Report on Developing a Master Plan on Professional Development for Teachers and Providers of Early Childhood Education

Submitted by the Maryland State Department of Education in fulfillment of the requirements of Chapter 377 (SB677)

December 2015

MARYLAND STATE BOARD OF EDUCATION

Jack R. Smith, Ph.D.
Interim Superintendent of Schools

Guffrie M. Smith, Jr.
President, Maryland State Board of Education

Larry Hogan
Governor

Rolf Grafwallner, Ph.D.
Assistant State Superintendent
Division of Early Childhood Development

Board Members
Dr. S. James Gates, Jr.

James H. DeGraffenreidt, Jr.

Linda Eberhart

Chester E. Finn, Jr.

Larry Giammo

Dr. Michele Jenkins Guyton

Stephanie R. Iszard, M.Ed.

Madhu Sidhu

Andrew R. Smarick

Laura E. Weeldreyer

Quinn M. Wandalowski

Workgroup Members

Maryland State Department of Education (MSDE), Dr. Rolf Grafwallner, Chair, Assistant State Superintendent for the Division of Early Childhood Development,

MSDE, Ms. Marcella Franczkowski, Assistant State Superintendent of Special Education/Early Intervention Services

MSDE, Ms. Sarah Spross, Assistant State Superintendent of Educator Effectiveness

MSDE, Dr. Maggie Madden, Program Approval Specialist, Division for Educator Effectiveness

Maryland Higher Education Commission (MHEC), Ms. Jackie Cade, Education Policy Analyst

Maryland Head Start Association, Ms. Amy Collier, President

Maryland State Child Care Association, Ms. Christina Peusch, Executive Director

State Interagency Coordinating Council, Dr. Brenda Hussey Gardner, Chair, Associate Professor, University of Maryland, School of Medicine

The Maryland Association of Community Colleges, Ms. Stacie Burch, Assistant Director, Child Care Training, for the TEACH Institute, Anne Arundel Community College

University of Maryland College Park, Dr. Christy Tirrell-Corbin, Director of Early Childhood Education

Maryland Consortium of Early Childhood Faculty and Administrators, Dr. Terry Bridger, President

Maryland Teacher Education Program, Dr. Nancy Grasmick, Presidential Scholar, Towson University

Representative of a nonprofit which provides Professional Development for Child Care Providers, Ms. Margaret Williams, Executive Director, Maryland Family Network

Representative from LEA Human Resources, Ms. Tammatha Woodhouse, Principal at Excels Academy, Baltimore City Public Schools

Staff: Dr. Roann Tsakalas, Maryland State Department of Education

Table of Contents

Appendices

Overview: The Need for a Highly Qualified and Expanded Early Childhood Workforce

In FY2015, in Maryland, there were 364,488 children, birth through four years old. Each year, approximately 67,000 five-year-olds enter kindergarten. Their readiness for kindergarten is key to their success in school and in life. Their readiness is directly related to the quality of early care and education experiences they have had before they reach kindergarten. The quality of those experiences depends directly on the skill of the children's early care and education teachers.

Families and policymakers agree that lead teachers in every classroom and in every early care and education setting should meet basic competency standards in caring for very young children. For teachers in public pre-kindergarten (pre-K), the requirement is a four-year degree and Maryland certification in early childhood education. It is the goal of the Maryland State Department of Education ("Department") and the Maryland Higher Education Commission ("Commission") to raise professional standards for all caregivers and teachers of young children in all settings. The standard set nationally by the U.S. Department of Education and by the National Institute of Early Education Research (NIEER) is to have a four-year degree in early childhood education.

Looking ahead to full implementation of the federal Preschool Development Grant, Maryland faces a critical shortage in teaching personnel with these qualifications. While at the present time there is little difficulty filling vacancies in publicly funded pre-K classrooms for four-year olds in elementary schools, the significant expansion of pre-K slots in the near future will create shortages in the supply of pre-K teachers who have a four-year degree and a Maryland certification in early childhood education, as it is currently required in State regulations.

The majority of young children from birth through age four are at home, in informal (unregulated) care, and/or are enrolled in regulated early childhood education programs such as home- and center-based child care, nursery schools, or Head Start. During the year immediately preceding kindergarten (five-year-olds), the breakdown of prior care, based on parent self-report, is as follows[1]:

Publicly funded pre-K	37.3 %
Home and informal care	22.7
Nursery school (private)	14.6
Licensed child care center	13.2
Head Start	5.8
Family child care	4.6
Kindergarten (repeating)	1.7
Total	99.9

The minimum qualifications for teachers in private pre-K settings are less rigorous than for public pre-K teachers. Child care center teachers are required to have 90 clock hours of prescribed training, plus 45 hours of caring for infants and toddlers, that:

---

[1]Maryland State Department of Education (2015). 2014-15 Kindergarten Readiness Assessment. Retrieved from: http://www.marylandpublicschools.org/MSDE/newsroom/publications/school_readiness.htm

- Incorporates Maryland's Early Learning Standards;
- Advances children's readiness for the Ready for Kindergarten Comprehensive Assessment System (R4K);
- Includes instruction in Maryland's Family Engagement Framework;
- Aligns with *Maryland Knowledge and Competency Framework for Child and Youth Care Professionals*; and
- Reflects appropriate content from *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy – Birth to Age Eight*.

In family child care, providers must be 18 years of age and must have completed 24 hours of pre-service training.

Federally funded Early Head Start and Head Start (EHS/HS) programs throughout Maryland have difficulty attracting and retaining qualified child care teachers. Over the last ten years, the US Department of Health and Human Services has increased requirements for all EHS/HS positions in programs it funds, and the Child Development Associate (CDA) is now the minimum requirement for child care teachers in EHS/HS. The CDA requires one full year working with children, 120 clock hours of training, a reviewed portfolio, and an assessment. Head Start requires that the teacher in each classroom have one of the following:

- A CDA credential that is appropriate to the age of the children being served;
- A State-awarded certificate for preschool teachers that meets or exceeds the requirements for a CDA credential;
- An associate, bachelor, or advanced degree in early childhood education;
- An associate degree in a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children; or
- A bachelor or advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children.

Across the state, the demand for qualified staff in infant care, including EHS, and home visiting, particularly in Title 1 school attendance areas, exceeds the supply. Of particular concern is the shortage of staff that has experience caring for infants and toddlers. Teacher certification is awarded for pre-K through third grade, but Maryland does not offer a certification for teaching children under the age of three with the exception of the Special Education certificate, birth to age eight.

The main deterrent to attracting and retaining highly qualified talent in both public and private early care and education settings outside of the public pre-K system is the compensation. Salaries, commensurate with education, vary greatly between public school teachers and child care teachers in private settings. The average salary in Maryland for a center-based child care teacher is $26,172 for 12 months. For 10 months, a public elementary school teacher earns on average $64,248 (Data from *Demographics 2015*, published by Maryland Family Network).

Legislative Mandate

During the legislative session 2015, the General Assembly passed Senate Bill 677 requiring the Department, the Commission, and representatives from institutions of higher education in the State that offer early childhood education programs to develop a master plan addressing the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce.

The master plan shall focus on:

1. Establishing a continuum of high-quality professional development options in early childhood education for current and prospective providers of early childhood education, including family child care providers, child care center-based providers, and Early Head Start and Head Start staff.
2. Retaining current teachers and providers in the field of early education.
3. Implementing a professional development system that utilizes a nationally recognized early childhood education certificate program that accepts prior learning experience.
4. Creating Early Childhood Education bachelor's degree programs at institutions of higher education in the State that focus on educating children both with and without disabilities from birth to age eight.
5. Ensuring that regular, ongoing joint training of elementary school staff and early childhood education program staff is available for those programs that receive public prekindergarten funding.
6. Attracting individuals to the field of early childhood education.

MSDE and MHEC established a workgroup with representation from:

- institutions of higher education that offer early childhood education programs;
- early childhood education associations; and
- MSDE divisions that oversee professional development or teacher education for early childhood educators in Maryland.

The workgroup was assembled and proceeded with its work from July 2015 to November 2015. The group met four times to examine the legislative charges and to work toward developing the master plan. The workgroup was staffed by both the Department and the Commission.

**Establish a Continuum of Professional Development Options for Current and Prospective Providers
[SB 677(Section 1(b)(2)]**

To increase the number of people who have completed an undergraduate initial certification program in early childhood education and are Maryland certified teachers with a four-year degree in early childhood education, the Department and Commission recommend the expansion and enhancement of the current pathways to an undergraduate degree in early childhood education and certification for everyone along the continuum who is working in or aspires to work in the early care and education field.

Pathway from High School
The current Career and Technology Education (CTE) program for high school students includes an early childhood/child care track that gives students high school credits that are recognized in many community colleges as credits toward an Associate of Arts in Science (AAS) in Early Childhood Education. As part of the CTE, students take child development courses and are placed in working child care settings to observe skilled caregivers and practice what they have learned in class.

Recommendations:
- Work with local school systems to align high school early childhood education CTE program standards with the requirements of the CDA credential and which align with course content and standards of the community college early childhood education programs.

- Provide technical assistance to all high school CTE programs in child development to upgrade and align their standards and programs to meet the CDA credentialing requirements.

- Encourage all high school programs to collaborate with community colleges to collect data each year on the number of students from each school system that are earning post-secondary credits through the high school child development programs credits.

- Provide career mentoring to ensure intense support in navigating education/career paths for high school students in the CTE child development programs, specifically focusing on early childhood careers and post-secondary early childhood education programs.

- Expand opportunities for CTE high school students to interface with mentors through paid and unpaid internships within their local child care settings, both public and private.

Pathway from the Field
The majority of individuals working in the field of early childhood education are employed by one of the State's 2,500 licensed child care centers, where caregivers are qualified to teach young children if they have a minimum of 6 semester hours or 90 clock hours of approved coursework in early care and education and at least one year of experience working with young children. (Source: *Demographics 2015*, published by Maryland Family Network)

The preparation for teaching in a licensed child care center is defined by the Core of Knowledge standards which include six major domains of learning:

- Child Development;
- Curriculum;
- Health, Safety, and Nutrition;
- Professionalism;
- Special Needs; and
- Community.

The Department approves trainers of Core of Knowledge courses. Non-credit courses at higher education institutions align their courses with Core of Knowledge content. Credit courses in early childhood education programs at higher education institutions embed the Core of Knowledge content within the courses where applicable.

Maryland's main strategy to improve the qualifications of working child care teachers is the Maryland Child Care Credentialing Program, a career-ladder system of six levels. At Level 6 are teachers with at least two years of work experience in a supervised early childhood program, and four-year degrees or higher and those who are completing a degree. Child care teachers at Level 6 are eligible to participate in the Maryland Approved Alternative Preparation Program (MAAPP), described in the section, Pathway from a Four-Year Institution, below.

The Department offers training vouchers for those credentialed professionals at Level 2 and higher. They receive one-time and annual bonuses for various accomplishments. For instance, a family child care provider who becomes credentialed at Level 4+ receives an annual $600 bonus.

In Maryland, between 2011 and 2014, there was a 94 percent increase in child care teachers who moved up to Levels 5 and 6 on the career ladder. However, the total number of child care teachers on those levels is 5 percent of the total child care workforce and 27 percent of those who are credentialed.

2014 Numbers of Credentials Awarded

LEVEL	REQUIREMENTS	# OF CREDENTIALS ISSUED
1	Licensing requirements	742
2	45 clock hours	480
3	90 clock hours	1,438
4	135 clock hours	802
4+	Family Child Care accreditation and/or some college	50
5	Associate of Arts Degree and/or some college	554
6	Bachelor's, Master's, or PhD	779

To remain in the Maryland Child Care Credentialing Program, child care teachers are required to take ongoing professional development courses from Department-approved trainers in the community or in two- or four-year higher education institutions. The training requirements are 12 clock hours per year for Levels 1 through 3, and 24 clock hours per year for Levels 4 and above.

As the second strategy for improving teacher qualifications, the Department provides scholarships for child care professionals from the Child Care Career and Professional Development Fund (CCCPDF). The program intends to provide incentives for child care providers to pursue an associate and/or a bachelor degree in early childhood education. Each participant's books, fees, and tuition are paid directly to the college they attend, and not all colleges in Maryland participate in the CCCPDF program.

CCCPDF Scholarships Awarded

Year	Number of Participants	Number of Institutions
2015/2016	304	18
2014/2015	303	17
2013/2014	224	17
2012/2013	238	17
2011/2012	400	17
2010/2011	549	17

The Commission offers the Howard P. Rawlings Guaranteed Access Grant, a need based program that is for high school seniors who have completed a college preparatory program; see link for details http://www.mhec.state.md.us/financialAid/ProgramDescriptions/prog_ga.asp. Also, the Commission offers the 2+2 Transfer Scholarship which is designed to assist and encourage transfer students from Maryland community colleges to attend a four-year institution within the State; see link for details http://www.mhec.state.md.us/financialaid/ProgramDescriptions/prog_2_plus_2.asp.

**Retain Current Teachers and Providers in the Field of Early Childhood Education
[SB 677(Section1(c)(2)]**

Recommendations:
- Expand and increase the amount of the training voucher and credentialing bonus to encourage providers to continue their professional development.

- Examine other state and international systems of high-quality early care and education, from birth to pre-K, and report on the mechanisms used to ensure salary parity with K-12 teaching staff.

- Continue to expand the number of approved online professional development courses, especially those that offer job-embedded coaching in addition to the online experience.

- Establish a system of high quality training for the existing workforce, aligned with the Maryland credential and current requirements that is easily identified as a pathway to a degree program.

**Implement a Professional Development System that Utilizes a Nationally Recognized
Certificate Program that Accepts Prior Experience
[SB 677(Section 1(b)(3)]**

Pathway from Community College to Four-Year College
There are 21 early childhood teacher education programs in Maryland's community colleges (Source: Maryland Higher Education Commission Academic Program Inventory). Teacher candidates who enroll in community colleges have the option to pursue an Associate of Arts in Science (AAS) in Early Childhood Education or an Associate of Arts in Teaching (AAT) in Early Childhood Education degree. To become a certified teacher, the AAS or AAT degree-holder must continue at a four-year college in early childhood education to earn a Bachelor's degree and a Maryland teaching certificate in early childhood education.

All community colleges offer credit courses in early childhood education which can be used for the 120 hours for the CDA required coursework. Most community colleges offer non-credit early childhood educations courses that also count toward the 120 hours for the CDA. The CDA credential is widely used and portable nationally and internationally. Its online version, CDA 2.0, was recently developed by the Council for Professional Recognition and includes prior learning experiences. The CDA compares with Maryland's Credentialing Level 4.

Recommendations:
- Pilot the CDA credential as a prerequisite before attendance at a higher education institution in a degree-seeking program for early childhood education for the existing workforce who does not have post-secondary degrees. This will require the facilitation of the acceptance of the CDA at two- and four-year post-secondary institutions as credit toward the AAS, AAT, BA, or BS degree.

- Ensure that coursework and clinical work in early childhood AAS and AAT programs are robust for ages birth through age three, and that they provide training experiences in

diverse child care environments with children from birth to age three, including child with disabilities and English language learners.

- Ensure that field experiences offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.

- Ensure early childhood programs demonstrate candidate knowledge of brain development in young children.

- Examine and revise policies governing the transfer of credits from the AAT in early childhood education to the four-year college early childhood education programs in order to enhance the smooth and consistent transfer of credits for all AAT students. This is currently done by the AAT Oversight Committee.

Pathway from Four-Year Institutions
At Maryland's four-year colleges and universities, there are 13 Bachelor of Arts and Bachelor of Science in Early Childhood Education degree programs (Source: Maryland Higher Education Commission Academic Program Inventory).

Teachers who complete a Maryland Approved Program with an accredited bachelor's or master's initial certification preparation program are eligible for certification in a variety of areas, dependent upon additional certification requirements. Maryland colleges and universities offer accredited programs in various certification areas. Bachelor's programs will include courses in liberal arts or general studies to help provide a well-rounded education. Additionally, teacher candidates choose a certification area or major within the education program that determines their requirements. Certification areas offered by Maryland universities for early childhood education include:

- Early Childhood Education (pre-K to grade 3); and
- Special Education (Birth to age 8; Birth to age 21).

Candidates are required to complete an educator preparation program that includes coursework and clinical experience, and they must earn passing scores on teaching licensure examinations in order to receive certification in a specific area.

Certification in special education covers child development from birth to age eight for special educators who have been prepared to work with young children, including infants and toddlers with disabilities and those eligible to receive Individualized Education Programs (IEP) as preschoolers or in primary grades.

Recently, several institutions of higher education have developed dual certification programs for both general early childhood education and special education for children from birth to age eight. Those teacher preparation programs can include a combination of general education and special education courses along with clinical experiences, or a four-year program that offers a blended curriculum and several field experiences. Both delivery models are outcome-based and ensure that program completers have demonstrated competence on both the Council for Exceptional

Children (CEC) standards and the National Association for the Education of Young Children (NAEYC) standards.

In the private sector, qualification as an early childhood teacher in a nursery school requires a four-year degree in any field and includes a minimum of six semester hours or 90 clock hours of approved early childhood training. Maryland offers the Maryland Approved Alternative Preparation Program (MAAPP) for early childhood educators. The program, which is funded by the federal Race to the Top Early Learning Challenge (RTT-ELC) grant, was created to provide a pathway for college graduates who did not complete the post-graduate certification requirements for an early care and education degree and are working full time at a licensed child care or nursery school facility. MAAPP is a way for college graduates with four-year degrees in childhood education or a related field to obtain the Professional Equivalency Certificate (PEC) over two years and to be eligible for hire as a State-certified early childhood teacher.

Recommendations:
- Determine the feasibility of continuing the MAAPP by completing a cost-benefit analysis and the overall impact of the program.

- Ensure that their internships offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.

- Ensure early childhood programs demonstrate candidate knowledge of brain development in young children.

Create a Bachelor Degree Program that Focuses on Educating Children with and Without Disabilities from Birth to Age 8
[SB 677(Section 1(b)(1)]

Recommendations:
- Encourage teacher education programs at four-year colleges and universities to plan and develop programs that provide dual certification in special and general education in early childhood education. A Maryland certified teacher's 21st century competencies must include a solid understanding of typical and atypical behavior, executive functioning skills, and managing classrooms with diverse learners. The blended curriculum of a dual certification program, frequent field experiences, with two focus areas – birth to five and K to Grade 3 – will offer a state-of-the-art approach to teacher preparation and, where implemented, should replace the traditional pre-K to Grade 3 and early childhood education Special Education teacher education programs[2];

- Identify resources and provide support to colleges and universities who explore and design these dual certification programs in early childhood/special education;

---

[2]The Department presented recommendations to the Professional Standards and Teacher Education Board (PSTEB) regarding the development of degree programs that provide dual certification in special and early childhood education to support the achievement of children from birth to grade three. PSTEB requested that teacher preparation programs for Early Childhood Education in four-year colleges and universities be surveyed to ascertain their interest in offering or revising an existing dual certification program. The Department is identifying resources to provide incentives to institutions of higher education to develop or revise dual certification programs.

- Ensure that dual certification programs offer an integrated curriculum, meet the CEC and NAEYC standards, including clinical and field experiences in all age groups from birth to third grade, in both general education and special education settings, and include Maryland-specific requirements;

- Ensure that the dual certification program offers two specialty tracks – birth to five and kindergarten to third grade;

- Develop candidate competencies in early development, early childhood mental health, and behavioral management;

- Ensure programs demonstrate candidate knowledge of brain development in early childhood education programs at the Bachelor levels;

- Ensure that all new dual certification programs meet the Department's program approval requirements;

- Continue providing planning grants to assist higher education institutions to develop and upgrade dual certification programs;

- Establish a peer-to-peer technical assistance network to help institutions of higher education to put a new or refined dual certification plan in place; and

- Ensure that coursework and clinical work in teacher education programs are robust for the age span, birth through age three, and that they provide training experiences in diverse classrooms that include children with disabilities and English language learners, and are in child care environments with children from birth through age three. Field experiences should also offer practical approaches to behavioral management and incorporate Universal Design for Learning (UDL) principles.

Ensure the Availability of Joint Training for All Publicly Funded Pre-K Staff
[SB 677(Section 1(b)(4)]

As Maryland expands pre-K programs that include eligible high quality child care, Head Start, and nursery schools as "qualified vendors," joint professional development activities between public school and privately operated pre-K programs are critical to maintain consistency and quality. Given that all school systems are moving toward the implementation of Maryland's College and Career-ready Standards, joint staff development plans must reflect the need for more rigorous curricula for teaching staff.

Recommendations:
- Develop a professional development and coaching program for all publicly funded pre-K teachers and kindergarten through second grade teachers based on *Supporting Every Young Learner: Maryland's Guide to Early Childhood Pedagogy-Birth to Age 8.*

- Establish a grant mechanism to ensure ongoing joint training between elementary school staff and early childhood education staff, including those working with infants and toddlers, and with a focus on students with special needs and English language learners.

- Ask local early childhood advisory councils to propose to local boards of education procedures for transition activities from early childhood programs to kindergarten.

- Expand Early Learning Leadership Academies, including a focus on supporting students with disabilities.

- Disseminate models of joint staff development programs in newsletters and during conferences.

Attract Individuals to the Field of Early Childhood Education
[SB 677(Section1(c)(1)]

Recommendations:
- Establish and update the Maryland Early Childhood Career portal on the Department's website.

- Establish a statewide job board to advertise internships and paid positions. This will enhance child care providers' efforts to find qualified applicants.

- Develop a guide to provide those interested in early childhood teaching a clear understanding of the career paths available in Maryland and the prerequisites for various positions.

- Continue the promotion and financial support of scholarship options for child care teachers to complete an AAS, AAT, BA, or BS degree through the Child Care Career and Professional Development Fund.

- Create a public awareness campaign to promote the value of quality early childhood teaching staff and quality child care programs.

Resources

Barnett, Steve. Carolan, Megan. (2014, February). *(Almost) Everything You Wanted to Know about Pre-K in the Federal Budget*. Retrieved from http://preschoolmatters.org/2013/04/12/almost-everything-you-wanted-to-know-about-pre-k-in-the-federal-budget/

Bornfreund, Laura. (2013, April 15). *New Details on the President's Pre-K Plan.* Retrieved from http://earlyed.newamerica.net/blogposts/2013/new_details_on_the_president_s_pre_k_plan-82332

Bronfreund, Laura. McCann, Clare. Williams, Conor. Guernsey, Lisa. (2014). *Beyond Subprime Learning*. Retrieved from http://newamerica.org/publications/policy/beyond_subprime_learning

Bornfreund, Laura. (2010, October 19). *Preparing Teachers for Schools and Districts that Embrace PreK-3rd Reforms*. Retrieved from http://earlyed.newamerica.net/blogposts/2010/preparing_teachers_for_schools_and_districts_that_embrace_prek_3rd_reforms-38670

Diamond, Karen E. Justice, Laura M. Siegler, Robert S. Snyder, Patricia A. (2013, July). *Synthesis of EIS Research on Early Intervention and early Childhood Education*. Retrieved from http://ies.ed.gov/ncser/pubs/20133001/pdf/20133001.pdf

Herman, Juliana. Lazarín, Melissa. (2013, April 10). *Federal Investment Can Help Close the Preschool-Access Gap.* Retrieved from http://www.americanprogress.org/issues/education/news/2013/04/10/59562/federal-investment-can-help-close-the-preschool-access-gap/

Kids Count Data Center. (2011). *The 2014 Kids Count Data Book*. Retrieved from http://www.aecf.org/resources/the-2014-kids-count-data-book/

Klein, Alyson. (2014, January 13*). Boosts for Head Start, Title I, Special Education in Federal Spending Bill.* Retrieved from http://blogs.edweek.org/edweek/campaign-k-12/2014/01/big_increase_for_head_start_an.html

Maryland Family Network: Maryland Child Care Resource Network. (2015). *Trends in Child Care 2015.* Retrieved from http://www.marylandfamilynetwork.org/resources/trends-child-care-2015/

Maryland Family Network: Maryland Child Care Resource Network. (2015). *Child Care Demographics 2015.* Retrieved from http://www.marylandfamilynetwork.org/resources/child-care-demographics/

The Maryland State Department of Education. (2014). *Maryland Teacher Staffing Report 2012-2014*. http://www.marylandpublicschools.org/NR/rdonlyres/F3F5D904-0F5E-4FC7-87CE-464FC17DABB5/33624/MarylandTeacherReport20122014.pdf

Meek, Shantel, PhD. (2013, December 17). *Economic Mobility and Early Childhood Education.* Retrieved from http://www.acf.hhs.gov/programs/ecd/news/economic-mobility-and-early-childhood-education

Mongeau, Lillian. (2013, January 27). Q&A: *What do early childhood educators need to know?* Retrieved from http://edsource.org/2013/qa-what-do-early-childhood-educators-need-to-know/26057#.U-PDf_ldVnF

NAEYC. (2009, July). *NAEYC Standards for Early Childhood Professional Preparation Programs*. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf

National Academy of Sciences. (2015, April). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation.* Retrieved from http://iom.nationalacademies.org/Reports/2015/Birth-To-Eight.aspx

National Academies of Science. (2013, September 3). *The Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success.* Retrieved from http://www.iom.edu/Activities/Children/BirthToEight.aspx

National Institute for Early Education Research. (2013, September 23). *New Research and the Pay-Off to Quality Early Care and Education.* Presented in Atlanta, GA. Retrieved from http://webcache.googleusercontent.com/search?q=cache:LZMi2-pD0zgJ:www.readynation.org/uploads/20130925_BarnettAmericasPromiseV3.ppt+&cd=1&hl=en&ct=clnk&gl=us

Office of Child Care, an Office of the Administration for Children & Families. (2013, February). *Fact Sheet President Obama's Plan for Early Education for all Americans*. Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/fact_sheet_president_obama_508.pdf?nocache=1365545777

Reardon, Sean F. (2013, April 27). *No Rich Child Left Behind*. Retrieved from http://opinionator.blogs.nytimes.com/2013/04/27/no-rich-child-left-behind/?_php=true&_type=blogs&ref=opinion&_r=0

Sawchuk, Stephen. ((2013, March 5). *Obama Proposal Raises Issue of Pre-K Teacher Prep*. Retrieved from http://www.edweek.org/ew/articles/2013/03/06/23preschool_ep.h32.html

Schulte, Brigid. (2013, August 1). No, they're not on drugs: Business leaders who embrace early childhood education. *The Washington Post*.

Strauss, Valerie. (2013, July 25). *The cost of child poverty: $500 billion a year.* Retrieved from http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/07/25/the-cost-of-child-poverty-500-billion-a-year/

Appendices

Appendix A: Senate Bill 677
Appendix B: Work group Statement of Work
Appendix C: July 16, 2015 Meeting Materials
Appendix D: September 9, 2015 Meeting Materials
Appendix E: October 5, 2015 Meeting Materials
Appendix F: November 6, 2015 Meeting Materials
Appendix G: Task Force on Teacher Education in Early Childhood Report
Appendix H: Child Care Credentialing Levels
Appendix I: Maryland Approved Alternative Teacher Preparation Programs (MAAPP)
Appendix J: Pathways to Careers in Early Childhood
Appendix K: Early Care Teacher Requirements by Position
Appendix L: Maryland Associate and Bachelor Degrees in Teacher Education
Appendix M: Maryland Early Childhood Career Options
Appendix N: Career and Technology Education Program of Study

Report is available online:
http://www.marylandpublicschools.org/MSDE/divisions/child_care/pubs.html

Appendix A

- Senate Bill 677

SENATE BILL 677

F1, O4

5lr0762
CF HB 1069

By: **Senator Ferguson**
Introduced and read first time: February 6, 2015
Assigned to: Education, Health, and Environmental Affairs

Committee Report: Favorable with amendments
Senate action: Adopted
Read second time: March 20, 2015

CHAPTER _____

1 AN ACT concerning

2 **Education – Professional Development for Teachers and Providers of Early**
3 **Childhood Education – Master Plan**

4 FOR the purpose of requiring the State Department of Education, in collaboration with the
5   Maryland Higher Education Commission <u>and certain representatives from certain</u>
6   <u>institutions of higher education</u>, to develop a certain master plan that focuses on
7   certain issues relating to qualified providers of early childhood education services;
8   providing for the contents of a certain master plan; requiring the Department and
9   the Commission to make certain recommendations; requiring the Department and
10   the Commission to submit a certain plan and certain recommendation on or before a
11   certain date; providing for the termination of this Act; and generally relating to
12   professional development in the early childhood education workforce.

13   SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,
14 That:

15   (a)   The State Department of Education, in collaboration with the Maryland
16 Higher Education Commission <u>and representatives from institutions of higher education</u>
17 <u>in the State that offer early childhood education programs</u>, shall develop a master plan to
18 address the critical shortage of qualified professional teachers and child care providers in
19 the early childhood education workforce.

20   (b)   The master plan required under subsection (a) of this section shall focus on:

1   (1)   Creating Early Childhood Education bachelor's degree programs at
2 institutions of higher education in the State that focus on educating children both with and
3 without disabilities from birth to age 8;

4   (2)   Establishing a continuum of high–quality professional development
5 options in early childhood education for current and prospective providers of early
6 childhood education, including family child care providers, child care center–based
7 providers, and Early Head Start and Head Start staff;

8   (3)   Implementing a professional development system that utilizes a
9 nationally recognized early childhood education certificate program that accepts prior
10 learning experience; and

11   (4)   Ensuring that regular, ongoing joint training of elementary school staff
12 and early childhood education program staff who receive public prekindergarten funding is
13 available.

14   (c)   The Department and the Commission shall jointly make recommendations on
15 methods of:

16   (1)   Attracting individuals to the field of early childhood education; and

17   (2)   Retaining current teachers and providers in the field of early childhood
18 education.

19   (d)   On or before December 31, 2015, the Department and the Commission shall
20 jointly submit to the Governor and, in accordance with § 2–1246 of the State Government
21 Article, the Senate Education, Health, and Environment Affairs Committee and the House
22 Committee on Ways and Means:

23   (1)   The master plan required under subsection (a) of this section; and

24   (2)   The recommendations required under subsection (c) of this section.

25   SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July
26 1, 2015. It shall remain effective for a period of 1 year and, at the end of June 30, 2016,
27 with no further action required by the General Assembly, this Act shall be abrogated and
28 of no further force and effect.

Appendix B

- Work group Statement of Work

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Statement of Work

<u>Purpose:</u>

Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

<u>Charge</u>
The Workgroup is charged with developing plans to:

1. Address the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce;

2. Create Early Childhood Education bachelor's degree programs at institutions of higher education in the State that focus on educating children both with and without disabilities from birth to age 8;

3. Establish a continuum of high-quality professional development options in early childhood education for current and prospective providers of early childhood education, including family child care providers, child care center-based providers, and Early Head Start and Head Start staff;

4. Implement a professional development system that utilizes a nationally recognized early childhood education certificate program that accepts prior learning experience; and

5. Ensure that regular, ongoing joint training of elementary school staff and early childhood education program staff who receive public prekindergarten funding is available.

The Workgroup shall make recommendations on methods to:

1. Attract individuals to the field of early childhood education; and

2. Retain current teachers and providers in the field of early childhood education.

<u>Report Submission</u>
The master plan and recommendations shall be submitted to the Governor, the Senate Education, Health, and Environmental Affairs Committee and the House Committee on Ways and Means by December 31, 2015.

<u>Meeting Dates</u>

- Meeting1: Thursday, July 16, 2015, 9:30 am to noon.

    ❖ Meeting Outcomes: Address critical shortage of qualified professional teachers and child care providers; review and discuss current early childhood bachelors' teacher education programs; and determine a continuum of high-quality professional development options for child care providers.

- Meeting 2: Wednesday, September 9, 2015, 1:00 pm to 3:30 pm.

    ❖ Meeting Outcomes: review and recommend a nationally recognized early childhood education certificate program that accepts prior learning experience; recommend strategies to ensure ongoing joint training of elementary school staff and early childhood education program staff; and recommend retention and recruitment strategies for the early childhood education field.

Membership

1. Maryland State Department of Education (MSDE), Dr. Rolf Grafwallner, Chair, Assistant State Superintendent for the Division of Early Childhood Development,

2. MSDE, Ms. Marcella Franzcowski, Assistant State Superintendent for Special Education/Early Intervention Services

3. MSDE, Ms. Sarah Spross, Assistant State Superintendent for Educator Effectiveness

4. MSDE, Dr. Maggie Madden, Program Approval Specialist, Division for Educator Effectiveness

5. Maryland Higher Education Commission (MHEC), Ms. Andrenette Mack-Augins, Acting Director, Outreach and Grants Management

6. Maryland Head Start Association, Ms. Amy Collier, President

7. Maryland State Child Care Association, Christina Peusch, Executive Director

8. State Interagency Coordinating Council, Dr. Brenda Hussey Gardner, Chair, Associate Professor, University of Maryland, School of Medicine

9. The Maryland Association of Community Colleges, Ms. Stacie Burch, Assistant Director, Child Care Training, for the TEACH Institute, Anne Arundel Community College

10. University of Maryland College Park, Dr. Christy Tirrell-Corbin, Director of Early Childhood Education

11. Consortium of Early Childhood Faculty, Dr. Terry Bridger, President

12. Maryland Teacher Education Program, Dr. Nancy Grasmick, Presidential Scholar, Towson University

13. Representative of a nonprofit which provides Professional Development for Child Care Providers, Ms. Margaret Williams, Executive Director, Maryland Family Network

14. Representative from LEA Human Resources, Ms. Tammatha Woodhouse, Principal at Excels Academy, Baltimore City Public Schools

Workgroup meeting location:

Nancy S. Grasmick State Education Building, 200 West Baltimore St., Baltimore, MD 21201

8th Floor, CR 1 (Public parking is available next door)

Appendix C

- July 16, 2015 Meeting Materials

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Thursday, July 16, 2015
9:30 am to noon, 8th Floor, CR 1

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201

Purpose: Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

Meeting #1
Meeting Outcomes: Address critical shortage of qualified professional teachers and child care providers; review and discuss current early childhood bachelors' teacher education programs; and determine a continuum of high-quality professional development options for child care providers.

Agenda:

➢ Welcome and Introductions by Workgroup CoChairs – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, Ms. Marcella Franzcowski, Assistant State Superintendent for the Division of Special Education/Early Intervention Services, and Ms. Sarah Spross, Assistant State Superintendent for the Division of Educator Effectiveness

➢ Teacher and Child Care Workforce Preparedness – Dr. Rolf Grafwallner

  ▪ Credentialing, EXCELS, Number of PreK teachers, MAAPP, Shortages

➢ How can a Master Professional Development Plan be developed based on existing infrastructure and supports?

➢ What additional supports do we need to meet the charge of the workgroup?

➢ Next Steps

Next meeting: September 9, 2015, 1:00 pm to 4:00 pm, MSDE, 8th floor, room 1

Members are encouraged to bring electronic devices to the meetings. **Internet password: msdesummer
Task Force Contact: Roann Tsakalas, Roanthi.tsakalas@maryland.gov (410)767-7802

MEETING SIGN-IN SHEET

Project:	Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup	**Meeting Date:**	July 16, 2015
Facilitator:	Dr. Rolf Grafwallner	**Place/Room:**	MSDE, conference room 1

Name	Organization	Phone	E-Mail
Tammatha Woodhouse	BCPS	410-396-1290	twoodhouse@bcps.k12.md...
Sarah Spross	MSDE	410-767-0385 ~~410-385-~~	sarah.spross@maryland.gov
Christy Tirrell-Corbin	UMD	301 405-7793	CTC@umd.edu
Margaret Williams	MFN	(410) x121 659-7701	mwilliams@marylandfamilynetwork.org
Nancy Grasmick	Towson University	410-704-6383	ngrasmick@towson.edu
Betsey Gardner	SICC	410-328-6003	bhussey@peds.umaryland.edu
Rolf Grafwallner	MSDE		rolf.grafwallner@maryland.gov
Alexandra Cambra	MSDE	767.0398	alexandra.cambra@maryland.gov
Terry Bridger	PGCC	301-322-0780	TBridger@pgcc.edu
STACIE BURCH	AACC	410-777-2916	sgburch@aacc.edu
MAGGIE MADDEN	MSDE	4107670504	maggie.madden@maryland.gov
Pam Miller-Marge	MSDE	410-767-1015	pamela.miller@maryland.gov
Andrenette Mack	MSDE	4-3358	
Christina Peusch	MSCCA	4108209196	MSCCA1@comcast.net

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Thursday, July 16, 2015
9:30 am to noon, 8th Floor, CR 1

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201

Purpose: Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

Meeting #1
Meeting Outcomes: Address critical shortage of qualified professional teachers and child care providers; review and discuss current early childhood bachelors' teacher education programs; and determine a continuum of high-quality professional development options for child care providers.

Meeting Notes:

In Attendance – Rolf Grafwallner, Tammatha Woodhouse, Sarah Spross, Christy Tirrell-Corbin, Margaret Williams, Nancy Grasmick, Brenda Hussey Gardner, Alexandra Cambra, Terry Bridger, Stacie Burch, Maggie Madden, Pam Miller for Ms. Marcella Franzcowski, Andrenette Mack-Augins, Christine Peusch.

<u>Welcome and Introductions by Workgroup Co Chairs –</u>
Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, and Ms. Sarah Spross, Assistant State Superintendent for the Division of Educator Effectiveness. Workgroup members introduced themselves. Dr. Grafwallner stated that he hoped that members would feel free discuss important issues relevant to the task at hand and present new ideas for the master plan.

<u>Teacher and Child Care Workforce Preparedness -</u>
Dr. Grafwallner reviewed the recommendations from the Task Force on Teacher Education in Early Childhood Education. He stated that the Task Force looked at career preparedness for those in the early learning field. They found that no state has a completely prepared workforce. Child care providers working have various levels of education, experience and professional development. The master plan should work to advance the field by creating an understanding of the needed skills to work in the field and pathways to grow and improve as early learning providers.

Dr. Grafwallner thanked Senator Ferguson and Delegate Rosenberg for initiating SB 677, and he reviewed the workgroup charge – see PowerPoint entitled "Senate Bill 677 Professional Development for Teachers and Providers of Early Childhood Education."

<u>How can a Master Professional Development Plan be developed based on existing infrastructure and supports?</u>
Key Areas that the workgroup want to be addressed in the Master Plan:

1. Preparation of Career Technology Education (CTE) early childhood teachers must have coursework at the community college level and, like AP courses, translate to community college credit. These high school students should also complete the Child Development Associate Credential (CDA).

2. Teacher Academy of Maryland (TAM) and the Associate of Arts in Teaching (AAT) – Do they have consistent program requirements/curricula across jurisdictions?

3. AAT credits should transfer to Maryland four-year colleges/universities without difficulty. The workgroup will work with the AAT Oversight Committee to address this concern.

4. The workgroup supports the recommendation that all new EC teacher education programs should be dual Special Education/Early Childhood, and that current programs be required to have dual Special Education/Early Childhood by a certain date. This recommendation will be presented to PSTEB at their August meeting. The special education/early childhood coursework must be integrated. These teacher education programs should allow students to chose either a zero to age 3 focus or PreK to grade 3 focus so that coursework targets the instructional needs of the specific age group. All programs must continue to meet the requirements of NAEYC and CEC.

5. Create a mentorship for four-year colleges/universities to assist in their development of these dual Special Education/Early Childhood teacher education programs.

6. MAT (?) EC teacher education programs must also provide Special Education/Early Childhood teacher education programs in the same manner stated in number 4 above.

7. Community college EC teacher education programs must also provide Special Education/Early Childhood teacher education programs in the same manner stated in number 4 above.

8. Curricula in community colleges and in four year college/university teacher education programs must be robust for birth to age 3, and provide training experiences in classrooms and child care environments with infants, toddlers and 3 year olds.

9. EC teacher preparation coursework must include instruction in EC mental health and behavior management for each focus group (birth to age 3 and PreK to grade 3).

10. The master plan must include job embedded professional development with coaching.

11. Professional development trainers must have credentials that meet a set standard.

12. The workgroup recommends that MSDE continue exploring the development of a statewide assessment that would translate to community college credits in EC teacher education, and also meet the requirement for a Maryland credential at level 4 on the current credentialing ladder.

13. EC coursework and professional development must include instruction on family engagement.

14. EC teachers and providers must have instruction in Universal Design for Learning.

What additional supports do we need to meet the charge of the workgroup?
- Establish a group to work with the AAT Oversight Committee on procedural issues regarding the transfer of AAT credits to the four year college.
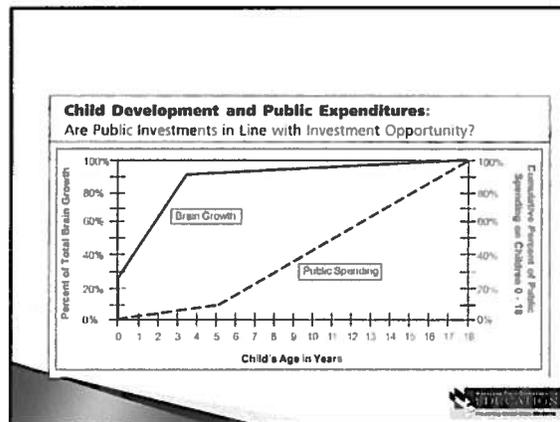
Questions to be addressed at the September meeting-

- What are the minimal qualifications for a Maryland child care credential?

- How does the credentialing program align with licensing requirements for child care providers? How do credentialing incentives work?

- How do Maryland requirements for child care providers address EC - special education, mental health, and specific instruction in working with children birth to age 3.

- What are the competencies of high school CTE teachers in ECE?

- Where are there child care shortages? What recommendations can be made to attract individuals to these careers in the shortage area?

- Which EC positions have the greatest turnover? What recommendations can be made to increase staff retention of these EC professionals?

Next meeting: September 9, 2015, 1:00 pm to 4:00 pm, MSDE, 8th floor, room 1.

Senate Bill 677
Professional Development for Teachers and Providers of Early Childhood Education –

Master Plan Workgroup
July 16, 2015

Child Development and Public Expenditures:
Are Public Investments in Line with Investment Opportunity?

Rationale #1

▸ Working with young children is a profession that requires knowledge of how child development, early pedagogy, and the skills to communicate effectively with families

▸ Practitioner/teacher preparation (both pre-service and continuing education) significantly predicts program quality.

▸ Early childhood practitioners provide more sensitive and appropriate experiences for children if they have completed more years of formal education and have received specialized training in early childhood education or child development

---

Rationale #1

▸ Experience alone is not a predictor of effective care-giving. Practitioner formal education and specialized training are among the most critical elements in ensuring positive outcomes for children

▸ Highly trained and qualified practitioners providing high quality early learning
and developmental experiences for children translates into long term economic and social benefits

---

Rationale #2

▸ Expansion of early childhood programs requires more and better prepared practitioners

▸ K-12 is undergoing major reform in terms of curriculum, assessment, and accountability

▸ School readiness and career/college readiness are directly related

---

Charge

▸ Address the critical shortage of qualified professional teachers and child care providers in the early childhood education workforce;
▸ Create Early Childhood Education bachelor's degree programs at institutions of higher education in the State that focus on educating children both with and without disabilities from birth to age 8;
▸ Establish a continuum of high-quality professional development options in early childhood education for current and prospective providers of early childhood education, including family child care providers, child care center-based providers, and Early Head Start and Head Start staff;
▸ Implement a professional development system that utilizes a nationally recognized early childhood education certificate program that accepts prior learning experience; and
▸ Ensure that regular, ongoing joint training of elementary school staff and early childhood education program staff who receive public prekindergarten funding is available.

The Workgroup shall make recommendations on methods to:

- Attract individuals to the field of early childhood education; and
- Retain current teachers and providers in the field of early childhood education.

Appendix D

- September 9, 2015 Meeting Materials

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Wednesday, September 9, 2015
1:00 pm to 4:00 pm, 8th Floor, CR 1

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201

Purpose: Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

Meeting #2

Meeting Outcomes: Discuss the Career and Technology Early Childhood Program in Maryland high schools. Develop the first draft of professional development plan that responds to the charges in SB 677 (see statement of work for details).

Agenda:

➤ Welcome and Introductions by Workgroup CoChairs – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, Ms. Marcella Franzcowski, Assistant State Superintendent for the Division of Special Education/Early Intervention Services, and Ms. Sarah Spross, Assistant State Superintendent for the Division of Educator Effectiveness

➤ Update of Activities: transfer of AAT credits to four year colleges; statewide challenge test; Dual EC/Special Education certification.

➤ Presentation on Career and Technology Early Childhood Program in Maryland high schools – Ms. Jean Marie Holly, Program Manager, Career and Technology Education Systems Branch with the Division of Career and College Readiness at MSDE

➤ Work in small groups to develop/write the professional development master plan.

➤ Small group report out and discussion.

➤ Next Steps

Next meeting: October 5, 2015, 1:00 pm to 4:00 pm, MSDE, 8th floor, conference room 2

Members are encouraged to bring electronic devices to the meetings. **Internet password: msdesummer
Task Force Contact: Roann Tsakalas, Roanthi.tsakalas@maryland.gov (410)767-7802

MEETING SIGN-IN SHEET

Project:	Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup	**Meeting Date:**	September 9, 2015
Facilitator:	Dr. Rolf Grafwallner	**Place/Room:**	MSDE, conference room 1

Name	Organization	Phone	E-Mail
Rachel London	MDDC/SICC	4/767378L	RLondon@md-council.org
Chul Cua	UMD	301 4057783	CTC@umd.Edu
Margaret Williams	MFN	(410) 659-7701	mwilliams@marylandfamilynetwork.org
Traci Verzi	MSDE/OCC	410-767-7813	traci.verzi@maryland.gov
Andrenette Mack Augins	MHEC	7-3358	andrenette.augins@maryland.gov
Terry Bridger	PGCC	301-322-0780	tbridger@pgcc.edu
Michelle Duncan for Morgan Maddox	DEE	410 767 0399	
Liza Frye	CATH CHARITIES LHS/EHS	410 671 2722	lfrye@cc-md.org
Marcella Franczkowski	DSE/EIS		marcella.franczkowski@maryland.go
Nancy Grasmick	Towson U.	410-704 6383	ngrasmick@mac.com
Chris Peusel	MSCCA	4108209196	msccaie@comcst
Colleen Eisenbeiser	MACC (for Stacie Burch)	410-777-1963	ckeisenbeiser@aacc.edu

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Wednesday, September 9, 2015
9:30 am to noon, 8th Floor, CR 1

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201

Purpose: Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

Meeting #2

Meeting Outcomes: Discuss the Career and Technology Early Childhood Program in Maryland high schools. Develop the first draft of professional development plan that responds to the charges in SB 677 (see statement of work for details).

Meeting Notes:

In Attendance – Rolf Grafwallner, Christy Tirrell-Corbin, Margaret Williams, Nancy Grasmick, Rachel London for Brenda Hussey Gardner, Terry Bridger, Colleen Eisenbeiser for Stacie Burch, Marcella Franzcowski, Andrenette Mack-Augins, Michelle Dunkle, Christine Peusch, Liza Frye for Amy Collier, and Traci Verzi.

<u>Welcome and Introductions by Workgroup Co Chairs</u> –
Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, and Ms. Marcella Franzcowski, Assistant State Superintendent for the Division of Special Education/Early Intervention Services welcomed everyone to the meeting. Ms. Sarah Spross was on leave for a foot injury. The chairs requested that each member introduce themselves. Then the September meeting notes were approved unanimously.

Updates: Dr. Grafwallner

- Transfer of AAT credits to four year colleges – Colleen reported that the AAT Oversight Committee met last Friday to discuss this concern. This issue will go on the next AAT Oversight Committee agenda since general education credits have changed and this affects all AATs. Students must have a 2.75 to a 2.99 GPA and take the ACT or SAT to transfer to a four year college. These requirements are necessary so that teacher education programs can meet the CAEP standard which states that each cohort must have a 3.0 GPA average. Currently, 17% of AAT students meet these criteria. Each college can decide what makes the 3.0 average for the cohort. Additionally, colleges must decide what courses count for the student's average GPA – either all classes or just education courses. The PD Workgroup determined that they will wait for recommendations from the AAT Oversight Committee at the October meeting.

- Statewide Challenge Tests Given by Maryland Community Colleges for Credit – Terry Bridger reported for the Consortium of Teacher Education Faculty of Two and Four Year Colleges that their research determined that there is no assessment currently available nationally that would be able to replace the individual challenge tests that are used by community colleges now. It was recommended that the new CDA assessment be examined to see if it could be used as a statewide challenge test. Dr. Grafwallner and staff will meet with Valora Washington of the Council of Professional Recognition to discuss this option. The assessment must cover "Child Growth and Development" and "Methods and Materials." The statewide exam would be most beneficial for those seeking an AAS and who are not interested in transferring to a 4 year college. The assessment could also be used to advance those entering Maryland's Credential system and place the early care provider at a level 4.

Presentation on Career and Technology Early Childhood Program in Maryland high schools – Ms. Jean Marie Holly, Program Manager, Career and Technology Education Systems Branch with the Division of Career and College Readiness at MSDE. See attached presentation for details. The PD Workgroup recommended that the program be upgraded to prepare students for the CDA and to ensure that the courses are taught by qualified EC instructors. Jean Marie stated that Baltimore City Schools is taking steps to ensure that all their part time children's labs are licensed facilities which would be in compliance for issuing CDAs. The PD Workgroup supported the licensing of the labs and would like to see this initiative go state-wide. They also encouraged that the students have internship opportunities to work with children with disabilities.

The PD Workgroup broke into subgroups according to charges to list out activities for the PD Master Plan – charges 1 and 6, charges 2 and 5, and charges 3 and 4. The subgroups worked to the end of the meeting and submitted their additions and edits to the plan electronically.

Next meeting: October 5, 2015, 1:00 pm to 4:00 pm, MSDE, 8th floor, room 2.

Early Childhood Education Career and Technology Education Programs of Study

September 9, 2015

Jeanne-Marie S. Holly,
Program Manager, CTE Systems Branch
Maryland State Department of Education
Division of Career and College Readiness
www.marylandpublicschools.org

---

21 Century CTE Programs of Study

- Prepare students for both college and careers

- Link academic and technical skill knowledge

- Incorporate problem solving and critical thinking

- Include industry-recognized certifications

- Lead to postsecondary credits

Quick Facts About Maryland CTE

School Year 2013-2014

- Over one third (43%) of all grade 10-12 high school students enroll in CTE courses (93,283)

- More than 20% of the class of 2014 completed a CTE program of study (12,038)

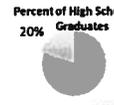- 60% of the CTE graduates also completed the coursework for entrance to USM*, this is considered a "Dual Completer"

*University System of Maryland

Percent of High School CTE Enrollment (10-12)
43%
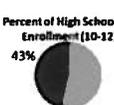
Percent of High School CTE Graduates
20%

Early Childhood Education Career and Technology Education Program

Aligns with:

- The National Association for the Education of Young Children (NAEYC)

- Interstate New Teacher Assessment and Support Consortium (InTASC)

- Head Start Performance

Update on Career and Technology Education (CTE) Early Childhood Education Programs in Maryland School Systems

- Delivered in 16 school systems throughout the state in 128 high schools (Note: One school system with four high schools did not report data)

- Enrolled over 12,500 students in 2013 – 2014 School Year

- State approved Career and Technology Education (CTE) Program of Study leading to a high school diploma

---

Update on Career and Technology Education (CTE) Early Childhood Education Programs in Maryland School Systems

- 944 (7.49%) of the over 12,500 students enrolled, completed the program

- 560 of the 944 or 59.32% of students who completed the Early Childhood Education CTE program of study also meet the credit requirements for entrance Into the University System of Maryland (Dual Completers)

- 410 of 594 (69.02%) of students eligible to sit for the Technical Skill Attainment passed. The state average for all CTE programs is 76.85%

- 822 of 1043 (78.81%) completers were In postsecondary education, employment, or the military, two quarters after graduation

Program Components

- Human Growth and Development

- Child Development Laboratory

- Advanced Laboratory – Child Development

- Early Childhood Education Internship

Value Added Component to the CTE Program of Study

Industry Certification
- 90 hour certificate

Portfolio Development
- InTASC principles

Articulated Credits
- Community Colleges

Program Upgrades

- Annual review of programs

- Recommend upgrades to the Child Development Associate

- Recommendations from Program Advisory Committees

Driving Change in High School Early Childhood Education Programs

Early Childhood Education Programs in Renovated or New Facilities

- Letter of support from the Assistant State Superintendent, Division of Career and College Readiness for renovations and new facilities where CTE Programs will be housed – only supports CDA program

Driving Change in High School Early Childhood Education Programs

- Baltimore City Public Schools requires all Early Childhood Education CTE programs be licensed

- No pre-school laboratories can exist in schools that are not licensed day care facilities

- Working on teachers to obtain the Child Development Associate

- Next steps is to offer CDA to students

Appendix E

- October 5, 2015 Meeting Materials

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Monday, October 5, 2015
1:00 pm to 4:00 pm, 8th Floor, CR 2

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201

Purpose: Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

Meeting #3

Meeting Outcomes: Complete the second draft of professional development plan that responds to the charges in SB 677 (see statement of work for details).

Agenda:

➤ Welcome and Introductions by Workgroup CoChairs – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, Ms. Marcella Franzcowski, Assistant State Superintendent for the Division of Special Education/Early Intervention Services, and Ms. Sarah Spross, Assistant State Superintendent for the Division of Educator Effectiveness

➤ Approval of the September meeting notes

➤ Presentation on Career and Technology Teacher Academy Program in Maryland high schools – Ms. Jean Marie Holly, Program Manager, Career and Technology Education Systems Branch with the Division of Career and College Readiness at MSDE

➤ Update of Activities: transfer of AAT credits to four year colleges; statewide challenge test; Dual EC/Special Education certification

➤ Work in small groups to develop/write the professional development master plan

➤ Small group report out and discussion

➤ Next Steps

Next meeting: November 2, 2015, 9:30 am to 12:30 pm, MSDE, 8th floor, conference room 2

Members are encouraged to bring electronic devices to the meetings. **Internet password: msdefall
Task Force Contact: Roann Tsakalas, Roanthi.tsakalas@maryland.gov (410)767-7802

MEETING SIGN-IN SHEET

Project:	Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup	Meeting Date:	October 5, 2015
Facilitator:	Dr. Rolf Grafwallner	Place/Room:	MSDE, conference room 2

Name	Organization	Phone	E-Mail
Anya Jy	CATHOLIC CHAR	410 671-2775	✓ Anya@cc-md.org
Linda King	MSDE	410-767-0140	
Maggie Maher		—	
Terry Bridge	PGCC/Growth	301-322-0780	tbridge@pgcc.edu
Liz Kelley	MSDE	410-767-7806	
Andenette MackAugus	MHEC	410-767-3358	andrenette.Huggins@maryland.gov
Stacie Burch	MD Comm College	410-777-2416	sgburch@aacc.edu
Brenda Hussey Gardner	SICC	410-328-6003	bhussey@peds.umaryland.edu

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Wednesday, October 5, 2015
9:30 am to noon, 8th Floor, CR 2

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201

Purpose: Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

Meeting #3

Meeting Outcomes: Discuss the Career and Technology Teacher Academy Program in Maryland high schools. Edit the second draft of professional development plan that responds to the charges in SB 677 (see statement of work for details).

Meeting Notes:

In Attendance – Rolf Grafwallner, Christy Tirrell-Corbin, Nancy Grasmick, Brenda Hussey Gardner, Terry Bridger, Stacie Burch, Andrenette Mack-Augins, Christine Peusch, Liza Frye for Amy Collier, Maggie Madden, Linda Zang, and Liz Kelley.

Welcome and Introductions by Workgroup Co Chairs –
Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, welcomed everyone to the meeting. Ms. Sarah Spross was on leave for illness. The chair requested that each member introduce themselves. Then, the September meeting notes were approved unanimously.

Presentation on Career and Technology Teacher Academy Program in Maryland high schools – Ms. Jean Marie Holly, Program Manager, Career and Technology Education Systems Branch with the Division of Career and College Readiness at MSDE. See attached presentation for details. The PD Workgroup recommended that the EC CTE program also have Summer Institutes to ensure that the CTE EC teachers are highly qualified in early childhood. Also, that EC be considered a shortage area in order to assist in increasing the number of graduates entering the early learning workforce.

Updates: Dr. Grafwallner

- Transfer of AAT credits to four year colleges - Stacie reported that there was no news to report from the AAT Oversight Committee and that she would check and report out at the next meeting.

- Statewide Challenge Tests Given by Maryland Community Colleges for Credit –Dr. Grafwallner and staff met with Valora Washington of the Council of Professional Recognition to discuss the CDA as a possible challenge test option. The Maryland Consortium of Early Childhood Faculty and Administrators met and discussed the CDA as an option. They determined that four year institutions will only accept the Methods and Materials course as elective credit through the ECE AAT, and no four year institution in Maryland can accept this course as part of the approved

teacher education program credits. Therefore, the CDA certificate can be considered for elective credits by a community college but cannot replace an AAT course requirement.

- Dual EC/Special Education certification – The Professional Standards Teacher Education Board (PSTEB) is very interested in the promoting dual certification programs in four year programs. PSTEB plans to invite Christy to present on the University of Maryland dual certification program at their November meeting.

The PD Workgroup broke into subgroups according to charges to edit the activities, and add in the objectives, strategies, etc. for the PD Master Plan – charges 1, 2 and 3 were handled by one subcommittee and charges 4, 5 and 6 by the second subcommittee. The subcommittees worked to the end of the meeting and submitted their additions and edits to the plan.

Next meeting: November 6, 2015, 1:00 pm to 3:30 pm, MSDE, 8th floor, room 2.

Teacher Academy of Maryland

October 5, 2015

Jeanne-Marie S. Holly,
Program Manager, CTE Systems Branch
Maryland State Department of Education
Division of Career and College Readiness
www.marylandpublicschools.org

Teacher Academy of Maryland (TAM)

- Planning began in 2004 with the formation of a statewide workgroup to develop TAM

- Labor Market data was researched to determine the critical shortage areas in the teaching field

- Industry recognized credentials were identified for the end of program assessment

- TAM became a state approved CTE program of study in 2005

TAM Partners in its Development

- MSDE's Division of Career and College Readiness

- MSDE's Division of Curriculum, Assessment and Accountability

- Maryland Higher Education Commission

- University System of Maryland

- 11 Community Colleges

- 4 Baccalaureate Institutions

- 15 Local School Systems

Teacher Academy of Maryland

- Prepares high school students for further education and careers in the education profession

- Culminates in an internship where students integrate content and pedagogical knowledge in an educational area of interest in a critical shortage area

- Offers students opportunities to extend and apply their knowledge about teaching in a classroom setting under the supervision of a mentor teacher

---

Teacher Academy of Maryland

- Requires students to prepare a working portfolio during the Internship

- Uses *ParaPro* as the industry-recognized certification/credentialing exam

- Encourages students to take the SAT and Praxis Core

- Has Educators Rising (formerly FEA) as the recommended student organization

---

Teacher Academy of Maryland

State-approved CTE Program of Study that aligns with:

Interstate Teacher Assessment and Support Consortium (InTASC) and Maryland Essential Dimensions of Teaching (EdoTs)

Teacher Academy of Maryland

TAM is based on the outcomes of:

Maryland Associate of Arts in Teaching (A.A.T.) degree which aligns with:

National Council for the Accreditation for Teacher Education (NCATE) standards

TAM Program of Study

Four credit sequence consisting of:

- Human Growth and Development through Adolescence
- Teaching as a Profession
- Foundations of Curriculum and Instruction
- Education Academy Internship

Requirements for Offering the TAM Program

- Guidelines provide the requirements for offering the program
- TAM Implementation Guide
- Curriculum has been developed

Required Textbooks

- College level textbooks are standardized across the state and must be used in order for the articulated/ transcripted credit to be awarded
- A process is in place for review of additional textbooks for recommended use in the program

TAM Instructor Requirements

- Hold a Maryland Professional Teaching Certificate (Standard Professional or Advanced Professional)
- Have a Master's degree, Master's equivalent, or 18 hours credit towards a Master's degree
- Have three years of successful teaching experience
- Obtain the recommendation of their principal or CTE supervisor

TAM Required Professional Development

- Professional development for teachers is required prior to implementing the program
- Professional development is based upon the Maryland Teacher Professional Development Standards

TAM Required Professional Development

- Professional development is conducted through Towson University in the Summer Leadership Institutes:
  - ➢ Institute I
  - ➢ Institute II
  - ➢ Advanced Institute

- Alternative professional development options may be available for instructors who are not able to participate in the summer institutes

Teacher Academy of Maryland

- MSDE Continuing Professional Development Credits (3) are awarded to Summer Institute participants upon completion of required work

- Graduate credits (3) are available through Towson University

- A Professional Learning Community is hosted by Towson University on Blackboard which is available to all Sumer Institute participants

TAM Articulation Agreements

- Articulation agreements are in place between local school systems and their respective community colleges

- State-wide articulation agreements are in place with Towson, Coppin State and Stevenson Universities in which successful TAM students receive three transcripted credits. St. Mary's College of Maryland has an articulation agreement for four credits.

TAM Scholarships

- Towson University offers a $500/semester (up to $1,000 per year) scholarship to TAM high school graduates who are majoring in education at Towson University based upon certain requirements

- Coppin State University offers a similar scholarship for TAM high school graduates who matriculate to Coppin State University and major in education based upon certain requirements

TAM Scholarships

- St. Mary's College of Maryland offers a $500/semester (up to $1,000 per year) scholarship to TAM high school graduates who are majoring in education at St. Mary's College of Maryland based upon certain requirements

- Stevenson University does not offer a TAM scholarship however financial aid is available for those who qualify

Towson University Postsecondary Affiliate

- Conducts Summer Institutes (SI)

- Offers SI as graduate course

- Assists with marketing, implementation and ongoing upgrade of TAM curriculum

- Serves as a member of the TAM Advisory Committee

Teacher Academy of Maryland

- 18 school systems offer TAM
- 67 high schools have signed up to offer TAM
- 2,117 students are enrolled in the TAM
- 282 students completed the TAM program of study
- 71.63% of TAM completers met USM requirements

Teacher Academy of Maryland

- 81.72 % of TAM students were enrolled in postsecondary education, employed or in the military, two quarters after graduation
- 89.43% passed the industry-recognized credential, the *ParaPro*

Teacher Academy of Maryland

Instructors for TAM are certified in:

- Family and Consumer Sciences
- Math
- Science
- Spanish
- Physical Education
- Business Education
- English
- Gifted and Talented Specialist
- Social Studies
- Special Education
- Visual Arts
- Work-based Learning
- Theater
- Health
- Education Administration

Appendix F

- November 6, 2015 Meeting Materials

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Friday, November 6, 2015
1:00 pm to 3:30 pm, 8th Floor, CR 2

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201

Purpose: Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

Meeting #4

Meeting Outcomes: Complete the final draft of professional development plan that responds to the charges in SB 677 (see statement of work for details), and review full report.

Agenda:

➢ Welcome and Introductions by Workgroup CoChairs – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, Ms. Marcella Franzcowski, Assistant State Superintendent for the Division of Special Education/Early Intervention Services, and Ms. Sarah Spross, Assistant State Superintendent for the Division of Educator Effectiveness

➢ Approval of the October meeting notes

➢ Update of Activities: transfer of AAT credits to four year colleges; statewide challenge test; Dual EC/Special Education certification

➢ Work in small groups to make final edits the professional development master plan, and edit full report

➢ Small group report out and discussion

➢ Next Steps

Members are encouraged to bring electronic devices to the meetings. **Internet password: msdefall
Task Force Contact: Roann Tsakalas, Roanthi.tsakalas@maryland.gov (410)767-7802

MEETING SIGN-IN SHEET

Project:	Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup		Meeting Date:	November 6, 2015
Facilitator:	Dr. Rolf Grafwallner		Place/Room:	MSDE, conference room 2

Name	Organization	Phone	E-Mail
Lisa Henkel	MSCCA	443 987 3557	msccal@comcast.net
Terry Bridger	PGCC-Consortia	301-646-0780	TBridger@pgcc.edu
Chure Cole	UMD	301 405 7753	CTC@umd.edu
STACIE BURCH	AACC-MDCC	410-777 2916	sgburch@aacc.edu
Mary sue Madden	MSDE	410-767-0564	mysue.madden@maryland.gov
Jacqueline Cade	MHEC	410 767 3303	jacqueline.cade@maryland.gov
Linda Zang	MSDE/DECD	X70140	linda.zang@maryland.gov
Margaret Williams	MFN	410 659-7701	mwilliams@marylandfamily network.org
Nancy Grasmick	TSL		

Senate Bill 677

Professional Development for Teachers and Providers of Early Childhood Education – Master Plan Workgroup

Friday, November 6, 2015
1:00 pm to 3:30 pm, 8th Floor, CR 2

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201

Purpose: Develop a master plan that focuses on issues relating to qualified providers of early childhood education services; providing for the contents of a master plan; and generally relating to professional development in the early childhood education workforce.

Meeting #4
Meeting Outcomes: Complete the final draft of professional development plan that responds to the charges in SB 677 (see statement of work for details), and review full report.

Meeting Notes:

In Attendance –Christy Tirrell-Corbin, Nancy Grasmick, Terry Bridger, Stacie Burch, Jacqueline Cade, Lisa Henkel for Christine Peusch, Maggie Madden, Linda Zang, and Margaret Williams.

Welcome and Introductions by Workgroup Co Chairs –
Roann Tsakalas, staff to the workgroup, apologized for the co chairs' absence as all three were called into other meetings and could not attend. Roann welcomed everyone to the meeting, and each member introduced herself. Then, the October meeting notes were reviewed and approved with edits.

Updates:

- Transfer of AAT credits to four year colleges - Stacie reported that there was no news to report from the AAT Oversight Committee. However, this is an issue that they will discuss. The community colleges find that the difficulty in transferring credits is generally isolated to one or two four year colleges, and they are often able to work out with the registrar the transfer of credits.

- Statewide Challenge Tests Given by Maryland Community Colleges for Credit – The Maryland Consortium of Early Childhood Faculty and Administrators found that the CDA assessment does not evaluate the student's knowledge at the theoretical level and therefore, could not be used in lieu of the current community college challenge tests. The cost of the development of a statewide challenge test would exceed one million dollars. Since, the tests are given to approximately 50 students per year; workgroup members determined that the investment in new test development would not be worthwhile.

- Dual EC/Special Education certification – The Professional Standards Teacher Education Board (PSTEB) is very interested in the promoting dual certification programs in four year programs. PSTEB invited Christy to present on the University of Maryland dual certification program at

their November 5th meeting. The presentation went very well, and PSTEB has invited Towson University to present on their dual program at their December meeting.

The PD Workgroup edited the entire report. Overall, workgroup members expressed that the report layout was difficult to follow and did not identify clearly the need for a prepared early learning workforce. They did not want activities listed in the PD charts that were already underway, and stated that these activities should be listed in the report narrative as steps already taken. Roann and Linda took notes on all the edits.

This was the last meeting of the workgroup.

Appendix G

- Task Force on Teacher Education in Early Childhood Report

Task Force on Teacher Education in Early Childhood Report

State Superintendent of Schools and P-20 Leadership Council Update
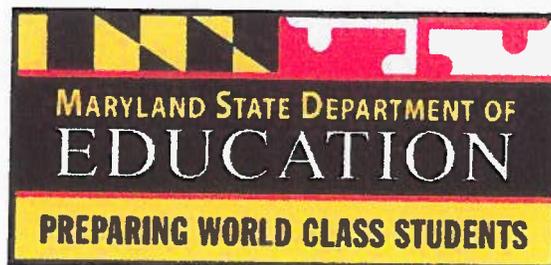
**Maryland State Department of Education
Division of Early Childhood Development**

The purposes of the Task Force is to develop a framework to increase access to teacher training in early childhood education and improve the quality of teacher education in early childhood learning programs.

**Task Force on Teacher Education in Early Childhood Education
Report Prepared for
The State Superintendent of Schools
and
The P-20 Leadership Council**

Charge:

The purposes of the Task Force are to develop a framework to increase access to teacher training in early childhood education and improve the quality of teacher education in early childhood learning programs. The Task Force is charged with developing plans to:

1. Develop strategies to expand the number of colleges and universities offering teacher education programs in early childhood education.
2. Strengthen alternative pathways to obtaining a post-secondary degree in early childhood development education.
3. Consider the development of a new degree program, Birth to age 8, that would be a blended curriculum of early childhood special education and general early childhood education.
4. Propose incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education.

Task Force Members

Members of the on Teacher Education in Early Childhood Education:
Dr. Rolf Grafwallner, Division of Early Childhood Development, Chair
Mr. Richard Benfer, Maryland State Education Association
Ms. Tina M. Bjarekull, Maryland Independent College and University Association
Ms. Stacie Burch, Maryland Consortium of Early Childhood Faculty and Administrators
Ms. Amy N. Collier, Maryland Head Start Association
Ms. Tia Coutroupis, Baltimore Teachers Union
Ms. Adriane Dean, University of Maryland Baltimore County
Dr. John Gaddis, Public School Superintendents Association of Maryland
Ms. Marcella Franczkowski (Alternate-Ms. Sandra Smothers), Division of Special Education/Early Intervention Services
Ms. Jessica Hargest, Maryland's Governor's Office for Children
Ms. Sarah Honberg, Early Childhood Education Undergrad Major, University of Maryland, College Park
Ms. Laura Hook, Title III/ELL, Maryland State Department of Education
Dr. Brenda Hussey-Gardner, Infants and Toddlers, State Interagency Coordinating Council
Dr. Fran Kroll, Maryland Association of Community Colleges
Ms. Sylvia Morrison, Division of Early Childhood Programs, Montgomery County Public Schools
Ms. Jennifer Nizer, Maryland State Child Care Association
Dr. Edward L. Root, Maryland Association of Boards of Education
Ms. Jean Satterfield (Alternate-Ms. Michelle Dunkle), Division of Certification and Accreditation
Ms. Catherine Shultz, Esq., Interim Secretary, Maryland Higher Education Commission
Dr. Christy Tirrell-Corbin, Early Childhood Education & College of Education Honors Program, University of Maryland, College Park
Dr. Patricia Welch, Morgan State University

Staff: Roann Tsakalas, PhD, Maryland State Department of Education

Abstract

In December 2011, Maryland was awarded a Race to the Top – Early Learning Challenge grant, which requires states to implement strategies to improve the quality of early childhood programs and to enhance the qualifications of the workforce in early care and education. An integral part of the four-year Early Learning Challenge grant plan was to examine Maryland's system of teacher education with respect to those prepared for early childhood education.

As part of the grant strategies, a State Superintendent's Task Force on Teacher Education in Early Childhood Education was formed, and began its work in September 2013. This final report details the results of the Task Force meetings, and is being submitted to the State Board of Education, the Governor, the General Assembly, and the P-20 Council. The Task Force met four times over the course of the last year, and developed recommendations to strengthen the early learning teacher education workforce.

The Task Force offers recommendations in three key areas:
1. Pre-service early childhood teacher preparation
2. Professional development
3. Continuous improvement

Key Task Force Recommendations:
Pre-service early childhood teacher preparation –
- All teacher preparation programs shall include in their curricula the Maryland Early Learning standards and core competencies, and practicum experiences in environments that include English language learners and students with special needs.
- The alternative pathways to obtaining a post-secondary degree in early childhood development education shall be strengthened through full articulation of credits from the community colleges to the four-year colleges regarding the Associate of Arts Degree in Teaching-Early Childhood Education (AAT-ECE); increased access for professionals with bachelor degrees to the Maryland Approved Alternative Preparation Program (MAAPP); and alignment of high school Career and Technology Education (CTE) programs in Early Childhood Education/Childcare with the requirements of the Child Development Associate (CDA) credential and its articulation to community colleges.
- MSDE shall collaboratively plan and develop degree programs with colleges that provide dual certification in special and general education to support the achievement of children from birth through primary grades in early childhood education.

Professional development
- The Task Force learned that there are 28 early childhood teacher education programs in Maryland's community colleges. Through Maryland's four year colleges, there are 13 bachelors of Arts in teacher education programs. In

addition to these programs, the Task Force recommends that MSDE pursue examination of online professional development (including job embedded for early childhood teachers in local school systems), especially those that include mentoring support.

Continuous improvement –
- MSDE shall continue with the current credential incentives and professional development rewards programs for practitioners in early childhood education, and work to expand the Maryland Career and Child Care Development Scholarship Fund to encourage practitioners to pursue and complete a post-secondary degree in early childhood education.

Regulatory Revision:
The recommendations do not require any new regulations or changes to current regulations. However, the Chair of the Task Force presented to the Professional Standards and Teacher Education Board (PSTEB) on the recommendation regarding the development of degree programs with colleges that provide dual certification in special and general education to support the achievement of children from birth through primary grades in early childhood education. PSTEB requested that a workgroup be established with critical stakeholders to examine the development of such degree programs and the ramifications on teacher preparation. The Workgroup will be co-chaired by Ms. Franczkowski, Assistant State Superintendent for Special Education and Early Intervention, Dr. Grafwallner, Assistant State Superintendent for Early Childhood Development, Ms. Satterfield, Assistant State Superintendent for Educator Effectiveness, and Ms. Marcella Franczkowski, Assistant State Superintendent for Special Education/Early Intervention Services.

Fiscal Impact:
The recommendations do not require new funding.

Overview of the Process

In December 2011, Maryland received notification that it had been awarded a Race to the Top – Early Learning Challenge grant, designed to improve the quality of early childhood programs and to enhance the qualifications of the workforce in early care and education. An integral part of the four-year Early Learning Challenge grant is to examine Maryland's system of teacher education with respect to those prepared for early education. In July 2013, the State Superintendent of Schools, invited the members to join the Task Force and begin this examination of Maryland early learning teacher education – career pathways and access to professional development. At the same time, the P-20 Council was reviewing similar issues for K-12 education.

The Task Force began its work in September 2013 and concluded in fall 2014. The Task Force met four times over the year and conducted surveys and discussions in between meetings via email. The completed report was submitted to the State Superintendent on December 1, 2014.

Task Force's Work:
Over the past decade, MSDE has invested in early learning based on the research that indicates that investments in early learning for children, ages birth to five, provides great dividends in student achievement throughout their school careers. Given this assertion, Maryland continues to work to ensure that all children in child care and preschool are in high quality learning environments. One key dimension of quality care is highly skilled child care providers/teachers. The Task Force reviewed the career pathways that are available to early learning educators:

- Pathway 1 - Child care professionals may gain credentials through professional development coursework and on- the- job experience. The coursework may be taken at community colleges or through state approved trainers. Through this path, providers may participate in Maryland's Child Care Credentialing Program.
- Pathway 2 - Other professionals attend community colleges or four year colleges and earn Associate's or Bachelor's degrees in early childhood education. Through the Associate degree, a graduate places at level 4+ on the career ladder of the Child Care Credentialing Program, and the Bachelor degree graduate can obtain a Maryland teaching certificate.

In Maryland, both paths provide curricula that are based on Maryland's Workforce Knowledge and Competency Framework. (See Appendix H and Maryland's teacher certification regulations for additional explanation.)

Over four meetings, the Task Force reviewed the following components of early learning teacher education:

- Credentialing for licensed child care professionals and its impact on the supply and demand for qualified staff.
- Credentialing and certification requirements in other states for prekindergarten and special education teachers.

- Career and College Readiness Program for high school students which provides child development course work and practical experiences to Maryland students.
- The Maryland Approved Alternative Preparation Program (MAAPP) which provides an alternative program through which already-employed Bachelor degreed teachers in selected licensed child care centers utilize a State approved curriculum to obtain a teaching certificate. (See Appendix I for details.)
- Scholarships for child care professionals by the Child Care Career and Professional Development Fund (CCCPDF) to assist child care providers in pursuing an Associates and/or a Bachelor's degree in early childhood education.
- The articulation of life experiences to college credits. (See Appendix L.)
- The potential for a new teacher education dual certification program for birth to grade 3, which includes an updated and blended curriculum of early childhood special education and general early childhood education.
- Current funding mechanisms, incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education.

Purpose of the Task Force

The goal of the Task Force on Teacher Education in Early Childhood Education is to strengthen supports for early childhood educators to improve their knowledge, skills, and abilities in educating children birth to five. Over the past two decades, aside from State certification requirements, Maryland has established structures to support early childhood educators:

- Established a Workforce Knowledge and Competency Framework.
- Implemented the Maryland Child Care Credentialing Program which establishes required pre-service training, and levels of knowledge gained through professional development and on the job experience with monetary incentives. Also, participants in the Credential Program have access to training funds up to $400 annually.
- Maryland Community Colleges offer the Associates of Arts Degree in Teaching in Early Childhood Education (AAT-ECE). These programs, along with Maryland's four year colleges, developed outcomes-based standards that are aligned with those of national early childhood organizations, to ensure transition of course credits from the AAT to the Bachelor's in Early Childhood Education.
- Established the Maryland Approved Alternative Preparation Programs (MAAPP) which offers an alternative pathway for teacher certification in early childhood education for those who have earned a Bachelor's degree and are interested in teaching early childhood education.
- Created the Child Care Career and Professional Development Fund (CCCPDF) which is available to participants in the Credentialing Program to pursue either an Associate's or Bachelor's degree from an accredited college or university in early childhood education, child development, family studies, or related disciplines.

These structures have provided pathways for child care providers to increase their skills in offering high quality care. With the passage of the Maryland Prekindergarten Expansion Act and the increased demand for State certified teachers in early childhood education, Maryland will need to set up an infrastructure to produce more qualified/certified Prekindergarten teachers. These classrooms will be in both public schools and licensed child care environments.

With these needs in mind, the State Superintendent created the Task Force to review the current structures and make recommendations for strengthening them, including recommendations for new college and career pathways to assist early childhood educators in improving the quality of early childhood education.

Recommendations

Pre-Service Early Childhood Teacher Education:

> ➢ All early childhood teacher preparation programs in Maryland will include instruction to students on the Maryland Early Learning Standards, Maryland core competencies, the Maryland's Family Engagement Framework, and the Ready for Kindergarten (R4K) framework. This will ensure their ability to implement those standards and competencies in classroom practice.

> ➢ Current practicum and student teaching experiences should provide opportunities to work in classrooms with children with special needs and English language learners where possible.

> ➢ Classroom experiences should be embedded at specific points throughout the program rather than just in the final semester/year. Taking this integrated approach would allow students to apply concepts in real time situations and engage in guided self reflections and coaching activities.

> ➢ MSDE/DECD will develop a guide similar to the Kansas guide entitled "Careers in Early Childhood Education" (http://www.ks.childcareaware.org/PDFs/CareerGuide.pdf) to provide those interested in early childhood education careers a clear understanding of the career paths and the necessary skills and education for the various positions. In particular, this guide should be presented to students entering two and four year colleges early childhood programs. Additionally, high school career counselors should provide the Guide to interested high school students (see charts in Appendices J and K).

> ➢ Expand opportunities for high school students to interface with mentors in the field of Early Childhood Education through paid and non-paid internships in various settings to gain more experience in working with young children.

> ➢ Encourage all high school programs in Early Childhood Education/Child Care to upgrade their programs to meet the requirements of the Child Development Associate (CDA) credential, review articulation agreements with community colleges on an annual basis, and develop articulation agreements with baccalaureate-degree granting institutions.

> ➢ Develop a process for accurate data collection of high school Early Childhood Education students receiving postsecondary credits, including the number of students and the number of credits earned by each student. Request that postsecondary institutions provide transcripted credits (on a college transcript) rather than articulated credits, and provide transcripted credits for the CDA. Ensure that the high school Early Childhood Education program provides college level work.

> ➢ Where possible, teacher education programs at institutions of higher education should provide opportunities for practicum and student teaching experiences at the student's

site of employment to assist those that must work while continuing their college coursework.

➢ MSDE/DECD will continue to offer the MAAPP in early childhood education for early educators with four-year degrees to earn the professional equivalency certification. In the future, the MAAPP should include teaching experiences in classrooms that include English Language Learners and special education students. The MAAPP for early childhood education shall include a service requirement for the certified participant to work at a licensed child care facility for two years after meeting all MAAPP requirements. DECD shall examine ways to make the participation in the MAAPP more cost-effective.

➢ MSDE will collaboratively plan and develop teacher preparation programs with teacher preparation program providers to provide dual certification in special and general education to support the achievement of children from birth through primary grades in early childhood education. These teacher preparation programs for birth to age eight will meet the MSDE Program Approval requirements through a blended curriculum leading to a dual certification in early childhood general and special education.

Professional Development:

➢ Facilitate opportunities for test preparation for students prior to taking PRAXIS I and II.

➢ The Task Force learned that there are 28 early childhood teacher education programs in Maryland's community colleges. Through Maryland's four year colleges, there are 13 bachelors of Arts in teacher education programs. In addition to these programs, the Task Force recommends that MSDE pursue examination of online professional development, especially those that include mentoring support. Examples of such programs are:

- Head Start University, which was developed through the partnership of the U.S. Department of Health and Human Services and several U.S. University systems, and
- Thinkport, which was developed by MSDE/DECD and Maryland Public Television.

Continuous Improvement:

➢ MSDE/DECD will promote and financially support the dissemination of State-recommended curricula for children, birth to age five, to ensure that early childhood programs learn the necessary skills/techniques to teach all children, including those with special needs and English language learners.

➢ MSDE/DECD shall develop a new credential for child care providers which will require an exam to determine core knowledge and competencies in early childhood education. Upon passing the exam, the provider would earn a Maryland Child Care

Teacher Credential. The exam for the new Maryland Child Care Credential would measure the candidate's knowledge of child growth and development theories, methods and practical application to early childhood instruction and classroom management. The Maryland Child Care Teacher Credential would place the provider at level 4 on MSDE's child care career ladder (See Appendix H). Passage of the exam would articulate to community college credits, and then to four year colleges. This exam will replace the currently offered challenge tests for life experience credit.

Next Steps

1. The Professional Standards and Teacher Education Board (PSTEB) charged MSDE's divisions of Educator Effectiveness, Early Childhood Development and Special Education/Early Intervention to form a workgroup to:
   - Examine certification requirements and how they meet current classroom needs.
   - Investigate if other states have dual certification certificates. If yes, what are the requirements? What is the market for these programs in dual certification programs?
   - How will internships be practically accomplished in the course of study? Is there a cost effective approach for internships?

2. MSDE will work with the Maryland Consortium of Early Childhood Faculty and Administrators to:
   - Promote the inclusion of the Core of Knowledge Competencies, the Family Engagement Framework, and the Ready for Kindergarten framework education course curricula.
   - Encourage that practicum and student teaching experiences be embedded at different points during the program and in settings with special needs and English language learners.
   - Facilitate PRAXIS I and II test preparation for students.
   - Develop an exam to replace challenge tests statewide, and provide credits.

- DECD will:
   - Develop a guide to provide those interested in early childhood education careers a clear understanding of the career paths and the necessary skills and education for various positions.
   - Implement a new Maryland Child Care Credential for those that pass the new exam.
   - Continue to support the MAAPP and provide a career path for certified early childhood teachers.
   - Continue to investigate online professional development.
   - Promote and financially support the dissemination of state recommended curricula to early learning programs.

- MSDE's Division of Career and College Readiness will:
   - Recommend that EC high school programs expand opportunities for students to interface with mentors through paid and non-paid internships in diverse settings.
   - Provide technical assistance to all high school programs in Early Childhood Education/Child care to upgrade their programs to meet the CDA credential requirements.
   - Encourage all high school programs to work with community college early learning faculty to develop a process for accurate data collection of high school Early Childhood Education students receiving postsecondary credits, and for curriculum upgrades to the college level.

Resources

Barnett, Steve. Carolan, Megan. (2014, February). *(Almost) Everything You Wanted to Know about Pre-K in the Federal Budget.* Retrieved from http://preschoolmatters.org/2013/04/12/almost-everything-you-wanted-to-know-about-pre-k-in-the-federal-budget/

Bornfreund, Laura. (2013, April 15). *New Details on the President's Pre-K Plan.* Retrieved from http://earlyed.newamerica.net/blogposts/2013/new_details_on_the_president_s_pre_k_plan-82332

Bronfreund, Laura. McCann, Clare. Williams, Conor. Guernsey, Lisa. (2014). *Beyond Subprime Learning.* Retrieved from http://newamerica.org/publications/policy/beyond_subprime_learning

Bornfreund, Laura. (2010, October 19). *Preparing Teachers for Schools and Districts that Embrace PreK-3rd Reforms.* Retrieved from http://earlyed.newamerica.net/blogposts/2010/preparing_teachers_for_schools_and_districts_that_embrace_prek_3rd_reforms-38670

Diamond, Karen E. Justice, Laura M. Siegler, Robert S. Snyder, Patricia A. (2013, July). *Synthesis of EIS Research on Early Intervention and early Childhood Education.* Retrieved from http://ies.ed.gov/ncser/pubs/20133001/pdf/20133001.pdf

Herman, Juliana. Lazarin, Melissa. (2013, April 10). *Federal Investment Can Help Close the Preschool-Access Gap.* Retrieved from http://www.americanprogress.org/issues/education/news/2013/04/10/59562/federal-investment-can-help-close-the-preschool-access-gap/

Kids Count Data Center. (2011). *The 2014 Kids Count Data Book.* Available online from http://www.aecf.org/resources/the-2014-kids-count-data-book/

Klein, Alyson. (2014, January 13). *Boosts for Head Start, Title I, Special Education in Federal Spending Bill.* Retrieved from http://blogs.edweek.org/edweek/campaign-k-12/2014/01/big_increase_for_head_start_an.html

The Maryland State Department of Education. (2014). *Maryland Teacher Staffing Report 2012-2014.* http://www.marylandpublicschools.org/NR/rdonlyres/F3F5D904-0F5E-4FC7-87CE-464FC17DABB5/33624/MarylandTeacherReport20122014.pdf

Meek, Shantel, PhD. (2013, December 17). *Economic Mobility and Early Childhood Education.* Retrieved from http://www.acf.hhs.gov/programs/ecd/news/economic-mobility-and-early-childhood-education

Mongeau, Lillian. (2013, January 27). Q&A: *What do early childhood educators need to know?* Retrieved from http://edsource.org/2013/qa-what-do-early-childhood-educators-need-to-know/26057#.U-PDf_ldVnF

NAEYC. (2009, July). *NAEYC Standards for Early Childhood Professional Preparation Programs.* Retrieved from http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf

National Academies of Science. (2013, September 3). *The Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success.* Retrieved from http://www.iom.edu/Activities/Children/BirthToEight.aspx

National Institute for Early Education Research. (2013, September 23). *New Research and the Pay-Off to Quality Early Care and Education.* Presented in Atlanta, GA. Retrieved from http://webcache.googleusercontent.com/search?q=cache:LZMi2-pD0zgJ:www.readynation.org/uploads/20130925_BarnettAmericasPromiseV3.ppt+&cd=1&hl=en&ct=clnk&gl=us

Office of Child Care, an Office of the Administration for Children & Families. (2013, February). *Fact Sheet President Obama's Plan for Early Education for all Americans.* Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/fact_sheet_president_obama_508.pdf?nocache=1365545777

Reardon, Sean F. (2013, April 27). *No Rich Child Left Behind.* Retrieved from http://opinionator.blogs.nytimes.com/2013/04/27/no-rich-child-left-behind/?_php=true&_type=blogs&ref=opinion&_r=0

Sawchuk, Stephen. ((2013, March 5). *Obama Proposal Raises Issue of Pre-K Teacher Prep.* Retrieved from http://www.edweek.org/ew/articles/2013/03/06/23preschool_ep.h32.html

Schulte, Brigid. (2013, August 1). No, they're not on drugs: Business leaders who embrace early childhood education. *The Washington Post.*

Strauss, Valerie. (2013, July 25). *The cost of child poverty: $500 billion a year.* Retrieved from http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/07/25/the-cost-of-child-poverty-500-billion-a-year/

Report is available online:
http://marylandpublicschools.org/MSDE/divisions/child_care/challenge.htm

Appendices

Appendices available online:
http://marylandpublicschools.org/MSDE/divisions/child_care/challenge/docs/TaskForce-on-TeacherEd_Appendix.pdf

Appendix H

- Child Care Credentialing Levels

Credential Levels – there are two types of credentials: the Staff Credential consisting of seven levels and the Administrator's Credential consisting of four levels. Each credential recognizes the completion of training, experience working with children and participation in professional activities. All criteria must be met in order to qualify for a credential level.

Staff Credential:

Level		Education	Experience	PAU	Cont Trng Clock Hrs per year	Bonus
1		Meet OCC Licensing or Registration Requirements	NA	NA	NA	NA
2		• 45 clock hours Core of Knowledge training that includes: 　▶ A minimum of 20 clock hours in child development.	NA	1	12	$200 (one time)
3		• 90 clock hours Core of Knowledge training that includes: 　▶ A minimum of 20 clock hours in child development and 20 clock hours in curriculum methods.	• 1 yr experience, • 1 yr of college, or • Exper/college = 1 year	2	18	$300 (one time)
4		• 135 clock hours Core of Knowledge training consisting of: 　▶ 45 hrs child development　▶ 15 hrs special needs 　▶ 30 hrs curriculum　▶ 15 hrs professionalism 　▶ 20 hrs health, safety & nutrition　▶ 10 hrs community	2 years	3	24	$500 (one time)

Level	Option					
4+	1	• 135 clock hours of core of knowledge training, and • Program Accreditation (family child care only)	2+ years	4	24	$600 (yearly)
	2	• 135 clock hours of core of knowledge training, and • 15 semester hours of approved coursework that includes courses in child development and curriculum planning	9 years			
	3	• 135 clock hours of core of knowledge training, • Enrollment in an approved college course of study toward a degree, and	2 years (minimum)			
		• Accumulate 55 points by earning 5 points for each early childhood course and/or each additional year of experience				

Level	Option					
5	1	• Associate with 15 semester hours of approved coursework and • Course work in Child Development and Curriculum Methods	2+ years	4	24	$750 (yearly)
	2	• 30 semester hours of approved coursework that includes: 　▶ Child Development　▶ School Age 　▶ Curriculum Planning　▶ Infant Toddler 　▶ Health and Safety　▶ Language and Literacy 　▶ Special Needs　▶ Child Care Administration	2+ years			
	3	• 15 semester hours of approved college coursework, • Enrollment in an approved college course of study toward a degree, and	2 years (minimum)			
		• Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience				

Level	Option					
6	1	• Bachelor's, Masters, Doctorate in ECE, Elem Ed, Spec Ed, Child Psych, related field, and • Courses in Child Development & Curriculum Methods	2+ years	5	24	$1,000 (yearly)
	2	• Bachelor's, Masters, Doctorate (non-related field), and • 30 semester hours of approved coursework that includes Child Development & Curriculum Methods	2+ years			
	3	• Associate or higher degree with 15 semester hours of approved coursework, • Enrollment in an approved college course of study toward a higher degree, and	2 years (minimum)			
		• Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience				

Administrator's Credential:

Level	Education	Experience	PAU	Continued Training Clock Hours per year	Bonus

1	• 240 clock hours of core of knowledge training, consisting of:
	  ▶ 45 clock hours in child development;
	  ▶ 45 clock hours in curriculum development;
	  ▶ 45 clock hours in health, safety, and nutrition;
	  ▶ 45 clock hours in special needs;
	  ▶ 45 clock hours in professionalism; and
	  ▶ 15 clock hours in community issues
		2 years working directly with children in an approved setting	4	24	$600 (one time)

2	• Successful completion of 240 clock hours of core of knowledge training consisting of:
	  ▶ 45 clock hours in child development;
	  ▶ 45 clock hours in curriculum development;
	  ▶ 45 clock hours in health, safety, and nutrition;
	  ▶ 45 clock hours in special needs;
	  ▶ 45 clock hours in professionalism; and
	  ▶ 15 clock hours in community issues;
	• Achievement of at least one of the following:
	  ▶ Completion of the National Administrator's Credential; or
	  ▶ Successful completion of at least 30 semester hours of college coursework in an approved course of study;
		2 years working directly with children in an approved setting	5	30	$750 (yearly)

3	• An associate degree from an accredited college, that includes:
	  (a) A minimum of 15 semester hours of course work related to business management, administration, and
	  (b) Completion of at least one course in each of the following areas:
	    ▶ Child development;
	    ▶ Curriculum development; and
	    ▶ Administration of Child Care Programs
		At least 4 years working directly with children in an approved setting	5	30	$1,000 (yearly)

4	• A bachelor's, master's, or doctoral degree from an accredited college or university in:
	  ▶ Business Administration;
	  ▶ Public Administration and Management:
	  ▶ Public School Administration; or
	  ▶ A related discipline;
	• Completion of at least one course in each of the following:
	  ▶ Child development;
	  ▶ Curriculum development; and
	  ▶ Administration of Child Care Programs
	• Completion of 45 clock hours of training in the area of mentoring and coaching staff.
		At least 5 years working directly with children in an approved setting	6	30	$1,500 (yearly)

Appendix I

- Maryland Approved Alternative Teacher Preparation Programs (MAAPP)
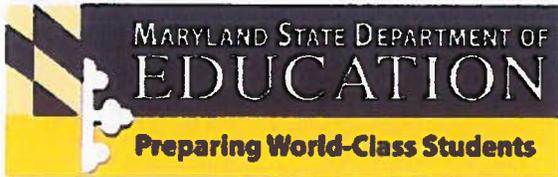
Maryland State Department of Education Division of Early Childhood Development, the Division of Educator Effectiveness, and The New Teacher Project Maryland Approved Alternative Preparation Program (MAAPP) Teacher Certification Project

Purpose: The purpose of this grant-funded project is to use COMAR to build a partnership among the two divisions of the Maryland State Department of Education and The New Teacher Project to provide an alternative program through which already-employed teachers in selected licensed child care centers and registered family child care homes utilizing a State recommended and/or approved curriculum can obtain a Professional Eligibility Certificate (PEC).

Explanation of Professional Eligibility Certificate and its use in this program:

The original intent of the project was to utilize the Resident Teacher Certificate (RTC) to acquire the subsequent Standard Professional Certificate (SPC) as outlined in COMAR 13A.12.01.07 to develop this MAAPP.   However, the RTC and SPC are only used in employment situations where certification is required. In the instance of the employees in question who would be eligible for this program, no certificate at all is required.   Upon completion of this program, the participant will be awarded a PEC in alignment with COMAR 13A.12.01.06.06.

Although the intent of the project is to build the capacity of the local child care center to provide instruction of ever-increasing quality to children, MSDE knows that some teachers who complete this program may want to move to public school within a few years for employment. Upon employment, the PEC becomes the SPC in the public school system.   The PEC is valid for five years and the PEC holder will need to present six semester hours of coursework to maintain the PEC at that time.   (The same is true if a teacher holds an SPC: additional coursework is required for maintenance.)

Changes in Program and or Requirements:

None! The program as it was developed in 2012 remains the program in effect now with all requirements remaining the same. Participants are still completing a MAAPP and will still need to hold a bachelor's degree, present required test scores, complete all assignments, and fulfill the internship and the residency as currently implemented.

For additional information, if needed, please call Michelle Dunkle at 410-767-0390 or you may email her at mdunkle@msde.state.md.us. Meanwhile, good luck and welcome to the program!!!

Appendix J

- Pathways to Careers in Early Childhood

Pathways to Careers in Early Childhood Education

Child Care Credentialing Pathway

Preparation	Professional Opportunities
• Maryland Child Care Credential – Level 1 or 2	• Child Care Aide
• Maryland Child Care Credential – Level 3 or 4 • CTE High School Diploma (Child Development Association (CDA) Credential)	• Child Care Teacher
• Maryland Child Care Credential – Level 4+	• Child Care Center Director (20 children or less)
• Maryland Child Care Credential – Level 5 - 6	• Child Care Center Director (21 children or more) • Nursery School Teacher

College Pathway

Preparation	Professional Opportunities

• Two year degree:
  – Associate of Arts in Science
  – Associate of Arts in Teaching ECE
	• Child Care Center Director
	• Public School Paraprofessional

• Four year degree: – Early Childhood Education	• Nursery School Administrator • Public School Pre-K or Elementary Grade Teacher

Appendix K

- Early Care Teacher Requirements by Position

Early Care Teacher Requirements by Position

Head Start Requirements	- Currently teacher qualifications include CDA, AA, BA, or an equivalent degree. The Performance Standards mandate that Infant/Toddler teachers are given a year, from the date of hire, to receive the minimum of an Early Head Start and Head Start Infant/Toddler a Child Development Associate (CDA). - At the time of hire, the child development specialist must have, at a minimum, an Associate degree in child development or early childhood education. Child development specialists must have previous early childhood experience, familiarity with the Child Development Associate (CDA) competency standards and knowledge and understanding of the Head Start Program Performance Standards and other applicable regulations. - Head Start education coordinators, including those that serve as curriculum specialists, nationwide in center-based programs have the capacity to offer assistance to other teachers in the implementation and adaptation of curricula to the group and individual needs of children in a Head Start classroom; and have a baccalaureate or advanced degree in early childhood education; or a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children. - Head Start teaching assistants nationwide in center-based programs have at least a child development associate credential; enrolled in a program leading to an associate or baccalaureate degree; or enrolled in a child development associate credential program to be completed within 2 years. - Grantee and delegate agencies must ensure that each teacher working exclusively with infants and toddlers has responsibility for no more than four infants and toddlers and that no more than eight infants and toddlers are placed in any one group. - At least 50 percent of all Head Start teachers in center-based programs must have an associate, baccalaureate or advanced degree in early childhood education; or in a related field to early childhood education, with experience in teaching preschool age children. (Information cited from the federal Head Start Act.)
Public Kindergarten Teacher	- Bachelor's in Early Childhood - Successful completion of the PRAXIS II - Maryland Teacher Certification (awarded by MSDE)
Child Care Teachers	At least 19 years of age

	- High school diploma or GED or courses for credit from an accredited college or university 6 semester hours/90 clock hours in approved pre-service in Child Development and Curriculum Methods - Completion of 9 clock hours in communicating with staff, and - One year experience in an approved setting (licensed child care center, nursery school, school) Alternate Approval - An individual is qualified as child care center teacher if that individual is certified for PreK through grade 3 by MSDE or by the state board of another state
Family Child Care Home Provider	- At least 18 years of age - Hold current certificates in Basic First aid, and CPR - If caring for infants, approved training in SIDS - Emergency and disaster planning 24 hours of approved training (child development, curriculum, health, special needs, professionalism, community)
Preschool/Nursery School Teacher	- A teacher who provides instruction in language and literacy development, mathematical and scientific thinking, or social studies shall hold or have completed: - A bachelor's degree from an IHE; 120 semester hours of college credit from an IHE; or - A foreign credential that is determined by the Department to be equivalent to a bachelor's degree from an IHE. - In addition, a teacher employed in a Montessori program shall also hold a Montessori diploma for the level of the individual's assignment - If the degree, college credit, or foreign credential does not include at least 6 semester hours of approved early childhood coursework, the teacher shall, in addition: - Hold or have completed: - The Child Development Associate Credential issued by the Child Development Associate National Credentialing Program; or 6 semester hours, 90 clock hours or their equivalent of approved pre-service training; or - Be certified by the Department as a teacher for early childhood in nursery through third grade.

Appendix L

- Maryland Associate and Bachelor Degrees in Teacher Education

Associates Degrees Earned

School Name	Program Name	Add/Discontinue	2009	2010	2011	2012	2013	2014
Anne Arundel Community College	EARLY CHILDHOOD EDUC/SPED	Approved in 2005	15	10	11	11	2	4
Carroll Community College	ERLY CHLDHD ED/ELY CHLDHD SP ED	Approved in 2005	5	12	9	10	14	16
Cecil College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	0	2	3	2	0	2
Chesapeake College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	0	1	4	7	3	1
College of Southern Maryland	ERLY CHILDHOOD EDUCATION (A.A.T.)	Approved in 2008	0	2	5	3	4	6
Community College of Balt. County	ERLY CHLDHD ED/ERLY CHLDHD SPEC ED	Approved in 2005	10	9	12	20	18	12
Frederick Community College	ERLY CHLDHD ED/ERLY CHLDHD SPEC ED	Approved in 2005	4	4	7	8	8	3
Garrett College	ERLY CHLDHD ED/ERLY CHLDHD SP ED	Approved in 2011	0	0	0	0	1	1
Hagerstown Community College	ERLY CHILDHOOD EDUCATION (A.A.T.)	Approved in 2005	0	0	0	0	14	12
Harford Community College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	12	9	9	11	8	16
Howard Community College	ELY CHLDHD ED/ELY CHLDHD SPCED	Approved in 2005	6	6	3	10	6	9
Montgomery College-All Campuses	ERLY CHLDHD EDUC/ERLY CHLD SPEC ED	Approved in 2005	13	14	24	30	19	23
Prince George's Community College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2005	2	1	4	3	3	2
Wor-Wic Community College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2005	3	5	7	6	8	3
Anne Arundel Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1994	6	8	6	13	10	9
Baltimore City Community College	EARLY CHILDHOOD EDUCATION		22	18	24	34	15	24

School Name	Program Name	Add/Discontinue	2009	2010	2011	2012	2013	2014
Carroll Community College	EARLY CHILDHOOD EDUCATION	Approved in 1993	7	7	3	4	8	9
Cecil College	EARLY CHILDHOOD EDUCATION	Approved in 2003 Discontinued in 2013	0	6	4	3	0	1
Chesapeake College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1988	5	10	5	8	7	5
College of Southern Maryland	EARLY CHILDHOOD DEVELOPMENT	Approved in 1987	9	6	8	9	8	11
Community College of Balt. County	EARLY CHILDHOOD DEVELOPMENT		8	1	13	14	9	6
Frederick Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1990	11	4	5	7	14	6
Hagerstown Community College	EARLY CHILD/PRIMARY GRADE ED		5	7	5	11	11	12
Harford Community College	EARLY CHILDHOOD EDUCATION	Approved in 1994	8	5	6	10	3	11
Howard Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1989	3	7	5	7	9	4
Montgomery College-All Campuses	EARLY CHILDHOOD EDUCATION	Approved in 1980	12	4	13	13	14	7
Prince George's Community College	EARLY CHILDHOOD ED		16	12	16	10	13	12
Wor-Wic Community College	EARLY CHILDHOOD EDUCATION	Approved in 2000	7	7	11	8	6	5
Washington Adventist University	EARLY CHILDHOOD EDUCATION		0	0	0	0	0	0
Prince George's Community College	EARLY CHILDHOOD PROG MGMENT	Discontinued in 1998	0	0	0	0	0	0
Total (29)			**189**	**177**	**222**	**272**	**235**	**232**

Data provided by the Maryland Higher Education Commission

Bachelors Degree Earned

School Name	Program Name	Add/Discontinue	2009	2010	2011	2012	2013	2014
Bowie State University	EARLY CHILDHOOD EDUCATION		24	7	12	10	7	12
Coppin State University	EARLY CHILDHOOD EDUCATION	Approved in 1995	10	5	12	18	8	15
Frostburg State University	EARLY CHILDHOOD ELEMENTARY ED		50	49	50	43	62	55
Hood College	EARLY CHILDHOOD EDUCATION		20	12	11	12	15	12
Notre Dame of Maryland Uni.	ELEMENTARY EDUCATION/LIBERAL STUDIES	Approved in 1997	22	50	55	22	45	36
Salisbury University	EARLY CHILDHOOD EDUCATION	Approved in 1999	43	36	45	39	56	71
Stevenson University	EARLY CHILDHOOD LEADERSHIP	Discontinued in 2006	4	0	0	0	0	0
Stevenson University	EARLY CHILDHOOD EDUC :LIBERAL ARTS	Approved in 2002	11	21	22	29	14	29
Towson University	PRE-EARLY CHILDHOOD EDUCATION		0	0	0	0	0	0
Towson University	EARLY CHILDHOOD EDUCATION		69	102	97	96	95	94
Towson University	INTGRTD EARLY CHLDHD/SP ED INFNT/PR EARLY CHILDHOOD EDUCATION	Approved in 2009	0	0	0	0	0	27
Univ. of MD, College Park	LIBERAL STUDIES:EARLY CHILDHOOD/SPC		35	24	38	26	26	31
Washington Adventist Uni.		Approved in 1983	0	0	0	8	1	8
Total (13)			288	306	342	303	329	390

Appendix M

- Maryland Early Childhood Career Options

Maryland Early Childhood Career Options

Position	Minimum Qualifications[1]	Hourly Wage
Child Care Center Aide	COMAR 13A.16.06.12 - Sixteen years of age or older, orientation upon hire	$16,048[2]
Family Child Care Provider	COMAR 13A.15.06 - Eighteen year of age or older, 24 clock hours of pre- service training	$28,559[2]

Child Care Teacher	COMAR 13A.16.06.09 - Nineteen years of age or older, and meet one of the following criteria:
	(1) The individual holds or has successfully completed:
	  (a) A high school diploma, a certificate of high school equivalence, or courses for credit from an accredited
	  (b) college or university;
	  (c) 6 semester hours or 90 clock hours or their equivalent of approved pre-service training, or hold the Child Development Associate Credential issued by the Child Development Associate National Credentialing Program;
	  (d) 9 clock hours of approved pre-service training in communicating with staff, parents, and the public; and
	  (e) At least one of the following:
	    (i) 1 year of experience working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting, or as a registered family child care provider caring for preschoolers; or
	    (ii) 1 year of college, or a combination of experience and college that together are equivalent to 1 year;
	(2) The individual holds an associate's or higher degree with approved courses in early childhood education;
	(3) The individual qualified before July 1, 2008, as a child care teacher in a preschool center and has been continuously employed since that time at the same or another preschool center; or
	(4) The individual:
		$23,927[2]

		$34,945[2]
	(a) Has been approved as a teacher by the Department for early childhood in nursery school through third grade; or (b) Is certified by the Department or by any other state for early childhood in nursery school through third grade.	

Child Care Center Director	**COMAR 13A.16.06.05**
	(1) Be at least 21 years old;
	(2) Hold a high school diploma or a certificate of high school equivalence, or have successfully completed at least two courses for credit from an accredited college or university;
	(3) Have successfully completed:
	    (a) 9 clock hours of approved preservice training in communicating with staff, parents, and the public; and
	    (b) 3 semester hours or their equivalent of approved administrative training;
	(4) Have successfully completed 6 semester hours or 90 clock hours, or their equivalent, of approved preservice training, or hold the Child Development Associate National Credential that is issued by the Council for Professional Recognition; and
	(5) Within 6 months after date of hire, complete a regulation training to the requirements of this subtitle that is conducted by the office, if hired on or after January 1, 2009.
	
	AND
	
	COMAR 13A.16.06.06
	B. In a preschool center with 20 or fewer children, a director shall have completed 1 year of experience:
	(1) Working primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or
	(2) Caring for preschoolers as a registered family child care provider.
	C. In a preschool center with 21 to 40 children, a director shall have completed:
	(1) Either:
	    (a) 30 semester hours of college coursework that has not less than 20 semester hours	

Maryland Early Childhood Career Options

specifically in early childhood education; or

(b) 60 semester hours from an accredited institution of higher learning; and

(2) 2 years of experience:

(a) Working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or

(b) Caring for preschoolers as a registered family child care provider.

D. In a preschool center with more than 40 children, a director shall have:

(1) Attained:

(a) An associate's degree with a minimum of 15 semester hours of approved course work in early childhood education; or

(b) A bachelor's degree in any field; and

(2) Completed 2 years of experience:

(a) Working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or

(b) Caring for preschoolers as a registered family child care provider.

E. An individual is considered qualified as a director of any size preschool center when that individual:

(1) Has completed 1 year of experience:

(a) Working primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or

(b) Caring for preschoolers as a registered family child care provider; and

(2) Has received either:

(a) Approval by the Department as a teacher for early childhood education, including nursery school through third grade, and has 6 semester hours in early childhood education; or

(b) Certification by the Department or by any other state for early childhood education, including nursery school through third grade.

| Educational | COMAR 13A.16.16.C | $30,750[3] |

Maryland Early Childhood Career Options

| Program Teacher (Private Nursery School) | (3) A teacher who provides instruction in language and literacy development, mathematical and scientific thinking, or social studies shall hold or have completed:
  (a) A bachelor's degree from an IHE;
  (b) 120 semester hours of college credit from an IHE; or
  (c) A foreign credential that is determined by the Department to be equivalent to a bachelor's degree from an IHE.
(4) A teacher employed in a Montessori program shall hold a Montessori diploma or credential for the level of the individual's assignment that has been awarded by:
  (a) AMI, AMS, or NAMTA; or
  (b) A Montessori teacher education program that is accredited by MACTE.
(5) If the degree, college credit, or foreign credential required at §B(3) of this regulation does not include at least 6 semester hours of approved early childhood coursework, the teacher shall, in addition:
  (a) Hold or have completed:
    (i) The Child Development Associate Credential issued by the Child Development Associate National Credentialing Program; or
    (ii) 6 semester hours, 90 clock hours or their equivalent of approved pre-service training; or
  (b) Be certified by the Department as a teacher for early childhood in nursery through third grade.
(6) An individual approved as a teacher by the Department before July 1, 2010, shall remain qualified for that position as long as the individual is continuously employed as a teacher. | |
| Public School PreK Teacher | Complete an approved teacher preparation program which leads to certification in Early Childhood Education, PreK- grade 3, or
Complete the course work, experience, and testing requirements found in COMAR13A.12.02.03. | $62,849[2] |

[1] All descriptions are taken directly from COMAR 13A

July 2014

4

Maryland Early Childhood Career Options

[2]Maryland Family Network's Child Care Demographics 2010 report – salaries are based on Maryland state averages.
[3]US News and World Report, 2012, http://money.usnews.com/careers/best-jobs/preschool-teacher/salary;
http://money.usnews.com/careers/best-jobs/teacher-assistant

Appendix N

- Career and Technology Education Program of Study

REVISIONS TO THE MARYLAND HIGH SCHOOL
CAREER AND TECHNOLOGY EDUCATION
PROGRAM OF STUDY

The following revision to the Human Resources Services Career Cluster for the Early Childhood Education/Child Care Services Program of Study will be included in the updated version of the "Blue Book." when it is reprinted October, 2015.

Early Childhood Education/Child Care Services For more information about the Child Development Associate (CDA) go to: www.cdacouncil.org	The Early Childhood Education/Child Care Services program follows the high school Child Development Associate (CDA) Program of the National Credentialing Program. The CDA is a nationally-transferable, most widely recognized, credible and valid credential in the Early Childhood Education field. Students may earn the CDA in center-based programs, family child care and home visitors. Students complete 120 clock hours of child development education and 480 hours of experience working directly with children in licensed facilities. In addition to industry certification, students also have the opportunity to earn college credit.