

APPENDIX A

- **Statement of Work**

Task Force on Teacher Education in Early Childhood Education

Statement of Work

Purpose:

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. Strengthen alternative pathways to obtaining a post-secondary degree in early childhood development, including a review of the AAT-ECE, the Maryland Approved Alternative Preparation Program (MAAPP), and the articulation agreements between MSDE and community colleges for required training and course work in child care.
2. Implement strategies to expand the number of programs offering teacher education in early childhood education.
3. Propose incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education.
4. Implement a new degree program, Birth to Five, through a blended curriculum of early childhood special education and regular early childhood education.
5. Develop and promote a State plan for teacher education in early childhood education.

Membership:

1. MSDE Assistant State Superintendent for the Division of Early Childhood Development
- Chair
2. MSDE Assistant State Superintendent for Special Education/Early Intervention Services
3. MSDE Assistant State Superintendent for Certification
4. One representative from the Maryland Higher Education Commission (MHEC)
5. One representative of the Maryland Association of Boards of Education (MABE)
6. President of the Maryland Head Start Association
7. President of the Maryland State Child Care Association
8. Executive Director of the Governor's Office for Children
9. One representative from Maryland State Education Association (MSEA)
10. One representative from the Baltimore Teachers' Union (BTU)

11. One representative from the Public School Superintendents' Association of Maryland (PSSAM)
12. One representative from the family child care community
13. One student enrolled in an early childhood teacher education program
14. Chair of the State Interagency Coordinating Council
15. Professor from a community college who teaches early childhood education appointed by the Executive Director of the MD Association of Community Colleges
16. One professor from a University System of Maryland who teaches early childhood education appointed by the President
17. One professor from Morgan State University who teaches early childhood education appointed by the President
18. One professor from an independent college or university who teaches early childhood education appointed by the President of the Maryland Independent College and University Association
19. One member of the Consortium of Early Childhood Faculty of two and four year colleges
20. One preschool coordinator from a local board of education

Task Force meeting location:

Nancy S. Grasmick State Education Building, 200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 6/7 (Public parking is available next door)

Meetings:

- September 17, 2013, 9 am to noon
- December 17, 2013, 9 am to noon
- April 17, 2014, 9 am to noon
- July 17, 2017, 9 am to noon

The final report, including recommendations, will be submitted to the State Superintendent of Schools and the Secretary of the Maryland Higher Education Commission by the end of 2014.

APPENDIX B

- **September 17, 2013 Meeting Materials**

Task Force on Teacher Education in Early Childhood Education

Tuesday, September 17, 2013

9:00 am to noon

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 6/7

Task Force Purpose: Develop a framework to increase access to teacher qualifications in early childhood education and improve the quality of teacher education in post-secondary institutions and continuing education programs.

Meeting #1

Meeting Outcomes: Review the current infrastructure of workforce development for early childhood educators and identify barriers of pathways to credentials and certification for the teaching workforce.

Agenda:

- Welcome – Dr. Lillian Lowery, State Superintendent of Schools, Maryland State Department of Education.
- Introductions – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, and Task Force Chair.
- Problem Statement – Dr. Grafwallner will provide an overview of the Task Force charges and the issues related to workforce development in early childhood education.
- Overview of credentialing for licensed child care professionals and supply and demand for these professionals – Ms. Liz Kelley, Director of the Office of Child Care. Overview of PreK to 3 certification and Special Education birth to 8 certification, and demand and supply for these teachers – Ms. Joann Ericson, Chief of Certification, Division of Certification
- Overview of certification in other states for PreK and special education - Marica Cox Mitchell, Director, Higher Education Accreditation and Program Support at the National Association for the Education of Young Children (NAEYC).
- Break
- Pathways to licensure/certification for child care professionals and degreed or state certified teachers serving children birth to five years – Dr. Grafwallner
- Task Force members will focus on how the existing career pathways support early learning and child development of young children and identify barriers or dysfunctions within those pathways which the Task Force should address.
- Next Steps

****Internet password:** Untethered

Next meeting: December 17, 2013, 9:00 am to noon, MSDE, 8th floor, room 6/7

Materials related to the Task Force charges, which serve as support documentation, were sent to all Task Force members separately. Members are encouraged to bring electronic devices to the meetings.

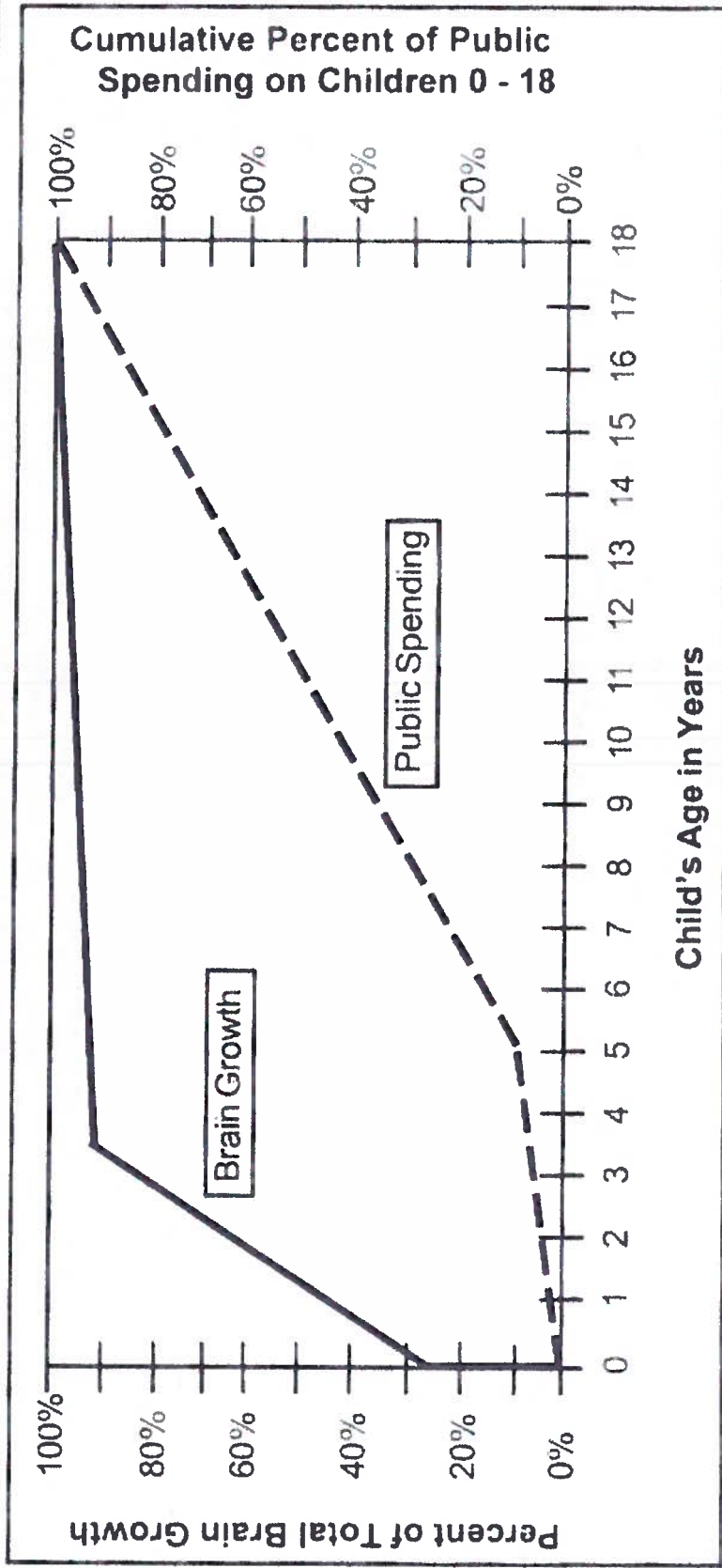
Task Force Contact: Roann Tsakalas, rtsakalas@msde.state.md.us , (410)767-7802

Need to Reform Maryland's Teacher Education in Early Childhood Education

**Task Force on Teacher Education in Early
Childhood Education
September 17, 2013**

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

Purpose

- ▶ To develop a framework to increase access to teacher training in early childhood education
- ▶ Improve the quality of teacher education in early childhood learning programs
- ▶ Support the professional and career development of early childhood educators and child care providers
- ▶ Educate the public about the value of teaching in early childhood education
- ▶ Identify funding mechanisms to appropriately compensate early childhood educators
- ▶ Increase the inventory of available teacher education opportunities and pathways for early childhood education.

Deliverables

- ▶ Strengthen alternative pathways to obtaining a post-secondary degree in early childhood development, including an improved AAT-ECE, MAAPP, and articulation agreements between MSDE/DECD and community colleges for required training and course work
- ▶ Develop a new degree program, Birth to 5, through a blended curriculum of early childhood special education and regular early childhood education
- ▶ Propose incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education
- ▶ Develop strategies to expand the number of programs offering teacher education in early childhood education
- ▶ Final report, including recommendations, to the State Superintendent of Schools and the Secretary of Higher Education

Office of Child Care

Child Care Staff
Requirements and
Credentialing

Staffing Requirements

Family Child Care Home

Position	Minimum Age	Education	Course Work	Experience	Additional Requirements	Continued Training
Registered Family Child Care Provider	18	Not Applicable	24 clock hours of approved coursework that includes at least 4 clock hours in each of the core of knowledge subject areas: <ul style="list-style-type: none"> • Child Development • Curriculum • Health, Safety & Nutrition • Professionalism • Special Needs • Community 	Not Applicable	<ul style="list-style-type: none"> • First Aid • CPR • Emergency Preparation Training • If approved for children under the age of two, SIDS training • If approved for more than 2 children under the age of two, have completed 45 clock hours or the equivalent of approved infant/toddler coursework 	12 clock hours
Family Child Care Co-Provider	18	Not Applicable	24 clock hours of approved coursework that includes at least 4 clock hours in each of the core of knowledge subject areas: <ul style="list-style-type: none"> • Child Development • Curriculum • Health, Safety & Nutrition • Professionalism • Special Needs • Community 	Not Applicable	<ul style="list-style-type: none"> • First Aid • CPR • Emergency Preparation Training • If approved for children under the age of two, SIDS training • If approved for more than 2 children under the age of two, have completed 45 clock hours or the equivalent of approved infant/toddler coursework 	12 clock hours
Additional Adult	18	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Staffing Requirements

Large Family Child Care Home

Position	Age	Education	Course Work	Experience	Additional Requirements	Continued Training
Large Family Child Care Home Provider/Director	21	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved early childhood coursework (45 hours child development and 45 hours curriculum planning), <u>or</u> Hold the Child Development Associate (CDA) Credential, <u>or</u> Approved by the Maryland State Department of Education as a teacher for N-Grade 3, <u>or</u> Hold a teaching certificate from the MSDE or another state for N-Grade 3 	<ul style="list-style-type: none"> 1 year of experience working with preschoolers in an approved setting (licensed child care center, nursery school, church operated school, recreation and parks program, registered family child care home or similar setting) 	<ul style="list-style-type: none"> At least 9 clock hours of approved communication training, <u>or</u> The successful completion of at least 1 academic college course taken for credit <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, if the home is approved for more than 2 children under the age of two, have completed 45 clock hour or the equivalent of approved coursework 	<ul style="list-style-type: none"> 12 clock hours
Family Child Care Teacher (Infant/Toddler)	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or equivalent of approved early childhood coursework, and 3 semester, 45 clock hours or the equivalent of approved infant/toddler coursework 	<ul style="list-style-type: none"> 1 year working with infants/toddlers and/or preschoolers in an approved setting <u>or</u> 1 year of college (30 credit hours), <u>or</u> Combination of experience & college equal to 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved communication training, <u>or</u> The successful completion of at least 1 academic college course taken for credit 	<ul style="list-style-type: none"> 12 clock hours
Family Child Care Teacher	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or equivalent of approved early childhood coursework, <u>or</u> Approved as a teacher or educational Director for N-Grade 3, <u>or</u> Hold a teaching certificate for N-Grade 3 	<ul style="list-style-type: none"> 1 year working with preschoolers in an approved setting <u>or</u> 1 year of college (30 credit hours), <u>or</u> Combination of experience & college that equals 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved communication training, <u>or</u> The successful completion of at least 1 academic college course taken for credit 	<ul style="list-style-type: none"> 12 clock hours
Family Child Care Aide	16	None	None	None	<ul style="list-style-type: none"> Within 6 months after hire complete an orientation session 	<ul style="list-style-type: none"> 6 clock hours

Staffing Requirements

Child Care Center Director

Facility Capacity	Age	Education	Course Work	Experience	Additional Requirements
20 or fewer	21	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved early childhood coursework (45 hours child development and 45 hours curriculum planning), <u>or</u> Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, <u>or</u> Approved by the Maryland State Department of Education as a teacher for N-Grade 3, <u>or</u> Hold a teaching certificate for N-Grade 3 	<ul style="list-style-type: none"> 1 year of experience working with preschoolers in an approved setting 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit <p>And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, If infants and toddlers are enrolled, have completed 45 clock hour or the equivalent of approved coursework, and Within 6 months after date of hire, complete a regulation training
21-40	21	<ul style="list-style-type: none"> 60 semester hours of college coursework, <u>or</u> 30 semester hours of college coursework that includes no less than 20 semester hours in early childhood education * A foreign degree must be evaluated to determine college equivalency 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved early childhood coursework (45 hours child development and 45 hours curriculum planning), <u>or</u> Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, <u>or</u> Approved by the Maryland State Department of Education as a teacher for N-Grade 3, <u>or</u> Hold a teaching certificate for N-Grade 3 	<ul style="list-style-type: none"> 2 years of experience working with preschoolers in an approved setting, <u>or</u> If approved or certified to teach, 1 year of experience working with preschoolers in a approved setting 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit <p>And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, If infants and toddlers are enrolled, have completed 45 clock hour or the equivalent of approved coursework, and Within 6 months after date of hire, complete a regulation training
41 or more	21	<ul style="list-style-type: none"> An Associates degree in early childhood with at least 15 semester hours of approved coursework, <u>or</u> A bachelor's degree in any field <p>* A foreign degree must be evaluated to determine college equivalency</p>	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved early childhood coursework (45 hours child development and 45 hours curriculum planning), <u>or</u> Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, <u>or</u> Approved by the Maryland State Department of Education as a teacher for N-Grade 3, <u>or</u> Hold a teaching certificate for N-Grade 3 	<ul style="list-style-type: none"> 2 years of experience working with preschoolers in an approved setting, <u>or</u> If approved or certified to teach, 1 year of experience working with preschoolers in a approved setting 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit <p>And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, If infants and toddlers are enrolled, have completed 45 clock hour or the equivalent of approved coursework, and Within 6 months after date of hire, complete a regulation training

Staffing Requirements

School-Age Child Care Center Director

Facility Capacity	Age	Education	Course Work	Experience	Additional Requirements
Less than 60	21	High school diploma, certificate of high school equivalency, <u>or</u> the successful completion of college courses for credit	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved school-age coursework (45 hours child development and 45 hours curriculum planning) , <u>or</u> Approved by the Maryland State Department of Education as a teacher or educational director for kindergarten or grades 1-8, <u>or</u> Hold a teaching certificate for kindergarten or grades 1-8 	<ul style="list-style-type: none"> 400 hrs. or experience working under supervision with school-agers in a child care center, public or private school, or in a rec. and parks program or similar setting, <u>or</u> 1 year caring for school-age children as a registered family child care provider, <u>or</u> If approved or certified to teach no experience is required 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, and Within 6 months after date of hire, complete a regulation training
61 or more	21	High school diploma, certificate of high school equivalency, <u>or</u> the successful completion of college courses for credit	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved school-age coursework (45 hours child development and 45 hours curriculum planning) , <u>or</u> Approved by the Maryland State Department of Education as a teacher or educational director for kindergarten or grades 1-8, <u>or</u> Hold a teaching certificate for kindergarten or grades 1-8 	<ul style="list-style-type: none"> 800 hrs. or experience working under supervision with school-agers in a child care center, public or private school, or in a rec. and parks program or similar setting, <u>or</u> 2 years caring for school-age children as a registered family child care provider, <u>or</u> If approved or certified to teach no experience is required 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, and Within 6 months after date of hire, complete a regulation training

Staffing Requirements

Child Care Center Staff

Position	Age	Education	Course Work	Experience	Other Requirements	Continued Training	
Aide	16	None	None	None	<ul style="list-style-type: none"> Within 6 months after hire complete an orientation session 	6 clock hours	
Assistant Child Care Teacher (School-age)	18	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	3 semester or 45 clock hours or equivalent of approved coursework relating to school age children, and→	400 hours working with school age children in an approved setting	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public 	6 clock hours	
			OR	15 clock hrs of approved college coursework, and→			600 hours working with school age children in an approved setting
			OR	No coursework, and→			800 hours working with school age children in an approved setting
Child Care Teacher Infant/Toddler	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or equivalent of approved early childhood coursework, and 3 semester, 45 clock hours or the equivalent of approved infant/toddler coursework 	<ul style="list-style-type: none"> 1 year of experience working with infants/toddlers and/or preschoolers in an approved setting <u>or</u> 1 year of college (30 semester hours), <u>or</u> Combination of experience and college equal to 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public 	12 clock hours	
			OR	<ul style="list-style-type: none"> 6 semester, 90 clock hours or equivalent of infant/toddler specific coursework 			<ul style="list-style-type: none"> 1 year of experience working with preschoolers in an approved setting <u>or</u> 1 year of college (30 semester hours), <u>or</u> Combination of experience and college that equals 1 year
Child Care Teacher Preschool	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or equivalent of approved early childhood coursework, <u>or</u> Approved as a teacher or educational Director for N-Grade 3, or Hold a teaching certificate for N-Grade 3 	<ul style="list-style-type: none"> 1 year of experience working with preschoolers in an approved setting <u>or</u> 1 year of college (30 semester hours), <u>or</u> Combination of experience and college that equals 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public 	12 clock hours	
			<ul style="list-style-type: none"> 6 semester, 90 clock hours or equivalent of approved school-age coursework, <u>or</u> Approved as a teacher or educational Director for kindergarten or grades 1-8, <u>or</u> Hold a teaching certificate for kindergarten or grades 1-8 	<ul style="list-style-type: none"> 400 hrs. of experience working with school-age children in an approved setting <u>or</u> 1 year of college (30 semester hours), <u>or</u> A combination of experience and college that equals 1 year 			
Child Care Teacher School-age	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or equivalent of approved school-age coursework, <u>or</u> Approved as a teacher or educational Director for kindergarten or grades 1-8, <u>or</u> Hold a teaching certificate for kindergarten or grades 1-8 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public 	12 clock hours		



Overview - The Maryland Child Care Credentialing Program

- Began July 01, 2001
- Professional development pathway
- Recognizes child care providers who go beyond the minimum licensing requirements
- Seven staff levels and four administrator levels.







Core of Knowledge

The Credential is comprised of six Core of Knowledge areas:

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




Staff Credential

Levels 1 - 4

Level	Education	Experience	Professional Activity Units	Cont Trng Clock Hrs per year	Bonus
1 	Meet Licensing Requirements	NA	NA	NA	NA
2 	<ul style="list-style-type: none"> 45 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> ▶ A minimum of 20 clock hours in child development. 	NA	1	12	\$200 (one time)
3 	<ul style="list-style-type: none"> 90 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> ▶ A minimum of 20 clock hours in child development and 20 clock hours in curriculum methods. 	<ul style="list-style-type: none"> 1 yr experience, 1 yr of college, or Exper/college = 1 year 	2	18	\$300 (one time)
4 	<ul style="list-style-type: none"> 135 clock hours Core of Knowledge training consisting of: <ul style="list-style-type: none"> ▶ 45 hrs child development ▶ 30 hrs curriculum ▶ 20 hrs health, safety & nutrition ▶ 15 hrs special needs ▶ 15 hrs professionalism ▶ 10 hrs community 	2 years	3	24	\$500 (one time)





Staff Credential

Levels 4+ - 6

Level 4+	Option	Education	Experience	Professional Activity Units	Cont Trng Clock Hrs per year	Bonus
	1	<ul style="list-style-type: none"> 135 clock hours of core of knowledge training, and Program Accreditation (family child care only) 	2+ years	4	24	\$600 (yearly)
	2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 135 clock hours of core of knowledge training, Enrollment in an approved college course of study toward a degree, and Accumulate 55 points (5 points for each early childhood course and/or each additional year of experience) 	2 years (minimum)			
Level 5	Option	Education	Experience	Professional Activity Units	Cont Trng Clock Hrs per year	Bonus
	1	<ul style="list-style-type: none"> Associate with 15 semester hours of approved coursework and Course work in Child Development and Curriculum Methods 30 semester hours of approved coursework that includes: <ul style="list-style-type: none"> Child Development Curriculum Planning Health and Safety Special Needs 	2+ years	4	24	\$750 (yearly)
	2	<ul style="list-style-type: none"> School Age Infant Toddler Language and Literacy Child Care Administration 	2+ years			
	3	<ul style="list-style-type: none"> 15 semester hours of approved college coursework, Enrollment in an approved college course of study toward a degree, and Accumulate 45 points (5 points for each early childhood course and/or each additional year of experience) 	2 years (minimum)			
Level 6	Option	Education	Experience	Professional Activity Units	Cont Trng Clock Hrs per year	Bonus
	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Bachelor's, Masters, Doctorate (non-related field), and 30 semester hours of approved coursework that includes Child Devel & Curriculum Meth 	2+ years			
	3	<ul style="list-style-type: none"> Associate or higher degree with 15 semester hours of approved coursework, Enrollment in an approved college course of study toward a higher degree, and Accumulate 45 points (5 points for each early childhood course and/or each additional year of experience) 	2 years (minimum)			

Administrator Credential

Levels 1-4

Level	Education	Experience	Professional Activity Units	Continued Training Clock Hours per year	Bonus
 Level One	<ul style="list-style-type: none"> 240 clock hours of core of knowledge training consisting of: <ul style="list-style-type: none"> 45 clock hours in child development; 45 clock hours in curriculum development; 45 clock hours in health, safety, and nutrition; 	2 years working directly with children in an approved setting	4	24	\$600 (one time)
	<ul style="list-style-type: none"> 240 clock hours of core of knowledge training consisting of: <ul style="list-style-type: none"> 45 clock hours in child development; 45 clock hours in curriculum development; 45 clock hours in health, safety, and nutrition; Achievement of at least one of the following: <ul style="list-style-type: none"> 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)
 Level Two	<ul style="list-style-type: none"> An associate degree from an accredited college, that includes: <ul style="list-style-type: none"> A minimum of 15 semester hours of course work related to business management, administration, and Completion of at least one course in each of the following areas: <ul style="list-style-type: none"> 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)
	<ul style="list-style-type: none"> A bachelor's or higher degree from an accredited college or university in: <ul style="list-style-type: none"> Business Administration; Public Administration and Management; Public School Administration; or A related discipline; Completion of at least one course in each of the following: <ul style="list-style-type: none"> 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)
 Level Three	<ul style="list-style-type: none"> A bachelor's or higher degree from an accredited college or university in: <ul style="list-style-type: none"> Business Administration; Public Administration and Management; Public School Administration; or A related discipline; Completion of at least one course in each of the following: <ul style="list-style-type: none"> 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)
 Level Four	<ul style="list-style-type: none"> A bachelor's or higher degree from an accredited college or university in: <ul style="list-style-type: none"> Business Administration; Public Administration and Management; Public School Administration; or A related discipline; Completion of at least one course in each of the following: <ul style="list-style-type: none"> 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)



Professional Activity Units

- PAUs are earned for participating in activities related to the profession of early care and education.
- Examples of PAUs:
 - Member of a local, state, or national child care professional organization
 - Active committee member of a local, state, regional or national child care professional organization
 - Child care conference committee member
 - Community child care event (festivals, community days, etc.)
 - Responsible for the Child Care Food Program for the child care home or center
 - Presenter of in-service training or workshop for staff or support group
 - Informal mentor/advisor for high school students, child care center staff, or family child care provider
 - Serve on an accreditation committee. (center staff)
 - Hold a current teaching certificate for Nursery, Kindergarten or Grades 1-5

Maryland Family Child Care Home Position Requirements

Position	Minimum Age	Education	Course Work	Experience	Additional Requirements	Continued Training
Registered Family Child Care Provider	18	Not Applicable	24 clock hours of approved coursework that includes at least 4 clock hours in each of the core of knowledge subject areas: <ul style="list-style-type: none"> • Child Development • Curriculum • Health, Safety & Nutrition • Professionalism • Special Needs • Community 	Not Applicable	<ul style="list-style-type: none"> • First Aid • CPR • Emergency Preparation Training • If approved for children under the age of two, SIDS training • If approved for more than 2 children under the age of two, have completed 45 clock hours or the equivalent of approved infant/toddler coursework 	12 clock hours ¹
Family Child Care Co-Provider	18	Not Applicable	24 clock hours of approved coursework that includes at least 4 clock hours in each of the core of knowledge subject areas: <ul style="list-style-type: none"> • Child Development • Curriculum • Health, Safety & Nutrition • Professionalism • Special Needs • Community 	Not Applicable	<ul style="list-style-type: none"> • First Aid • CPR • Emergency Preparation Training • If approved for children under the age of two, SIDS training • If approved for more than 2 children under the age of two, have completed 45 clock hours or the equivalent of approved infant/toddler coursework 	12 clock hours ¹
Additional Adult	18	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

¹ - Continued training is to be completed each year of employment according to the Professional Development Plan, with a minimum of one-half in the Core of Knowledge and a maximum of one-half in elective training.

Staffing Requirements - Maryland Large Family Child Care Home

Position	Age	Education	Course Work	Experience ¹	Additional Requirements	Continued Training ⁵
Large Family Child Care Home Provider/Director	21	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, or Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved² early childhood coursework (45 hours child development and 45 hours curriculum planning), <u>or</u> Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, <u>or</u> Approved by the Maryland State Department of Education as a teacher for Nursery – Grade 3, <u>or</u> Hold a teaching certificate from the MSDE or another state for Nursery – Grade 3 	<ul style="list-style-type: none"> 1 year of experience working with preschoolers in an approved setting (licensed child care center, nursery school, church operated school, recreation and parks program, registered family child care home or similar setting) 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, If the home is approved for more than 2 children under the age of two, have completed 45 clock hour or the equivalent of approved coursework 	<ul style="list-style-type: none"> 12 clock hours⁵
Family Child Care Teacher (Infant/Toddler)	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours² or equivalent of approved early childhood coursework³, and 3 semester, 45 clock hours or the equivalent of approved infant/toddler coursework 	<ul style="list-style-type: none"> 1 year of experience working with infants/toddlers and/or preschoolers in an approved setting⁴ <u>or</u> 1 year of college (30 semester hours), <u>or</u> Combination of experience and college equal to 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit 	<ul style="list-style-type: none"> 12 clock hours⁵
Family Child Care Teacher	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours² or equivalent of approved early childhood coursework², <u>or</u> Approved as a teacher or educational Director for nursery school through third grade, <u>or</u> Hold a teaching certificate from MSDE or any other state for nursery school through third grade 	<ul style="list-style-type: none"> 1 year of experience working with preschoolers in an approved setting⁴ <u>or</u> 1 year of college (30 semester hours), <u>or</u> Combination of experience and college that equals 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit 	<ul style="list-style-type: none"> 12 clock hours⁵
Family Child Care Aide	16	None	None	None	<ul style="list-style-type: none"> Within 6 months after hire complete an orientation session 	<ul style="list-style-type: none"> 6 clock hours⁵

1 – if approved or certified to teach (Infant/Toddler and Preschool N, K-3 or School-Age K, 1-8) no experience is required.

2 – Approved coursework ½ child development and ½ curriculum planning.

3 – This requirement may be met through the following alternatives: Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, Hold an Associate or higher degree with approved coursework in early childhood education, Approved as a teacher for grades Nursery-3, or Hold a teaching certificate from MSDE or any other state for early childhood in grades N-3

4 – Approved setting means - licensed child care center, nursery school, church operated school, recreation and park program, registered family child care home or similar setting

5 – Continued training is to be completed each year of employment according to the Professional Development Plan, with a minimum of one-half in the Core of Knowledge and a maximum of one-half in elective training.

Maryland Child Care Center - School-Age Director Requirements

Facility Capacity	Age	Education	Course Work	Experience	Additional Requirements
Less than 60	21	High school diploma, certificate of high school equivalency, <u>or</u> the successful completion of college courses for credit	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved school-age coursework (45 hours child development and 45 hours curriculum planning) , <u>or</u> Approved by the Maryland State Department of Education as a teacher or educational director for kindergarten or grades 1-8, <u>or</u> Hold a teaching certificate from the Maryland State Department of Education or by any state for kindergarten or grades 1-8 	<ul style="list-style-type: none"> 400 hrs. or experience working under supervision with school-agers in a child care center, public or private school, or in a rec. and parks program or similar setting, <u>or</u> 1 year caring for school-age children as a registered family child care provider, <u>or</u> If approved or certified to teach no experience is required 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, and Within 6 months after date of hire, complete a regulation training
61 or more	21	High school diploma, certificate of high school equivalency, <u>or</u> the successful completion of college courses for credit	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved school-age coursework (45 hours child development and 45 hours curriculum planning) , <u>or</u> Approved by the Maryland State Department of Education as a teacher or educational director for kindergarten or grades 1-8, <u>or</u> Hold a teaching certificate from the Maryland State Department of Education or by any state for kindergarten or grades 1-8 	<ul style="list-style-type: none"> 800 hrs. or experience working under supervision with school-agers in a child care center, public or private school, or in a rec. and parks program or similar setting, <u>or</u> 2 years caring for school-age children as a registered family child care provider, <u>or</u> If approved or certified to teach no experience is required 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, and Within 6 months after date of hire, complete a regulation training

Required Continued Training: For each year of employment 12 clock hours are to be completed according to the Professional Development Plan. Training must include a minimum of 6 clock hours in the Core of Knowledge and a maximum of 6 elective clock hours of training.

Maryland Child Care Center – Staff Requirements

Position	Age	Education	Course Work	Experience ¹	Other Requirements	Continued Training	
Aide	16	None	None	None	Within 6 months after hire complete an orientation session	6 clock hours ⁴	
Assistant Child Care Teacher (School-age)	18	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	3 semester or 45 clock hours or equivalent of approved coursework relating to school age children, and→	<ul style="list-style-type: none"> 400 hours³ working with school age children in an approved setting⁴ 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public⁵ 	6 clock hours ⁶	
			15 clock hrs of approved college coursework, and→				600 hours ³ working with school age children in an approved setting ⁴
			No coursework, and→				800 hours ³ working with school age children in an approved setting ⁴
Child Care Teacher Infant/Toddler	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours² or equivalent of approved early childhood coursework³, and 3 semester, 45 clock hours or the equivalent of approved infant/toddler coursework 	<ul style="list-style-type: none"> 1 year of experience working with infants/toddlers and/or preschoolers in an approved setting³ <u>or</u> 1 year of college (30 semester hours), <u>or</u> Combination of experience and college equal to 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public⁵ 	12 clock hours ⁶	
			<ul style="list-style-type: none"> 6 semester, 90 clock hours² or equivalent of infant/toddler specific coursework 				
Child Care Teacher Preschool	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours² or equivalent of approved early childhood coursework², <u>or</u> Approved as a teacher or educational Director for nursery school through third grade, <u>or</u> Hold a teaching certificate from MSDE or any other state for nursery school through third grade 	<ul style="list-style-type: none"> 1 year of experience working with preschoolers in an approved setting³ <u>or</u> 1 year of college (30 semester hours), <u>or</u> Combination of experience and college that equals 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public⁵ 	12 clock hours ⁶	
			<ul style="list-style-type: none"> 6 semester, 90 clock hours² or equivalent of approved school-age coursework, <u>or</u> Approved as a teacher or educational Director for kindergarten or grades 1-8, <u>or</u> Hold a teaching certificate from MSDE or any other state for kindergarten or grades 1-8 				
Child Care Teacher School-age	19	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, <u>or</u> Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours² or equivalent of approved school-age coursework, <u>or</u> Approved as a teacher or educational Director for kindergarten or grades 1-8, <u>or</u> Hold a teaching certificate from MSDE or any other state for kindergarten or grades 1-8 	<ul style="list-style-type: none"> 400 hrs. of experience working with school-age children in an approved setting³ <u>or</u> 1 year of college (30 semester hours), <u>or</u> A combination of experience and college that equals 1 year 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public⁵ 	12 clock hours ⁶	

1 – If approved or certified to teach (Infant/Toddler and Preschool N, K-3 or School-Age K, 1-8) no experience is required.

2 – Approved coursework ½ child development and ½ curriculum planning.

3 – This requirement may be met through the following alternatives: Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, Hold an Associates or higher degree w/approved coursework in early childhood education, Approved as a teacher for grades N-3, or Hold a teaching certificate from MSDE or any other state for early childhood in grades N-3

3 – One year (30 semester hours) may be substituted for up to 400 hours of experience.

4 – Approved setting means - licensed child care center, nursery school, church operated school, recreation and park program, registered family child care home or similar setting

5 – May be met through the successful completion of at least 1 academic college course taken for credit

6 – Continued training is to be completed each year of employment according to the Professional Development Plan, with a minimum of one-half in the Core of Knowledge and a maximum of one-half in elective training.

Maryland Child Care Center – Preschool Director Requirements








Facility Capacity	Age	Education	Course Work	Experience	Additional Requirements
20 or fewer	21	<ul style="list-style-type: none"> High school diploma, certificate of high school equivalency, or Successful completion of college courses for credit 	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved early childhood coursework (45 hours child development and 45 hours curriculum planning), <u>or</u> Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, <u>or</u> Approved by the Maryland State Department of Education as a teacher for Nursery – Grade 3, <u>or</u> Hold a teaching certificate from the MSDE or another state for Nursery – Grade 3 	<ul style="list-style-type: none"> 1 year of experience working with preschoolers in an approved setting (licensed child care center, nursery school, church operated school, recreation and parks program, registered family child care home or similar setting) 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, if infants and toddlers are enrolled, have completed 45 clock hour or the equivalent of approved coursework, and Within 6 months after date of hire, complete a regulation training
21-40	21	<ul style="list-style-type: none"> 60 semester hours of college coursework, <u>or</u> 30 semester hours of college coursework that includes no less than 20 semester hours in early childhood education <p>*A foreign degree must be evaluated to determine US college equivalency</p>	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved early childhood coursework (45 hours child development and 45 hours curriculum planning), <u>or</u> Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, <u>or</u> Approved by the Maryland State Department of Education as a teacher for Nursery – Grade 3, <u>or</u> Hold a teaching certificate from the MSDE or another state for Nursery – Grade 3 	<ul style="list-style-type: none"> 2 years of experience working with preschoolers in an approved setting (licensed child care center, nursery school, church operated school, recreation and parks program, registered family child care home or similar setting), <u>or</u> if approved or certified to teach, 1 year of experience working with preschoolers in a approved setting 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, if infants and toddlers are enrolled, have completed 45 clock hour or the equivalent of approved coursework, and Within 6 months after date of hire, complete a regulation training
41 or more	21	<ul style="list-style-type: none"> An Associates degree in early childhood with at least 15 semester hours of approved coursework, <u>or</u> A bachelor's degree in any field <p>*A foreign degree must be evaluated to determine US college equivalency</p>	<ul style="list-style-type: none"> 6 semester, 90 clock hours or the equivalent of approved early childhood coursework (45 hours child development and 45 hours curriculum planning), <u>or</u> Hold the Child Development Associate (CDA) Credential issued by the Council for Professional Recognition, <u>or</u> Approved by the Maryland State Department of Education as a teacher for Nursery – Grade 3, <u>or</u> Hold a teaching certificate from the MSDE or another state for Nursery – Grade 3 	<ul style="list-style-type: none"> 2 years of experience working with preschoolers in an approved setting (licensed child care center, nursery school, church operated school, recreation and parks program, registered family child care home or similar setting), <u>or</u> if approved or certified to teach, 1 year of experience working with preschoolers in a approved setting 	<ul style="list-style-type: none"> At least 9 clock hours of approved training in communicating with staff, parents and the public, <u>or</u> The successful completion of at least 1 academic college course taken for credit <p style="text-align: center;">And</p> <ul style="list-style-type: none"> 40-45 clock hours or the equivalent of approved administrative training, if infants and toddlers are enrolled, have completed 45 clock hour or the equivalent of approved coursework, and Within 6 months after date of hire, complete a regulation training

Required Continued Training: For each year of employment 12 clock hours are to be completed according to the Professional Development Plan. Training must include a minimum of 6 clock hours in the Core of Knowledge and a maximum of 6 elective clock hours of training.

CREDENTIAL LEVELS

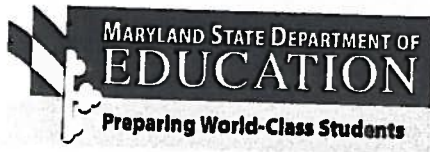
Credential Levels – there are two types of credentials: the Staff Credential consisting of seven levels and the Administrator’s Credential consisting of four levels. Each credential recognizes the completion of training, experience working with children and participation in professional activities. All 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	<ul style="list-style-type: none"> 45 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> A minimum of 20 clock hours in child development. 	NA	1	12	\$200 (one time)	
 3	<ul style="list-style-type: none"> 90 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> A minimum of 20 clock hours in child development and 20 clock hours in curriculum methods. 	<ul style="list-style-type: none"> 1 yr experience, 1 yr of college, or Exper/college = 1 year 	2	18	\$300 (one time)	
 4	<ul style="list-style-type: none"> 135 clock hours Core of Knowledge training consisting of: <ul style="list-style-type: none"> 45 hrs child development 30 hrs curriculum 20 hrs health, safety & nutrition 15 hrs special needs 15 hrs professionalism 10 hrs community 	2 years	3	24	\$500 (one time)	
Level	Option					
 4+	1	<ul style="list-style-type: none"> 135 clock hours of core of knowledge training, and Program Accreditation (family child care only) 	2+ years	4	24	\$600 (yearly)
	2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 135 clock hours of core of knowledge training, Enrollment in an approved college course of study toward a degree, and Accumulate 55 points by earning 5 points for each early childhood course and/or each additional year of experience 	2 years (minimum)			
Level	Option					
 5	1	<ul style="list-style-type: none"> Associate with 15 semester hours of approved coursework and Course work in Child Development and Curriculum Methods 	2+ years	4	24	\$750 (yearly)
	2	<ul style="list-style-type: none"> 30 semester hours of approved coursework that includes: <ul style="list-style-type: none"> Child Development Curriculum Planning Health and Safety Special Needs School Age Infant Toddler Language and Literacy Child Care Administration 	2+ years			
	3	<ul style="list-style-type: none"> 15 semester hours of approved college coursework, Enrollment in an approved college course of study toward a degree, and Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience 	2 years (minimum)			
Level	Option					
 6	1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Bachelor’s, Masters, Doctorate (non-related field), and 30 semester hours of approved coursework that includes Child Development & Curriculum Methods 	2+ years			
	3	<ul style="list-style-type: none"> Associate or higher degree with 15 semester hours of approved coursework, Enrollment in an approved college course of study toward a higher degree, and Accumulate 45 points by earning 5 points for each early childhood course and/or each additional year of experience 	2 years (minimum)			

Administrator's Credential:

Level	Education	Experience	PAU	Continued Training Clock Hours per year	Bonus
 1	<ul style="list-style-type: none"> 240 clock hours of core of knowledge training, consisting of: <ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> Successful completion of 240 clock hours of core of knowledge training consisting of: <ul style="list-style-type: none"> ▶ 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: <ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> An associate degree from an accredited college, that includes: <ol style="list-style-type: none"> A minimum of 15 semester hours of course work related to business management, administration, and Completion of at least one course in each of the following areas: <ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> A bachelor's, master's, or doctoral degree from an accredited college or university in: <ul style="list-style-type: none"> ▶ Business Administration; ▶ Public Administration and Management; ▶ Public School Administration; or ▶ A related discipline; Completion of at least one course in each of the following: <ul style="list-style-type: none"> ▶ 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)



CERTIFICATION FACT SHEET

Five options for initial certification:

1. Maryland Approved Programs

- Programs are subject to a State review, and in some cases, a combined State/national review

2. Out-of-state Approved Programs

- Valid, professional out-of-state certificate, approved program, and tests used to obtain the out-of-state certificate
- Professional certificate (valid or expired), approved program, and verification of 2 years of satisfactory experience in the certification area

3. Experienced professional

- Valid, professional out-of-state certificate and 3 years of satisfactory experience within the last 7 and in the certification area

4. Transcript analysis

- Content course work from degrees;
- Pedagogy
- 1 year of satisfactory experience
- Tests (basic skills, content, pedagogy)

5. Resident Teacher Certificate Program

- Standards-based, pre-employment training
- Qualifying scores on basic skills and content assessment
- Mentored internship

Certification Areas	College/University Approved Programs
Early Childhood, PreK- grade 3	Coppin State University Hood College Johns Hopkins University Notre Dame University of MD Salisbury University Stevenson University Towson University University of Maryland University of Maryland, Baltimore County Washington Adventist University (10)
Early Childhood (PreK- grade 3)/Generic Special Education (Infant -grade 3)	Bowie State University Notre Dame University of MD Towson University Washington Adventist University (4)

Staffing Data: 2012-2014 Staffing Report

Early Childhood Education: Not a critical need
Generic Special Education: Infant- grade 3 Critical need

<u>MD Prepared Candidates</u>	2011-2012	2012-2013
Early Childhood Education	343	360
Generic Special Education: Infant- grade 3	65	65

Alignment to Maryland Initiatives:

RTT Initiative:

Currently Maryland Higher Education Institutions are reviewing their programs to align with the Common Core State Standards and the new assessment system. At the time of their State/Council for the Accreditation Educator Preparation (CAEP) on-site visit, they will have to present evidence of this alignment.

MD Initiatives:

The Program Approval and Assessment Branch conducts on-site institutional reviews of all teacher preparation institutions on a five/seven year cycle; these reviews are based on the institutional criteria from *The Redesign of Teacher Education*.

Component IV of this review, that is the linkage with PreK- 12 priorities, specifically identifies the Maryland Model for School Readiness (MMSR) in addition to other State priorities. Once the Kindergarten Entry Assessment (KEA) has been finalized, Maryland colleges/universities will incorporate KEA into their programs to be reviewed at the on-site institutional review.

Questions:

Generic Special Education, Infant- grade 3

John Hopkins University

Loyola University

Towson University

University of Maryland


Source: **Maryland Program Approval of College/University-Based Preparation Programs**

[http://www.marylandpublicschools.org/msde/divisions/certification/progapproval/Program Approval Section.htm](http://www.marylandpublicschools.org/msde/divisions/certification/progapproval/Program_Approval_Section.htm)


MSDE Approved Programs by Certification Area

Undergraduate Programs	PreK-Grade 3	PreK-Grade 3/1-6	Early Childhood Ed/Special Ed: Infant -grade 3	PreK-Grade 3/ Grades 1-6	Early Childhood/Special Ed: Generic PreK-3/ birth-Grade 3
Bowie State University					√
Coppin State University	√				
Frostburg State University				√	
Hood College	√				
Notre Dame of Maryland University				√	√
Salisbury University	√			√	
Stevenson University	√				
Towson University	√	√	√		
Univ. of MD, College Park	√				
University of MD, Baltimore Co.	√				
Washington Adventist University	√		√		
Data provided by MSDE's Division of Certification					

**Key Decisions Influencing
ECE Teacher Licensure**




Merica Cox Mitchell, NAEYC
Task Force on Teacher Education in ECE
Maryland State Department of Education
September 17, 2013



**What We Know About
Professional Preparation**

Professional preparation and ongoing professional development for the early childhood education workforce are essential in providing high-quality services to children and families.


Professional development is broad and on-going. It includes education, training and technical assistance.



**What We Know About
Professional Preparation**

It's not the degree alone. Other factors impacting workforce effectiveness include:

- the *content and quality* of the professional preparation program
- the teaching context
- the supports professionals receive



What We Know About Professional Preparation

The field of early education is in a period of growth and change with *career options in multiple roles, multiple early education settings and age groups* across the early childhood developmental age span (birth through 8).

In this context, early childhood educators should be prepared and qualified for *a career with options across the entire early childhood age range and in multiple early education settings*.



A National Look at ECE Teacher Licensure



States' definitions of the early childhood age span and its subdivisions vary greatly and change frequently.

For example:

- Pre-K to 3rd Grade
- Birth to 3rd Grade
- Pre-K to 5th Grade
- Birth to Kindergarten



Key Decisions Influencing ECE Teacher Licensure

For licensure purpose, how is early childhood defined in your state?

- 0-8
- 0-5
- PreK-3rd Grade
- PreK-K
- It depends



**Key Decisions Influencing
ECE Teacher Licensure**

What are the professional standards in your state? What should *early childhood educators* know and be able to do?

- National standards (NAEYC professional preparation standards)
- State developed professional standards or Core Knowledge and Competencies (CKCs)
- All of the above



**Key Decisions Influencing
ECE Teacher Licensure**

Who *needs to have* ECE licensure?

- Educators in publicly funded Pre-K *across all settings*
- Educators in elementary school settings
- All of the above



**Key Decisions Influencing
ECE Licensure**

What about principal licensure?

- ECE content is part of principal licensure
- ECE content is *not* part of principal licensure



Key Decisions Influencing ECE Teacher Licensure

What are the pathways to ECE licensure? How are they supported?

- Associate degree → licensure degree program
- ECE non-licensure degree → ECE licensure
- Elementary education licensure → ECE licensure
- Special education licensure → ECE special education licensure
- Out of state licensure → MD licensure
- Non teaching degree → ECE licensure (alternative certification)
- All or some of the above



Key Decisions Influencing ECE Licensure

What about compensation parity?

- Educators meeting comparable qualifications receive comparable pay
- Compensation is inconsistent and driven by classroom settings and funding streams



Use the NAEYC Standards as a Resource

- Use NAEYC higher education accreditation and recognition as quality assurance for approving educator preparation programs
- Align degrees and credentials with the NAEYC professional preparation standards to promote portability and articulation
- Use NAEYC accreditation and recognition as a quality improvement tool for educator preparation programs





2010 Standards for Initial Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

- 1a: Knowing and understanding young children's characteristics and needs, from birth through age 8.
- 1b: Knowing and understanding the multiple influences on early development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

- 3a: Understanding the goals, benefits, and uses of assessment - including its use in development of appropriate goals, curriculum, and teaching strategies for young children
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

- 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology
- 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches
- 4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

- 5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
- 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

- 6a: Identifying and involving oneself with the early childhood field
- 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
- 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

- 7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Note: The Initial Standards are used in NAEYC Accreditation and Recognition of undergraduate and graduate programs providing initial early childhood studies. Advanced Standards include advanced key elements and are used in NAEYC Recognition of graduate programs preparing accomplished teachers, administrators, policy specialists, professional development specialists, teacher educators, and researchers. For associate degree programs seeking accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation, Standard 7 is addressed in Accreditation Criterion 5. See full standards here <http://www.naeyc.org/acada/standards>

Comparison of Early Care and Education Teacher Requirements

<p>Head Start Requirements</p>	<ul style="list-style-type: none"> • 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.
	<p>(Information cited from the federal Head Start Act.)</p>
<p>Public Kindergarten Teacher</p>	<ul style="list-style-type: none"> • Bachelor's in Early Childhood • Successful completion of the PRAXIS II • Maryland Teacher Certification (awarded by MSDE)
<p>Child Care Teachers</p>	<ul style="list-style-type: none"> • At least 19 years of age

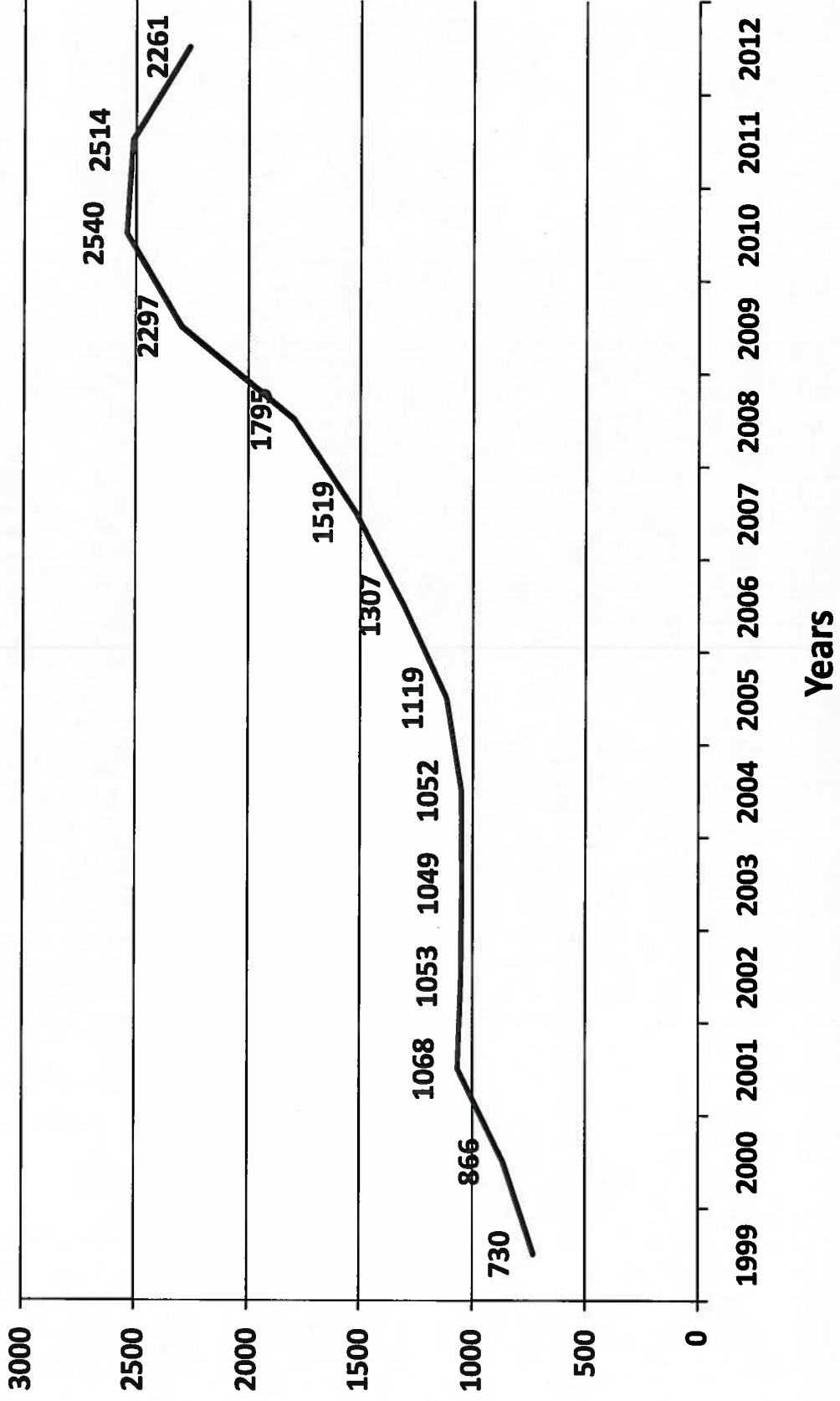
	<ul style="list-style-type: none"> • High school diploma or GED or courses for credit from an accredited college or university • 6 semester hours/90 clock hours in approved pre-service in Child Development and Curriculum Methods • Completion of 9 clock hours in communicating with staff, and • One year experience in an approved setting (licensed child care center, nursery school, school) <p>Alternate Approval</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • A teacher who provides instruction in language and literacy development, mathematical and scientific thinking, or social studies shall hold or have completed: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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. 	

MSDE Approved Programs by Certification Area

Undergraduate Programs	PreK-Grade 3	PreK-Grade 3/1-6	Early Childhood Ed/Special Ed: Infant -grade 3	PreK-Grade 3/ Grades 1-6	Early Childhood/ Special Ed: Generic PreK-3/ birth-Grade 3
Bowie State University					✓
Coppin State University	✓				
Frostburg State University				✓	
Hood College	✓				
Notre Dame of Maryland University				✓	✓
Salisbury University	✓			✓	
Stevenson University	✓				
Towson University	✓	✓	✓		
Univ. of MD, College Park	✓				
University of MD, Baltimore Co.	✓				
Washington Adventist University	✓		✓		

Data provided by MSDE's Division of Certification

Number of Students Enrolled in AA Early Childhood Programs



Data provided by the Maryland Department of Higher Education

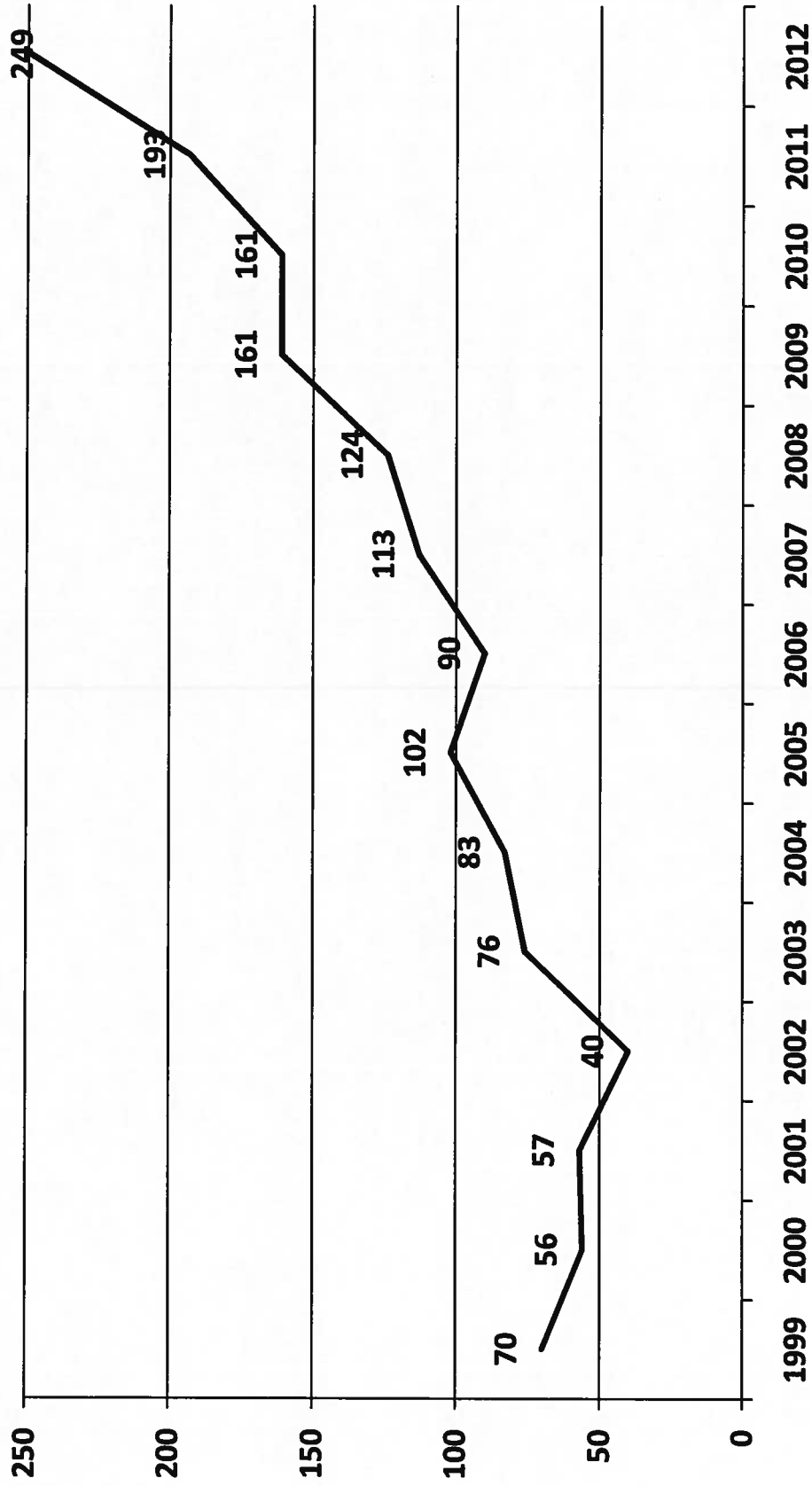
Enrollment Trends for Associates Degrees

School Name	Program Name	Add/Dis/Mov/Red	2009	2010	2011	2012
Anne Arundel Community College	EARLY CHILDHOOD EDUC/SPECIAL EDUC	Approved in 2005	185	157	95	41
Anne Arundel Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1994	87	110	121	103
Baltimore City Community College	EARLY CHILDHOOD EDUCATION		269	263	239	179
Carroll Community College	EARLY CHLDHD ED/EARLY CHLDHD SP ED	Approved in 2005	130	116	100	94
Carroll Community College	EARLY CHILDHOOD EDUCATION	Approved in 1993	27	43	48	48
CCBC - Essex	EARLY CHILDHOOD DEVELOPMENT	Discontinued in 2000	0	0	0	0
Cecil College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	16	18	23	13
Cecil College	EARLY CHILDHOOD EDUCATION	Approved in 2003	21	20	13	13
Chesapeake College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	43	54	45	35
Chesapeake College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1988	52	60	55	44
College of Southern Maryland	EARLY CHILDHOOD EDUCATION (A.A.T.)	Approved in 2008	78	88	94	82
College of Southern Maryland	EARLY CHILDHOOD DEVELOPMENT	Approved in 1987	94	106	113	125
Community College of Balt. County	ERLY CHLDHD ED/ERLY CHLDHD SPEC ED	Approved in 2005	200	248	287	239
Community College of Balt. County	EARLY CHILDHOOD DEVELOPMENT		101	113	96	70
Frederick Community College	ERLY CHLDHD ED/ERLY CHLDHD SPEC ED	Approved in 2005	87	100	77	65
Frederick Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1990	51	52	50	50
Garrett College	ERLY CHLDHD ED/ERLY CHLDHD SP ED(A.	Approved in 2011	0	0	5	9
Hagerstown Community College	EARLY CHILDHOOD EDUCATION (A.A.T.)	Approved in 2005	87	91	82	81
Hagerstown Community College	EARLY CHILD/PRIMARY GRADE ED		48	61	71	64
Harford Community College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	99	101	102	93
Harford Community College	EARLY CHILDHOOD EDUCATION	Approved in 1994	80	87	78	98
Howard Community College	EARLY CHLDHD ED/EARLY CHLDHD SPC ED	Approved in 2005	68	89	95	108
Howard Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1989	40	49	58	68
Montgomery College-All Campuses	ERLY CHLDHD EDUC/ERLY CHLD SPEC EDU	Approved in 2005	144	202	231	245

		Approved in 2005	127	174	193	164
Prince George's Community College	EARLY CHILDHOOD EDUCATION (AAT)					
Prince George's Community College	EARLY CHILDHOOD PROG MGMT	Discontinued in 1998	0	0	0	0
Washington Adventist University	EARLY CHILDHOOD EDUCATION		0	1	1	0
Wor-Wic Community College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2005	49	51	44	41
Wor-Wic Community College	EARLY CHILDHOOD EDUCATION	Approved in 2000	114	86	98	89
Total AA (29)			2297	2540	2514	2261

Data provided by the Maryland Higher Education Commission

Associates Degrees Earned in Early Childhood Programs



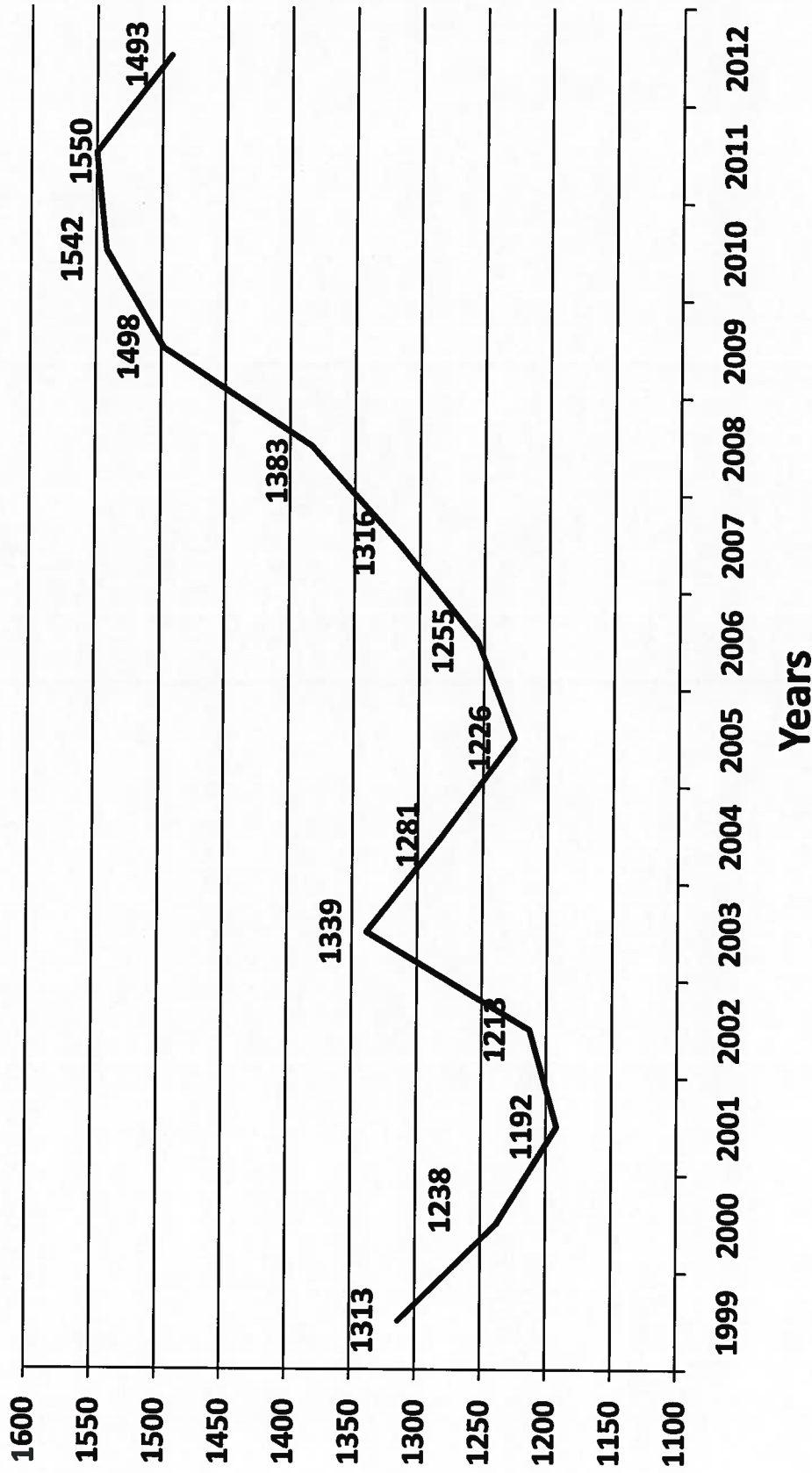
Data provided by the Maryland Department of Higher Education

Associates Degrees Earned

School Name	Program Name	Add/Discontinue	2009	2010	2011	2012
Anne Arundel Community College	EARLY CHILDHOOD EDUC/SPED	Approved in 2005	15	10	11	11
Carroll Community College	ERLY CHLDHD ED/ELY CHLDHD SP ED	Approved in 2005	5	12	9	10
Cecil College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	0	2	3	2
Chesapeake College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	0	1	4	7
College of Southern Maryland	ERLY CHILDHOOD EDUCATION (A.A.T.)	Approved in 2008	0	2	5	3
Community College of Balt. County	ERLY CHLDHD ED/ERLY CHLDHD SPEC ED	Approved in 2005	10	9	12	20
Frederick Community College	ERLY CHLDHD ED/ERLY CHLDHD SPEC ED	Approved in 2005	4	4	7	8
Garrett College	ERLY CHLDHD ED/ERLY CHLDHD SP ED	Approved in 2011	0	0	0	0
Hagerstown Community College	ERLY CHILDHOOD EDUCATION (A.A.T.)	Approved in 2005	0	0	0	0
Harford Community College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2006	12	9	9	11
Howard Community College	ELY CHLDHD ED/ELY CHLDHD SPCED	Approved in 2005	6	6	3	10
Montgomery College-All Campuses	ERLY CHLDHD EDUC/ERLY CHLD SPEC ED	Approved in 2005	13	14	24	30
Prince George's Community College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2005	2	1	4	3
Wor-Wic Community College	EARLY CHILDHOOD EDUCATION (AAT)	Approved in 2005	3	5	7	6
Anne Arundel Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1994	6	8	6	13
Baltimore City Community College	EARLY CHILDHOOD EDUCATION		22	18	24	34
Carroll Community College	EARLY CHILDHOOD EDUCATION	Approved in 1993	7	7	3	4
Cecil College	EARLY CHILDHOOD EDUCATION	Approved in 2003	0	6	4	3
Chesapeake College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1988	5	10	5	8
College of Southern Maryland	EARLY CHILDHOOD DEVELOPMENT	Approved in 1987	9	6	8	9
Community College of Balt. County	EARLY CHILDHOOD DEVELOPMENT		8	1	13	14
CCBC - Essex	EARLY CHILDHOOD DEVELOPMENT	Discontinued in 2000	0	0	0	0
Frederick Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1990	11	4	5	7
Hagerstown Community College	EARLY CHILD/PRIMARY GRADE ED		5	7	5	11
Harford Community College	EARLY CHILDHOOD EDUCATION	Approved in 1994	8	5	6	10
Howard Community College	EARLY CHILDHOOD DEVELOPMENT	Approved in 1989	3	7	5	7
Wor-Wic Community College	EARLY CHILDHOOD EDUCATION	Approved in 2000	7	7	11	8
Washington Adventist University	EARLY CHILDHOOD EDUCATION		0	0	0	0
Prince George's Community College	EARLY CHILDHOOD PROG MGMT	Discontinued in 1998	0	0	0	0
Total (29)			161	161	193	249

Data provided by the Maryland Higher Education Commission

Number of Students Enrolled in Bachelor's Early Childhood Programs

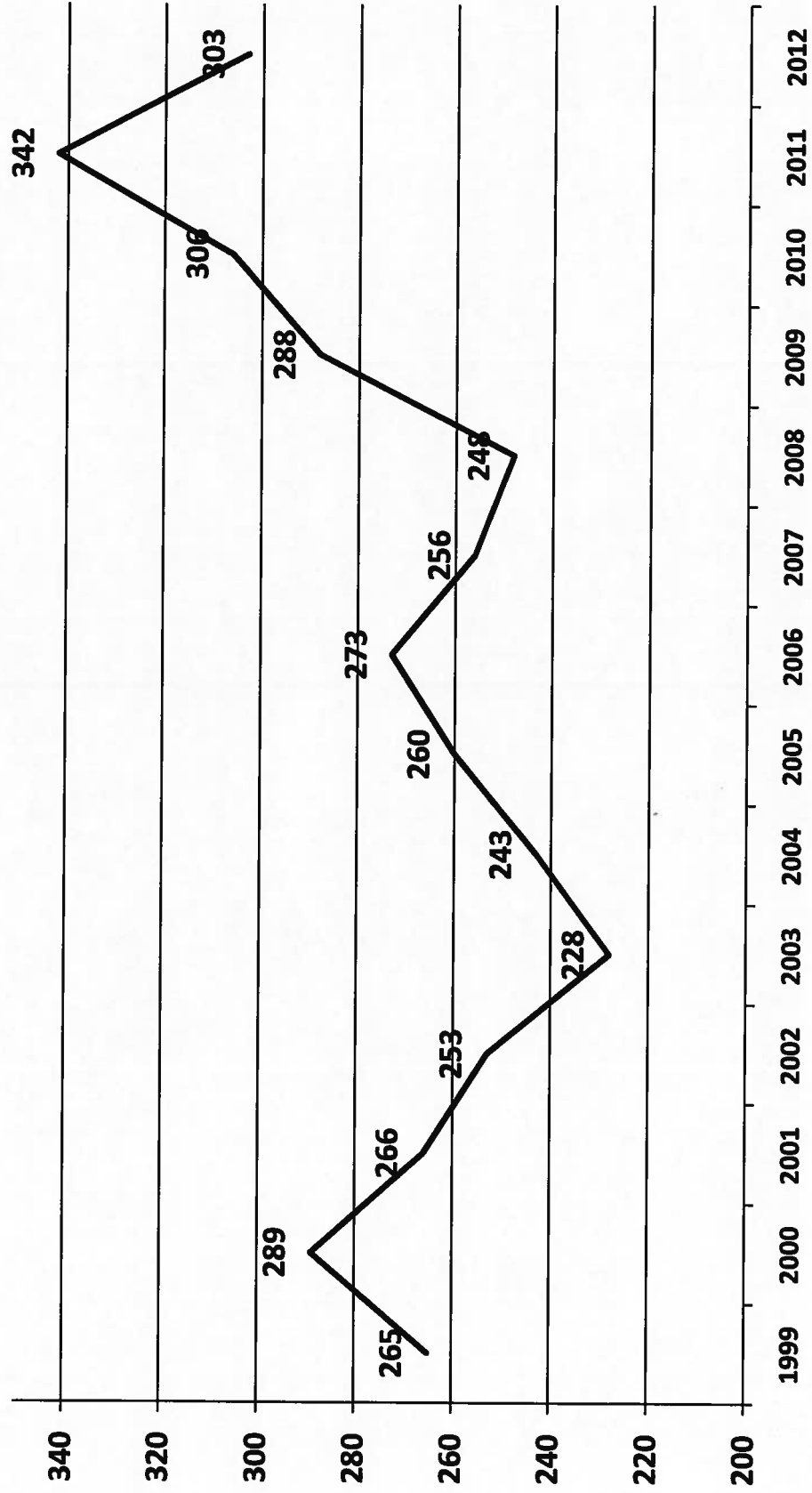


Data provided by the Maryland Department of Higher Education

Enrollment Trends for Bachelors Degrees						
School Name	Program Name	Add/Dis/Mov/Red	2009	2010	2011	2012
Bowie State University	EARLY CHILDHOOD EDUCATION		144	148	129	120
Coppin State University	EARLY CHILDHOOD EDUCATION	Approved in 1995	89	95	91	87
Frostburg State University	EARLY CHILDHOOD ELEMENTARY EDUCATION		229	217	224	233
Hood College	EARLY CHILDHOOD EDUCATION		34	38	37	34
Salisbury University	EARLY CHILDHOOD EDUCATION	Approved in 1999	190	236	264	263
Stevenson University	EARLY CHILDHOOD LEADERSHIP	Discontinued in 2006	0	0	0	0
Stevenson University	EARLY CHILDHOOD EDUC:LIBERAL ARTS &	Approved in 2002	81	104	105	94
Towson University	EARLY CHILDHOOD EDUCATION		405	144	127	128
Towson University	INTGRTD EARLY CHLDHD/SP ED INFNT/PR	Approved in 2009	0	4	21	41
Towson University	PRE-EARLY CHILDHOOD EDUCATION		0	239	233	221
Univ. of MD, College Park	EARLY CHILDHOOD EDUCATION		115	113	115	101
Washington Adventist University	LIBERAL STUDIES:EARLY CHILDHOOD/SPC	Approved in 1983	24	47	51	36
Notre Dame College	ELEMENTARY EDUCATION/LIBERAL STUDIE	Approved in 1997	187	157	153	135
TOTAL BA (13)			1498	1542	1550	1493

Data provided by the Maryland Higher Education Commission

Bachelors Degrees Earned in Early Childhood Programs



Data provided by the Maryland Department of Higher Education

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

Data provided by the Maryland Higher Education Commission

**The Child Care Career and Professional Development Fund
School Year 2013-2014**

	Participate in MSDE Scholarship Program*	Number of students enrolled in the Grant program	amount
Two Year Colleges			
Anne Arundel Community College	yes	27	99,440
Baltimore City Community College	no		
Carroll Community College	yes	20	99,215
Cecil College	no		
Chesapeake College	yes	17	71,657
College of Southern Maryland	yes	24	119,450
Community College of Balt. County	yes	9	74,754
Frederick Community College	yes	13	54,333
Garrett College	no		
Hagerstown Community College	yes	23	67,758
Harford Community College	yes	12	56,514
Howard Community College	yes	18	113,721
Montgomery College-All Campuses	yes	15	45,973
Prince George's Community College	yes	15	75,044
Wor-Wic Community College	no		
Total		193	877,859
Four Year Colleges			
Bowie State University	no		
Coppin State University	no		
Frostburg State University	no		
Hood College	no		
Notre Dame of Maryland University	yes	8	134,575
Salisbury University	yes	10	88,328
Stevenson University	no		
Towson University	yes	10	383,784
University of Maryland, Baltimore Cty	yes	3	84,357
University of Maryland, Eastern Shore	yes	15	84,434
University of Maryland, College Park	no		
Washington Adventist University	yes	10	231,995
Total		56	1,007,473
CCCPDF Totals		249	1,885,332

*For child care providers and staff who are participating in the Credentialing Program, funding is available through the Child Care Career and Professional Development Fund (CCCPDF) to pursue a college degree in early childhood education, education for children, child development, family studies, or related disciplines. The CCCPDF is regulated by state statute in the Code of Maryland COMAR 13A.14.09.08.

There were 138 graduates from the CCCPDF program from its initial year in 2008 to 2013.

The Child Care Career and Professional Development Fund

School Year 2013-2014

There were 10 graduates in fall 2012, and 33 in spring 2013.

APPENDIX C

- **December 17, 2013 Meeting Materials**

Task Force on Teacher Education in Early Childhood Education

Tuesday, December 17, 2013

9:00 am to noon

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 1

Task Force Purpose: Develop a framework to increase access to teacher qualifications in early childhood education and improve the quality of teacher education in post-secondary institutions and continuing education programs.

Meeting #2

Meeting Outcome: Identify strategies to expand the number of programs offering teacher education in early childhood education.

Agenda:

- Welcome and Introductions – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, and Task Force Chair.
- Ms. Jeanne-Marie Holly, Program Manager, Career and Technology Education Systems Branch with the Division of Career and College Readiness at MSDE, will present on the child development programs – course work, practical experience, etc. - that Maryland high schools offer students.
- Ms. Michelle Dunkle, (MAAPP Coordinator) with the Division of Educator Effectiveness at MSDE, will present on the Maryland Approved Alternative Preparation Programs (MAAPP) - course work, practical experience, and funding.
- Ms. Vanessa Jones, Assistant Branch Chief in the Office of Child Care with the Division of Early Childhood Development at MSDE, will present on the Scholarship Fund which is funded by the Child Care Career and Professional Development Fund (CCPDF), and assists child care providers in pursuing a college degree in early childhood education.
- Break
- Dr. DeWayne Morgan, (Project Evaluator, University System of Maryland/P-20), will provide a brief update on the Common Core and PARCC workgroup, and present on the Associate's degree in the Art of Teaching, and transition to four year colleges.
- Dr. Terry Bridger, Chairperson, Department of Teacher Education Prince George's Community College, will present on the articulation of credentialing clock hours to college credit.
- Discussion of recommended actions
- Next Steps

****Internet password:** Untethered

Next meeting: April 17, 2014, 9:00 am to noon, MSDE, 8th floor, room 6/7

Members are encouraged to bring electronic devices to the meetings.

Task Force Contact: Roann Tsakalas, rtsakalas@msde.state.md.us , (410)767-7802

Task Force on Teacher Education in Early Childhood Education

Tuesday, September 17, 2013

9:00 am to noon

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 6/7

Task Force Purpose: Develop a framework to increase access to teacher qualifications in early childhood education and improve the quality of teacher education in post-secondary institutions and continuing education programs.

Meeting #1

Meeting Outcomes: Review the current infrastructure of workforce development for early childhood educators and identify barriers of pathways to credentials and certification for the teaching workforce

Meeting Notes: The notes are highlights but are not verbatim minutes.

Members present:

- Dr. Rolf Grafwallner, Chair, Division of Early Childhood Development, Maryland State Department of Education (MSDE)
- Ms. Marcella Franczkowski (alternate-Ms. Sandra Smothers), Division of Special Education/Early Intervention Services, MSDE
- Ms. Jean Satterfield (alternate-Ms. Michelle Dunkle), Division of Certification and Accreditation, MSDE
- Mr. Edward L. Root, Maryland Association of Boards of Education
- Ms. Amy N. Collier, Maryland Head Start Association
- Ms. Jessica Hargest, Maryland's Governor's Office for Children
- Mr. Richard Benfer, Maryland State Education Association
- Dr. John Gaddis, Public School Superintendents Association of Maryland
- Ms. Tia Coutroupis, Baltimore Teachers Union
- Dr. Brenda Hussey-Gardner, Infants and Toddlers, State Interagency Coordinating Council
- Dr. Christy Tirrell-Corbin, Director, Early Childhood Education, University of Maryland, College Park
- Ms. Sarah Honberg, Early Childhood Education Undergraduate Major, University of Maryland
- Dr. Patricia Welch, Morgan State University
- Ms. Tina M. Bjarekull, Maryland Independent College and University Association
- Ms. Stacie Burch, President, Maryland Consortium of Early Childhood
- Ms. Janine Bacquie, (alternate Sylvia Morrison), Montgomery County Public Schools
- Ms. Adriane Dean, Early Childhood Education Undergraduate Major

Staff present: Roann Tsakalas, Liz Kelley, Judy Walker, Jenaya Smith, Vanessa Jones, Joann Ericson

Welcome – Dr. Lillian Lowery, State Superintendent of Schools, Maryland State Department of Education welcomed everyone and asked members to introduce themselves. She stated that the purpose of the Task Force is to examine ways to ensure that teacher training aligns with the needs of the children zero to 5 years old. The span of experience of these teachers is wide and there is a need to ensure that there is a core common knowledge that they impart to their students. She also stated that Maryland needs to ensure that the career pathways for this workforce are easy to navigate and provide them with the core

knowledge and experiences to be well qualified for the work. Dr. Lowery expressed that she was confident that with all the expertise in the room that the recommendations would ensure that we have a highly qualified workforce to educate young children. Dr. Lowery introduced Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, as the Task Force Chair.

Problem Statement – Dr. Grafwallner provided an overview of the Task Force charges and the issues related to workforce development in early childhood education. Slide 1 of the presentation demonstrated that the lowest public financial investment is made in the zero to four years when brain development is at its sharpest increase. With Maryland's current expenditure in early childhood education and with the potential of additional funds for preschool, how can we ensure that this age group has a highly qualified workforce?

Rational 1: What we know to be true about early childhood education.

- 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.
- Experience alone is not a predictor of effective care-giving. Practitioners' 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.

Dr. Grafwallner stated that research demonstrates that a workforce with experience coupled with post secondary education increases the learning curve for youngsters. Research also found that Masters level staff working with high needs PreK students have greater student growth.

Rational 2: Current education changes/needs establish the necessity to review how early childhood staff is prepared to teach these youngsters.

- 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 to children entering school ready to learn.

Dr. Grafwallner reviewed the purposes and deliverables of the Task Force (see Task Force Statement of Work). Under the *Race to the Top: Early Learning Grant*, Maryland is committed to reducing the achievement gap for children entering school ready to learn as well as increase the number of all children entering school ready to learn. To that end, improving the qualification of teachers is a very critical factor in achieving this goal. Dr. Grafwallner outlined the focus areas for the five scheduled Task Force meetings:

1. Strengthen alternative pathways to obtaining a post-secondary degree in early childhood development, including a review of the AAT-ECE, the Maryland Approved Alternative Preparation Program (MAAPP), and the articulation agreements between MSDE and community colleges for required training and course work in child care.
2. Implement a new degree program, Birth to Five, through a blended curriculum of early childhood special education and regular early childhood education.
3. Propose incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education.

4. Implement strategies to expand the number of programs offering teacher education in early childhood education.
5. Develop and promote a State plan for teacher education in early childhood education.

Ms. Liz Kelley, Director of the Office of Child Care provided an overview of credentialing for licensed child care professionals. Ms. Kelley reviewed credentialing requirements for child care providers (please see handouts for detailed information). Training for child care provider is provided by the Maryland Family Network (MFN) through their resource and referral centers, the Community College system, and MSDE approved trainers. MSDE approves all training curricula, materials and trainers, and the number of clock hours earned per course. Ms. Kelley stated that the Credential Levels are a pathway to encourage providers to continue their education. Over the last 11 years, 9,000 providers have gone up the career ladder. Right now there about 1,500 providers in the Credential system. The first level of licensing is with the Regional Licensing Offices, and then providers voluntarily may participate in the Credentialing Program. With the opening of Maryland EXCELS on July 1, 2013, there are more providers participating in the Credential Program, since the participation is one of the requirements as programs register with EXCELS. Another requirement in EXCELS is the completion of the professional development (PD) form (which is on the MSDE web site) so that providers can pursue their professional development plans. PD plans are used to review a provider's career path. For about 5 years, special education PD units have been required, and included in all aspects of every trainings. All coursework and PD is based on NAEYC competency standards. All trainers have Bachelor's degrees in early childhood or elementary education with early childhood focus. Currently, it is difficult to recruit qualified staff in the child care centers. Attaining the coursework is sometimes difficult because if there are not enough students in a class, the class is cancelled. She said that there is a need for more courses on-line. The cost of classes is a concern as the providers do not make wages to pay for coursework.

Ms. Joann Ericson, Chief of Certification, MSDE Division of Certification, provided an overview of PreK to 3 certification and Special Education birth to 8 certification, including the demand and supply for these teachers. (Please see handout for detailed certification information.) Ms. Ericson stated that Maryland has lenient reciprocity regulations for those seeking Maryland certification from out- of-state education training programs. For early childhood certification, the out-of-state applicant must be from a NAEYC approved program. Maryland programs produce about 2,500 teachers per year. Prince George's and Baltimore City have a high need for early childhood certified teachers in contrast with the rest of the state. MSDE reviews college/university education programs on a 5 to 7 year cycle – termed institutional portfolio reviews. If a teacher wants to add a certification area to their certificate, she/he can take the PRAXIS test in that area and complete qualifying course work. A question was asked why Maryland actively recruits teachers from out of state. She explained that, historically, Maryland has been a teacher import state. LEAs are sometimes looking for specific teacher skills (e.g., teaching students on the autism spectrum) from well-known college programs. Right now, there are not enough math and science teachers in state to fill the open positions.

Ms. Marica Cox Mitchell, Director, Higher Education Accreditation and Program Support at the National Association for the Education of Young Children (NAEYC), provided an overview of certification in other states for PreK and special education. (Please see handout for details.) State certification requirements vary across the U.S. Some states use NAEYC standards and add some of their own, some states develop their own standards, while some states have a mix. NAEYC standards act as a resource that creates portability of credentials from one state to another. Tennessee has an Associate's degree in early childhood that enables students to take classes at any TN community college or on-line and receive credit toward obtaining a degree. West Virginia is establishing this process for their Bachelor's certificate in early childhood education. Dr. Grafwallner shared that Maryland has the AAT-ECE program, and so far there are reports that the programs are inconsistently administered across the state. Originally, the hope was for the AAT programs to feed into the Bachelor's programs at Maryland's four-year colleges and universities. Dr. Corbin shared that the new CAEP (formally NCATE) standards are very challenging

for students due to the 3.0 requirement to enter the education program, and the passing of the PRAXIS (must be in two attempts) prior to admission to the School of Education.

➤ Break

Dr. Grafwallner led the discussion to identify pathways to licensure/certification for child care professionals as well as degreed or state certified teachers serving children, birth to five years. The charge was to identify barriers or dysfunctions within those pathways that the Task Force could address. Shared thoughts were:

- Maryland does a credit count for certification and West Virginia for the past 20 years requires coursework from an approved nationally accredited program that meets state standards. Teach for America and The New Teacher Project are pathways to certification.
- MAAPP is an intense pathway to certification for those with four-year degrees and working which requires active teaching daily and coursework.
- High school students would benefit from having access to a CTE pathway and earning a national Child Development Credential (CDA) upon graduation. Head Start requires applicants to have the CDA. However, there a few high school programs where high school graduates earn the 90 hour credits at graduation. Add the practicum dimension to the high school early childhood CTE program.
- Maryland's early childhood MAAPP has enrolled 46 new resident teachers, 26 of whom will earn their standard professional certificate this school year. Most candidates have a Bachelor's degree with a 3.0 average and must have passed the PRAXIS II.
- Maryland's early childhood programs in its colleges and universities use NAEYC standards.
- Fact- 50% of all teachers leave teaching during the first three years. So far, teachers in early childhood are staying longer.
- The AAT-ECE is a portable path for a candidate and it can lead to a Bachelor's degree. Not all students are interested in Bachelor's degrees due to cost or the desire to remain in community settings.
- Right now, the AAT-ECE does not require an infant and toddler class which leaves out a lot of content about the infant and toddler population, one are for which qualified personnel is being sought.
- Often owners of large child care centers do not incentivize their staff to go beyond the credentials they need for licensure. We need policy leavers to encourage staff to continue on the pathway.
- For instance, child care center owners will have an incentive to improve the quality of the program and their teachers if *Pre-School for All* expands and if they want to keep their 4-year olds in their centers. They will need state-certified PreK teachers to meet the *Preschool for All* standards.
- Baltimore City, Howard County and Baltimore County each have a child care center sharing building space with an elementary school, which encourages staff interaction between settings and transitions for the students.
- It was suggested that AP courses in high school on psychology or human development would encourage students into the profession of teaching and early education.
- Teacher education programs need to provide teachers with tools to teach all kids, including special education, ELL and high needs students.

Next Steps:

1. Presentations at the next meeting
 - CTE early childhood program requirements – what is the course work and practical experience? What high schools offer it? Do the graduates child care positions?
 - How does the MAAPP for early childhood education work in terms of course work, practical experience, and funding? Upon completion will graduates seek certificates or licensure?

2. How can we increase the knowledge among teacher candidates on how to teach students with disabilities?
3. How do we increase the core content focusing more on the development/needs of the birth to three population?

Next meeting: December 17, 2013, 9:00 am to noon, MSDE, 8th floor, room 2

Materials related to the Task Force charges, which serve as support documentation, were sent to all Task Force members separately. Members are encouraged to bring electronic devices to the meetings.

Task Force Contact: Roann Tsakalas, rtsakalas@msde.state.md.us , (410)767-7802

Career and College Pathways for Early Educators in Maryland

Teacher Qualification: Public school prekindergarten (state certification in ECE)

Child care: HS diploma and 90 clock hours of training (Core of Knowledge)

Head Start: AA degree in early childhood education (50% must have 4-year degree)

Non-public nursery: B.A. degree

Child Care Credentialing Program (career ladder with 7 levels) includes national Child Development Credential (CDA)

Post-secondary 2-year degree (AAS or AAT-ECE) at an accredited community college

Post secondary 4-year degree in early childhood education or related field in an accredited teacher education program


High School Diploma (option to receive CTE high school credits in early childhood education/child care which can be articulated to community college credits)

Early Childhood Education Career and Technology Education Programs

Jeanne-Marie S. Holly
Program Manager, CTE Systems Branch

Maryland State Department of Education
Division of Career and College Readiness

www.marylandpublicschools.org



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

- Delivered in 16 school systems throughout the state
- Enrolled over 14,900 students in 2012 – 2013 School Year
- State approved Career and Technology Education (CTE) Program leading to a high school diploma



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**



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

CCCPDF PARTICIPATING COLLEGES

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		jalewis@wau.edu

Overview of PARCC and Maryland's Associate of Arts in Teaching (AAT) Degree

Dewayne Morgan
University System of Maryland



What is PARCC?

A consortium of states working collectively to design and develop K-12 assessments in mathematics and English language arts/literacy aligned to the Common Core.



The Assessment

- The Performance-based assessment (Given after three-fourths of the year is over)
 - Captures critical-thinking and problem-solving skills.
 - Math will focus on reasoning and modeling real-world problems
 - ELA/literacy's focus includes writing effectively when analyzing texts.
- The End-of-year assessment (Given after 90 percent of the year is over)
 - In math, students must demonstrate further understanding of key concepts and mathematical fluency.
 - The ELA/literacy EOY test centers around reading comprehension.



National picture

- 18 states plus DC are members of the PARCC consortium
- Smarter Balanced continues to develop their own assessment
 - to ensure that there is comparability across the two assessments, the consortia jointly engage with technical and policy advisors to study cross-consortia comparability
- College Board has announced that they will also adapt their assessments to align to the Common Core



STANDARD SETTING

- PARCC is moving into the standard setting process used to establish performance (achievement) level cut scores.
- The Standard Setting RFP general guidelines were approved Wednesday, Oct 16th.
- Research studies will inform the cut scores:
 - Benchmark study
 - Performance of post-secondary students study
 - Postsecondary educators' judgment study
 - Field trial of standard setting method

FIELD TESTING

- Ten states conducted small-scale item tryouts with several thousand students in spring and summer 2013, including Maryland
- Full field testing of the assessment will happen in spring 2014. Maryland will administer the test in all districts.
- Definition of field test: A test administration used to examine the psychometric quality of items and obtain critical information about testing procedures. The data collected during a field test help inform test development.

Timeline

- Fall 2013
- Additional Sample Items (Oct)
- PARCC Operational Assessment RFP Released (Nov)
- Design of Student Score Reports Released (Nov)
- Sample Items Re-Released on Technology Platform (Nov -Dec)

- Winter 2013-2014
- Additional Test Administration Guidance for Schools & Districts
- Specifications for Online Testing Portal Released
- Final Information about Field Testing
- Final Information about Timing of Data Return
- PARCC Sustainability Plan



Spring 2014

- Field Test Administration (March-June)
- Practice Test Available
- Standard-Setting Methodology Released



Associate of Arts in Teaching (AAT)

The agreement allows for block transfer, not course-by-course transfer.



17

Associate of Arts in Teaching (AAT)

Outcomes-based standards were developed collaboratively between the two-year and four-year institutions in Maryland for implementation through individually designed community college AAT degree programs



18

Associate of Arts in Teaching (AAT)

The A.A.T. is designed for students transferring to a four-year institution teacher preparation program leading to Maryland Teacher Certification in Early Childhood Education.



21

Associate of Arts in Teaching (AAT)

55.5% of students are pursuing in the Elementary/ Early Childhood/ Special Education.



22

2012 - Students Enrolled in AAS at Maryland Community Colleges

		Number	Percent
Allegany College of Maryland	Business & Communications Technology	50	12.0
	Data Processing	20	4.8
	Health Technology	252	60.6
	Mechanical and Engineering Technology	47	11.3
	Natural Science Technology	21	5.0
	Public Service Technology	26	6.3
	Total	416	100.0
Anne Arundel Community College	Business & Communications Technology	144	25.7
	Data Processing	77	13.8
	Health Technology	219	39.1
	Mechanical and Engineering Technology	43	7.7
	Public Service Technology	77	13.8
	Total	560	100.0
Carroll Community College	Business & Communications Technology	13	9.4
	Data Processing	9	6.5
	Health Technology	110	79.1
	Mechanical and Engineering Technology	3	2.2
	Public Service Technology	4	2.9
	Total	139	100.0
Cecil College	Business & Communications Technology	47	40.5
	Data Processing	9	7.8
	Health Technology	53	45.7
	Public Service Technology	7	6.0
	Total	116	100.0

2012 - Students Enrolled in AAS at Maryland Community Colleges

		Number	Percent
College of Southern Maryland	Business & Communications Technology	66	21.9
	Data Processing	32	10.6
	Health Technology	110	36.4
	Mechanical and Engineering Technology	33	10.9
	Natural Science Technology	1	.3
	Public Service Technology	60	19.9
	Total	302	100.0
Chesapeake College	Business & Communications Technology	29	21.8
	Data Processing	12	9.0
	Health Technology	67	50.4
	Mechanical and Engineering Technology	3	2.3
	Public Service Technology	22	16.5
	Total	133	100.0
Community Colleges of Balt County	Business & Communications Technology	192	19.6
	Data Processing	68	6.9
	Health Technology	551	56.3
	Mechanical and Engineering Technology	61	6.2
	Natural Science Technology	14	1.4
	Public Service Technology	93	9.5
	Total	979	100.0
Baltimore City Community College	Business & Communications Technology	53	15.4
	Data Processing	19	5.5
	Health Technology	147	42.6
	Mechanical and Engineering Technology	5	1.4
	Natural Science Technology	22	6.4
	Public Service Technology	99	28.7
	Total	345	100.0

2012 - Students Enrolled in AAS at Maryland Community Colleges

		Number	Percent
Frederick Community College	Business & Communications Technology	24	9.9
	Data Processing	9	3.7
	Health Technology	129	53.1
	Mechanical and Engineering Technology	16	6.6
	Public Service Technology	65	26.7
	Total	243	100.0
Garrett College	Business & Communications Technology	14	32.6
	Natural Science Technology	11	25.6
	Public Service Technology	18	41.9
	Total	43	100.0
Hagerstown Community College	Business & Communications Technology	24	12.4
	Data Processing	21	10.8
	Health Technology	96	49.5
	Mechanical and Engineering Technology	14	7.2
	Natural Science Technology	9	4.6
	Public Service Technology	30	15.5
Total	194	100.0	
Harford Community College	Business & Communications Technology	37	14.2
	Data Processing	26	10.0
	Health Technology	162	62.1
	Mechanical and Engineering Technology	5	1.9
	Natural Science Technology	7	2.7
	Public Service Technology	24	9.2
Total	261	100.0	

2012 - Students Enrolled in AAS at Maryland Community Colleges

		Number	Percent
Howard Community College	Business & Communications Technology	21	8.2
	Data Processing	30	11.7
	Health Technology	186	72.4
	Mechanical and Engineering Technology	12	4.7
	Public Service Technology	8	3.1
	Total	257	100.0
Montgomery College-All Campuses	Business & Communications Technology	127	20.3
	Data Processing	67	10.7
	Health Technology	287	45.8
	Mechanical and Engineering Technology	62	9.9
	Natural Science Technology	17	2.7
	Public Service Technology	66	10.5
Total	626	100.0	
Prince George's Community College	Business & Communications Technology	77	20.8
	Data Processing	39	10.5
	Health Technology	212	57.1
	Mechanical and Engineering Technology	9	2.4
	Public Service Technology	34	9.2
	Total	371	100.0
Wor-Wic Community College	Business & Communications Technology	53	26.8
	Data Processing	14	7.1
	Health Technology	98	49.5
	Mechanical and Engineering Technology	6	3.0
	Public Service Technology	27	13.6
	Total	198	100.0

Task Force on Teacher Education in Early Childhood Education

December 17, 2013

Non-Credit to Credit Transitions

Presented by:

Dr. Teresa Bridger

Chairperson, Department of Teacher Education
Prince George's Community College

1. Challenge Exams

- A. 4 courses are eligible for credit: Child Growth and Development, Curriculum and Methods (also called Curriculum Development or Curriculum and Activities), Infant and Toddler, and School Age Curriculum.
- B. The Maryland Consortium of Early Childhood Faculty and Administrators was charged with designing the tests and requirements for students to be eligible to take these tests in 2002. These were revised and updated in 2010.
- C. Current requirements include: Successful completion of the non-credit 90 hour course; admittance to an ECE program at the community college; Passing score of 80% on exam; minimum test requirements include 50 multiple choice questions where 70% of the questions are above the Comprehension level of Bloom's Taxonomy; each college designs their own tests; other college or program/department requirements; payment to take test; students can only take each test one time.
- D. Pass rates vary by college-most colleges find that the more prepared students are (i.e. the more requirements they must meet), the higher the pass rate.
- E. At PGCC, we had a one credit course (and then it became a non-credit course) which was called, "Transition to the Credit Program." This course focused on the theory portion of the credit courses. As part of the course, students took the Challenge exams, and the pass rate was quite high.

2. Real Life Experience to Credit

- A. Prior Learning Programs: not all colleges have these. Requirements vary by college. Some colleges use CAEL: The Council for Adult and Experiential Learning requirements <http://www.cael.org/pla.htm>
- B. Typically, students must have completed a specific number of years in the field related to the course they are trying to obtain credit for. They must be enrolled in

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the college in an early childhood education program, and must produce a portfolio and/or pass a test to show evidence of mastery of the course content for that particular course. Most colleges use the course outcomes as a basis for doing this.

3. Concurrent Courses: Credit and Non-Credit

- A. Some colleges allow non-credit students to co-enroll in the credit version of the courses. Up to a certain date in the semester, students can decide to switch from non-credit to credit by paying the difference in cost. All students (credit and non-credit) have the same assignments and textbook, and the instructor is from the credit side of the college.

4. Child Care Career and Professional Development Fund Grant/TEACH Grant DC

- A. One major barrier for many students who want to take college credit courses is the cost of credit classes. These grants provide funding for students to enroll in ECE degree programs.

5. Credential Program Professional Development Stipend

- A. Currently, students can only use this yearly stipend for early childhood credit courses. It would be helpful if students who are enrolled in ECE degree programs or credit certificates could use this stipend for any of their college courses.

Contact Information: TBridger@pgcc.edu 301-322-0780

APPENDIX D

- **April 17, 2014 Meeting Materials**

Task Force on Teacher Education in Early Childhood Education

Thursday, April 17, 2013

9:00 am to noon

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 6

Task Force Purpose: Develop a framework to increase access to teacher qualifications in early childhood education and improve the quality of teacher education in post-secondary institutions and continuing education programs.

Meeting #3

Meeting Outcome:

- Identify recommendations of action regarding college and career pathways for the early childhood education workforce.
- Review funding mechanisms for early childhood education and incentives to expand the number of highly qualified early educators.

Agenda:

- Welcome and Introductions – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, and Task Force Chair.
- Legislative update.
- Review of survey results and identification of recommended action regarding college and career pathways. (Roann Tsakalas)
- Break
- Birth to Age 8 College Teacher Preparation:

Dr. Christy Tirrell-Corbin, Director, Early Childhood Education & College of Education Honors Program, University of Maryland: new teacher education degree program for birth to five, which is a blended curriculum of early childhood special education and current early childhood education courses.

- Current funding mechanism and incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education (Rolf Grafwallner & Liz Kelley)
- Discussion of recommended actions. (Facilitated discussion)
 - College and Career Pathways (including scope of teacher preparedness)
 - Teacher qualification requirements and public funding
 - Incentive and rewards strategies
- Next Steps

Next meeting: July 17, 2014, 9:00 am to noon, MSDE, 8th floor, room 6/7

Members are encouraged to bring electronic devices to the meetings. **Internet password: Untethered
Task Force Contact: Roann Tsakalas, rtsakalas@msde.state.md.us , (410)767-7802

Task Force on Teacher Education in Early Childhood Education

Tuesday, December 17, 2013

9:00 am to noon

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 1

Task Force Purpose: Develop a framework to increase access to teacher qualifications in early childhood education and improve the quality of teacher education in post-secondary institutions and continuing education programs.

Meeting #2

Meeting Outcome: Identify strategies to expand the number of programs offering teacher education in early childhood education.

Meeting Notes: The notes are highlights but are not verbatim minutes.

Members present:

- Dr. Rolf Grafwallner, Chair, Division of Early Childhood Development, Maryland State Department of Education (MSDE)
- Ms. Mauria Uhlik, Division of Special Education/Early Intervention Services, MSDE
- Ms. Jean Satterfield, Division of Certification and Accreditation, MSDE
- Dr. Danette Howard, Maryland Higher Education Commission
- Mr. Edward L. Root, Maryland Association of Boards of Education
- Ms. Amy N. Collier, Maryland Head Start Association
- Ms. Jessica Hargest, Maryland's Governor's Office for Children
- Mr. Richard Benfer, Maryland State Education Association
- Dr. John Gaddis, Public School Superintendents Association of Maryland
- Ms. Tia Coutroupis, Baltimore Teachers Union
- Dr. Brenda Hussey-Gardner, Infants and Toddlers, State Interagency Coordinating Council
- Dr. Christy Tirrell-Corbin, Director, Early Childhood Education, University of Maryland, College Park
- Ms. Sarah Honberg, Early Childhood Education Undergraduate Major, University of Maryland
- Ms. Tina M. Bjarekull, Maryland Independent College and University Association
- Ms. Stacie Burch, President, Maryland Consortium of Early Childhood
- Ms. Janine Bacquie, Montgomery County Public Schools
- Ms. Adriane Dean, Early Childhood Education Undergraduate Major

Staff present: Roann Tsakalas, Liz Kelley, Judy Walker, Jenaya Smith, Vanessa Jones, Michelle Dunkle

Welcome and Introductions – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, and Task Force Chair, welcomed the Task Force members, and asked members to introduce themselves.

Dr. Grafwallner asked members if they had any changes to the meeting notes, and there were none requested. He asked members to review the next steps on page 4 of the notes, and stated that the agenda for today reflects bullets one and two. Then, Dr. Grafwallner reviewed the handout entitled "Career and College Pathways for Early Educators in Maryland" as a graphic demonstration of the early educator pathways.

Ms. Jeanne-Marie Holly, Program Manager, Career and Technology Education Systems Branch with the Division of Career and College Readiness (DCCR) at MSDE, presented on the child development programs such as course work, practical experience, that Maryland high schools offer students. Currently, high school students are able to graduate with the 90 clock hours certificate. As school systems upgrade their programs, DCCR is encouraging them to follow the curriculum for the Child Development Associate (CDA) Credential. With the reauthorization of the Perkins Act in 2006, earning and industry recognized credential is an accountability measure for states. The CDA Credential, which is issued by the Council for Professional Recognition, is a portable between states. In addition, Ms. Holly shared that 55% of all CTE students who complete a state-approved CTE Program of Study also met the entrance requirements for the University System of Maryland (USM). For CTE students who completed the Early Childhood Education CTE program of study, 54% also met the USM entrance requirements.

As part of the CTE offerings, there are 20 Maryland school systems that have child care labs; these labs are not licensed child care centers and operate on part time hours with low cost fees. One high school teacher supervises 20 to 25 students and 10 to 15 three and four year olds in the child care labs. The internship course places students in Kindergarten and PreK classrooms, and child care centers. Under the Teacher Academy of Maryland CTE Program of Study, students take the Human Growth and Development through Adolescence (birth to 15 years old) course. Each local school system has an articulation agreement (credit transfer) with their respective community colleges. For example, in Montgomery County, students in the child care program earn six credits at Montgomery College, where in Prince George's County, students may earn up to 12 credits at the Prince George's Community College. Please see handout for more details.

Ms. Michelle Dunkle, (MSDE's MAAPP Coordinator) with the Division of Educator Effectiveness at MSDE, presented on the Maryland Approved Alternative Preparation Programs (MAAPP) - course work, practical experience, and funding. The MAAPP-ECE program is for those career changers that want to become certified in early childhood and already have a bachelor's degree in a field other than education. Details for the program are listed at http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/maapp_10_07.htm. In order to participate, the student must be employed in a licensed child care, and have a bachelor's degree in an approved area. Race to the Top (Rtt) Early Learning Challenge Grant (ELC) pays for the costs of coursework, program oversight, and substitutes during the internship when the student is away from their job. The number of students in the program is limited to grant funding; there were 13 students in the first cohort. The cost per student is approximately \$13,461. The New Teacher Project (TNPT) was awarded a grant to provide the coursework and oversight for the students. The coursework is approved by MSDE. As a successful candidate, the students must pass PRAXIS I and PRAXIS II to earn certification. Students have internships at their place of employment and in a PreK in a public school. The first cohort in the program will finish in May 2014 and will earn a Professional Eligibility Certificate. The second cohort began in February 2014, with 15 students. Students must commit to remain in a child care setting for 2 years.

Ms. Vanessa Jones, Assistant Branch Chief in the Office of Child Care with the Division of Early Childhood Development at MSDE, presented on the Scholarship Fund which is funded by the Child Care Career and Professional Development Fund (CCPDF), and assists child care providers in pursuing a college degree in early childhood education. See handout distributed at the meeting and handout entitled "The Child Care Career and Professional Development Fund" distributed at the September 17th meeting.

Participants must complete the required service commitment upon graduation or withdrawal from CCCPDF. Service commitment is determined by the degree achieved or the number of credits paid on their behalf, and it is completed through maintaining employment in an approved child care setting and participation in the Maryland Child Care Credential program.

The scholarship funds are advertised in the quarterly MSDE's Partners newsletter, through state and local child care associations, and Child Care Resource and Referral Centers. Also, community colleges have information and distribute flyers or present at local child care provider meetings. If students have Pell Grants, the colleges use those funds first and then the CCCPDF funds. Ms. Dean, Task Force member, participates in the program and says that it makes it possible for providers to go back to school. Colleges provide in-kind tutoring and counseling as part of the grant. Students must have a letter from the CCCPDF participating college to document admission into the early learning program in order to apply to the program. While in the program, the student must maintain their child care credential, employment in a child care setting, a 2.5 GPA, and complete two courses that school year in order to receive funding the next school year.

Break

Dr. DeWayne Morgan, (Project Evaluator, University System of Maryland/P-20), provided a brief update on the Common Core and PARCC workgroup, and presented on the Associate's degree in the Art of Teaching, and transition to four year colleges. See handout for details. Highlights of the presentation:

- Dr. Morgan stated that Dr. Lowery is on the PARCC Governing Board.
- There are sample PARCC test items at <http://www.parcconline.org/parcc-releases-new-sample-items>.
- Maryland is one of 18 states participating in the PARCC and has a leadership role. About the same number of states are participating in the Smarter Balance assessment consortium.
- PARCC scoring – level 4 or 5 designates college ready, but this could change. The assessment is being field tested now. All the LEAs in Maryland are participating in the field test.
- Right now, PARCC will not determine high school graduation. Maryland State Board of Education will make decisions in the future on this issue.
- PARCC measures whether a high school student is ready for a credit bearing college math course. Currently, PARCC does not replace college placement tests because it does not determine what level or math subject area a student is prepared for.
- PARCC will be given in the junior year so that students needing remediation can take that in their senior year of high school. MSDE is developing these transition courses.
- Dr. Morgan reviewed the slides on the Associate's degree in the Art of Teaching. (add some points on AAT-ECE)

Dr. Terry Bridger, Chairperson, Department of Teacher Education Prince George's Community College, presented on the articulation of credentialing clock hours to college credit. Dr. Bridger reviewed the handout which explains five different pathways that child care providers can access to earn college credits. Some additional points made by Dr. Bridger:

- Students pay a fee to take Challenge Exams, and the cost of the fee varies by community colleges.
- Requirements for Real Life Experience to Credit – requirements vary by college and not all colleges offer this type of credit. Most colleges allow students to submit portfolios which are graded for credit. Some community colleges require that students pass entrance tests before this credit can be awarded. Some community colleges require that a student take some courses and

then apply for Real Life Experience Credit. Other colleges have the student complete graded projects for Real Life credits.

- CCCPDF Stipend – right now students can use this stipend for early childhood (EC) credit courses, but they cannot use the stipend to pay for any non EC college course requirements.

Dr. Bridger picked up on Dr. DeWayne Morgan's presentation regarding the AAT. She stated that all credits in the AAT must transfer to any 4 year college in the State of Maryland which has that program. However, any native student requirements at the four year college must also be met by the AAT students and these credits are what may hold up their acceptance into the teacher education programs at four year colleges (as a junior). The instances of colleges not accepting actual AAT courses is not common but does happen and the AAT Oversight Committee is the place that deals with these specific instances.

Dr. Bridger stated that the P20 Council's Task Force on Teacher Education will examine the articulation of community college credits to four year colleges as one of its charges. Dr. Howard, Dr. Satterfield and Mrs. Bjarekull are also on this Task Force and will keep this group updated on this Task Force's work. They stated that SB 740 which passed in the General Assembly in 2013 restricts four year colleges to 120 credits for graduation and 64 credits for community colleges, with the exception of certificate programs which have more credit requirements. Two year and four year colleges will have to apply for these certificate program exceptions; this process has not been established.

Next Steps:

- Update on work of the P20 Council's Task Force on Teacher Education.
- Propose incentives and rewards programs for practitioners in early childhood education.
- Discuss the possibility of a new degree program, birth to eight, through a blended curriculum of early childhood special education and current early childhood education courses.
- Identify recommendations of action.

Task Force on Teacher Education in Early Childhood Education

April 2014 Survey #1

1. How can we improve the credentialing for high school graduates in CTE – Early Childhood for both the career and college pathways?

- Increase wages for these workers and provide educational opportunities.
- High school students should have the opportunity to interface with mentors that are already in the field, be provided with opportunities to have paid experience working with young children in various settings. *Many programs offer internships in licensed child care settings.*
- Require all CTE programs to adhere to the outcomes developed for the pre-service training for child care and develop articulation agreements with institutions of higher education. *Currently all credits do articulate to community colleges.*
- Verify that the programs and teachers that are working in the high schools meet or exceed the requirements of licensed centers. *Students graduate qualified to apply for the CDA.*
- Credentialing for high school graduates in the CTE- Early Childhood for both the career and college pathways, can be improved by perhaps allowing students to apply the 90 hours towards college credit. *Currently all credits do articulate to community colleges.*

2. How can we improve the articulation from the AAT/Early Childhood Education to the four year bachelor's degree?

- Work with the two and four year programs to build articulation processes that work through partnerships with local colleges.
- The design of the AAT/Early Childhood Education affords students a clear and direct path for matriculation into any four year bachelor's degree program in early childhood in the State through a streamlined entry process.
- Establish common outcomes for all ECE coursework to ensure seamless transfer.
- The standards at four-year institutions often vary substantially from those of community colleges. In many cases a student's GPA drops by 1.0 when they get to a four-year IHE. Hence, additional rigor in community colleges would better identify those who can do well in a four-year program and those who lack the necessary foundational knowledge to be successful in a four-year IHE.
- Articulation from the AAT/Early Childhood Educations to a four year bachelor's degree can be improved by incentivizing students to continue further education. For example, the childhood credentialing program and the childcare professional development grant encourages students by providing them with funding based on their level of accomplishments to continue towards a bachelor's degree. Many students do not continue to a four year bachelor's degree because they cannot afford the tuition, so through programs such as these create more incentive for students to continue their education. *CCCPDF funds approximately 190 to 200 students in community colleges and approximately 56 students in four year colleges pursuing ECE degrees.*
- I think there are actually 3 big impediments: lack of funds for students, the math and science requirements because so many students need so much remedial math courses that they get

discouraged and don't continue on in school, and the 100 straight days of student teaching required. This last requires students take off one semester from their jobs, which in many cases is impossible.

- The AAT articulation agreement that currently exists works well for the "traditional" student. This means they come into the program with little or no previous work in the field and knowing exactly where they are going and receive the appropriate advising. This is not usually the case with early childhood personnel. They come into the program with such a diverse background that something as prescriptive as the AAT and the ECE bachelor's does not provide a smooth pathway.
- For many students, the AAT is not the best path for them. If they come in with lots of transfer credits, few transfer credits meet the rigid requirements of the AAT. In addition, to be a child care director in MD, students need the AAS in ECE, not the AAT in ECE. But the AAS doesn't have enough general education requirements, so many of the AAS students then have to stay longer to take the remaining general education requirements they need-mostly math and science- if they want to continue into a teacher education program. It would be very helpful if there was a change-we have been told this is in COMAR, to say that students need an Associate's degree in ECE-an AAS, AA or AAT in ECE along with any additional courses needed for licensing (such as the administration course-which is not in the AAT). This would at least provide some students with the ability to direct a child care center and be able to do the AAT instead of the AAS.)

3. What function does the AAS have in the early childhood college and career path?

- I believe this stops students from moving forward because they assume that they have everything they need to be an early childhood classroom teacher.
- The AAS should provide all of the foundational courses needed for the student to enter the field in an entry level position or to move on toward a more advanced degree without repetition of courses or field experiences.
- The AAS is the associate degree level preparation with a high content in ECE. This degree prepares the early childhood professional with specific coursework in the chosen field.
- The AAS is an appropriate degree for those who teach in private preschools and child care centers.
- The AAS plays an important role in early childhood because it includes all of the coursework required to work in all areas of childcare. It provides a pathway for those students who want to work in early childhood programs that are not in public schools.
- The function of the AAS in early childhood is to provide students with an education base to use theory and practical practices in a childcare and educational setting.

4. How can the MAAPP Early Childhood Education program be designed to increase the number of certified teachers in PreK?

- It can be organized geographically for maximum attendance through community colleges.
- I think there needs to be multiple cohorts and other teachers besides one instructor. I also believe that there needs to be some pathway for the "older" teacher who has an AA in ECE. They need something like an alternative program since they have been out of the college

classroom for so long. We will lose a lot of excellent pre-k teachers eventually because they do not have a teaching certificate.

- The MAAPP Early Childhood Education program should include a component that allows graduates to be entered into a pool of qualified candidates for hiring and a guarantee of provisional certification.
- The MAAPP needs to be simplified.
- At present I am concerned about the quality of the MAAPP in ECE. Allowing candidates to "intern" in their own classrooms with only videotaped observations defies what we know about best practices in teacher education. *MAAPP students currently complete a 4 week internship that is a part of the program- 2 weeks is completed in the candidate's place of employment and 2 weeks in a public school EC classroom.*
- To increase numbers of certified teachers in PreK, MAAPP should hold classes or preparations classes for students to increase the passing rate for the PRAXIS II.

5. What do you think is the missing piece(s) to improving the effectiveness of early learning teacher preparation?

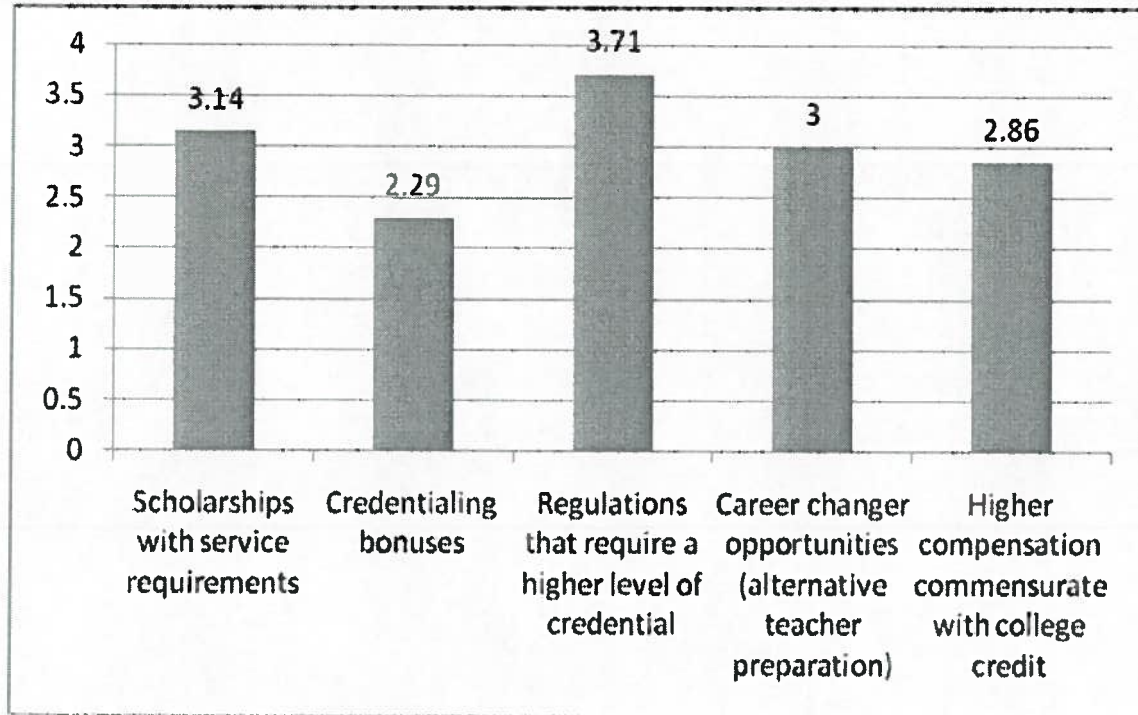
- Child care center wages are low, and workers do not have time to become certified.
- As a college faculty member, I believe that a huge challenge is that the teachers that teach the subjects are not in tune to what is going on in the ECE world. They do not incorporate MD EXCELS, Credentialing, Alternative prep, licensing, etc in their teaching. I do that and students leave with a knowledge that they then go back to where they are working and start teaching to their peers. It is a shame how much college professors do not know about our field.
- Ensuring that course content is commensurate with the competencies needed to ensure successful application in real classroom or center-based settings.
- The biggest challenges are the differences between early childhood content and preparation and elementary content and preparation. Additional challenges include behavioral interventions and approaches to learning.
- The standards for teacher certification are under intense scrutiny by policymakers, which has resulted in increased academic/performance standards for teacher candidates. Moreover teacher evaluations are linked to student achievement, which means teachers must engage in data driven decision making and produce results.
- There is not detailed description or list of teacher competencies and the content of teacher preparation programs often relies on historical practices not current systems.
- The biggest challenges for teacher preparation in terms of content and competency would be preparing for the certification exams. Often times, what we learn in class doesn't directly relate to what is on the exams so in preparing to educate children future teachers need proper prep for certification exams.
- Higher wages and access to cost effective education.
- As a college faculty member, I believe that the programs are not strong enough. I think that there needs to be a focus on reading and writing skills. An intensive class for students who intend to teach young children. I receive papers and I cannot even read some of them. I truly believe that if we push these students through, we are just doing a disservice to the children.

- Practicum experiences that are embedded at specific points throughout the program rather than just in the final semester. Taking this integrated approach would allow students to apply concepts in real time situations and engage in guided self reflections and coaching activities.
- Quality teacher education and on-going training, meaningful in-service experience, consistent mentoring and coaching support.
- Awareness and acceptance that everyone cannot and should not be a teacher. An acceptance that all of those who work in child care centers and preschools programs are not able (due to limited academic preparation themselves) to succeed in a four-year, teacher certification program nor might they want to.
- Students do not have the opportunity to practice the art of teaching in a non-threatening environment. The concepts that have been presented recently that suggest teacher preparation be more aligned with the medical field provides some very useful ideas.
- Currently, the missing piece in my opinion would be proper preparation for the exams, such as the exact content that will be present on the test. It might be beneficial to provide early learning teachers with practice tests, so they can get familiar with the format and type of information that is required.

Task Force on Teacher Education in Early Childhood Education

April 2014 Survey #1

6. Which of the following incentives do you believe are most effective in creating a competent and educated work force? Please rank the incentives from the most effective (5) to the least effective (1).



SYSTEMS TRANSFORMATION PROJECT

Birth to Five

A multi-agency collaborative initiative managed by Anne Arundel County Public Schools and the Anne Arundel County Partnership for Children, Youth & Families designed to:

- ◆ Develop a centralized referral process and data management system to serve children 0 to 5 years old with developmental disabilities and delays in Anne Arundel County
- ◆ Transform the current fragmented, duplicative system of service to one that is efficient, easy to access, family friendly, and guided by family needs sequentially rather than simultaneously
- ◆ Piloted in the Georgetown East Elementary School community
- ◆ Funded by Maryland State Department of Education and the Maryland Department of Health and Mental Hygiene.

A THREE-PRONGED APPROACH

Tele-Health

Technology to help families better communicate with pediatric specialists, early intervention staff, and other providers with better access to their child's medical records.

Universal Intake & Referral System

Efforts to Outcomes Software by Social Solutions provides a single intake mechanism and data collection system used by all agencies at the point of entry allowing for data to be shared across systems with parental permission.



Social Solutions
transforming human services.

Birth to 5 Community Resource Initiative/Care Team (CRICT)

Representatives from multiple agencies come together with a family when an intensive interagency plan of action and family navigation are needed.

OUTCOMES INCLUDE:

- ◆ Centralized referral and data management
- ◆ Improvements in speed, accuracy and consistency
- ◆ Increased agency/organization capacity
- ◆ Increased cost-efficiency and reduced redundancy
- ◆ Sequential services that recognize family priorities
- ◆ Enhanced assessments and targeted referrals

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UNIVERSITY OF MARYLAND
EARLY CHILDHOOD/
EARLY CHILDHOOD SPECIAL
EDUCATION PROGRAM

Dr. Christy Tirrell-Corbin
Director, Early Childhood Education
Human Development and Quantitative Methodology
April 17, 2014

THE EARLY CHILDHOOD/ EARLY CHILDHOOD SPECIAL EDUCATION (EC/ECSE) PROGRAM

- Is an intensive and cross-departmental program
 - Human Development and Quantitative Methodology (ECE)
 - Counseling, Higher Education and Special Education (ECSE)
- Leads to a BS degree with dual certification in ECE and ECSE
 - EC Certification in Preschool-Grade 3
 - ECSE Certification Birth-Grade 3

THE EC/ECSE PROGRAM

- The EC/ECSE Program replaces:
 - The ECE B.S. degree program
 - The ECSE M.S. degree program
- Was designed to meet the requirements of the:
 - Council for Exceptional Children (CEC),
 - National Association for the Education of Young Children (NAEYC),
 - Council for the Accreditation of Educator Preparation (CAEP),
 - Interstate New Teacher Assessment and Support Consortium (*InTASC*),
 - Maryland Teacher Technology Standards (MTTS),
 - Maryland College and Career Ready Standards (MCCRS)
 - Maryland Institutional Performance Criteria based on The Redesign of Teacher Education,
 - MSDE Division of Special Education/Early Intervention Services strategic imperatives

MISSION AND RATIONALE

The mission of the Early Childhood & Early Childhood Special Education program is to prepare knowledgeable and skilled teachers who utilize theory, research and pedagogy, to respectfully and responsively teach and positively affect the lives of children, with and without disabilities, who are diverse in culture and socioeconomic status.

Program Rationale. Based upon strong departmental research agendas, as well as national and state standards for Early Childhood and Early Childhood Special Education teacher education programs, the EC/ECSE curriculum has been developed around 6 core themes:

- Child Development (for children who are typically developing and atypically developing), Learning and Intervention
- Children in the context of families and communities
- Assessment (to determine eligibility for special education services, developmental and classroom-based)
- Integrated content courses focused on *Maryland College and Career Ready Standards*
- Culturally responsive and differentiated pedagogy
- Inquiry and reflection

BACKGROUND

- A degree in Early Childhood/Early Childhood Special Education (EC/ECSE) responds to state and national needs for teachers with expertise in ECE and ECSE, with a unique emphasis on working with children at environmental risk
 - Critical shortage of ECSE teachers
 - Implementation of “Preschool for All” likely to lead to a critical shortage of teachers in ECE
 - State Task Force on ECE identified blended program as priority
- Grant: SFY 2014 IDEA Discretionary State Discretionary Grant Proposal, Non-Local School Systems and Institutions of Higher Education
- Two focus groups with school partners (four counties) validated programmatic need, focused on “contemporary challenges young children are presenting”, and resulted in stakeholder support and commitment for placement sites.

SEQUENCE AND HIGHLIGHTS OF EC/ECSE COURSES

- All courses have been developed or redesigned to address children who are typically developing, children with disabilities, and children who are at risk for school failure due to poverty, language, and/or immigration.
- Reading classes – are taught by professors who are experts in literacy, literacy for children with disabilities, and English language learners
- One of the assessment classes has an emphasis on Curriculum-Based measures
- Four-one credit courses specifically address contemporary educational needs of teachers

FINAL FOCUS GROUP

- **Participating Stakeholders:** Chief Academic Officer, Instructional Specialists, Teachers (inclusive classrooms), Principal Early Childhood Center.
- **Task:** review program proposal and offer perspectives and feedback
- **Sample feedback:**
 - “The continuum of proposed course offerings combined with field placements appear balanced, rigorous and inclusive of research based practices.” (Principal)
 - “What I was getting so excited about from my position, and working with new teachers in the county, everything that my regular education teachers that are working in an inclusive classroom have, it is there. And everything my special education teachers are missing, it’s there.” (Instructional Specialist)
 - “When I saw all the content in here I was just so excited because I think that has been a piece that has been missing.” (Instructional Specialist)
 - “It was particularly good to see the focus on data driven instruction, introduction to ASD, inclusive practices, and appropriate interventions for children with behavioral challenges!” (Principal)
 - “We want to be a part of this program!” (Chief Academic Officer)

EVALUATIONS OF EC/ECSE SYLLABI

- 4 ECE/ECSE experts asked to evaluate 8 syllabi developed for program
 - Early Intervention Specialist; Early Childhood Resource Teacher (National Board Certified Teacher); Classroom Teacher, Inclusive 2nd Grade; Program Head, Infant and Toddlers Program
 - Experts scored syllabi using rubrics developed specifically to evaluate syllabi, and provided additional comments
 - Formative evaluation from review was used for enhancement of some assignments in courses

	Pre-Professional	Fall Junior Year	Spring Junior Year	Fall Senior Year	Spring Senior Year
Courses	<p>EDSP 211: Introduction to Special Education (3cr.)</p> <p>EDHD210: Foundations of Early Childhood Education (3cr.)</p> <p>EDHD220: Exploring Teaching in EC/ECSE* (3cr.)</p>	<p>EDHD419A/EDSP420: Child Development** from Birth to 3 Years (3cr.)</p> <p>EDHD425: Language Development and Reading Acquisition (3cr.)</p> <p>EDHD314: Reading in the Early Childhood Classroom (3cr.)</p> <p>Gen Ed Course</p> <p>Gen Ed Course</p>	<p>EDHD431: Child Development & Learning, 3 to 8 Years (3cr.)</p> <p>EDSP 423: Special Education Assessment and Instruction (3cr.)</p> <p>EDSP315: Inclusive Instruction: Reading Methods (3cr.)</p> <p><u>Track I (Birth -5 yrs.)</u></p> <p>EDSP430: Intervention for Infants & Toddlers with Disabilities (3cr.)</p> <p>EDSP433: Families and Culture in Early Intervention (Birth to 5 Years) (3cr.)</p> <p>OR</p> <p><u>Track II (PreK-3rd)</u></p> <p>EDHD415: Promoting the Social-Emotional Competence of Young Children in Inclusive Classrooms (3cr.)</p> <p>EDHD424: Culture, School & Community: Contexts for Learning (PreK-3rd) (3cr.)</p>	<p>EDSP321: The Young Child as Scientist (3cr.)</p> <p>EDHD322: The Young Child as Mathematician (3cr.)</p> <p>EDHD323: Children Study their World (3cr.)</p> <p>EDSP417: Reading Diagnosis and Assessment (3cr.)</p> <p>EDHD441: Data Driven Decision Making in EC/ECSE (1 cr.)</p> <p>EDHD442: Interventions for Children with Behavioral Challenges (1 cr.)</p> <p>EDHD443: Interventions for Children with Social Communication Challenges (1 cr.)</p> <p>EDHD444: Action Research in EC/ECSE (1 cr.)</p>	<p>EDHD437: EC/ECSE Teachers as Researchers and Reflective Practitioners (3 cr.)</p> <p>EDHD432: Internship in EC/ECSE (12 cr.)</p>
Field Experiences	<p>* ½ day placement each week, 6 weeks in a special education setting and 6 weeks in a general education setting</p>	<p>**2-1/2 day placements per week (Infant/Toddler) 6 weeks in a special education setting and 6 weeks in a general education setting</p> <p>OR</p> <p>12 weeks in an inclusive classroom</p>	<p>2-1/2 day placements per week, plus 1 immersion week (PreK). 6 weeks in a special education setting and 6 weeks in a general education setting (Track I: 6 weeks w/Infant/Toddlers)</p> <p>OR</p> <p>12 weeks in an inclusive classroom</p>	<p>Phase I of yearlong internship (2 full days per week plus 2 immersion weeks):</p> <p>Track I: PreK/K with general educator.</p> <p>Track II: PreK/K or Grade 1,2,3 placement with general or special educator</p>	<p>Part II of yearlong internship: full time/5 days per week:</p> <p>Track I: Infant/Toddler placement with SPED</p> <p>Track II: Pre-K/K or Grade 1,2,3 placement with general or special educator (must be opposite grade level and mentor from Phase I)</p>
	UMD EC/ECSE Program				

EXTENSIVE EC & ECSE FIELD EXPERIENCES

- **Teacher candidates have five semesters of placements**
 - **Infants/Toddlers-in home or center-based programs**
 - **Children with disabilities have Individual Family Service Plans (IFSP)**
 - **Preschoolers-inclusive, center-based programs**
 - **Children with disabilities have Individual Family Service Plans or Individual Education Plans**
 - **Kindergarten-Grade 3 – inclusive, school-based**
 - **Children with disabilities have Individual Education Plans (IEP)**
 - **Special educators and general educators work together in meeting the goals of the IEP**
- **Students work with mentor teachers in both special education and general education**
- **Graduates are prepared to work with children who are typically developing and those with disabilities, as well as those at risk.**

EC/ECSE INTERNSHIP

- **Track I (Birth through 5 years/Kindergarten):**

- In the fall semester students will be placed in an inclusive public preschool or kindergarten classroom, preferably with a co-teaching model.
- In the spring/final semester students will be placed in a special education setting that serves infants and/or toddlers. These placements may be home-based or center-based (such as Early Head Start).

- **Track II (Preschool through 3rd grade):**

- In the fall semester teacher candidates will be placed in Preschool/Kindergarten OR in Grades 1, 2 or 3 (opposite of Phase I). Ideally teacher candidates would be in classrooms utilizing a co-teaching model. However, if such placements are not available teacher candidates will have a special education “plug-in” mentor or a general education mentor teacher.

QUESTIONS?

Contact Information

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APPENDIX E

- **July 17, 2014 Meeting Materials**

Task Force on Teacher Education in Early Childhood Education

Thursday, July 17, 2013

9:00 am to noon

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 6

Task Force Purpose: Develop a framework to increase access to teacher qualifications in early childhood education and improve the quality of teacher education in post-secondary institutions and continuing education programs.

Meeting #4

Meeting Outcome:

- Review funding mechanisms for early childhood education and incentives to expand the number of highly qualified early educators.
- Reviewing and approving recommendations for the final report.

Agenda:

- Welcome and Introductions – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development, and Task Force Chair.
- Approval of meeting notes from April meeting, and approval of report outline.
- Update on P20 Council’s Teacher Preparation Task Force (Gail Hoerauf-Bennett, Executive Associate to the Chief Academic Officer Dr. Jack Smith)
- Briefing on MHEC’s “Proposed Amendments to COMAR for Competency-Based Education” (Ms. Catherine Shultz, Acting Secretary of Higher Education)
- Update on Task Force presentation to the University of Maryland Systems Deans and Directors (Dr. Christy Tirrell Corbin)
- Current funding mechanism and incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education (Rolf Grafwallner & Liz Kelley)
- Discuss and develop recommendations for incentives and rewards strategies
- Break
- Review recommendations for final report, discuss, and approve.
- Next Steps
 - Does the Task Force want to meet for approval of the final report or communicate edits and approval via email?

Members are encouraged to bring electronic devices to the meetings. ****Internet password: guestaccess**
Task Force Contact: Roann Tsakalas, rtsakalas@msde.state.md.us , (410)767-7802

Task Force on Teacher Education in Early Childhood Education

Thursday, April 17, 2014

9:00 am to noon

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 6/7

Task Force Purpose: Develop a framework to increase access to teacher qualifications in early childhood education and improve the quality of teacher education in post-secondary institutions and continuing education programs.

Meeting #3

1. Meeting Outcome: Propose incentives and rewards programs for practitioners in early childhood education to pursue and complete a post-secondary degree in early childhood education.
2. Implement a new degree program, Birth to Eight, through a blended curriculum of early childhood special education and regular early childhood education.

Meeting Notes: The notes are highlights but are not verbatim minutes.

Members present:

- Dr. Rolf Grafwallner, Chair, Division of Early Childhood Development, Maryland State Department of Education (MSDE)
- Ms. Mauria Uhlik, Division of Special Education/Early Intervention Services, MSDE
- Ms. Jean Satterfield, Division of Certification and Accreditation, MSDE
- Mr. Edward L. Root, Maryland Association of Boards of Education
- Ms. Jessica Hargest, Maryland's Governor's Office for Children
- Dr. Brenda Hussey-Gardner, Infants and Toddlers, State Interagency Coordinating Council
- Dr. Christy Tirrell-Corbin, Director, Early Childhood Education, University of Maryland, College Park
- Ms. Tina M. Bjarekull, Maryland Independent College and University Association
- Ms. Stacie Burch, President, Maryland Consortium of Early Childhood
- Ms. Janine Bacquie, Montgomery County Public Schools
- Ms. Adriane Dean, Early Childhood Education Undergraduate Major
- Ms. Sandra Smothers, Division of Special Education/Early Intervention Services
- Ms. Laura Hook, Division of Curriculum, Assessment and Accountability

Staff present: Roann Tsakalas, Liz Kelley, Judy Walker, Michelle Dunkle

Welcome and Introductions – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development and Task Force Chair, welcomed the Task Force members and asked members to introduce themselves.

Dr. Grafwallner asked members if they had any changes to the December meeting notes, and there were none. The notes were accepted as written.

Legislative update: Maryland early childhood bills for Session 2014 - the Prekindergarten Expansion Act of 2014 (SB 332) and the State Early Childhood Advisory Council (ECAC) HB 461: The Governor's budget included \$4.3m for a gradual expansion toward universal PreK. The funds will build on existing PreK programs and the expansion of Judy Centers. The PreK bill will also establish a public-private fund which will include public funds and can also take private contributions. The PreK law included a provision whereby prekindergarten formula be included in the upcoming "Adequacy Study". PreK programs applying for this funding will have to meet State standards and have State certified teachers. The State ECAC bill will place the ECAC in statute and ensure the continuation of their leadership on early childhood issues. Both bills passed during session and were signed by the Governor.

The expansion of PreK will increase the demand for certified PreK teachers. The recommendations from this Task Force will be important to raising standards for the early learning workforce and the increasing demand for PreK teachers. It is also intended to increase higher education's awareness of the new early childhood standards and the new kindergarten assessment.

On a separate track, the Governor's P-20 Leadership Council established a Task Force on Teacher Education which completed its work in late April 2014. Once the final report is available, it will be emailed to Task Force members.

Below is the review of survey results and responses as well as identification of recommended action regarding college and career pathways.

1. *How can we improve the credentialing for high school graduates in CTE – Early Childhood for both the career and college pathways?*
 - Increase wages for these workers and provide educational opportunities.
 - High school students should have the opportunity to interface with mentors that are already in the field, be provided with opportunities to have paid experience working with young children in various settings.
 - Require all CTE programs to adhere to the outcomes developed for the pre-service training for child care and develop articulation agreements with institutions of higher education.
 - Verify that the programs and teachers that are working in the high schools meet or exceed the requirements of licensed centers.
 - Credentialing for high school graduates in the CTE- Early Childhood for both the career and college pathways, can be improved by perhaps allowing students to apply the 90 clock hours of training or a national CDA towards college credit.

Discussion-

- a) Marketing the Early Childhood Education (ECE) career ladder and potential positions such as child care directors, teachers, and teacher assistants.
- b) It is important that high school students receive good career counseling in EC, and that EC career pathways are presented to them. It would be helpful to have a flow chart from high school to the community college level.
- c) It is important that credits earned in one community college are accepted at another jurisdiction's community college.

- d) EC competencies at high school, community college, and four year college graduates must be established and ensure a level of rigor and meet national standards.
- e) It is important that LEAs' EC high school programs meet community college curricula standards in order for students to earn community college credits.

Concerns expressed outside of issues pertaining to question 1-

- a) Maryland is in top 5 highest states for child care costs, and the majority of child care is private pay.
- b) For the new PreK Expansion, the lead teacher will earn similar entry pay to a public school teacher. Income eligible families will receive 40% cost reduction for full day and 20% cost reduction for half day. If an LEA has half day PreK for all 4 year olds then the State will cover costs for the teacher for full day.
 - One member shared that public PreK salary may look similar but the length and number of work days is dissimilar. Also, the career pathways are different – a public PreK teacher must have State certification and staff working in child care must have child care credentials.
- c) How do we account for experience and knowledge versus just course work?
- d) The PreK field needs EC teachers that can cope with the challenges of urban settings and children with behavioral/emotional challenges. The MAAPP pathway provides on the job training, and teacher demonstration of their skill. Therefore, the training teacher can be observed and receive mentoring on the job.
- e) Outline professional competencies: (1) skill to give a developmental screen, (2) how to talk to parents, and (3) how to teach to meet individual student needs.
- f) Internships in inclusive (special education) settings are important as is some training in developmental psychology.
- g) What is the compatibility between credentialing and certification? It was suggested that the six credential levels be condensed to a fewer number as they overlap in skill level.
- h) Four year and two year college EC programs are all different. Members agreed that competencies should be the same across the state. Right now, it is hard to transfer credits from a two year program into a four year program.

2. *How can we improve the articulation from the AAT/Early Childhood Education to the four year bachelor's degree?*

1. Work with the two and four year programs to build articulation processes that work through partnerships with local colleges.
2. The design of the AAT/Early Childhood Education affords students a clear and direct path for matriculation into any four-year bachelor's degree program in early childhood in the State through a streamlined entry process.
3. Establish common outcomes for all ECE coursework to ensure seamless transfer.
4. The standards at four-year institutions often vary substantially from those of community colleges. In many cases a student's GPA drops by 1.0 when they get to a four-year IHE. Hence, additional rigor in community colleges would better identify those who can do well in a four-year program and those who lack the necessary foundational knowledge to be successful in a four-year IHE.
5. Articulation from the AAT/Early Childhood Educations to a four year bachelor's degree can be improved by incentivizing students to continue further education. For example, the childhood credentialing program and the childcare professional development grant encourages students by providing them with funding based on their level of accomplishments to continue towards a bachelor's degree. Many students do not continue to a four year

bachelor's degree because they cannot afford the tuition, so through programs such as these create more incentive for students to continue their education. CCCPDF funds approximately 190 to 200 students in community colleges and approximately 56 students in four year colleges pursuing ECE degrees.

6. There are actually 3 big impediments: lack of funds for students, the math and science requirements because so many students need so much remedial math courses that they get discouraged and don't continue on in school, and the 100 straight days of student teaching required. This last requires students take off one semester from their jobs, which in many cases is impossible.
7. The AAT articulation agreement that currently exists works well for the "traditional" student. This means they come into the program with little or no previous work in the field and knowing exactly where they are going and receive the appropriate advising. This is not usually the case with early childhood personnel. They come into the program with such a diverse background that something as prescriptive as the AAT and the ECE bachelor's does not provide a smooth pathway.
8. For many students, the AAT is not the best path for them. If they come in with lots of transfer credits, few transfer credits meet the rigid requirements of the AAT. In addition, to be a child care director in MD, students need the AAS in ECE, not the AAT in ECE. But the AAS doesn't not have enough general education requirements, so many of the AAS students then have to stay longer to take the remaining general education requirements they need-mostly math and science- if they want to continue into a teacher education program. It would be very helpful if there was a change-we have been told this is in COMAR, to say that students need an Associate's degree in ECE-an AAS, AA or AAT in ECE along with any additional courses needed for licensing (such as the administration course-which is not in the AAT). This would at least provide some students with the ability to direct a child care center and be able to do the AAT instead of the AAS.

3. *What function does the AAS have in the early childhood college and career path?*

- This stops students from moving forward because they assume that they have everything they need to be an early childhood classroom teacher.
- The AAS should provide all of the foundational courses needed for the student to enter the field in an entry level position or to move on toward a more advanced degree without repetition of courses or field experiences.
- The AAS is the associate degree level preparation with a high content in ECE. This degree prepares the early childhood professional with specific coursework in the chosen field.
- The AAS is an appropriate degree for those who teach in private preschools and child care centers.
- The AAS plays an important role in early childhood because it includes all of the coursework required to work in all areas of childcare. It provides a pathway for those students who want to work in early childhood programs that are not in public schools.
- The function of the AAS in early childhood is to provide students with an education base to use theory and practical practices in a childcare and educational setting.

4. *How can the MAAPP Early Childhood Education program be designed to increase the number of certified teachers in PreK?*

- It can be organized geographically for maximum attendance through community colleges.
- There needs to be multiple cohorts and other teachers besides one instructor. I also believe that there needs to be some pathway for the "older" teacher who has an AA in ECE. They need something like an alternative program since they have been out of the college classroom for so long. We will lose a lot of excellent pre-k teachers eventually because they do not have a teaching certificate.
- The MAAPP Early Childhood Education program should include a component that allows graduates to be entered into a pool of qualified candidates for hiring and a guarantee of provisional certification.
- The MAAPP needs to be simplified.
- At present I am concerned about the quality of the MAAPP in ECE. Allowing candidates to "intern" in their own classrooms with only videotaped observations defies what we know about best practices in teacher education. *MAAPP students currently complete a 4 week internship that is a part of the program- 2 weeks is completed in the candidate's place of employment and 2 weeks in a public school EC classroom.*
- To increase numbers of certified teachers in PreK, MAAPP should hold classes or preparations classes for students to increase the passing rate for the PRAXIS II.

Discussion –

- Recommendations should be sent to MDTEC and the AAT Commission.

Break

Birth to Age 8 College Teacher Preparation: Dr. Christy Tirrell-Corbin, Director of Early Childhood Education & College of Education Honors Program at University of Maryland: new teacher education degree program for birth to eight, which is a blended curriculum of early childhood special education and current early childhood education courses. Please see PowerPoint presentation for details.

Discussion at Next Meeting (July 17, 2014) –

- Review 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.
- Discussion of recommendations for incentives and rewards strategies
- Update on work of the P20 Council's Task Force on Teacher Education.
- Review recommendations for the report.
- Approve outline of the report.

Task Force on Teacher Education in Early Childhood Education

Thursday, July 17, 2014

9:00 am to noon

Nancy S. Grasmick State Education Building
Maryland State Department of Education
200 West Baltimore St., Baltimore, MD 21201
8th Floor, CR 6/7

Task Force Purpose: Develop a framework to increase access to teacher qualifications in early childhood education and improve the quality of teacher education in post-secondary institutions and continuing education programs.

Meeting #4

1. Review funding mechanisms for early childhood education and incentives to expand the number of highly qualified early educators.
2. Reviewing and approving recommendations for the final report.

Meeting Notes: The notes are highlights but are not verbatim minutes.

Members present:

- Dr. Rolf Grafwallner, Chair, Division of Early Childhood Development, Maryland State Department of Education (MSDE)
- Ms. Jessica Hargest, Maryland's Governor's Office for Children
- Dr. Brenda Hussey-Gardner, Infants and Toddlers, State Interagency Coordinating Council
- Dr. Christy Tirrell-Corbin, Director, Early Childhood Education, University of Maryland, College Park
- Ms. Diane Hampton for Ms. Tina M. Bjarekull, Maryland Independent College and University Association
- Ms. Stacie Burch, President, Maryland Consortium of Early Childhood
- Ms. Sylvia Morrison for Ms. Janine Bacquie, Montgomery County Public Schools
- Ms. Amy Collier, Maryland Head Start Association
- Mr. Richard Benfer, MSEA
- Ms. Jennifer Nizer, Maryland Child Care Association
- Ms. Cathy Shultz, Maryland Higher Education Commission

Staff present: Roann Tsakalas, Liz Kelley, and Judy Walker

Welcome and Introductions – Dr. Rolf Grafwallner, Assistant State Superintendent for the Division of Early Childhood Development and Task Force Chair, welcomed the Task Force members and asked members to introduce themselves.

Approval of Meeting Notes - Dr. Grafwallner asked members if they had any changes to the April meeting notes, and there were none. The notes were accepted as written.

Update on P20 Council's Teacher Preparation Task Force presented by Ms. Gail Hoerauf-Bennett (Executive Associate to the Chief Academic Officer Dr. Jack Smith). See pages four and five of the report for a summary of the recommendations. Some key points are:

- Establish higher Maryland standards for admission to all teacher preparation programs.
- Fund three initial pilot Teaching Innovation Centers with state "seed" money and subsequently with savings from reduced teacher attrition.
- Teacher in trainings should have a variety of experiences in varied classroom settings that include students with special needs, students in poverty, and ELL students.
- Teachers should have strong mentors during in classroom experiences.

Task Force chairs are presenting the report to various higher education organizations for approval. The Executive Committee of the P-20 Council will meet in September to review the report and recommendations for next steps. The Task Force is recommending that two committees be formed to operationalize the recommendations. For example, some recommendations may require statute and/or regulations. Ms. Shultz shared that individual colleges had their own interest in the recommendations and may be more ahead on implementing the recommendations without state level action. Such recommendations are for pre-service teacher preparation: see page 4 of the report, numbers 2, 3, 4, 5 and 6. Dr. Christy Tirrell-Corbin commented that recommendation 1 on page four will require that student pass PRAXIS at the end of the sophomore year or AAT completion and have a 3.0 GPA in order to continue in the teacher education program.

In the PreK environment, teacher accountability is often measured through the CLASS tool or the ERS tool. In the K-12 system, teacher/principal accountability has been changed based on the Race to the Top requirements. Dr. Christy Tirrell-Corbin commented that the increased standards and rigor requires more supports for teachers. Colleges and universities have been required under Federal Title 2 to report how they assist LEAs with new teacher induction. Under the current child care model, technical assistance is provided to early education teachers by the Child Care Resource Centers. Currently, Maryland Family Networks offers a course on how to become a mentor for child care providers. Ms. Kelley stated that mentoring programs are needed for child care providers. Ms. Nizer added that the Early Childhood Mental Health Consultation program provides teachers with mentoring services on how to cope with children with challenging behaviors is very successful. The child care community would benefit from sustained funds to support mentors that would be available as needed.

Dr. Grafwallner will meet with Dr. Smith and Dr. Chandler, co-chairs of the P20 Council's Teacher Preparation Task Force to present this Task Force's report.

Briefing on MHEC's "Proposed Amendments to COMAR for Competency-Based Education" presented by Ms. Catherine Shultz, Acting Secretary of Higher Education. Subtitle 02 Academic Regulations, 13B.02.02 Minimum Requirements for In-State Degree-Granting Institutions, .16 Graduation Requirements, H. Credit for Competency-Based Education provides for up to 15 life experience credits toward an Associate's degree and up to 30 life experience credits toward a Bachelor's degree. Part H of the regulation outlines the specifications for life experience credits.

Update on Task Force presentation to the University of Maryland Systems Deans and Directors presented by Dr. Christy Tirrell Corbin. Dr. Corbin presented to this group in late May 2014 at their scheduled meeting. She reviewed the charge of the Task Force and the issues that have been discussed. They were supportive of the alignment of the articulation between two and four year colleges in Early Childhood programs. Dr. Corbin reported that MSDE has approved the new teacher education degree program for

birth to five, which is a blended curriculum of early childhood special education and current early childhood education courses, and they are waiting for final MHEC approval.

“Current Funding Mechanism and Incentives and Rewards Programs for Practitioners”- discussion led by Dr. Grafwallner and Ms. Kelley. Ms. Kelley reviewed the credential ladder on pages 8 and 9 of the Maryland Child Care Credential Program booklet. Dr. Grafwallner briefly reviewed the Child Care Development Fund Scholarships for AAT, AAS and Bachelor’s students, and the MAAPP for career changers.

Break

Review Recommendations for Final Report, Discuss, and Approve – See handout entitled “Recommendations Survey Results.” Recommendations one through ten were accepted with the following changes:

1. Recommendation 1 should be made more general to read “MSDE will pursue researching online programs with mentoring components for professional development purposes.”
2. Recommendation 6 should read “Classroom experiences should be...”

Recommendation 11 was not accepted and members expressed concerns that the high school Early Childhood courses be at the college level and taught by a qualified EC teacher if the students are to earn college credit through the course. The members recommended an AP type child development course.

Recommendation 12 was accepted as written. Recommendation 13 was corrected to read “Associate of Arts in Teaching Oversight Council.” Also, members requested that research into the transfer of general education credits be conducted as they were unsure this was the case. This recommendation was not accepted as written.

Recommendation 14 was not accepted. Members felt that the recommendation as written would create an unfunded burden on teacher preparation programs. It was suggested that the recommendation be limited to students that are working, and that teacher education programs should assist them in gaining experiences through their employer so they do not miss work hours/salary. It was also suggested that this recommendation be dropped.

Recommendations 15 and 16 were blended with recommendation 12. Recommendation 19 was not accepted by the membership. There was a some discussion that the community colleges come together to write one challenge test that would be based on child development core knowledge and experience that would provide life experience credits under the new MHEC regulation discussed above.

Recommendation 20 was accepted with more generalized language to recommend this type of teacher education program and not just the University of Maryland-College Park program.

Next Steps- The Task Force decided that it would communicate via email to finalize the report, which is due December 1, 2014.

Task Force on Teacher Education in Early Childhood Education

*A report for the Maryland State Superintendent of Schools,
Dr. Lillian Lowery*

_____, 2014

Prepared by: **The Division of Early Childhood Development,
Maryland State Department of Education
and
The Task Force on Teacher Education in Early Childhood
Education**

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This report was developed and produced by the Maryland State Department of Education (MSDE), Division of Early Childhood Development and the Task Force on Teacher Education in Early Childhood Education, with funds from the U.S. Department of Education, Race to the Top-Early Learning Challenge Grant (CFDA 84.412).

Lillian M. Lowery, Ed.D.
State Superintendent of Schools

Rolf H. Graffwallner, PhD
Assistant State Superintendent Division of Early Childhood Development

Members of the on Teacher Education in Early Childhood Education:

Dr. Rolf Grafwallner, Division of Early Childhood Development, Chair
Ms. Janine Bacquie, Division of Early Childhood Programs Montgomery County Public Schools
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. Ms. Laura Hook, Title III/ELL, Maryland State Department of Education
Donna Horgan, Maryland Association of Community Colleges
Dr. Brenda Hussey-Gardner, Infants and Toddlers, State Interagency Coordinating Council
Dr. Fran Kroll, Maryland Association of Community Colleges
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. Cathy Shultz, 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 support for the Social Impact Bond Workgroup was provided by:

- Roann Tsakalas, PhD, Maryland State Department of Education

Draft – Not for Distribution

letter to the State Superintendent from the Task Force Chair conveying the report

Draft – Not for Distribution

Background on Early Childhood Teacher Education

Purpose & Introduction

Workgroup Recommendations (organized by charges above 1-4)

Appendices

Appendix A:	Task Force Statement of Work
Appendix B:	September 17, 2014 Meeting Materials
Appendix C:	December 17, 2014 Meeting Materials
Appendix D:	April 17, 2014 Meeting Materials
Appendix E:	July 17, 2014 Meeting Materials
Appendix F:	April 2014 Task Force Survey Results
Appendix G:	July 2014 Task Force Survey Results on the Recommendations
Appendix H:	Child Care Credentialing Ladder
Appendix I:	Maryland Approved Alternative Teacher Preparation Programs (MAAPP)
Appendix J:	EC Career Pathways
Appendix K:	EC Job Requirements by Position

**Partnerships for Preparing Teachers:
Transforming Teacher Preparation and Professional Development in Maryland
Report Prepared for
Governor's P-20 Leadership Council Task Force on Teacher Education**

Charge: The P-20 Task Force on Teacher Education is charged with making recommendations and creating an action plan that will ensure high quality teacher education programs that are responsive to the needs of the prekindergarten through grade 12 schools, aligned with Maryland College and Career Ready Standards (MDCCRS), and designed to support student success for all Maryland students. Specifically the Task Force will:

- Examine Maryland policies and regulations on teacher education in the context of the new Common Core State Standards and Next Generation Science Standards to identify gaps and alignment needs;
- Build on the outcomes of the October 11, 2013 Teacher Education Summit, and review pertinent research on global best practices in teacher education;
- Make recommendations to the Governor's P-20 Leadership Council for appropriate changes in (a) policy and regulations, (b) curriculum and instruction, (c) induction and internship programs, and (d) resource allocations in order to advance the quality of teacher education programs in Maryland.

**Partnerships for Preparing Teachers:
Transforming Teacher Preparation and Professional Development in Maryland
Report Prepared for
Governor's P-20 Leadership Council Task Force on Teacher Education**

Task Force Membership

Tim Chandler, co-chair, Towson University
Jack Smith, co-chair, Maryland State Department of Education,
James Ball, Carroll Community College
Tina Bjarekull, Maryland Independent College and University Association
Joann Boughman, University System of Maryland (Zakiya Lee, designee)
Margaret Dammeyer, Catholic Schools' Archdiocese of Baltimore
Colleen Eisenbeiser, Anne Arundel Community College
Richard Green, The New Teacher Project
Darren Hornbeck, Maryland State Education Association
Danette Howard, Secretary of Higher Education Commission
Deborah Kraft, Stevenson University
Melinda Kramer, Prince George's Community College
Kristina Kyles, Baltimore City Public Schools
Tawana Lane, Maryland State Education Association
Elizabeth Ysla Leight, Maryland PTA
Bernadette Sandruck, Howard Community College
Jean Satterfield, Maryland State Department of Education
Nancy Shapiro, University System of Maryland
Robert Stevenson, Beall Elementary School
Deborah Sullivan, Prince George's County Public Schools
Karen Verbeke, Maryland Association of Colleges for Teacher Education
Henry Wagner, Public School Superintendents of Maryland
Patricia Welch, Morgan State University
Donna Wiseman, University of Maryland, College Park

Subcommittees

Teacher Education, the Common Core and Other Current Reforms

Chair: Bernadette Sandruck, Howard Community College

Diane Hampton, Maryland Independent College and University Association
Danette Howard, Maryland Higher Education Commission
Andrea Kane, Anne Arundel County Public Schools
Melinda Kramer, Prince George's Community College
Dana McCauley, Cecil County Public Schools
Carolyn Teigland, Cecil County Public Schools

Internships and Induction Continuum

Chair: Tina Bjarekull, Maryland Independent College and University Association

Portia Bates, Morgan State University
Colleen Eisenbeiser, Anne Arundel Community College
Tawana Lane, Maryland State Education Association
Elizabeth Ysla Leight, Maryland PTA
Henry Wagner, Dorchester County Public Schools
Patricia Welch, Morgan State University
Donna Wiseman, University of Maryland, College Park

Criteria for Teacher Education Programs and External Accreditation Requirements

Chair: Jean Satterfield, Maryland State Department of Education

Margaret Dammeyer, Catholic Schools Archdiocese of Baltimore
Darren Hornbeck, Maryland State Education Association
Deborah Kraft, Stevenson University
Fran Kroll, Howard Community College
Zakiya Lee, University System of Maryland
Maggie Madden, Maryland State Department of Education
Karen Verbeke, University of Maryland Eastern Shore

Alternative Teacher Education Pathways and Leveraging Pipelines

Chair: Krisina Kyles, Maryland Association of Secondary School Principals

James Ball, Carroll Community College
Michelle Dunkle, Maryland State Department of Education
Richard Green, The New Teacher Project
Scott Pfeifer, Maryland Association of Secondary School Principals
Bob Stevenson, Allegany County Public Schools
Deborah Sullivan, Prince George's County Public Schools

Staff

Gail Hoerauf-Bennett, Maryland State Department of Education

Dewayne Morgan, University System of Maryland

**Partnerships for Preparing Teachers:
Transforming Teacher Preparation and Professional Development in Maryland
Report Prepared for
Governor's P-20 Leadership Council Task Force on Teacher Education**

Abstract

On November 18, 2013, the Governor's P-20 Leadership Council charged a P-20 Task Force on Teacher Education with making recommendations and creating an action plan to ensure that all teacher preparation programs in Maryland will produce the high quality teachers our students deserve. Co-chairs Jack Smith, Deputy Superintendent, Maryland State Department of Education, and Tim Chandler, Provost, Towson University, convened five meetings of the Task Force between December 2013 and April 2014. The appointed members included representatives from Prekindergarten through grade-12 (PreK – 12) schools, the higher education community, parent organizations and teacher associations. In addition to the monthly Task Force meetings, the co-chairs presided over targeted sub-committee meetings, conference calls, and electronic reviews of documents.

Building on a strong foundation of educational excellence in Maryland, and taking lessons from many sources, the P-20 Task Force on Teacher Preparation offers recommendations in four key areas:

1. Pre-service teacher preparation
2. Pre-tenure teacher induction
3. Professional development for current teachers
4. Continuous improvement through accountability

Key recommendations:

Pre-Service Teacher Preparation:

1. Establish higher Maryland standards for admission to all teacher preparation programs.
2. Align teacher preparation programs, including Associate of Arts in Teaching (AAT) programs, with Maryland College and Career Readiness Standards (MCCRS).
3. Transition to Professional Learning Networks built on a model of internships and residencies to increase the number and variety of field placements for teacher candidates.
4. Increase the number and variety of field placements to promote adaptive expertise, with the final placement organized in a way that simulates what is expected in the first year of teaching.
5. Prioritize in-state programs for field placements, internships, and post-baccalaureate residencies.
6. Invest in scholarships, loan forgiveness, and early college/teacher academies to recruit highly qualified students into teaching careers.

Pre-Tenure Induction

1. Establish a 3-year residency model for all pre-tenured teachers that engages higher education teacher preparation programs in collaborative partnerships with school districts.
2. Establish collaboratively supported Teaching Innovation Centers (hubs of innovation).
3. Fund three initial pilot Teaching Innovation Centers with state “seed” money and subsequently with savings from reduced teacher attrition.

Professional Development for Current Teachers

1. Establish career-long professional development programs and career ladders for educators that are aligned with the high expectations of MCCRS.
2. Establish a school/university partnership process for building professional development programs for educators.
 - a. Programs should be collaboratively developed by PreK-12 and higher education.
 - b. Programs should build strong content and pedagogy competencies.
3. Reallocate existing funds for professional development to support the new collaboratively developed models.

Continuous Improvement through Accountability

1. Build Maryland accountability recommendations around the ideal conditions that contribute to the development of highly effective teachers and set a high bar for qualifications and expectations for all teacher preparation programs.
2. Align current Institutional Performance Criteria to reflect school reform initiatives.
3. Ensure that higher education institutions have access to all data necessary for continuous improvement research.
4. Align elements of the Council for the Accreditation of Educator Preparation (CAEP) standards for accreditation with Maryland’s priorities to ensure efficient and effective use of resources.

Regulatory Revision

As a co-requisite to the implementation of these recommendations, the Task Force recommends that the Maryland State Department of Education (MSDE), in collaboration with representatives from the Maryland Association of Colleges for Teacher Education (MACTE) review current regulations for clarity and revise or propose new regulatory language aligned with the recommendations and priorities identified in this report.

Fiscal Impact

These recommendations represent the current best practice and scholarship in the policy area of teacher preparation and teacher professional development. The Task Force arrived at consensus on these recommendations as the priorities for Maryland’s teacher preparation policy framework, with the understanding that subsequent work will be needed to develop a fiscal analysis and implementation plan.

Overview of the Process

On November 18, 2013, the Governor's P-20 Leadership Council charged a P-20 Task Force on Teacher Education with making recommendations and creating an action plan to ensure that all teacher preparation programs in Maryland will produce the high quality teachers Maryland's students deserve. Co-chairs Jack Smith, Deputy Superintendent, Maryland State Department of Education, and Tim Chandler, Provost, Towson University, convened five meetings of the Task Force between December 2013 and April 2014. The appointed members included representatives from PreK-12 schools, the higher education community, parent organizations and teacher associations. In addition to the monthly Task Force meetings, the co-chairs presided over sub-committee meetings, conference calls, and electronic reviews of documents.

In responding to the charge, the Task Force examined national research reports and policy documents assembling categories of best practices, reviewed existing Maryland statutes and regulations related to teacher preparation, reached out to stakeholder groups, and circulated multiple drafts of the recommendations. The Task Force engaged with a variety of stakeholders including deans and directors of education at Maryland's two-year and four year colleges and universities, principals and Professional Development Coordinators convened by the University of Maryland, local school district superintendents, teachers and teacher association representatives, alternative certification providers, parent organizations, a number of national professional organizations, and the business community.

Maryland has also been a leader, through the use of Race to the Top (RTTT) funding, in reflecting global priorities. The increase in the quality and quantity of teachers in the science, technology, engineering and mathematics (STEM) areas has been a focus for the last four years. Additionally RTTT prioritized preparing principals and teachers to be effective in challenging schools. The Task Force recommendations underscore the belief that closing the achievement gap is paramount in preparing all of Maryland's students for college and for successful careers.

The recommendations in this report draw on ideas and suggestions from all these sources. Three drafts (4/12/14; 4/18/14 and 4/23/14) of the report were sent out for review to the broad community of stakeholders and the recommendations were presented to the Governor's P-20 Council on Education on May 7, 2014. The list of the sources that the Task Force used is included in the references section of this report.

Just as the Task Force was completing its work, President Barack Obama issued his call for action on teacher preparation.

[T]he vast majority of new teachers – almost two-thirds – report that their teacher preparation program left them unprepared for the realities of the classroom. Moreover, for decades, institutions that prepare teachers have lacked the feedback needed to identify their strengths and weaknesses, and had little information on where program graduates go to teach, how long they stay, and how they perform in the classroom. Existing federal regulations on teacher preparation focus on information that is not sufficiently meaningful to preparation programs, potential teachers or potential employers.

Today, President Obama directed the U.S. Department of Education to lay out a plan to strengthen America's teacher preparation programs for public discussion by this summer, and to move forward on schedule to publish a final rule within the next year. The Administration will encourage and support states in developing systems that recognize excellence and provide all programs with information to help them improve, while holding them accountable for how well they prepare teachers to succeed in today's classrooms and throughout their careers. (<http://www.whitehouse.gov/the-press-office/2014/04/25/fact-sheet-taking-action-improve-teacher-preparation>).

We believe that the recommendations included in this report anticipate and directly respond to President Obama's call for action.

Purpose of the Task Force:

The Task Force on Teacher Preparation grew out of a Teacher Education Summit, October 11, 2013 at Towson University. The keynote speaker, Chancellor Nancy Zimpher of the State University of New York, challenged the assembled participants to think broadly about their aspirational goals and the changing context of teaching and teacher preparation. The Task Force accepted the charge, and has framed a set of recommendations that attempts to balance the on-the-ground realities with transformational best practices. The Task Force agreed that the recommendations should:

- Address the gap between teacher preparation programs and the on-the-ground realities in schools.
 - Align and integrate teacher preparation programs with the world of classroom teachers.
 - Prepare all teachers with background and strategies to understand and adapt to changing student populations, including cultural differences, poverty, and special learning, social and emotional needs.
- Recognize that while new teachers must be adequately prepared in advance to enter the classroom, preparation must link seamlessly with school district induction and embedded professional development to ensure a successful and long-lasting teaching career.

- Use multiple qualitative and quantitative measures to study teacher preparation and look for evidence-based ways that lead to building continuous improvement
- Develop a common Maryland framework that, while allowing for program flexibility and innovation, holds all education preparation providers, both traditional and alternative, accountable to a common set of rigorous expectations.
- Address the need for cycles of regular review and evaluation.

Building on a strong foundation of educational excellence in Maryland, and taking lessons from many sources, the P-20 Task Force on Teacher Preparation offers recommendations in four key areas:

1. Pre-service teacher preparation
2. Pre-tenure teacher induction
3. Professional development for current teachers
4. Continuous improvement through accountability

The Task Force recognizes the importance of scholarship and research to guide the work (for example, Darling-Hammond and Sykes, 2003; Lampert and Ball 1998; Wilson, Floden, and Ferrini-Mundy, 2001), and the necessity of building in a continuous improvement system of accountability in recognition of the dynamic nature of teaching and research in this field. (Council of Chief State School Officers, 2012) Changes in technology, increased knowledge, changing student populations, and new brain research are only a handful of the many transformational currents affecting teaching and educator preparation. The Task Force began its work by asking the question: How do we prepare future professionals to have the knowledge, skills and dispositions to meet the needs and unanticipated realities of the future?

Maryland's current policy is grounded in the work of a 1991 Task Force, which developed the original criteria for State program approval. Maryland's current Institutional Performance Criteria include four key elements:

1. Strong Academic Content
2. Extended Clinical Experiences
3. Performance Assessment
4. Linkage with PreK-12 Priorities

The P-20 Teacher Preparation Task Force took a close look at the current policies and offers recommendations intended to revise the current policies to align them more closely with the rapidly changing context of teaching and teacher preparation. Building on Maryland's strong history of partnership, and Professional Development Schools as original "communities of practice," the Task Force recommends revisiting the current model to align it more closely with current realities; Maryland is a majority minority state, with a decreasing PreK-12 enrollment projected over the next ten years. According to the most recent National Center for Education Statistics publication, public school enrollments are expected to decrease 9 percent between

2008–09 and 2020–21 for students who are White; decrease 6 percent between 2008–09 and 2020–21 for students who are Black; and increase 63 percent between 2008–09 and 2020–21 for students who are Hispanic (<http://nces.ed.gov/pubs2013/2013008.pdf>).

Teacher preparation and professional development need to be reconsidered in light of the changing nature of the reality on the ground. While the economic outlook is murky and technology has progressed in ways that no one imagined even five years ago, teachers must not only have technological competencies, but be culturally proficient to effectively teach in diverse classrooms. In addition, new models must include these competencies and layer them onto content, assessment, and classroom management expertise. Finally, teacher preparation must prepare individuals to build strong, positive relationships with students.

The Task Force recommends that MSDE, in collaboration with representatives from MACTE review current regulations for clarity and revise or propose new regulatory language aligned with the recommendations and priorities identified in this report.

The first three categories of recommendations below are tightly inter-connected. They can best be understood as a three-legged stool that supports a high quality teaching profession that is developed and designed to support success for all students. If the medical profession has as its mission “First, do no harm,” the teaching profession’s mission may best be captured by the comment most closely associated with Christa McAuliffe, as she boarded the space shuttle Challenger: “I touch the future. I teach.”

The last category—continuous improvement through accountability - is in service of this greater vision.

Recommendations

I. Key recommendations in the area of pre-service preparation

A comprehensive policy approach to pre-service teacher preparation should include investments in recruitment (scholarships and loans), investments in urban and rural programs to expand training into high need locations, attention to teaching diverse student populations, and clear, competency-based exit standards for teachers graduating from programs and entering classrooms. The recommendations related to pre-service preparation are drawn from multiple sources.

All of the key sources recommend that an academic/intellectual threshold be based on grade point average (GPA) and test scores for entrance into teacher preparation programs be balanced against the need for social and cultural understandings, communication skills, grit and perseverance.

The intent of the recommendations below, the first of our three-legged stool, is to affirm that candidates should not qualify for internships until they have met a high standard, and they do not exit without exhibiting high levels of independent performance.

1. Establish higher standards for admission to teacher preparation programs using multiple indicators, recognizing that successful candidates will embody different types of exceptional qualities. (Darling-Hammond & Bransford, 2005)
 - a. Raise GPA requirements for entry into teacher preparation programs. Ensure that the average GPA of students accepted into teacher preparation programs (traditional and alternative) meets or exceeds the CAEP minimum GPA of 3.0. (Ball, Hill, & Rowan, 2005) (American Federation of Teachers, 2012) (Council of Chief State School Officers, 2012) (Council for the Accreditation for Educator Preparation, 2013) (National Council on Teacher Quality, 2013)
 - b. Following practices of other professions (LSAT, MCAT) require that teacher candidates pass Praxis I prior to admission to all teacher preparation programs.
 - c. Require that teacher candidates demonstrate a minimum level of performance on essential classroom culture and instructional skills in order to complete a pre-service training program. (Haberman, 1996)
2. Align all teacher preparation programs (traditional and alternative) with Maryland's College- and Career- Ready Standards (MCCRS). Two-year Associate of Arts in Teaching (AAT) programs should be promoted and aligned with four-year programs and state priorities.
3. Transition Professional Development Schools to Professional Learning Networks built on a model of internships and residencies.¹
 - a. Both higher education and school districts must be involved in the preparation of teachers, and in the design and development of the networks. Development and design of the networks must respect logistical and capacity issues.
 - b. Provide state resources for school district-college/university collaborations.
 - c. Support existing and new professional networks through partnerships between schools and teacher preparation programs at Institutes of Higher Education (IHE), (both community colleges and four-year universities) and Maryland Approved Alternative Certification Programs.
4. Increase the number and variety of field placements to promote adaptive expertise, with the final placement organized in a way that simulates what is expected in the first year of teaching. This will include:
 - a. "Wall-to-wall" field placements (continuous placement from admissions to graduation, scaffolding greater degrees of sophistication and responsibility, including team teaching and collaborative teaching experiences);
 - b. Variety in grade levels within the certification range;
 - c. Variety and diversity in the students and communities served (e.g.: medical school rounds, legal education model, post-doc fellowship model, CPA model); and

¹ <http://www.nea.org/assets/docs/Teacher-Residencies-2014.pdf>

- d. Autonomous functioning in a real classroom setting for an appropriate length of time to ensure that teachers have extensive “active teaching practice,” with ongoing direct feedback, in order to be prepared to enter classrooms as teachers of record.
5. Prioritize in-state programs (traditional and alternative) over out-of-state programs for purposes of field placements, internships, and post-baccalaureate residencies. Collect and analyze data on the impact of out-of-state programs on the availability of quality field placements, internships, and post-baccalaureate residencies.
6. Invest in scholarships, loan forgiveness, and early college/teacher academies to recruit highly qualified students into the teaching profession.

II. Key recommendations in the area of pre-tenure induction

The Task Force envisions a robust and revolutionary induction period that needs to be conceptualized as building a bridge between pre-service and fully empowered classroom teachers. Taking the lead from the CCSSO Task Force on Educator Preparation and Entry into the Profession (2012):

States should also leverage the relationships between preparation providers and the districts in which their candidates are placed (either for clinical practice, residencies, or employment) so there is follow through into the early induction years and a culture of collegial coaching carries over from preparation into early practice. The state’s interest is in seeing initial licensure candidates supported and further developed so they reach the professional licensure stage with limited attrition. This opportunity to learn and scaffold the development of early educators should be transparent and resourced, and should be a shared responsibility among preparation providers, districts, and states. (p. 16) NCTAF has estimated the annual cost of teacher turnover in Prince George’s County Public School System to be \$23,292,500 and the annual cost for Baltimore City was estimated to be \$19,013,750. (National Commission on Teaching and America’s Future (NCTAF), 2007) (Zimpher, 2013)

The intent of the recommendations below builds on the pre-service recommendations and can be seen as the second leg of the three-legged stool. During the induction period, it should be clear that only teachers who exhibit the highest standards of performance with reasonable support will be promoted to tenured positions.

1. Establish a three-year residency model, in collaboration with higher education, for all pre-tenured teachers of record that would include ongoing direct feedback and continuous practice through extended mentorship, continuing communities of practice, and opportunities for pre-tenure teachers to participate in professional development at teaching innovation centers. (National Education Association, 2014)
 - a. Research and analyze costs of recommended new models to school districts and institutions of higher education. Such costs might include: substitutes, stipends, and mileage.

- b. Integrate community college AAT programs into continuing communities of practice and innovation centers.
 - c. Research and analyze creating a specialized post-baccalaureate/master's program or endorsements in Teacher Leadership for mentors and content-specific instructional leaders.
 - d. Research and analyze the impact of mentoring and other new teacher professional development on multiple measures of teacher performance, by using classroom observations and including student outcome and growth measures.
2. Establish collaboratively supported Teaching Innovation Centers (hubs of innovation) where pre-service and in-service teachers can be exposed to state-of-the-art professional development.
- a. Centers should be collaboratively supported by two-year and four-year institutions of higher education and school districts.
 - i. Centers are envisioned as regional pilots to explore "out of the box thinking" about preparation and professional development.
 - ii. Centers would be venues to explore virtual learning and social networking as learning vehicles in addition to traditional, research-based instructional practice.
 - b. Centers should include capacity to anticipate the impact of technology and focus on preparing teachers for future classrooms where teaching and learning may happen differently than it does now.
 - c. Centers should include capacity to offer simulations to pre-service and in-service educators.
 - d. Community colleges should be looked at as possible venues for centers of innovation.
3. Provide funding for Centers initially with state "seed" money, and subsequently with savings from reducing teacher attrition.
- a. Analyze costs associated with teacher attrition and realistically estimate savings.
 - b. Evaluate Centers after three years using multiple sources of data.

III. Key Recommendations in the area of professional development for current teachers

Finally, as the third leg of the stool, the recommendations below offer a framework for professional progression with high accountability for continued strong performance and cutting edge professional development experiences. Such experiences should be based on action research, learning and teaching theory, and evidence-based current best practices.

Reimagining teacher preparation only addresses a small percentage of current teachers. The Task Force makes recommendations for continuing professional development for all current teachers, since they will have the most immediate impact on student success. Additional research and policy studies recommend that colleges and universities "be at the table where teacher career ladders are being developed...because...the promise of options has a major impact on teacher education recruitment efforts...and because the quality of teacher education

*increasingly depends on the ...inclusion of practicing teacher as teacher educators(Clark, 1985, p77).*²

1. Establish career-long professional development programs and career ladders for educators that are aligned with Maryland's prekindergarten through grade 12 curriculum.
2. Establish school/university partnership processes for building professional development programs for educators.
 - a. Programs should be collaboratively developed by school districts and higher education.
 - b. Programs should build strong content and pedagogy competencies.
3. Reallocate existing funds for professional development to support new collaboratively developed models.

IV. Key recommendations in the area of continuous improvement through accountability

These recommendations are in service to the three previous recommendations and they echo President Obama's call for high quality teacher preparation programs. Key points include:

- *Build on state systems and efforts and the progress in the field to encourage all states to develop their own meaningful systems to identify high- and low-performing teacher preparation programs across all kinds of programs, not just those based in colleges and universities.*
- *Ask states to move away from current input-focused reporting requirements, streamline the current data requirements, incorporate more meaningful outcomes, and improve the availability of relevant information on teacher preparation.*
<http://www.whitehouse.gov/the-press-office/2014/04/25/fact-sheet-taking-action-improve-teacher-preparation>

1. Set a high bar for qualifications and expectations for all teacher preparation programs. Establish a "level playing field" for program accountability for all programs, holding all Maryland approved programs to the same high standards. (Hill, 2009)
2. Align current Institutional Performance Criteria to reflect school reform initiatives such as Maryland College- and Career- Ready Standards, dual enrollment and early college.
3. Ensure that IHEs have access to all program data from higher education and prekindergarten through grade 12 that contribute to research for continuous improvement.
 - a. Incentivize universities and their faculties to research "problems of practice," recognizing that colleges and universities have different capacities to provide research grants and incentives.

² Richard J. Clark, 1985, The logical link between career ladders and teacher education, November, *Education Leadership*, pp 77-81)

- b. Align the appointment, review and tenure practices of higher education institutions to reward scholar-practitioners, prioritizing scholar/practitioner research with respect to its value to practicing educators.
 - c. Prioritize partnership relationships between researchers and practitioners with incentive funding (Snow, C., AERA, 4.4.14).
 - d. Build accountability systems from the beginning of teacher preparation programs through the induction years (years 1-3).
 - e. Identify indicators of program quality and impact based on multiple sources of evidence, including school/district input, surveys, classroom performance and impact on student outcomes. (Darling-Hammond, 1999)
 - f. Develop a systematic approach to formative assessment of the teacher candidate's ability to influence student learning.
4. Align educator preparation assessment systems with Teacher and Principal Evaluation systems in school districts whenever possible (i.e.: Danielson³ and edTPA⁴ or PPAT⁵).

³ <http://www.danielsongroup.org/>

⁴ <http://edtpa.aacte.org>

⁵ <http://www.ets.org/ppa/>

Immediate Next Steps

- P-20 Council Executive Committee will review the report and recommend next steps.
- Possible next steps include:
 - Establish a working group of district level leadership (both instructional and administrative), teacher educators at IHEs, school district principals, and MSDE staff tasked with identifying models of teacher preparation that involve systematic preparation across the five-year pre-service/pre-tenure period. The work group should:
 - Propose models
 - Identify specific steps to implementation
 - Calculate the associated costs and likely benefits
 - Project a budget for recommended actions
 - Establish a working group of PreK-12 and higher education educators and policy advisors (including industry, community, and government representatives) to review and adjust teacher certification and licensure regulations to reflect the shared assumption that “less is more” with respect to regulatory language. New regulations should focus less on inputs and more on outcomes and accountability.
 - Ensure that institutions of higher education have access to school system curricula/instructional materials through website access, collaborative meetings, and greater transparency.
 - Establish a workgroup of MSDE staff and MACTE deans to review, revise and propose new regulatory language aligned with the recommendations of the Task Force.

SWOT Review of Recommended Action Items:

In addition to the major recommendations, the Task Force raised a number of action items that require further analysis of implementation challenges and unintended consequences. The Task Force recommends that P-20 Leadership Council charge a group to do a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) of the recommendations below. These action items are organized according to the four categories of the report: Pre-service, Pre-tenure induction, Professional development for current teachers, Continuous improvement and accountability.

Pre-Service

- Establish ongoing programs of scholarships and loan forgiveness to support individuals who prepare to teach in shortage content areas shortage fields and hard to staff locations.
- Review the existing AAT transfer agreements to ensure transferability among IHEs and alignment with Maryland College and Career Readiness Standards, Next Generation Science Standards, and teacher shortage areas.

- Explore impact of dual certification in special education
- Design pre-service programs to ensure that all pre-service teachers develop knowledge and skill sets to work with students with a broad spectrum of cultural, language and learning needs
- Review, evaluate and revise program entrance requirements to ensure highest quality candidates. Consider the following and ensure alignment with CAEP standards:
 - State-approved basic skills test (i.e., Praxis I) for entry into a teacher education program rather than as a certification requirement
 - Successful completion of a state-approved content test for program completion
 - Raising GPA requirements for entry into programs.
- Align pre-service models with educational reform priorities including, but not limited to: cultural competence, classroom management, multi-campus Professional Development sites that include challenging schools, intern rotations, and paid internships.
- Revisit, revise and update the requirement for the number of reading courses required for teacher candidates for all content/grade level areas.
- Revisit, revise and update current mathematics requirements for elementary education teacher candidates.
- Develop a cost/benefit analysis of the potential impact of requiring all teacher candidates to have a bachelor's degree in a content area before beginning a teacher preparation program, including but not limited to impact on higher education institutions and other providers and school districts.
- Investigate innovative programs such as UTeach at Towson University and Terps Teach at the University of Maryland, College Park that could serve as models for teacher preparation programs.

Induction

- Establish regional P-20 councils where IHEs and PreK-12 school districts can work on local and regional issues. Regional Councils would set their own agendas, engage in collaborative leadership, and report regularly to the Governor's P-20 Leadership Council.
- Bridge pre-service and induction by creating alignments between pre-service and in-service professional development experiences and strengthening the structure for induction by creating opportunities for IHE engagement.
- Restructure the school schedule/calendar to include opportunities for collaborative planning between experienced and new teachers.

Professional Development

- Restructure school calendars to employ teachers on regular 12-month contracts, allowing time for professional development, extended year experiences for students and annual leave opportunities for teachers
- Restructure higher education calendars to ensure that faculty members involved in Professional Development are employed and available in the summer months.
- Establish new specialist roles to bridge the technological challenges of digital teaching, learning and assessments

- Utilize technological tools for professional communities of practice.
- Schedule annual statewide and/or regional teacher preparation forums focused on sharing proven best practices, highlighting common challenges and identifying potential solutions.

Continuous Improvement and Accountability

- Reward programs that produce high quality teachers and teacher leaders:
 - Offer subsidies and expanded capacity, with focused scholarships, for programs that recruit and prepare a highly qualified, diverse pool of effective educators in high-need fields and locations;
 - Allocate reduced attrition savings to IHEs that prepare teachers who are retained in school districts beyond three years.
 - Create new pathways into teaching that align the resources of Maryland community colleges and universities with supports for candidates willing to commit to working in high-need schools;
 - Recognize existing pathways, such as Teacher Academy of Maryland, with support for tuition or loan repayment.
 - Offer incentives and high-quality accessible pathways for already licensed teachers to become cross-trained in shortage areas like special education, English language acquisition, bilingual education, mathematics or science.

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(2) Commission-approved entrance-level training for a mandated position classified as institutional support staff is a minimum of 88 hours and shall include the subject areas required under §C(2) of this regulation.]

[E.] D. — [I.] H. (text unchanged)

GREGG L. HERSHBERGER
Secretary of Public Safety and Correctional Services

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 01 NONPUBLIC SCHOOLS

13B.01.01 Minimum Requirements for Private Career Schools

Authority: Education Article, §§11-105(u) and 11-201, Annotated Code of Maryland

Notice of Proposed Action [14-096-P]

The Maryland Higher Education Commission proposes to amend Regulation .04 under COMAR 13B.01.01 Minimum Requirements for Private Career Schools. This action was considered by the Commission at an open meeting held on February 26, 2014, notice of which was given as required by State Government Article, §10-506(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to provide for real estate private career schools to receive approval for satellite classrooms and provide the requirements for receiving that approval.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Dr. Shawna Acker-Ball, Director, Academic Affairs, Maryland Higher Education Commission, 6 N Liberty Street, Baltimore, MD 21201, or call 410-767-3268, or email to sackerball@mhec.state.md.us, or fax to 410-332-0270. Comments will be accepted through May 19, 2014. A public hearing has not been scheduled.

04. School Approval Process.

A.—D. (text unchanged)

E. New Locations—Additional Locations and Changes in Location.

(1)—(4) (text unchanged)

(5) *Satellite Classrooms.*

(a) *In this subsection, "satellite classroom" means an additional instructional space geographically separated from a real estate school's approved location.*

(b) *A real estate school approved to offer a real estate salesperson prelicensing program may establish one or more satellite classrooms to offer its approved program in the approved manner with qualified instructors without the prior approval of the Secretary.*

(c) *A satellite classroom shall be:*

(i) *Located only in an established real estate office or other recognized place of business conducive to classroom instruction, and*

(ii) *Used only for the purpose of instruction.*

(d) *Each real estate school establishing a satellite classroom shall:*

(i) *Maintain a complete list of all satellite classrooms, identifying each classroom by business name and address;*

(ii) *Submit the complete list with the school's annual report each year, stating whether the satellite classroom was used during the reporting year;*

(iii) *Limit total student enrollment at its approved location and all satellite classrooms to the maximum enrollment approved by the Secretary; and*

(iv) *Maintain all student records from its satellite classrooms at the school's approved location.*

DANETTE GERALD HOWARD, Ph.D.
Secretary of Higher Education

Subtitle 02 ACADEMIC REGULATIONS

13B.02.02 Minimum Requirements for In-State Degree-Granting Institutions

Authority: Education Article, §§11-105(u) and 11-201, Annotated Code of Maryland.

Notice of Proposed Action [14-092-P]

The Maryland Higher Education Commission proposes to amend Regulation .06 under COMAR 13B.02.02 Minimum Requirements for In-State Degree-Granting Institutions. This action was considered by the Commission at an open meeting held on February 26, 2014, notice of which was given as required by the State Government Article, §10-506(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to update regulations relating to graduation requirements and competency-based education at institutions of higher education.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Dr. Shawna Acker-Ball, Director, Academic Affairs, Maryland Higher Education Commission, 6 N. Liberty St., 10th Floor, Baltimore, MD 21201, or call 410-767-3268, or email to sackerball@mhec.state.md.us, or fax to 410-332-0270.

Comments will be accepted through May 19, 2014. A public hearing has not been scheduled.

16 Graduation Requirements.

A. Associate Degree.

(1)—(2) (text unchanged)

[(3) A student shall earn at least 30 credit hours by direct instruction for conferral of a degree.]

[(4)] (3)—[(5)](4) (text unchanged)

B. Baccalaureate Degree.

(1)—(2) (text unchanged)

[(3) A student shall earn, by direct instruction, at least 60 credit hours required for the conferral of the baccalaureate degree.]

[(4)] (3)—[(5)] (4) (text unchanged)

C—G. (text unchanged)

H. Credit for Prior Learning.

(1) An in-State institution may not award more than 1/2 the number of credit hours required for graduation, regardless of the method of assessing the credit hours, for prior learning or experience.

(2) An institution may award credit hours for prior learning or experience based upon successful completion of an acceptable standardized examination such as the College Level Examination Program.

(3) An institution may not award more than:

(a) 30 credit hours of the minimum 120 credit hours required for the baccalaureate degree or a proportional amount of a greater number of credit hours; or

(b) 15 credit hours of the minimum 60 credit hours required for the associate degree or a proportional amount of a greater number of credit hours for prior learning awarded based on examinations developed by the institution and on portfolio assessments.

(4) An institution shall have on file copies of whatever examinations, test results, portfolios, and portfolio assessment reviews are used for the award of credit hours for prior learning. Faculty of the institution in the appropriate discipline shall conduct the assessment. The institution shall maintain the results of the assessments in the student's academic file.]

H. Credit for Competency-Based Education.

(1) An institution may award credit hours for competency-based education, such as credit for prior learning or demonstration of skills and knowledge in specific areas, based on:

(a) Successful completion of an acceptable standardized examination such as the College Level Examination Program;

(b) An examination developed by the institution;

(c) A portfolio assessment; or

(d) Another assessment method approved by the Secretary to demonstrate competencies.

(2) An institution that awards credit for competency-based education shall follow nationally accepted standards for the notation of such credit on a student's transcript.

(3) Institutional Policy.

(a) An institution that awards credit for competency-based education shall submit to the Secretary a written policy that articulates standards for the assessment and awarding of credit hours to students.

(b) The institution shall:

(i) Develop and approve the policy through appropriate governance channels, including seeking input from students and faculty;

(ii) Submit the policy to the Secretary for approval;

(iii) Review and update the policy at least every 3 years to ensure that it reflects current practice; and

(iv) Resubmit the policy to the Secretary for approval when changes are made.

(c) The Secretary shall:

(i) Review the institution's policy;

(ii) Approve the policy if the Secretary determines that the policy is complete and that all assessment methods will be effective for assessing students' competencies; and

(iii) Maintain the written policy on file at the Commission.

(d) An institution may not implement its policy until it receives the Secretary's written approval.

(4) Faculty of the institution in the appropriate discipline shall conduct each assessment.

(5) Maintenance of Copies.

(a) An institution shall maintain copies of all examinations, test results, portfolios, portfolio assessment reviews, and other methods approved by the Secretary to assess learning for the award of credit hours for competency-based education.

(b) The copies shall be maintained for 1 year after a student graduates or for 5 years after a student was last enrolled, as applicable.

(6) Report to Secretary.

(a) Where graduates of an institution earn more than half of the credit hours toward their degree or certificate program through competency-based education, the institution shall submit an annual report to the Secretary.

(b) The report shall be:

(i) In the form required by the Secretary; and

(ii) Submitted by October 1st of each year for the prior academic year.

(c) The report shall detail:

(i) The number of degrees and certificates awarded in this manner;

(ii) The number of credits for competency-based education granted per degree or certificate awarded; and

(iii) The methods used for assessing and awarding credit for competency-based education.

(4) (text unchanged)

DANETTE GERALD HOWARD, Ph.D.
Secretary of Higher Education

Title 14

INDEPENDENT AGENCIES

Subtitle 31 OFFICE FOR CHILDREN

14.31.05 Licensing and Monitoring of Residential Child Care Programs

Authority: [Article 41, §§6-101 and 6-104; Article 83C, §§2-102, 2-104, 2-113, 2-120, and 2-123—2-125;] Education Article, §§8-301—8-303 and 8-401—8-417; Family Law Article, §§5-506, 5-508, 5-509, and 5-510; Health-General Article, §§2-104, 7-904, 8-404, 10-922, and 10-924; Health Occupations Article, §20-302; Human Services Article, §§2-209, 2-212, 9-203, 9-204, 9-221, 9-231, 9-234, and 9-235; Annotated Code of Maryland

Notice of Proposed Action

[14-094-P]

The Secretary of Health and Mental Hygiene, the Secretary of Human Resources, the Secretary of Juvenile Services, and the Superintendent of Schools with the Executive Director of the Governor's Office for Children propose to amend Regulations .08 and .09 under COMAR 14.31.05 Licensing and Monitoring of Residential Child Care Programs. For administrative convenience, because these proposed regulations are being jointly proposed, the amended regulations would appear in the title for the existing regulations for the Governor's Office for Children.

Task Force on Teacher Education in Early Childhood Education

- Recommendations Survey Results

Question 1 To recommend: 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.

- Approve 11
- Neither approve nor disapprove 9
- Disapprove 1

Question 2 To recommend: Thinkport, which was developed by MSDE and Maryland Public Television, as an avenue for professional development credits.

- Approve 16
- Neither approve nor disapprove 4
- Disapprove 1

Question 3 To recommend: All teacher preparation programs in Maryland will include instruction to students on the Maryland early learning standards, Maryland core competencies, the Family Engagement Framework, and the Ready for Kindergarten framework, and ensure their ability to implement these standards and competencies in classroom practice.

- Approve 18
- Neither approve nor disapprove 2
- Disapprove 1

Question 4 To recommend: 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.

- Approve 21

- Neither approve nor disapprove 0
- Disapprove 0

Question 5 To recommend: Practicum and student teaching experiences should provide opportunities to work in classrooms with children with special needs and children that are English language learners.

- Approve 20
- Neither approve nor disapprove 0
- Disapprove 1

Question 6 To recommend: Practicum 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.

- Approve 20
- Neither approve nor disapprove 0
- Disapprove 1

Question 7 To recommend: Facilitate opportunities for test preparation for students prior to taking PRAXIS I and II.

- Approve 16
- Neither approve nor disapprove 4
- Disapprove 0

Question 8 To recommend: 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>) in order 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.

- Approve 19
- Neither approve nor disapprove 2
- Disapprove 0

Question 9 To recommend: 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 in order to gain more experience in working with young children.

- Approve 19
- Neither approve nor disapprove 2
- Disapprove 0

Question 10 To recommend: Encourage all CTE programs in Early Childhood Education/Childcare 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.

- Approve 20
- Neither Approve nor Disapprove 1
- Disapprove 0

Question 11 To recommend: Encourage data collection efforts at postsecondary institutions to monitor the number of students and the number of credits earned by each student in high school Early Childhood Education. Request that these institutions provide transcribed credits (on a college transcript) rather than articulated credits, and provide transcribed credits for the CDA.

- Approve 13
- Neither approve nor disapprove 7
- Disapprove 1

Question 12 To recommend: High school career counselors should present EC career pathways to interested high school students to ensure that they understand the steps in each path and which early learning positions are open to them with each pathway.

- Approve 21
- Neither approve or disapprove
- Disapprove 0

Question 13 To recommend: MSDE should request the AAT Commission to issue automatic transfers of general education credits from two year Maryland colleges to four year Maryland colleges.

- Approve 13
- Neither approve nor disapprove 5
- Disapprove 3

Question 14 To recommend: Teacher education programs at institutions of higher education provide opportunities for paid practicum and student teaching experiences at the site of employment to assist those that must work while continuing along their college pathway.

- Approve 15
- Neither approve nor disapprove 2
- Disapprove 4

Question 15 To recommend: Present information on early childhood career pathways to students entering two and four year college early childhood programs to ensure that they understand the steps in each path and which early learning positions are open to them within each pathway.

- Approve 21
- Neither approve nor disapprove
- Disapprove 0

Question 16 To Recommend: Students entering an AAS must be made aware through career counseling that the program does not include general education courses that are necessary in order to transfer directly into to a four year college EC teacher education program.

- Approve 20
- Neither approve nor disapprove 1
- Disapprove 0

Question 17 – was in error a repeat of question 16.

Question 18 To recommend: 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. 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.

- Approve 15
- Neither approve nor disapprove 4
- Disapprove 2

Question 19 To recommend: 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 which would articulate a certain number of credits to community colleges and then to four year colleges replacing the currently offered challenge tests for life experience credit. 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 the career ladder.

- Approve 14
- Neither approve nor disapprove 3
- Disapprove 4

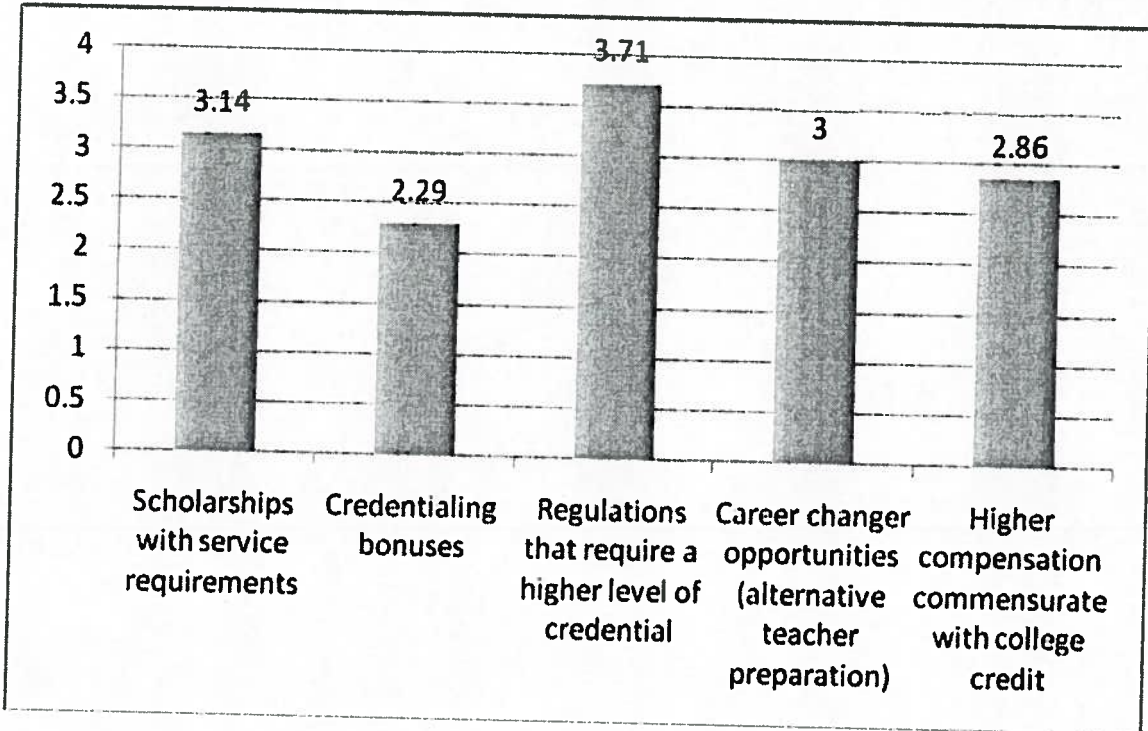
Question 20 To recommend: Offer the new degree program, developed by the University of Maryland-College Park, Departments of Human Development and Special Education. The new degree program for birth to age eight will meet the current teacher education approval requirements through a blended curriculum leading to a dual certification in early childhood special education and regular early childhood education.

- Approve 19
- Neither approve nor disapprove 2
- Disapprove 0

Task Force on Teacher Education in Early Childhood Education

April 2014 Survey #1

6. Which of the following incentives do you believe are most effective in creating a competent and educated work force? Please rank the incentives from the most effective (5) to the least effective (1).



Pathways to Careers in Early Childhood Education

Child Care Credentialing Pathway

Preparation	Professional Opportunities
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 1 or 2 	<ul style="list-style-type: none"> • Child Care Aide
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 3 or 4 • CTE High School Diploma (Child Development Association (CDA) Credential) 	<ul style="list-style-type: none"> • Child Care Teacher
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 4+ 	<ul style="list-style-type: none"> • Child Care Center Director (20 children or less)
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 5 - 6 	<ul style="list-style-type: none"> • Child Care Center Director (21 children or more) • Nursery School Teacher

College Pathway

Preparation	Professional Opportunities
<ul style="list-style-type: none"> • Two year degree: <ul style="list-style-type: none"> – Associate of Arts in Science – Associate of Arts in Teaching ECE 	<ul style="list-style-type: none"> • Child Care Center Director • Public School Paraprofessional
<ul style="list-style-type: none"> • Four year degree: <ul style="list-style-type: none"> – Early Childhood Education 	<ul style="list-style-type: none"> • Nursery School Administrator • Public School Pre-K or Elementary Grade Teacher

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	<p>COMAR 13A.16.06.09 - Nineteen years of age or older, and meet one of the following criteria:</p> <p>(1) The individual holds or has successfully completed:</p> <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (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; <p>(2) The individual holds an associate's or higher degree with approved courses in early childhood education;</p> <p>(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;</p> <p>or</p> <p>(4) The individual:</p>	\$23,927 ²

Maryland Early Childhood Career Options

	<p>(a) Has been approved as a teacher by the Department for early childhood in nursery school through third grade; or</p> <p>(b) Is certified by the Department or by any other state for early childhood in nursery school through third grade.</p>	
<p>Child Care Center Director</p>	<p>COMAR 13A.16.06.05</p> <p>(1) Be at least 21 years old;</p> <p>(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;</p> <p>(3) Have successfully completed:</p> <p>(a) 9 clock hours of approved preservice training in communicating with staff, parents, and the public; and</p> <p>(b) 3 semester hours or their equivalent of approved administrative training;</p> <p>(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</p> <p>(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.</p> <p>AND</p> <p>COMAR 13A.16.06.06</p> <p>B. In a preschool center with 20 or fewer children, a director shall have completed 1 year of experience:</p> <p>(1) Working primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p>(2) Caring for preschoolers as a registered family child care provider.</p> <p>C. In a preschool center with 21 to 40 children, a director shall have completed:</p> <p>(1) Either:</p> <p>(a) 30 semester hours of college coursework that has not less than 20 semester hours</p>	<p>\$34,945²</p>

Maryland Early Childhood Career Options

	<p>specifically in early childhood education; or</p> <p>(b) 60 semester hours from an accredited institution of higher learning; and</p> <p>(2) 2 years of experience:</p> <p>(a) Working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p>(b) Caring for preschoolers as a registered family child care provider.</p> <p>D. In a preschool center with more than 40 children, a director shall have:</p> <p>(1) Attained:</p> <p>(a) An associate's degree with a minimum of 15 semester hours of approved course work in early childhood education; or</p> <p>(b) A bachelor's degree in any field; and</p> <p>(2) Completed 2 years of experience:</p> <p>(a) Working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p>(b) Caring for preschoolers as a registered family child care provider.</p> <p>E. An individual is considered qualified as a director of any size preschool center when that individual:</p> <p>(1) Has completed 1 year of experience:</p> <p>(a) Working primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p>(b) Caring for preschoolers as a registered family child care provider; and</p> <p>(2) Has received either:</p> <p>(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</p> <p>(b) Certification by the Department or by any other state for early childhood education, including nursery school through third grade.</p>	
Educational	COMAR 13A.16.16.C	\$30,750 ³

Maryland Early Childhood Career Options

<p>Program Teacher (Private Nursery School)</p>	<p>(3) A teacher who provides instruction in language and literacy development, mathematical and scientific thinking, or social studies shall hold or have completed:</p> <ul style="list-style-type: none"> (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. <p>(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:</p> <ul style="list-style-type: none"> (a) AMI, AMS, or NAMTA; or (b) A Montessori teacher education program that is accredited by MACTE. <p>(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:</p> <ul style="list-style-type: none"> (a) Hold or have completed: <ul style="list-style-type: none"> (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. <p>(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.</p>	
<p>Public School PreK Teacher</p>	<p>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.</p>	<p>\$62,849²</p>

¹All descriptions are taken directly from COMAR 13A

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 F

- **April 2014 Task Force Survey Results**

Task Force on Teacher Education in Early Childhood Education

April 2014 Survey #1

1. How can we improve the credentialing for high school graduates in CTE – Early Childhood for both the career and college pathways?

- Increase wages for these workers and provide educational opportunities.
- High school students should have the opportunity to interface with mentors that are already in the field, be provided with opportunities to have paid experience working with young children in various settings. *Many programs offer internships in licensed child care settings.*
- Require all CTE programs to adhere to the outcomes developed for the pre-service training for child care and develop articulation agreements with institutions of higher education. *Currently all credits do articulate to community colleges.*
- Verify that the programs and teachers that are working in the high schools meet or exceed the requirements of licensed centers. *Students graduate qualified to apply for the CDA.*
- Credentialing for high school graduates in the CTE- Early Childhood for both the career and college pathways, can be improved by perhaps allowing students to apply the 90 hours towards college credit. *Currently all credits do articulate to community colleges.*

2. How can we improve the articulation from the AAT/Early Childhood Education to the four year bachelor's degree?

- Work with the two and four year programs to build articulation processes that work through partnerships with local colleges.
- The design of the AAT/Early Childhood Education affords students a clear and direct path for matriculation into any four year bachelor's degree program in early childhood in the State through a streamlined entry process.
- Establish common outcomes for all ECE coursework to ensure seamless transfer.
- The standards at four-year institutions often vary substantially from those of community colleges. In many cases a student's GPA drops by 1.0 when they get to a four-year IHE. Hence, additional rigor in community colleges would better identify those who can do well in a four-year program and those who lack the necessary foundational knowledge to be successful in a four-year IHE.
- Articulation from the AAT/Early Childhood Educations to a four year bachelor's degree can be improved by incentivizing students to continue further education. For example, the childhood credentialing program and the childcare professional development grant encourages students by providing them with funding based on their level of accomplishments to continue towards a bachelor's degree. Many students do not continue to a four year bachelor's degree because they cannot afford the tuition, so through programs such as these create more incentive for students to continue their education. *CCCPDF funds approximately 190 to 200 students in community colleges and approximately 56 students in four year colleges pursuing ECE degrees.*
- I think there are actually 3 big impediments: lack of funds for students, the math and science requirements because so many students need so much remedial math courses that they get

discouraged and don't continue on in school, and the 100 straight days of student teaching required. This last requires students take off one semester from their jobs, which in many cases is impossible.

- The AAT articulation agreement that currently exists works well for the "traditional" student. This means they come into the program with little or no previous work in the field and knowing exactly where they are going and receive the appropriate advising. This is not usually the case with early childhood personnel. They come into the program with such a diverse background that something as prescriptive as the AAT and the ECE bachelor's does not provide a smooth pathway.
- For many students, the AAT is not the best path for them. If they come in with lots of transfer credits, few transfer credits meet the rigid requirements of the AAT. In addition, to be a child care director in MD, students need the AAS in ECE, not the AAT in ECE. But the AAS doesn't have enough general education requirements, so many of the AAS students then have to stay longer to take the remaining general education requirements they need-mostly math and science- if they want to continue into a teacher education program. It would be very helpful if there was a change-we have been told this is in COMAR, to say that students need an Associate's degree in ECE-an AAS, AA or AAT in ECE along with any additional courses needed for licensing (such as the administration course-which is not in the AAT). This would at least provide some students with the ability to direct a child care center and be able to do the AAT instead of the AAS.)

3. What function does the AAS have in the early childhood college and career path?

- I believe this stops students from moving forward because they assume that they have everything they need to be an early childhood classroom teacher.
- The AAS should provide all of the foundational courses needed for the student to enter the field in an entry level position or to move on toward a more advanced degree without repetition of courses or field experiences.
- The AAS is the associate degree level preparation with a high content in ECE. This degree prepares the early childhood professional with specific coursework in the chosen field.
- The AAS is an appropriate degree for those who teach in private preschools and child care centers.
- The AAS plays an important role in early childhood because it includes all of the coursework required to work in all areas of childcare. It provides a pathway for those students who want to work in early childhood programs that are not in public schools.
- The function of the AAS in early childhood is to provide students with an education base to use theory and practical practices in a childcare and educational setting.

4. How can the MAAPP Early Childhood Education program be designed to increase the number of certified teachers in PreK?

- It can be organized geographically for maximum attendance through community colleges.
- I think there needs to be multiple cohorts and other teachers besides one instructor. I also believe that there needs to be some pathway for the "older" teacher who has an AA in ECE. They need something like an alternative program since they have been out of the college

classroom for so long. We will lose a lot of excellent pre-k teachers eventually because they do not have a teaching certificate.

- The MAAPP Early Childhood Education program should include a component that allows graduates to be entered into a pool of qualified candidates for hiring and a guarantee of provisional certification.
- The MAAPP needs to be simplified.
- At present I am concerned about the quality of the MAAPP in ECE. Allowing candidates to "intern" in their own classrooms with only videotaped observations defies what we know about best practices in teacher education. *MAAPP students currently complete a 4 week internship that is a part of the program- 2 weeks is completed in the candidate's place of employment and 2 weeks in a public school EC classroom.*
- To increase numbers of certified teachers in PreK, MAAPP should hold classes or preparatory classes for students to increase the passing rate for the PRAXIS II.

5. What do you think is the missing piece(s) to improving the effectiveness of early learning teacher preparation?

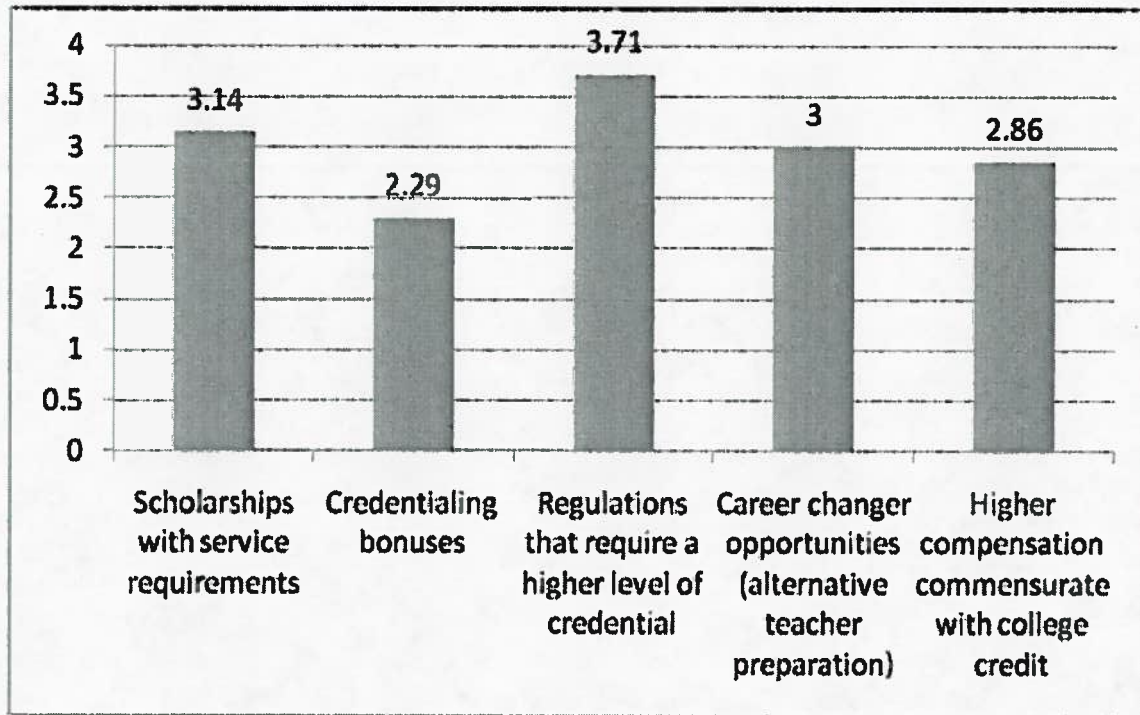
- Child care center wages are low, and workers do not have time to become certified.
- As a college faculty member, I believe that a huge challenge is that the teachers that teach the subjects are not in tune to what is going on in the ECE world. They do not incorporate MD EXCELS, Credentialing, Alternative prep, licensing, etc in their teaching. I do that and students leave with a knowledge that they then go back to where they are working and start teaching to their peers. It is a shame how much college professors do not know about our field.
- Ensuring that course content is commensurate with the competencies needed to ensure successful application in real classroom or center-based settings.
- The biggest challenges are the differences between early childhood content and preparation and elementary content and preparation. Additional challenges include behavioral interventions and approaches to learning.
- The standards for teacher certification are under intense scrutiny by policymakers, which has resulted in increased academic/performance standards for teacher candidates. Moreover teacher evaluations are linked to student achievement, which means teachers must engage in data driven decision making and produce results.
- There is not detailed description or list of teacher competencies and the content of teacher preparation programs often relies on historical practices not current systems.
- The biggest challenges for teacher preparation in terms of content and competency would be preparing for the certification exams. Often times, what we learn in class doesn't directly relate to what is on the exams so in preparing to educate children future teachers need proper prep for certification exams.
- Higher wages and access to cost effective education.
- As a college faculty member, I believe that the programs are not strong enough. I think that there needs to be a focus on reading and writing skills. An intensive class for students who intend to teach young children. I receive papers and I cannot even read some of them. I truly believe that if we push these students through, we are just doing a disservice to the children.

- **Practicum experiences that are embedded at specific points throughout the program rather than just in the final semester. Taking this integrated approach would allow students to apply concepts in real time situations and engage in guided self reflections and coaching activities.**
- **Quality teacher education and on-going training, meaningful in-service experience, consistent mentoring and coaching support.**
- **Awareness and acceptance that everyone cannot and should not be a teacher. An acceptance that all of those who work in child care centers and preschools programs are not able (due to limited academic preparation themselves) to succeed in a four-year, teacher certification program nor might they want to.**
- **Students do not have the opportunity to practice the art of teaching in a non-threatening environment. The concepts that have been presented recently that suggest teacher preparation be more aligned with the medical field provides some very useful ideas.**
- **Currently, the missing piece in my opinion would be proper preparation for the exams, such as the exact content that will be present on the test. It might be beneficial to provide early learning teachers with practice tests, so they can get familiar with the format and type of information that is required.**

Task Force on Teacher Education in Early Childhood Education

April 2014 Survey #1

6. Which of the following incentives do you believe are most effective in creating a competent and educated work force? Please rank the incentives from the most effective (5) to the least effective (1).



APPENDIX G

- **July 2014 Task Force Survey Results on the Recommendations**

Task Force on Teacher Education in Early Childhood Education

- Recommendations Survey Results

Question 1 To recommend: 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.

- Approve 11
- Neither approve nor disapprove 9
- Disapprove 1

Question 2 To recommend: Thinkport, which was developed by MSDE and Maryland Public Television, as an avenue for professional development credits.

- Approve 16
- Neither approve nor disapprove 4
- Disapprove 1

Question 3 To recommend: All teacher preparation programs in Maryland will include instruction to students on the Maryland early learning standards, Maryland core competencies, the Family Engagement Framework, and the Ready for Kindergarten framework, and ensure their ability to implement these standards and competencies in classroom practice.

- Approve 18
- Neither approve nor disapprove 2
- Disapprove 1

Question 4 To recommend: 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.

- Approve 21

- Neither approve nor disapprove 0
- Disapprove 0

Question 5 To recommend: Practicum and student teaching experiences should provide opportunities to work in classrooms with children with special needs and children that are English language learners.

- Approve 20
- Neither approve nor disapprove 0
- Disapprove 1

Question 6 To recommend: Practicum 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.

- Approve 20
- Neither approve nor disapprove 0
- Disapprove 1

Question 7 To recommend: Facilitate opportunities for test preparation for students prior to taking PRAXIS I and II.

- Approve 16
- Neither approve nor disapprove 4
- Disapprove 0

Question 8 To recommend: 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>) in order 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.

- Approve 19
- Neither approve nor disapprove 2
- Disapprove 0

Question 9 To recommend: 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 in order to gain more experience in working with young children.

- Approve 19
- Neither approve nor disapprove 2
- Disapprove 0

Question 10 To recommend: Encourage all CTE programs in Early Childhood Education/Childcare 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.

- Approve 20
- Neither Approve nor Disapprove 1
- Disapprove 0

Question 11 To recommend: Encourage data collection efforts at postsecondary institutions to monitor the number of students and the number of credits earned by each student in high school Early Childhood Education. Request that these institutions provide transcribed credits (on a college transcript) rather than articulated credits, and provide transcribed credits for the CDA.

- Approve 13
- Neither approve nor disapprove 7
- Disapprove 1

Question 12 To recommend: High school career counselors should present EC career pathways to interested high school students to ensure that they understand the steps in each path and which early learning positions are open to them with each pathway.

- Approve 21
- Neither approve or disapprove
- Disapprove 0

Question 13 To recommend: MSDE should request the AAT Commission to issue automatic transfers of general education credits from two year Maryland colleges to four year Maryland colleges.

- Approve 13
- Neither approve nor disapprove 5
- Disapprove 3

Question 14 To recommend: Teacher education programs at institutions of higher education provide opportunities for paid practicum and student teaching experiences at the site of employment to assist those that must work while continuing along their college pathway.

- Approve 15
- Neither approve nor disapprove 2
- Disapprove 4

Question 15 To recommend: Present information on early childhood career pathways to students entering two and four year college early childhood programs to ensure that they understand the steps in each path and which early learning positions are open to them within each pathway.

- Approve 21
- Neither approve nor disapprove
- Disapprove 0

Question 16 To Recommend: Students entering an AAS must be made aware through career counseling that the program does not include general education courses that are necessary in order to transfer directly into to a four year college EC teacher education program.

- Approve 20
- Neither approve nor disapprove 1
- Disapprove 0

Question 17 – was in error a repeat of question 16.

Question 18 To recommend: 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. 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.

- Approve 15
- Neither approve nor disapprove 4
- Disapprove 2

Question 19 To recommend: 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 which would articulate a certain number of credits to community colleges and then to four year colleges replacing the currently offered challenge tests for life experience credit. 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 the career ladder.

- Approve 14
- Neither approve nor disapprove 3
- Disapprove 4

Question 20 To recommend: Offer the new degree program, developed by the University of Maryland-College Park, Departments of Human Development and Special Education. The new degree program for birth to age eight will meet the current teacher education approval requirements through a blended curriculum leading to a dual certification in early childhood special education and regular early childhood education.

- Approve 19
- Neither approve nor disapprove 2
- Disapprove 0

July 16, 2014

APPENDIX H

- **Child Care Credentialing Ladder**

THE MARYLAND CHILD CARE CREDENTIAL PROGRAM



**MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Early Childhood Development
Office of Child Care - Credentialing Branch
200 West Baltimore Street, 10th Floor
Baltimore, MD 21201
www.marylandpublicschools.org/msde/division/child_care/credentials**

CONTENTS

OVERVIEW	Page 2
PROGRAM GOALS	Page 2
IMPORTANT PROGRAM INFORMATION	Page 3
CREDENTIAL REQUIREMENTS	Page 3
INCENTIVES	Page 4
THE CORE OF KNOWLEDGE	Page 4
PROFESSIONAL ACTIVITY UNITS	Page 6
CREDENTIAL LEVELS	Page 7
ADMINISTRATOR LEVELS.....	Page 8
CREDENTIAL APPLICATION PROCESS	Page 9

OVERVIEW

The Maryland Child Care Credential recognizes child care providers who go beyond the requirements of State licensing and registration regulations. There are six credential levels and four administrator levels, each one recognizing a child care provider's achievement of a specified number of training hours, years of experience and professional activities which lead to quality child care. Child care providers participating in the program will complete training in topic areas in order to develop the knowledge and skills they need to provide the highest quality care for the children and families they serve. Though the Maryland Child Care Credential is a **voluntary** program, all regulated family child care providers and child care center staffs are eligible and encouraged to participate.

PROGRAM GOALS



The major goals of the credential program are to:

- Produce a well-qualified workforce.
- Increase the overall quality of child care programs ensuring that all children enter school ready to succeed.
- Improve the status and increase compensation for child care providers.
- Recognize for-credit and non-credit career preparation.
- Provide a structure for professional growth through professional competencies.

IMPORTANT PROGRAM INFORMATION

- Before considering any training course you must decide on your long-term career goals. Your options may include:
 - ▶ The Maryland Child Care Credential
 - ▶ The Child Development Associate (CDA)
 - ▶ A college degree
 - ▶ Certified public school teacher
- Once you have decided on your goals, you can then map out your training plan.
- You will need to take training from the appropriate organizations to meet your long-term goals.
 - ▶ The Maryland Child Care Credential – you may take training from an Office of Child Care (OCC) approved trainer or an accredited college or university.
 - ▶ The CDA – take courses that are approved as meeting the training requirements set by the National Council for Early Childhood Professional Recognition.
 - ▶ A college degree – take courses for credit from an accredited college or university.
 - ▶ MSDE teaching certification – check with the Maryland State Department of Education Teacher Certification Branch for further information.
- **DO NOT** assume that any training you complete will automatically be accepted for college credit or meet the standards set by a national organization. You **MUST** check *before* taking any training to ensure that the training fits into your training plan and long-term goals.
- Training that has been completed within the past five years of application to participate in the credentialing program **may** be accepted as meeting the requirements of the core of knowledge as determined by the Office of Child Care. However, college coursework, whether for credit or non-credit, will be accepted regardless of when completed.
- Family child care providers or staff at centers applying for program accreditation should check with the accrediting organization on additional training criteria for the accreditation.



CREDENTIAL REQUIREMENTS Eligibility for Participation

- In order to participate in the credential program you *must* be:
 - ▶ A registered family child care provider,
 - ▶ An operator, director, or staff member (senior staff, group leader, assistant group leader or aide) in a licensed child care center.
- When you apply to participate in the credential program, you agree to:
 - ▶ Continue working in a child care setting for no less than one year from the date you are accepted into the credential program;
 - ▶ Complete continued training for the applicable credential level; and
 - ▶ Participate in professional activities related to the child care profession.
- A credential is issued for a 12-month period and may be renewed each year.
- Participants in the credential program may not be the subject of any sanction imposed by the OCC.
- Substitutes or volunteers, whether working in a registered family child care home or licensed child care center, are not eligible to participate.
- Child Care Center employees who do not work directly with children on a daily basis (regional/district manager, administrative, maintenance, food service) are not eligible to participate.



INCENTIVES

There are incentives available to child care providers who choose to participate in the Maryland Child Care Credential program. They are available to providers participating in the credential program at Level Two and higher and include achievement bonuses and training vouchers.

Achievement Bonuses

- Upon successful completion of the requirements, an achievement bonus is awarded once at staff credential levels two through four and administrator level one. Annually at staff levels four plus five and six and administrator credential levels two three and four.
- To receive an achievement bonus, a participant shall:
 - ▶ Meet the requirements for level two or higher pursuant to regulation .04 of this chapter;
 - ▶ Submit a completed application for renewal and submit documentation of continued training, professional activities and one year of continued employment in a child care facility.
- A bonus will be paid directly to the participating provider in the following amounts:

One Time Only:

Staff Level Two - \$200
Staff Level Three - \$300
Staff Level Four - \$500
Administrator Level One - \$600

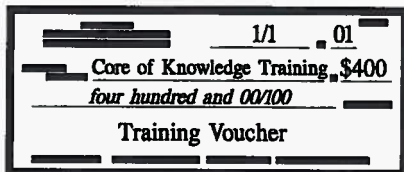
Annually:

Staff Level Four plus - \$600
Staff Level Five - \$750
Staff Level Six - \$1,000
Administrator Level Two - \$750
Administrator Level Three - \$1,000
Administrator Level Four - \$1,500

NOTICE

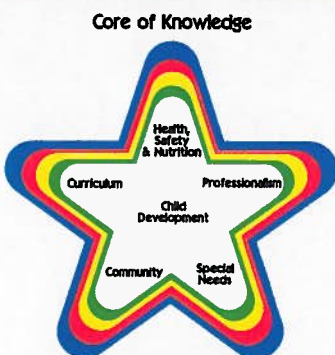
Beginning August 15, 2005, bonuses are paid in two parts:
- One half upon achievement of level, and
- After completion of all maintenance requirements, one half at time of renewal.

Training Vouchers and Reimbursement



Dependent on available funding, child care providers participating in the credential program at Level Two or higher are eligible for training vouchers or reimbursement for approved training within the Core of Knowledge. During each year of participation, up to \$400 is available to credential program participants to pay for the cost of additional training needed to complete the training plan. A training voucher is issued for a specific workshop, course or training session.

THE CORE OF KNOWLEDGE



The Core of Knowledge is defined as theories and practices that are essential for individuals working with children in family child care homes and child care centers. The core of knowledge is divided into six major areas;

- Child Development
- Health, Safety & Nutrition
- Special Needs
- Curriculum
- Professionalism
- Community

Training may be taken from an Office of Child Care approved trainer or an accredited college or university. The six Core of Knowledge areas are listed in chart that follows. Each bulleted item under the core of knowledge area identifies the *content* of a workshop or a component of a college class. The hours in parenthesis indicates the number of clock hours required to complete each Core of Knowledge area.

CHILD DEVELOPMENT (45 clock hours)

- Child growth and development theories, methods of research and effects on child care and education
- Domains (social, emotional, physical, cognitive and aesthetic) and stages of development
- Links between development and learning
- Methods of observing child behavior and progress
- Theories of guidance and discipline
- Positive child guidance strategies that promote pro-social behavior
- Research in early brain development
- Character development as it relates to behavior and management
- Appropriate supervision for age/level of development
- Documentation of growth and learning



CURRICULUM (30 clock hours)

- Significance of play, emergent curriculum in learning and development
- Developmentally appropriate practices that focus on children's needs/interests, and consider culturally valued content and home experiences
- Learning experiences that help children develop emerging intellectual curiosity, problem solving and decision making skills, and critical thinking
- Integrating learning experiences with curriculum theories & current research
- Design, implementation & evaluation of child care and education programs
- Use of informal and formal assessments to plan activities, individualize programs, and improve program quality
- Planning and implementation of appropriate environments for children which facilitate development in all domains
- Design of new environments or modification of existing ones that nurture and educate children and meet state regulatory requirements
- Appropriate equipment and materials for outdoor and indoor learning spaces
- Appropriate supervision for all children's activities



HEALTH, SAFETY AND NUTRITION (20 clock hours)

- Health issues and nutrition for children
- Implementation of safety management practices
- Issues affecting the health & safety of children
- Illness prevention
- Health record keeping and policy considerations
- Abuse, neglect and injurious treatment
- Practices and procedures for sanitation

NOTE - First Aid/CPR may not be counted toward this Core of Knowledge area

PROFESSIONALISM (15 clock hours)

- Historical and philosophical foundations of early care and education
- Diversity of child care programs
- Current issues, trends, research, and opportunities in the child care field
- Self-awareness and assessment
- Personal philosophical perspective as a basis for making professional decisions
- Ethics and professional behavior
- Mentorship
- Collaborative process
- Advocacy for children and child care programs
- Awareness of professional organizations, licensing and credentialing processes, education, community resources
- Child care facility and daily operations
- Financial planning and management
- Staff/program development, supervision, and evaluation
- Leadership, team building, and conflict resolution
- Child care policies, licensing regulations, legal and advocacy issues
- Determining community child care needs, marketing, public relations
- The value of developing policies



SPECIAL NEEDS (15 clock hours)

- Developmentally appropriate practices for children with varying developmental, emotional, cognitive, language and/or physical needs
- Understanding the special needs of all children
- Effective partnerships w/parents, families, and others
- Inclusionary practices
- Design of accessible learning environments
- Theoretical and legal foundations for special programs
- Special populations and medical implications

COMMUNITY (10 clock hours)

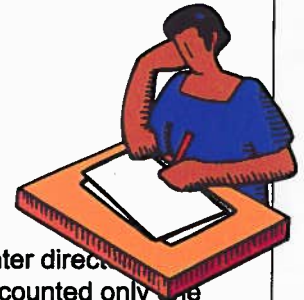
- Supportive and effective communication skills
- Dynamics, roles and relationships among children, families, and child care professionals
- Community resources that support children & families
- Sociology of children and families
- Parent participation in child care/education programs
- Recognition of diversity in society
- Benefits and process of collaborations



PROFESSIONAL ACTIVITY UNITS

Professional Activity Units – are earned for participating in activities related to the child care profession. The chart below lists *examples* of professional activities and the number of units they earn. Professional activity participation is required to meet credential levels two and higher and must have been earned in the previous twelve month period and maintained for continued participation in the program. Providers may choose from the listing below according to their interests and may submit information on activities not listed for consideration.








ACTIVITY – Each bulleted item earns the number of professional activity units indicated.	
1 Unit Each	<ul style="list-style-type: none"> • Member of a local, state, or national child care professional organization (may count only 1 membership) • Active committee member of a local, state, regional or national child care professional organization • Child care conference committee member (may be considered for more than one unit based on documentation submitted) • Community child care event (festivals, community days, etc.) • Responsible for the Child Care Food Program for the child care home or center • Presenter of in-service training or workshop for staff or support group (1 clock hour or more – may not include staff meetings or social hours) • Informal mentor/advisor for high school students, child care center staff, or family child care provider • Serve on an accreditation committee. (center staff) • Hold a current teaching certificate for Nursery, Kindergarten or Grades 1-5 • Child care resource and referral volunteer (6 clock hours) • Attend and participate in a statewide child care conference • 10 years of experience working with children in a child care program
2 Units Each	<ul style="list-style-type: none"> • Active officer or board member of a local, state, regional or national child care professional organization • Member of task force or advisory group • Author or contributor of professional level material to a child care newsletter • Child care resource and referral volunteer (12 hrs per year) • Successful completion of 3 college credits (limit – 2 units per year) • Judy Center participant/partner • Attend and participate in a national child care conference • Achieve and maintain national accreditation (family child care & child care center director) • 20 years of experience working with children in a child care program (may be counted only one time for 2 units each subsequent year counts as 1 unit)
3 Units Each	<ul style="list-style-type: none"> • Presenter at local, state, or national child care conference • Approved instructor of infant/toddler, early childhood, or school-age training • Author or contributor of material to an early childhood or school-age publication distributed nationally • Editor of local, state, or regional child care newsletter • Developer of infant/toddler, early childhood, or school-age curriculum for use by other trainers • Child Development Associate Advisor or Representative • State and/or National Accreditation observer, validator or verifier • CCA approved mentor to more than one family child care provider or child care center • Administered an Infant/Toddler, Early Childhood, School-Age, or Family Day Care Environment Rating Scale for a program other than own (must be approved by CCA) • Supervisor of student teachers officially placed by a college or university • 30 years of experience working with children in a child care program (may be counted only one time for 3 units each subsequent year counts as 1 unit)







CREDENTIAL 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	Option	Education	Experience	PAU	Cont Trng Clock Hrs per year	Bonus																							
	1	Meet CCA Licensing or Registration Requirements	NA	NA	NA	NA																							
	2	<ul style="list-style-type: none"> • 45 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> ▶ A minimum of 20 clock hours in child development. 	NA	1	12	\$200 (one time)																							
	3	<ul style="list-style-type: none"> • 90 clock hours Core of Knowledge training that includes: <ul style="list-style-type: none"> ▶ A minimum of 20 clock hours in child development and 20 clock hours in curriculum methods. 	<ul style="list-style-type: none"> • 1 yr experience, • 1 yr of college, or • Exper/college = 1 year 	2	18	\$300 (one time)																							
	4	<ul style="list-style-type: none"> • 135 clock hours Core of Knowledge training consisting of: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding-right: 10px;"> <ul style="list-style-type: none"> ▶ 45 hrs child development ▶ 30 hrs curriculum ▶ 20 hrs health, safety & nutrition </td> <td style="width: 50%; padding-left: 10px;"> <ul style="list-style-type: none"> ▶ 15 hrs special needs ▶ 15 hrs professionalism ▶ 10 hrs community nutrition </td> </tr> </table> 	<ul style="list-style-type: none"> ▶ 45 hrs child development ▶ 30 hrs curriculum ▶ 20 hrs health, safety & nutrition 	<ul style="list-style-type: none"> ▶ 15 hrs special needs ▶ 15 hrs professionalism ▶ 10 hrs community nutrition 	2 years	3	24	\$500 (one time)																					
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	6	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Option</th> <th style="width: 35%;">Education</th> <th style="width: 15%;">Experience</th> <th style="width: 5%;">PAU</th> <th style="width: 10%;">Cont Trng Clock Hrs per year</th> <th style="width: 15%;">Bonus</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">1</td> <td> <ul style="list-style-type: none"> • Bachelor’s, Masters, Doctorate in ECE, Elem Ed, Spec Ed, Child Psych, related field, and • Courses in Child Development & Curriculum Methods </td> <td style="text-align: center;">2+ years</td> <td rowspan="3" style="text-align: center;">5</td> <td rowspan="3" style="text-align: center;">24</td> <td rowspan="3" style="text-align: center;">\$1,000 (yearly)</td> </tr> <tr> <td></td> <td style="text-align: center;">2</td> <td> <ul style="list-style-type: none"> • Bachelor’s, Masters, Doctorate (non-related field), and • 30 semester hours of approved college coursework that includes Child Development & Curriculum Methods </td> <td style="text-align: center;">2+ years</td> </tr> <tr> <td></td> <td style="text-align: center;">3</td> <td> <ul style="list-style-type: none"> • Associate or higher degree with 15 semester hours of approved coursework, • Enrollment in an approved college course of study toward a higher degree, and • Accumulate 45 points by earning 5 points for each additional early childhood college course and/or each year of experience </td> <td style="text-align: center;">2 years (minimum)</td> </tr> </tbody> </table>	Level	Option	Education	Experience	PAU	Cont Trng Clock Hrs per year	Bonus		1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Bachelor’s, Masters, Doctorate (non-related field), and • 30 semester hours of approved college coursework that includes Child Development & Curriculum Methods 	2+ years		3	<ul style="list-style-type: none"> • Associate or higher degree with 15 semester hours of approved coursework, • Enrollment in an approved college course of study toward a higher degree, and • Accumulate 45 points by earning 5 points for each additional early childhood college course and/or each year of experience 	2 years (minimum)					
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Administrator's Credential:

Level	Education	Experience	PAU	Continued Training Clock Hours per year	Bonus
 1	<ul style="list-style-type: none"> 240 clock hours of core of knowledge training, consisting of: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Successful completion of 240 clock hours of core of knowledge training consisting of: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> An associate degree from an accredited college, that includes: <ol style="list-style-type: none"> A minimum of 15 semester hours of course work related to business management, administration, and Completion of at least one college course in each of the following areas: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A bachelor's, master's, or doctoral degree from an accredited college or university in: <ul style="list-style-type: none"> Business Administration; Public Administration and Management; Public School Administration; or A related discipline; Completion of at least one college course in each of the following: <ul style="list-style-type: none"> 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)

Pathways to Careers in Early Childhood Education

Child Care Credentialing Pathway

Preparation	Professional Opportunities
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 1 or 2 	<ul style="list-style-type: none"> • Child Care Aide
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 3 or 4 • CTE High School Diploma (Child Development Association (CDA) Credential) 	<ul style="list-style-type: none"> • Child Care Teacher
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 4+ 	<ul style="list-style-type: none"> • Child Care Center Director (20 children or less)
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 5 - 6 	<ul style="list-style-type: none"> • Child Care Center Director (21 children or more) • Nursery School Teacher

College Pathway

Preparation	Professional Opportunities
<ul style="list-style-type: none"> • Two year degree: <ul style="list-style-type: none"> – Associate of Arts in Science – Associate of Arts in Teaching ECE 	<ul style="list-style-type: none"> • Child Care Center Director • Public School Paraprofessional
<ul style="list-style-type: none"> • Four year degree: <ul style="list-style-type: none"> – Early Childhood Education 	<ul style="list-style-type: none"> • Nursery School Administrator • Public School Pre-K or Elementary Grade Teacher

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	<p>COMAR 13A.16.06.09 - Nineteen years of age or older, and meet one of the following criteria:</p> <p>(1) The individual holds or has successfully completed:</p> <ul style="list-style-type: none"> (a) A high school diploma, a certificate of high school equivalence, or courses for credit from an accredited college or university; (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: <ul style="list-style-type: none"> (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; <p>(2) The individual holds an associate's or higher degree with approved courses in early childhood education;</p> <p>(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;</p> <p>or</p> <p>(4) The individual:</p>	\$23,927 ²

Maryland Early Childhood Career Options

<p>Child Care Center Director</p>	<p>(a) Has been approved as a teacher by the Department for early childhood in nursery school through third grade; or</p> <p>(b) Is certified by the Department or by any other state for early childhood in nursery school through third grade.</p> <p>COMAR 13A.16.06.05</p> <p>(1) Be at least 21 years old;</p> <p>(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;</p> <p>(3) Have successfully completed:</p> <p>(a) 9 clock hours of approved preservice training in communicating with staff, parents, and the public; and</p> <p>(b) 3 semester hours or their equivalent of approved administrative training;</p> <p>(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</p> <p>(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.</p> <p>AND</p> <p>COMAR 13A.16.06.06</p> <p>B. In a preschool center with 20 or fewer children, a director shall have completed 1 year of experience:</p> <p>(1) Working primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p>(2) Caring for preschoolers as a registered family child care provider.</p> <p>C. In a preschool center with 21 to 40 children, a director shall have completed:</p> <p>(1) Either:</p> <p>(a) 30 semester hours of college coursework that has not less than 20 semester hours</p>	<p>\$34,945²</p>
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Maryland Early Childhood Career Options

	<p>specifically in early childhood education; or</p> <ul style="list-style-type: none"> (b) 60 semester hours from an accredited institution of higher learning; and (2) 2 years of experience: <ul style="list-style-type: none"> (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. <p>D. In a preschool center with more than 40 children, a director shall have:</p> <ul style="list-style-type: none"> (1) Attained: <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (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. <p>E. An individual is considered qualified as a director of any size preschool center when that individual:</p> <ul style="list-style-type: none"> (1) Has completed 1 year of experience: <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (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

<p>Program Teacher (Private Nursery School)</p>	<p>(3) A teacher who provides instruction in language and literacy development, mathematical and scientific thinking, or social studies shall hold or have completed:</p> <ul style="list-style-type: none"> (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. <p>(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:</p> <ul style="list-style-type: none"> (a) AMI, AMS, or NAMTA; or (b) A Montessori teacher education program that is accredited by MACTE. <p>(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:</p> <ul style="list-style-type: none"> (a) Hold or have completed: <ul style="list-style-type: none"> (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. <p>(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.</p>	<p>\$62,849²</p>
<p>Public School PreK Teacher</p>	<p>Complete an approved teacher preparation program which leads to certification in Early Childhood Education, PreK- grade 3, or</p> <p>Complete the course work, experience, and testing requirements found in COMAR13A.12.02.03.</p>	<p>\$62,849²</p>

¹All descriptions are taken directly from COMAR 13A

Maryland Early Childhood Career Options

²Maryland Family Network's Child Care Demographics 2010 report – salaries are based on Maryland state averages.

³US News and World Report, 2012, [http://money.usnews.com/careers/best-jobs/preschool-teacher/salary;](http://money.usnews.com/careers/best-jobs/preschool-teacher/salary)
<http://money.usnews.com/careers/best-jobs/teacher-assistant>

(2) Commission-approved entrance-level training for a mandated position classified as institutional support staff is a minimum of 88 hours and shall include the subject areas required under §C(2) of this regulation.

[E.] D. — [I.] H. (text unchanged)

GREGG L. HERSHBERGER
Secretary of Public Safety and Correctional Services

Title 13B

MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 01 NONPUBLIC SCHOOLS

13B.01.01 Minimum Requirements for Private Career Schools

Authority: Education Article, §§11-105(u) and 11-201, Annotated Code of Maryland

Notice of Proposed Action

[14-096-P]

The Maryland Higher Education Commission proposes to amend Regulation .04 under COMAR 13B.01.01 Minimum Requirements for Private Career Schools. This action was considered by the Commission at an open meeting held on February 26, 2014, notice of which was given as required by State Government Article, §10-506(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to provide for real estate private career schools to receive approval for satellite classrooms and provide the requirements for receiving that approval.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Dr. Shawna Acker-Ball, Director, Academic Affairs, Maryland Higher Education Commission, 6 N Liberty Street, Baltimore, MD 21201, or call 410-767-3268, or email to sackerbball@mhec.state.md.us, or fax to 410-332-0270. Comments will be accepted through May 19, 2014. A public hearing has not been scheduled.

04. School Approval Process.

A—D. (text unchanged)

E. New Locations—Additional Locations and Changes in Location.

(1)—(4) (text unchanged)

(5) *Satellite Classrooms.*

(a) *In this subsection, "satellite classroom" means an additional instructional space geographically separated from a real estate school's approved location.*

(b) *A real estate school approved to offer a real estate salesperson preclicensing program may establish one or more satellite classrooms to offer its approved program in the approved manner with qualified instructors without the prior approval of the Secretary.*

(c) *A satellite classroom shall be:*

(i) *Located only in an established real estate office or other recognized place of business conducive to classroom instruction; and*

(ii) *Used only for the purpose of instruction.*

(d) *Each real estate school establishing a satellite classroom shall:*

(i) *Maintain a complete list of all satellite classrooms, identifying each classroom by business name and address;*

(ii) *Submit the complete list with the school's annual report each year, stating whether the satellite classroom was used during the reporting year;*

(iii) *Limit total student enrollment at its approved location and all satellite classrooms to the maximum enrollment approved by the Secretary; and*

(iv) *Maintain all student records from its satellite classrooms at the school's approved location.*

DANETTE GERALD HOWARD, Ph.D.
Secretary of Higher Education

Subtitle 02 ACADEMIC REGULATIONS

13B.02.02 Minimum Requirements for In-State Degree-Granting Institutions

Authority: Education Article, §§11-105(u) and 11-201, Annotated Code of Maryland.

Notice of Proposed Action

[14-092-P]

The Maryland Higher Education Commission proposes to amend Regulation .16 under COMAR 13B.02.02 Minimum Requirements for In-State Degree-Granting Institutions. This action was considered by the Commission at an open meeting held on February 26, 2014, notice of which was given as required by the State Government Article, §10-506(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to update regulations relating to graduation requirements and competency-based education at institutions of higher education.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Dr. Shawna Acker-Ball, Director, Academic Affairs, Maryland Higher Education Commission, 6 N. Liberty St., 10th Floor, Baltimore, MD 21201, or call 410-767-3268, or email to sackerbball@mhec.state.md.us, or fax to 410-332-0270.

Comments will be accepted through May 19, 2014. A public hearing has not been scheduled.

.16 Graduation Requirements.

A. Associate Degree.

(1)—(2) (text unchanged)

[(3) A student shall earn at least 30 credit hours by direct instruction for conferral of a degree.]

[(4)] (3)—[(5)](4) (text unchanged)

B. Baccalaureate Degree.

(1)— (2) (text unchanged)

[(3) A student shall earn, by direct instruction, at least 60 credit hours required for the conferral of the baccalaureate degree.]

[(4)] (3)—[(5)] (4) (text unchanged)

C.—G. (text unchanged)

H. Credit for Prior Learning.

(1) An in-State institution may not award more than 1/2 the number of credit hours required for graduation, regardless of the method of assessing the credit hours, for prior learning or experience.

(2) An institution may award credit hours for prior learning or experience based upon successful completion of an acceptable standardized examination such as the College Level Examination Program.

(3) An institution may not award more than:

(a) 30 credit hours of the minimum 120 credit hours required for the baccalaureate degree or a proportional amount of a greater number of credit hours; or

(b) 15 credit hours of the minimum 60 credit hours required for the associate degree or a proportional amount of a greater number of credit hours for prior learning awarded based on examinations developed by the institution and on portfolio assessments.

(4) An institution shall have on file copies of whatever examinations, test results, portfolios, and portfolio assessment reviews are used for the award of credit hours for prior learning. Faculty of the institution in the appropriate discipline shall conduct the assessment. The institution shall maintain the results of the assessments in the student's academic file.]

H. Credit for Competency-Based Education.

(1) An institution may award credit hours for competency-based education, such as credit for prior learning or demonstration of skills and knowledge in specific areas, based on:

(a) Successful completion of an acceptable standardized examination such as the College Level Examination Program;

(b) An examination developed by the institution;

(c) A portfolio assessment; or

(d) Another assessment method approved by the Secretary to demonstrate competencies.

(2) An institution that awards credit for competency-based education shall follow nationally accepted standards for the notation of such credit on a student's transcript.

(3) Institutional Policy.

(a) An institution that awards credit for competency-based education shall submit to the Secretary a written policy that articulates standards for the assessment and awarding of credit hours to students.

(b) The institution shall:

(i) Develop and approve the policy through appropriate governance channels, including seeking input from students and faculty;

(ii) Submit the policy to the Secretary for approval;

(iii) Review and update the policy at least every 3 years to ensure that it reflects current practice; and

(iv) Resubmit the policy to the Secretary for approval when changes are made.

(c) The Secretary shall:

(i) Review the institution's policy;

(ii) Approve the policy if the Secretary determines that the policy is complete and that all assessment methods will be effective for assessing students' competencies; and

(iii) Maintain the written policy on file at the Commission.

(d) An institution may not implement its policy until it receives the Secretary's written approval.

(4) Faculty of the institution in the appropriate discipline shall conduct each assessment.

(5) Maintenance of Copies.

(a) An institution shall maintain copies of all examinations, test results, portfolios, portfolio assessment reviews, and other methods approved by the Secretary to assess learning for the award of credit hours for competency-based education.

(b) The copies shall be maintained for 1 year after a student graduates or for 5 years after a student was last enrolled, as applicable.

(6) Report to Secretary.

(a) Where graduates of an institution earn more than half of the credit hours toward their degree or certificate program through competency-based education, the institution shall submit an annual report to the Secretary.

(b) The report shall be:

(i) In the form required by the Secretary; and

(ii) Submitted by October 1st of each year for the prior academic year.

(c) The report shall detail:

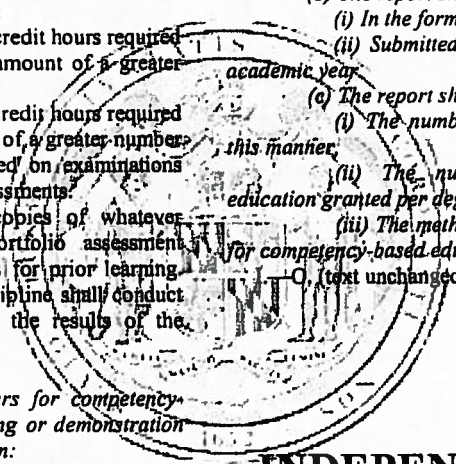
(i) The number of degrees and certificates awarded in this manner;

(ii) The number of credits for competency-based education granted per degree or certificate awarded; and

(iii) The methods used for assessing and awarding credit for competency-based education.

C. (text unchanged)

DANETTE GERALD HOWARD, Ph.D.
Secretary of Higher Education



**Title 14
INDEPENDENT AGENCIES**

Subtitle 31 OFFICE FOR CHILDREN

14.31.05 Licensing and Monitoring of Residential Child Care Programs

Authority: [Article 41, §§6-101 and 6-104; Article 83C, §§2-102, 2-104, 2-113, 2-120, and 2-123—2-125;] Education Article, §§8-301—8-303 and 8-401—8-417; Family Law Article, §§5-506, 5-508, 5-509, and 5-510; Health-General Article, §§2-104, 7-904, 8-404, 10-922, and 10-924; Health Occupations Article, §20-302; Human Services Article, §§2-209, 2-212, 9-203, 9-204, 9-221, 9-231, 9-234, and 9-235; Annotated Code of Maryland

Notice of Proposed Action

[14-094-P]

The Secretary of Health and Mental Hygiene, the Secretary of Human Resources, the Secretary of Juvenile Services, and the Superintendent of Schools with the Executive Director of the Governor's Office for Children propose to amend Regulations .08 and .09 under COMAR 14.31.05 Licensing and Monitoring of Residential Child Care Programs. For administrative convenience, because these proposed regulations are being jointly proposed, the amended regulations would appear in the title for the existing regulations for the Governor's Office for Children.

APPENDIX I

- **Maryland Approved Alternative Teacher Preparation Programs (MAAPP)**

Change Lives. Teach Early Childhood.

MAAPP

Excellence in Early Childhood Education

Grow Your Skillset and Earn Certification

Research has shown the meaningful impact of high quality early childhood education. The Maryland State Department of Education is fully dedicated to ensuring that all students are engaged in intellectually stimulating work that helps them to develop key academic, social, and emotional skills. The MAAPP Excellence in ECE program, instituted in 2012, answers this need.

Participants in MAAPP Excellence in ECE will receive:

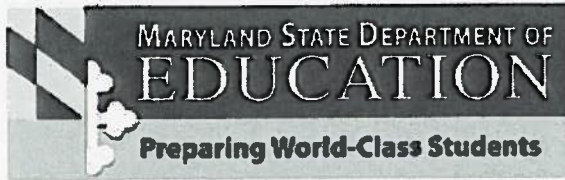
- **State-approved coursework**, completed outside of school hours, which builds on pedagogical skills and prepares teachers to meet the needs of children in Pre-K through 3rd grade.
- **Supported classroom development** through internship experiences and ongoing feedback.
- **Maryland's Professional Eligibility Certificate in Early Childhood Education** upon program completion.

Qualified MAAPP Excellence in ECE applicants must hold a current position in a licensed early childhood setting and a Bachelor's degree from an accredited college or university. This is a Maryland Approved Alternative Preparation Program (MAAPP) funded by Race to the Top Early Learning Challenge grant.

We are now seeking applicants for our third cohort to begin coursework in January 2015!

Apply today to begin the path toward certification

Email Jenaya.Parris@maryland.gov to learn more and access our application



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

- **EC Career Pathways**

Pathways to Careers in Early Childhood Education

Child Care Credentialing Pathway

Preparation	Professional Opportunities
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 1 or 2 	<ul style="list-style-type: none"> • Child Care Aide
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 3 or 4 • CTE High School Diploma (Child Development Association (CDA) Credential) 	<ul style="list-style-type: none"> • Child Care Teacher
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 4+ 	<ul style="list-style-type: none"> • Child Care Center Director (20 children or less)
<ul style="list-style-type: none"> • Maryland Child Care Credential – Level 5 - 6 	<ul style="list-style-type: none"> • Child Care Center Director (21 children or more) • Nursery School Teacher

College Pathway

Preparation	Professional Opportunities
<ul style="list-style-type: none"> • Two year degree: <ul style="list-style-type: none"> – Associate of Arts in Science – Associate of Arts in Teaching ECE 	<ul style="list-style-type: none"> • Child Care Center Director • Public School Paraprofessional
<ul style="list-style-type: none"> • Four year degree: <ul style="list-style-type: none"> – Early Childhood Education 	<ul style="list-style-type: none"> • Nursery School Administrator • Public School Pre-K or Elementary Grade Teacher

APPENDIX K

- **EC Job Requirements by Position**

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	<p>COMAR 13A.16.06.09 - Nineteen years of age or older, and meet one of the following criteria:</p> <p>(1) The individual holds or has successfully completed:</p> <ul style="list-style-type: none"> (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: <ul style="list-style-type: none"> (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; <p>(2) The individual holds an associate's or higher degree with approved courses in early childhood education;</p> <p>(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</p> <p>(4) The individual:</p>	\$23,927 ²

Maryland Early Childhood Career Options

	<p>(a) Has been approved as a teacher by the Department for early childhood in nursery school through third grade; or</p> <p>(b) Is certified by the Department or by any other state for early childhood in nursery school through third grade.</p>	
<p>Child Care Center Director</p>	<p>COMAR 13A.16.06.05</p> <p>(1) Be at least 21 years old;</p> <p>(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;</p> <p>(3) Have successfully completed:</p> <p style="padding-left: 20px;">(a) 9 clock hours of approved preservice training in communicating with staff, parents, and the public; and</p> <p style="padding-left: 20px;">(b) 3 semester hours or their equivalent of approved administrative training;</p> <p>(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</p> <p>(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.</p> <p>AND</p> <p>COMAR 13A.16.06.06</p> <p>B. In a preschool center with 20 or fewer children, a director shall have completed 1 year of experience:</p> <p style="padding-left: 20px;">(1) Working primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p style="padding-left: 20px;">(2) Caring for preschoolers as a registered family child care provider.</p> <p>C. In a preschool center with 21 to 40 children, a director shall have completed:</p> <p style="padding-left: 20px;">(1) Either:</p> <p style="padding-left: 40px;">(a) 30 semester hours of college coursework that has not less than 20 semester hours</p>	<p>\$34,945²</p>

Maryland Early Childhood Career Options

	<p>specifically in early childhood education; or</p> <p>(b) 60 semester hours from an accredited institution of higher learning; and</p> <p>(2) 2 years of experience:</p> <p>(a) Working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p>(b) Caring for preschoolers as a registered family child care provider.</p> <p>D. In a preschool center with more than 40 children, a director shall have:</p> <p>(1) Attained:</p> <p>(a) An associate's degree with a minimum of 15 semester hours of approved course work in early childhood education; or</p> <p>(b) A bachelor's degree in any field; and</p> <p>(2) Completed 2 years of experience:</p> <p>(a) Working under supervision primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p>(b) Caring for preschoolers as a registered family child care provider.</p> <p>E. An individual is considered qualified as a director of any size preschool center when that individual:</p> <p>(1) Has completed 1 year of experience:</p> <p>(a) Working primarily with preschoolers in a licensed child care center, nursery school, church-operated school, or similar setting; or</p> <p>(b) Caring for preschoolers as a registered family child care provider; and</p> <p>(2) Has received either:</p> <p>(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</p> <p>(b) Certification by the Department or by any other state for early childhood education, including nursery school through third grade.</p>	
Educational	COMAR 13A.16.16.C	\$30,750 ³

Maryland Early Childhood Career Options

<p>Program Teacher (Private Nursery School)</p>	<p>(3) A teacher who provides instruction in language and literacy development, mathematical and scientific thinking, or social studies shall hold or have completed:</p> <ul style="list-style-type: none"> (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. <p>(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:</p> <ul style="list-style-type: none"> (a) AML, AMS, or NAMTA; or (b) A Montessori teacher education program that is accredited by MACTE. <p>(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:</p> <ul style="list-style-type: none"> (a) Hold or have completed: <ul style="list-style-type: none"> (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. <p>(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.</p>	<p>\$62,849²</p>
<p>Public School Prek Teacher</p>	<p>Complete an approved teacher preparation program which leads to certification in Early Childhood Education, Prek- grade 3, or</p> <p>Complete the course work, experience, and testing requirements found in COMAR13A.12.02.03.</p>	<p>\$62,849²</p>

¹All descriptions are taken directly from COMAR 13A

Maryland Early Childhood Career Options

²Maryland Family Network's Child Care Demographics 2010 report – salaries are based on Maryland state averages.

³US 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 L

- **Title 13B Maryland Higher Education Commission, Subtitle 02**

(2) Commission-approved entrance-level training for a mandated position classified as institutional support staff is a minimum of 88 hours and shall include the subject areas required under §C(2) of this regulation.]

[E.] D. — [I.] H. (text unchanged)

GREGG L. HERSHBERGER
Secretary of Public Safety and Correctional Services

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 01 NONPUBLIC SCHOOLS

13B.01.01 Minimum Requirements for Private Career Schools

Authority: Education Article, §§11-105(u) and 11-201, Annotated Code of Maryland

Notice of Proposed Action [14-096-P]

The Maryland Higher Education Commission proposes to amend Regulation .04 under COMAR 13B.01.01 Minimum Requirements for Private Career Schools. This action was considered by the Commission at an open meeting held on February 26, 2014, notice of which was given as required by State Government Article, §10-506(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to provide for real estate private career schools to receive approval for satellite classrooms and provide the requirements for receiving that approval.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Dr. Shawna Acker-Ball, Director, Academic Affairs, Maryland Higher Education Commission, 6 N Liberty Street, Baltimore, MD 21201, or call 410-767-3268, or email to sackerball@mhec.state.md.us, or fax to 410-332-0270. Comments will be accepted through May 19, 2014. A public hearing has not been scheduled.

04. School Approval Process.

A.—D. (text unchanged)

E. New Locations—Additional Locations and Changes in Location.

(1)—(4) (text unchanged)

(5) *Satellite Classrooms.*

(a) *In this subsection, "satellite classroom" means an additional instructional space geographically separated from a real estate school's approved location.*

(b) *A real estate school approved to offer a real estate salesperson precertification program may establish one or more satellite classrooms to offer its approved program in the approved manner with qualified instructors without the prior approval of the Secretary.*

(c) *A satellite classroom shall be:*

(i) *Located only in an established real estate office or other recognized place of business conducive to classroom instruction; and*

(ii) *Used only for the purpose of instruction.*

(d) *Each real estate school establishing a satellite classroom shall:*

(i) *Maintain a complete list of all satellite classrooms, identifying each classroom by business name and address;*

(ii) *Submit the complete list with the school's annual report each year, stating whether the satellite classroom was used during the reporting year;*

(iii) *Limit total student enrollment at its approved location and all satellite classrooms to the maximum enrollment approved by the Secretary; and*

(iv) *Maintain all student records from its satellite classrooms at the school's approved location.*

DANETTE GERALD HOWARD, Ph.D.
Secretary of Higher Education

Subtitle 02 ACADEMIC REGULATIONS

13B.02.02 Minimum Requirements for In-State Degree-Granting Institutions

Authority: Education Article, §§11-105(u) and 11-201, Annotated Code of Maryland.

Notice of Proposed Action [14-092-P]

The Maryland Higher Education Commission proposes to amend Regulation .16 under COMAR 13B.02.02 Minimum Requirements for In-State Degree-Granting Institutions. This action was considered by the Commission at an open meeting held on February 26, 2014, notice of which was given as required by the State Government Article, §10-506(c), Annotated Code of Maryland.

Statement of Purpose

The purpose of this action is to update regulations relating to graduation requirements and competency-based education at institutions of higher education.

Comparison to Federal Standards

There is no corresponding federal standard to this proposed action.

Estimate of Economic Impact

The proposed action has no economic impact.

Economic Impact on Small Businesses

The proposed action has minimal or no economic impact on small businesses.

Impact on Individuals with Disabilities

The proposed action has no impact on individuals with disabilities.

Opportunity for Public Comment

Comments may be sent to Dr. Shawna Acker-Ball, Director, Academic Affairs, Maryland Higher Education Commission, 6 N. Liberty St., 10th Floor, Baltimore, MD 21201, or call 410-767-3268, or email to sackerball@mhec.state.md.us, or fax to 410-332-0270.

Comments will be accepted through May 19, 2014. A public hearing has not been scheduled.

.16 Graduation Requirements.

A. Associate Degree.

(1)—(2) (text unchanged)

[(3) A student shall earn at least 30 credit hours by direct instruction for conferral of a degree.]

[(4)] (3)—[(5)](4) (text unchanged)

B. Baccalaureate Degree.

(1)— (2) (text unchanged)

[(3) A student shall earn, by direct instruction, at least 60 credit hours required for the conferral of the baccalaureate degree.]

[(4)] (3)—[(5)] (4) (text unchanged)

C.—G. (text unchanged)

[H. Credit for Prior Learning.

(1) An in-State institution may not award more than 1/2 the number of credit hours required for graduation, regardless of the method of assessing the credit hours, for prior learning or experience.

(2) An institution may award credit hours for prior learning or experience based upon successful completion of an acceptable standardized examination such as the College Level Examination Program.

(3) An institution may not award more than:

(a) 30 credit hours of the minimum 120 credit hours required for the baccalaureate degree or a proportional amount of a greater number of credit hours; or

(b) 15 credit hours of the minimum 60 credit hours required for the associate degree or a proportional amount of a greater number of credit hours for prior learning awarded based on examinations developed by the institution and on portfolio assessments.

(4) An institution shall have on file copies of whatever examinations, test results, portfolios, and portfolio assessment reviews are used for the award of credit hours for prior learning. Faculty of the institution in the appropriate discipline shall conduct the assessment. The institution shall maintain the results of the assessments in the student's academic file.]

H. Credit for Competency-Based Education.

(1) An institution may award credit hours for competency-based education, such as credit for prior learning or demonstration of skills and knowledge in specific areas, based on:

(a) Successful completion of an acceptable standardized examination such as the College Level Examination Program;

(b) An examination developed by the institution;

(c) A portfolio assessment; or

(d) Another assessment method approved by the Secretary to demonstrate competencies.

(2) An institution that awards credit for competency-based education shall follow nationally accepted standards for the notation of such credit on a student's transcript.

(3) Institutional Policy.

(a) An institution that awards credit for competency-based education shall submit to the Secretary a written policy that articulates standards for the assessment and awarding of credit hours to students.

(b) The institution shall:

(i) Develop and approve the policy through appropriate governance channels, including seeking input from students and faculty;

(ii) Submit the policy to the Secretary for approval;

(iii) Review and update the policy at least every 3 years to ensure that it reflects current practice; and

(iv) Resubmit the policy to the Secretary for approval when changes are made.

(c) The Secretary shall:

(i) Review the institution's policy;

(ii) Approve the policy if the Secretary determines that the policy is complete and that all assessment methods will be effective for assessing students' competencies; and

(iii) Maintain the written policy on file at the Commission.

(d) An institution may not implement its policy until it receives the Secretary's written approval.

(4) Faculty of the institution in the appropriate discipline shall conduct each assessment.

(5) Maintenance of Copies.

(a) An institution shall maintain copies of all examinations, test results, portfolios, portfolio assessment reviews, and other methods approved by the Secretary to assess learning for the award of credit hours for competency-based education.

(b) The copies shall be maintained for 1 year after a student graduates or for 5 years after a student was last enrolled, as applicable.

(6) Report to Secretary.

(a) Where graduates of an institution earn more than half of the credit hours toward their degree or certificate program through competency-based education, the institution shall submit an annual report to the Secretary.

(b) The report shall be:

(i) In the form required by the Secretary; and

(ii) Submitted by October 1st of each year for the prior academic year.

(c) The report shall detail:

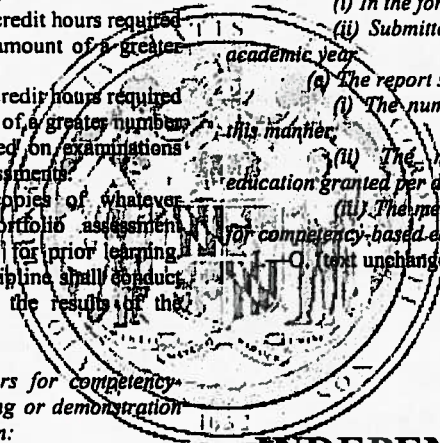
(i) The number of degrees and certificates awarded in this manner;

(ii) The number of credits for competency-based education granted per degree or certificate awarded; and

(iii) The methods used for assessing and awarding credit for competency-based education.

(c) (text unchanged)

DANETTE GERALD HOWARD, Ph.D.
Secretary of Higher Education



Title 14

INDEPENDENT AGENCIES

Subtitle 31 OFFICE FOR CHILDREN

14.31.05 Licensing and Monitoring of Residential Child Care Programs

Authority: [Article 41, §§6-101 and 6-104; Article 83C, §§2-102, 2-104, 2-113, 2-120, and 2-123—2-125;] Education Article, §§8-301—8-303 and 8-401—8-417; Family Law Article, §§5-506, 5-508, 5-509, and 5-510; Health-General Article, §§2-104, 7-904, 8-404, 10-922, and 10-924; Health Occupations Article, §20-302; Human Services Article, §§2-209, 2-212, 9-203, 9-204, 9-221, 9-231, 9-234, and 9-235; Annotated Code of Maryland

Notice of Proposed Action

[14-094-P]

The Secretary of Health and Mental Hygiene, the Secretary of Human Resources, the Secretary of Juvenile Services, and the Superintendent of Schools with the Executive Director of the Governor's Office for Children propose to amend Regulations .08 and .09 under COMAR 14.31.05 Licensing and Monitoring of Residential Child Care Programs. For administrative convenience, because these proposed regulations are being jointly proposed, the amended regulations would appear in the title for the existing regulations for the Governor's Office for Children.