

HOUSE BILL 945

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4lr2781
CF SB 771

By: **Delegates Ebersole, Fair, Palakovich Carr, Patterson, Vogel, Wilkins, and Wu**

Introduced and read first time: February 2, 2024

Assigned to: Ways and Means

Committee Report: Favorable with amendments

House action: Adopted

Read second time: March 3, 2024

CHAPTER _____

1 AN ACT concerning

2 **Education – Initial Teacher Certification – Requirements**

3 FOR the purpose of repealing a provision of law that requires a teacher preparation
4 program to require a student to pass a certain assessment as a graduation
5 requirement; altering the requirements for initial teacher certification; ~~repealing~~
6 ~~certain certification requirements to pass a certain literacy test, a certain skills~~
7 ~~assessment, and a certain reading mastery test; requiring, rather than authorizing,~~
8 ~~the State Superintendent of Schools to pursue and make certain reciprocal educator~~
9 ~~credentialing agreements with other states; authorizing a local school system to~~
10 establish a comprehensive induction program to aid in meeting a certain
11 requirement for initial teacher certification; altering the qualification requirements
12 for a teacher who holds a professional license or certificate from another state; and
13 generally relating to initial teacher certification.

14 BY repealing and reenacting, with amendments,
15 Article – Education
16 Section 6–121(a), 6–125, 6–126, and 6–705
17 Annotated Code of Maryland
18 (2022 Replacement Volume and 2023 Supplement)

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

21 **Article – Education**

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.



6–121.

(a) A teacher preparation program shall:

(1) Include the following components of instruction:

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

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

(iii) Implementation of restorative approaches for student behaviors;

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

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

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

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

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

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

(2) Require program participants to demonstrate competency in each of the components required under paragraph (1) of this subsection; **AND**

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

(4) On or after July 1, 2025, require passing a nationally recognized, portfolio-based assessment of teaching ability as a requirement for graduation[].

6–125.

(a) (1) The Department shall determine whether the Basic Literacy Skills test [required] **APPROVED** for initial teacher certification is ~~at least as rigorous as the similar examination administered by the Commonwealth of Massachusetts~~ **SUFFICIENTLY RIGOROUS**.

(2) If the Department determines the Basic Literacy Skills test is insufficient under paragraph (1) of this subsection, the Department shall develop a new literacy examination of sufficient rigor.

(3) The Department may not limit the number of times an individual may take the literacy examination developed under this subsection in order to pass.

(b) (1) (i) Beginning after the implementation of the literacy examination under subsection (a) of this section, the Department shall develop and administer challenging, subject-specific examinations tailored to the subjects and grade level at which teachers will teach.

(ii) Subject-specific examinations shall be ~~at least as rigorous as similar examinations administered in the Commonwealth of Massachusetts~~ **RIGOROUS, AS DEFINED BY THE DEPARTMENT.**

(iii) The Department may not limit the number of times an individual may take a subject-specific examination to pass the examination.

(2) Before a subject-specific examination developed under paragraph (1) of this subsection is administered, the Department shall develop standards for the subject-specific examination and submit the standards to each Department-approved teacher preparation program 1 year before the first year in which the examination is expected to be administered.

(3) A teacher preparation program with standards for a subject-specific examination developed by the Department under paragraph (2) of this subsection shall incorporate the standards into the curriculum of the teacher preparation program in a timely manner.

6-126.

(a) (1) This subsection applies to individuals who have graduated from a teacher preparation program [approved by the Department] or an alternative teacher preparation program.

(2) Beginning on July 1, 2025, to qualify for an initial certificate an individual shall:

(i) **PASS THE SUBJECT-SPECIFIC EXAMINATIONS UNDER § 6-125 OF THIS SUBTITLE;**

(ii) **MEET ONE OF THE FOLLOWING QUALIFICATIONS:**

1. Subject to paragraph (3) of this subsection, pass a nationally recognized, portfolio-based assessment of teaching ability; OR

2. SUBJECT TO PARAGRAPH (4) OF THIS SUBSECTION, COMPLETE A RIGOROUS LOCAL SCHOOL SYSTEM TEACHER INDUCTION PROGRAM THAT LASTS FOR THE LESSER OF:

A. 3 YEARS; OR

B. THE AMOUNT OF TIME A TEACHER MAY HOLD A CONDITIONAL TEACHER CERTIFICATE;

(III) MEET ONE OF THE FOLLOWING QUALIFICATIONS:

1. PASS A BASIC LITERACY SKILLS ASSESSMENT APPROVED BY THE DEPARTMENT UNDER § 6-125 OF THIS SUBTITLE;

~~2.~~ 2. HOLD A DEGREE FROM A REGIONALLY ACCREDITED EDUCATIONAL INSTITUTION AND HAVE EARNED A MINIMUM OVERALL CUMULATIVE GRADE POINT AVERAGE OF 3.0 ON A 4.0 SCALE OR ITS EQUIVALENT ON THE MOST RECENTLY EARNED DEGREE; OR

~~3.~~ 3. SUBMIT DOCUMENTATION SATISFACTORY TO THE DEPARTMENT OF SATISFACTORY HAVING RECEIVED EFFECTIVE EVALUATIONS FROM A LOCAL SCHOOL SYSTEM FROM COMPLETION OF A RIGOROUS TEACHER INDUCTION PROGRAM FOR THE LESSER OF:

~~A. 3 YEARS; OR~~

~~B. THE AMOUNT OF TIME A TEACHER MAY HOLD A CONDITIONAL TEACHER CERTIFICATE FOR 3 YEARS; AND~~

~~(ii)~~ (IV) Pass a rigorous State-specific examination of mastery of reading instruction and content for the grade level the individual will be teaching; and

~~(iii)~~ (V) Satisfactorily complete any other requirements established by the State Board.

(3) An individual who graduates from a teacher preparation program in the State who passed a nationally recognized, portfolio-based assessment [as a requirement to graduate under § 6-121 of this subtitle] may not be required to take the assessment more than one time.

(4) (I) IN ORDER TO SATISFY THE REQUIREMENTS OF PARAGRAPH (2)(II)2 OF THIS SUBSECTION, A CANDIDATE FOR AN INITIAL TEACHER CERTIFICATE

1 SHALL SUBMIT DOCUMENTATION TO THE DEPARTMENT THAT THE CANDIDATE HAS
2 COMPLETED A RIGOROUS COMPREHENSIVE INDUCTION PROGRAM, ESTABLISHED IN
3 ACCORDANCE WITH § 6-117 OF THIS SUBTITLE, THAT MEETS THE REQUIREMENTS
4 OF THIS PARAGRAPH.

5 (II) THE COMPREHENSIVE INDUCTION PROGRAM SHALL BE
6 DEVELOPED BY A LOCAL SCHOOL SYSTEM, EITHER INDEPENDENTLY OR
7 COLLABORATIVELY WITH OTHER LOCAL SCHOOL SYSTEMS.

8 (III) BEFORE ESTABLISHING A COMPREHENSIVE INDUCTION
9 PROGRAM, ONE OR MORE LOCAL SCHOOL SYSTEMS SHALL SUBMIT A PLAN FOR THE
10 PROGRAM TO THE DEPARTMENT AND THE ACCOUNTABILITY AND
11 IMPLEMENTATION BOARD.

12 (IV) THE COMPREHENSIVE INDUCTION PROGRAM SHALL
13 INCLUDE A LOCALLY DEVELOPED PORTFOLIO COMPONENT THAT IS ALIGNED WITH
14 THE INTERSTATE TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
15 STANDARDS.

16 (V) A TEACHER PREPARATION PROGRAM OR AN ALTERNATIVE
17 TEACHER PREPARATION PROGRAM MAY USE THE LOCALLY DEVELOPED PORTFOLIO
18 COMPONENT UNDER SUBPARAGRAPH (IV) OF THIS PARAGRAPH AS MEETING A
19 PORTION OF THE COURSEWORK REQUIREMENTS OF THE PROGRAM.

20 (VI) A CANDIDATE WHO SATISFACTORILY COMPLETES A
21 COMPREHENSIVE INDUCTION PROGRAM ESTABLISHED IN ACCORDANCE WITH THIS
22 PARAGRAPH MAY NOT BE REQUIRED TO PASS A NATIONALLY RECOGNIZED,
23 PORTFOLIO-BASED ASSESSMENT OF TEACHING ABILITY.

24 (b) In addition to any other requirements established by the State Board, to
25 qualify for a certificate in the State, a teacher who ~~if~~ graduated from an institution of higher
26 education in another state or ~~if~~ holds a professional license or certificate from another state
27 shall:

28 (1) ~~if~~ Pass an examination of teaching ability within 18 months of being
29 hired by a local school system; ~~MEET THE REQUIREMENTS FOR AN INITIAL TEACHER~~
30 ~~CERTIFICATE UNDER SUBSECTION (A) OF THIS SECTION; or;~~

31 (2) Hold an active National Board Certification from the National Board
32 for Professional Teaching Standards; OR

33 (3) COMPLETE A COMPREHENSIVE INDUCTION PROGRAM IN
34 ACCORDANCE WITH SUBSECTION (A)(4) OF THIS SECTION.

(c) (1) The Department, after a reasonable period of review and assessment, shall determine whether one of the assessments of teaching skill [required] **APPROVED** for initial teacher certification under this section more adequately measures the skills and knowledge required of a highly qualified teacher.

(2) If the Department makes a determination under paragraph (1) of this subsection that requires a revision to the statutory requirements for initial teacher certification, the Department shall, in accordance with § 2–1257 of the State Government Article, submit a report to the General Assembly on or before the next September 1 on its recommendations for revising the qualifications for initial teacher [licensure] **CERTIFICATION**.

(d) (1) The Department shall actively monitor and assess, during their implementation and development, new teacher standards and assessments produced under this section for any negative impact on the diversity of teacher candidates passing the initial teacher certification assessments.

(2) The Department shall report the results of its monitoring and assessment to the Accountability and Implementation Board established under § 5–402 of this article.

6–705.

(a) **IT IS THE INTENT OF THE GENERAL ASSEMBLY THAT THE PROCESS FOR INITIAL CERTIFICATION OF QUALIFIED TEACHERS AND OTHER SCHOOL PERSONNEL EDUCATED OR CREDENTIALLED IN OTHER STATES BE EFFICIENT AND EFFECTIVE TO ENCOURAGE MORE TEACHERS AND OTHER SCHOOL PERSONNEL TO LIVE AND WORK IN THE STATE.**

(B) Subject to the rules and regulations that are implemented according to § 6–704 of this subtitle, the State Superintendent ~~[may] SHALL PURSUE AND~~ make an agreement with the appropriate educational authority of any other state ~~THAT HAS SUBSTANTIALLY EQUIVALENT CREDENTIALING REQUIREMENTS OTHERWISE REQUIRED BY THIS TITLE~~ to provide for reciprocity in the certification of teachers.

[(b)] (C) Subject to the regulations of the Board, the State Superintendent may accept the accreditation for certification purposes of a program for teacher preparation if:

(1) The accreditation is granted by a recognized national accrediting agency; and

(2) The institution preparing the teachers is in another state.

SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2024.