriate reading screener to determine skill gaps;
- (c) Select or design appropriate diagnostic assessments and use data from those assessments to determine areas of need, provide targeted instruction, collaborate with instructional specialists, monitor progress, and evaluate the effectiveness of literacy instruction; and
- (d) Use effective techniques for communicating assessment information to a variety of stakeholders.

(4) Researched-based literacy instruction aligned to the science of reading, to include:

- (a) Phonological and phonemic awareness;
- (b) Phonics and decoding;
- (c) Fluency;
- (d) Vocabulary;
- (e) Comprehension of literary and informational text;
- (f) Written expression, spelling, and grammar;
- (g) Assessment and instructional decision-making;
- (h) Long-term planning aligned with the literacy curriculum, student needs, instructional histories, school/grade level needs;
- (i) Effective methods for promoting the reciprocal relationship between writing and reading;

(j) Strategies that foster connections to students' homes and communities; and

(k) Multiple opportunities for incorporating oral language variation.

**.14 Teacher Preparation Competencies: Math Competencies.**

A. *Math Competencies.* Teacher candidates seeking licensure to provide mathematics instruction shall demonstrate the competencies applicable to the area of licensure (PreK- Grade 3; Grade 1-6; Middle School or High School, or both).

B. *Content Knowledge.* The teacher candidate shall:

(1) Apply mathematics content knowledge for teaching within the candidate's area of licensure;

(2) Candidates prepared to teach elementary education shall apply content knowledge for each of the four essential topics: Numbers and Operations, Algebraic Thinking, Geometry and Measurement, and Data Analysis and Probability;

(3) Demonstrate conceptual understanding, proficiency with procedural skills, and the ability to solve real world problems;

(4) Recognize the coherent progression of mathematical concepts both within an age/range/grade/course and across an age/range/grade/course;

(5) Use mathematics to model real world problems; and

(6) Use precise mathematical language.

C. *Pedagogical Skills.* The teacher candidate shall:

(1) Identify the appropriate sequence of mathematical learning targets for both a unit of study and an individual lesson;

(2) Construct collaborative and self-directed learning opportunities that reflect active student engagement in learning and a growth mindset;

(3) Develop strategies for responding to anticipated and present student misconceptions;

(4) Design rich mathematical tasks that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets;

(5) Integrate instructional strategies and teaching aides that enhance the learning of mathematics, such as multiple representations, manipulatives, calculators and other technological aides; and

(6) Recognize productive struggles and unproductive struggles to promote perseverance and thinking flexibly.

D. The teacher candidate shall use multiple assessment tools and evidence-based instructional strategies to guide the mathematics instructional process.

E. The teacher candidate shall identify the cognitive process, learning theories, and developmental strategies related to the teaching and learning of mathematics.

**.15 Teacher Preparation Competencies: Cultural Responsiveness.**

A. *Culturally Responsive Teaching.* Teacher candidates seeking licensure shall demonstrate the following competencies:

(1) Teacher candidates shall demonstrate preparation to support culturally, racially, linguistically, and otherwise diverse populations of students through providing culturally responsive instruction to increase academic achievement, critical consciousness, and cultural competence; and

(2) Teacher candidates shall demonstrate required knowledge and skills to include application of competencies that support various racial, ethnic, linguistic, socioeconomic groups through teaching that promotes social justice and equity, including restorative practices and practices to develop racial literacy.

B. *Cultural Competencies.* The teacher candidate shall:

(1) Identify and apply the elements of culturally responsive teaching, including academic achievement, critical consciousness, and knowledge of self and at least one other culture;

(2) Identify and assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact marginalized students, families, and educators on multiple levels by:

(a) Acknowledging their own biases and inequitable actions; and

(b) Assessing how their own assumptions, values, and biases may impact their responses to students and families and result in inequitable actions and practices, and identify equitable actions and practices.

(3) Demonstrate respect for students' cultures by:

(a) Learning about students' cultural backgrounds;

(b) Seeking purposeful immersion experiences within groups different from their own;

(c) Communicating high expectations for students of all identities including gender, race, and ethnicity, language, socioeconomic, and disability;

(d) Incorporating a variety of culturally responsive materials that represent and support learning for diverse populations of children and families; and

(e) Differentiating instruction with consideration for cultural, linguistic, and academic diversity;

(4) Examine curriculum and learning materials for bias and deliver instruction with materials that center the perspectives and lived experiences of historically marginalized people;

(5) Build a safe and accessible environment, respectful of all individuals, by:

(a) Providing strategies to support students with responses to discrimination and negative attitudes associated with cultural or other differences;

(b) Creating learning environments that facilitate the active engagement of diverse populations of students; and

(c) Co-constructing the values and expectations of the school to incorporate different perspectives, including those of students, families, and colleagues; and

(6) Build relationships with families and communities by:

- (a) Incorporating families' perspectives about school culture to create an environment that is inclusive and respects their values, beliefs and hopes for their children;*
- (b) Providing opportunities for families to be involved in their children's educational experiences by communicating regularly, in multiple ways, and including them in the curriculum;*
- (c) Integrating family and community-based funds of knowledge into teaching and learning; and*
- (d) Providing information regarding school and community resources that are available for students, educators, and families, including multilingual resources reflecting students and families' heritage languages.*

MOHAMMED CHOUDHURY  
State Superintendent of Schools