MEMORANDUM

TO: MLDS Governing Board

FROM: Ross Goldstein and Molly Abend

DATE: December 3, 2021

SUBJECT: Teacher Certification Data Feasibility Study

Purpose
This memorandum serves as the Teacher Certification Feasibility Study requested by the Governing Board.

Background
In the 2020 Annual Report on the Maryland Longitudinal Data System and Center the Governing Board included the following recommendation:

> The Governing Board directs the MLDS Center staff to explore the feasibility of collecting data on applicants for teacher certification, including applicant demographic information, the type of certification, all subject areas in which the applicant is certified to teach, certification testing completed, highest degree of the applicant, college attended, and prior teaching experience. The feasibility study should determine the available sources of the data, the challenges or barriers to collecting the data, legal constraints, and the cost and resources required to collect the data.

Findings
According to Title 6 of the Education Article, the Maryland State Superintendent of Schools is the certifying authority for teachers in Maryland. The law further specifies that the Superintendent must keep a complete record of information about each applicant to whom a certificate is issued. Currently, that requirement is being met with an older information system with limited functionality and scope. Nonetheless, most of the data identified by the Governing Board are included in the MSDE teacher certification information system. In addition, MSDE plans to migrate to a new system with greater functionality and the ability to easily create ad hoc reports and extract data sets for sharing purposes.

One other related component is the process of applying for teaching positions. In Maryland, the application for a teaching position is managed exclusively by each local school system and is not reported to MSDE. The application information could be helpful in shedding light on how teaching candidates sort into jurisdictions throughout the state.

Feasibility
MSDE has indicated that they are open to sharing the teacher certification data with the Center. It is anticipated that the data will need to come from the new system once it is fully implemented. Accordingly, it is feasible that within the next year, the MLDS Center will have the teacher certification data in the system.

The data related to applications for teaching positions is not feasible for collection. The data are neither centrally or uniformly collected. Further, they do not support a business need of MSDE and therefore it is unlikely that MSDE will undertake a collection of those data. Finally, the MLDS Center does not have the staff resources or capacity to collect the data directly from the local school systems. It is possible that MSDE could collect limited application information through the new certification system (i.e. require applicants to indicate the jurisdictions to which they have applied).

Process

Staff began the project by reviewing available information on the MSDE website and making requests to meet with various state and local officials who are actively engaged in teacher recruitment. Meetings have taken place with local school system (LSS) officials in Anne Arundel and Garrett Counties and were helpful in describing the complicated processes at the various levels. Based on State law and the interviews with the LSS', it is clear that MSDE maintains all teacher certification information, including all of the information specified by the Governing Board in the Annual Report recommendation. What is not clear is the quality or availability of the data captured by MSDE. MSDE is in the process of replacing its Educator Information System (EIS), which is the system that manages the certification process.

During the past year, the MLDS Center made several requests to meet with MSDE personnel to learn about the current certification data and also the plans for the new EIS system. During Dr. Salmon's time as Superintendent, the Center was informed that due to the resignation of Sarah Spross, Assistant Superintendent of the Division of Educator Certification and Program Approval, and the ongoing work to complete the development and implementation of the Maryland EIS for teacher certification, MSDE was unable to commit resources to meet with the Center. It should be noted that the Center was able to have conversations with MSDE about teacher certification when it was adding the issue to the 2021 Data Gap Analysis.

The MLDS Center met with MSDE staff on October 25, 2021 to discuss sharing teacher certification data. MSDE staff included:
- Kelly Meadows, Assistant State Superintendent of the Division of Educator Certification and Program Approval
- Chandra Haislet, Executive Director of the Office of Performance Reporting and Accountability
- Dr. Deann Collins, Deputy Superintendent of Teaching and Learning
- Sylvia Lawson, Deputy Superintendent for School Effectiveness
- Ary Amerikaner, Chief of Staff to the State Superintendent of Schools.

At MSDE's request, after the meeting the MLDS Center assembled a list of teacher certification data needs and potential research topics. On November 8, 2021 Center staff met representatives from MSDE, MHEC, MLDS Center research partners at UMB and College Park, and Associate Dean of Education at Towson University, Dr. Laila Richman to generate a list (see below). A memo on the data needs and research opportunities was sent to MSDE on November 15, 2021.

Data Category Needs	Questions/Research Topics

1. Demographic Data
    a. Name
    b. DOB
    c. Unique ID - SATID, SSN
    d. Gender, Race, Ethnicity
    e. Current Residence Address
2. Applicant data - whether certified or not
3. Certification Testing
    a. PRAXIS
    b. PRAXIS II
    c. National Board Certification
4. Certification Renewals
    a. Requirements
    b. Continuing Education Information endorsements
5. Progression in field/moving to administrator positions
6. Prior Teaching Experience
7. Scholarship money
8. College attended
9. Highest degree
10. Program completed - specifically MAP
11. Teachers currently certified to teach
12. Type of Certification
13. Date(s) Certification received/ date certification ends or revoked
14. Certification Area/Subjects
	1. Teacher Pipeline
	    a. What role does teacher certification play in the pipeline?
	    b. Do MD Colleges provide additional training for teachers with conditional certifications?
	    c. Do MAPCS completers apply for and receive certification in all of the areas in which they are trained and are they teaching in those areas?
	    d. Out-of-state trained teachers who apply for certifications in MD - effectiveness and areas of teaching
	2. High School to College Pipeline
	    a. TAM - enrollment and completion
	    b. Do MD students educated out-of-state return to teach in Maryland?
	3. Teacher Certification Not Granted - feedback for teacher prep programs
	4. Continuing education program outcomes
	5. Certification Renewal

Detailed Feasibility Assessment
1. Teacher Pipeline
    a. Currently Available Sources - The MLDS Center currently receives the following data related to the teacher pipeline:
        i. MSDE Staff Data, which includes:
            - Demographics
            - Degree Status (ex. Bachelor's, Master's degree plus 30 semester hours)
            - Years of experience in that position
            - Tenure status
            - Employment date
            - Most recent date of LSS separation
            - Cause of separation
            - Where they worked prior to current assignment (in state or out-of-state)
            - Salary
            - Subject/teaching area
            - Teaching out-of-field
            - Certification type
            - Certification degree type
        ii. MSDE Student-Course-Grade-Teacher (primary teacher-of-record)
            - Teacher demographics
            - Courses taught
        iii. National Student Clearinghouse (if graduate of Maryland public high school)
            - College name
            - College state
            - College type
            - Enrollment CIP
            - Enrollment major
            - Withdrawal status
        iv. MHEC MAPCS
            - Demographics
            - Degree date
            - Degree sought
            - Program Completion Code
            - Classification of Instructional Program code
        v. MHEC DIS (if graduate of Maryland postsecondary institution)
            - Demographics
            - Degree date
            - Degree sought
            - Teacher candidate (no longer collected effective 2019)
        vi. Labor North American Industry Classification System (NAICS) code
            - Employer by sector (ex. 61 - Educational Services)
    b. Feasibility
        i. As mentioned above, teacher candidates apply through the LSS and not directly through MSDE. Therefore, the MSDE certification system only contains teachers in the pipeline who received certification and does not include denied certifications. Receiving the MSDE EIS information will be helpful in closing numerous gaps associated with teacher application information.

      ii. Information from the MSDE Staff File provides information on currently employed staff within the local school systems, but does not include all teachers certified to teach in Maryland. There may be certified teachers in Maryland eligible to teach, but they are out of the scope of the Staff collection.

2. High School to College Pipeline
   a. Currently Available Sources - The MLDS Center currently receives the following data related to the high school to college pipeline:
      i. MSDE Student-Grade-Course-Teacher (SCGT)
      ii. National Student Clearinghouse (if graduate of Maryland public high school)
      iii. MHEC Maryland Approved Program Completer System (MAPCS)
      iv. MHEC Degree Information System (DIS) (if graduate of Maryland postsecondary institution)
   b. Feasibility
      i. Through MSDE's Student-Grade-Course-Teacher data collection, the MLDS Center can capture enrollment in Teacher Academy of Maryland (TAM) courses, but there is currently no indicator for completing the TAM program. The program is 4 courses.
      ii. The National Student Clearinghouse provides information on whether Maryland high school graduates educated out-of-state return to teach in Maryland and are hired. We do not know if they return with the intention of teaching in Maryland, apply for certification, and are denied.

3. Teacher Certification Not Granted
   a. Currently Available Sources - The MLDS Center does not receive data on whether or not a teacher applies for certification and is denied.
   b. Feasibility - The current Educator Information System data from MSDE does not allow the MLDS Center to identify who applied and was not granted teacher certification. The new system should be able to capture this information.

4. Continuing Education Program Outcomes
   a. Currently Available Sources
      i. The MSDE Staff file contains information on actively employed teacher's degree status.
      ii. Additionally, the new MSDE Educator Information System is set to collect National Board Certification status for teacher applicants.
      iii. MHEC's Maryland Approved Program Completer System (MAPCS) collects data from community colleges on students who complete noncredit workforce courses. This collection focuses on workforce/WIOA related training rather than continuing education.
   b. Feasibility
      i. If a teacher remains employed by an LSS in Maryland with a professional staff position assignment, the MLDS Center could compare yearly MSDE Staff files to note changes in degree status.
      ii. MHEC is currently exploring the possibility of expanding the noncredit collection beyond workforce-based noncredit courses to include continuing education courses offered at all institutions of higher education. MHEC will be undertaking this review in 2022 and will decide by the end of 2022 if it is feasible to collect data on continuing education.

5. Certification Renewal

a. Currently Available Sources - The MLDS Center does not receive data on teacher certification renewal.
b. Feasibility
    i. Currently, MSDE receives teacher certification renewal information as individual documents and electronic attachments so this information would not be easily collected or analyzed.

Notes

Laws

Ed. Art. § 6-103, MD Annotated Code

> (a) Records of experience. -- The State Superintendent shall keep a complete record of the academic preparation, professional training, and teaching experience of each applicant to whom a certificate is issued.
> (b) Records of credentials and diplomas. -- The State Superintendent shall keep a complete record of the credentials, certificates, or diplomas on which certificates have been issued or renewed.
> (c) Records of certificates. -- The State Superintendent shall keep a complete record and file of:
> > (1) Each certificate issued; and
> > (2) Each certificate in force.

COMAR

1. 13A.12.01.01   - note Reg .09 - All certificates must include the following information: - name, period of validity, highest degree earned, type of certificate, specific certification areas, and renewal requirement
2. 13A.12.02.01 - lays out requirements for certification and different certification pathways
3. Chapters .02-.06 - specific standards for teachers, specialists, administrators and supervisors, suspensions and revocations, and professional standards and teacher education board

MSDE Procedures - Provided on Website ([here](#))

MSDE - Portal Account - documents must be submitted through the portal account

1. Maryland Approved Program Graduates
    a. An official transcript, which must show the degree, date of conferral, and the Maryland Approved Program statement of completion. Student copies in an unopened mailer are acceptable.
    b. Basic Skills tests scores or a minimum overall GPA of 3.0 on the most recently earned degree (teacher applicants only)
        i. Teacher candidates applying for certification in all academic content areas must demonstrate mastery of basic reading, writing, and math skills.
        ii. Those candidates who submit a minimum overall GPA of 3.0 on their most recently earned degree are not required to submit a basic skills assessment.
        iii. If no GPA over 3.0 - must present one of the following assessments listed below - Praxis, SAT, GRE, ACT with specified passing scores
    c. Content and Pedagogy test scores (if applicable)
        i. Test scores are sent to MSDE either by a notation on a college transcript, photocopy of original score report, or official verification from MSDE
        ii. Reading Assessment: - Beginning September 1, 2019, candidates applying for initial certification in the areas of early childhood, elementary, special education (all grade bands), and ESOL will be required to present the Praxis Teaching Reading: Elementary Education assessment.

      iii.   Pedagogy Assessment: - Beginning on July 1, 2019, the edTPA and PPAT will be accepted in lieu of the Praxis Principles of Learning and Teaching assessment. Currently, there is no specific score required for either the edTPA or PPAT; however, if an applicant submits the Principles of Learning and Teaching, the score indicated below is required.

      iv.   List of Praxis subject area assessments are also provided

  d.   An initial application for certification
  - i.   Name, Last 4 SSN, Address, Race, Ethnicity, Gender,
  - ii.   Education History: Institution, Degree, Conferred on, Major/Minor, GPA, Initial Teacher Preparation
  - iii.   Supervised Student Teaching or Practicum: Name of employing system, location of school, grades, subjects taught, from, to
  - iv.   Out-of-State Certificates - cert. Type, state, valid dates, areas certified to teach
  - v.   Employment History
  - vi.   Suspension/Revocation

  e.   A cover letter with your name, mailing address, last 4 digits of your social security number, date of birth, personal email address, and the area of certification you are seeking.

2. Out of State Educator Preparation Program Graduate
   a. Official transcript(s), which must show the degree and date of conferral. Student copies in an unopened mailer are also acceptable.
   b. Basic Skills tests scores or a minimum overall GPA of 3.0 on the most recently earned degree (teacher applicants only)
   c. Content and Pedagogy test scores (if applicable)
   d. An initial application for certification
   e. A cover letter with your name, mailing address, last 4 digits of your social security number, date of birth, personal email address, and the area of certification you are seeking.

3. Out of State Certificate Holder and Educator Preparation Program Completer
   a. Official transcript(s), which must show the degree and date of conferral, if applicable. Student copies in an unopened mailer are also acceptable.
   b. A photocopy of your active out of state professional certificate
   c. Verification of test scores for the required teacher certification tests for your out-of-state professional certificate. (A photocopy of the test scores or an official verification from a state department of education will be accepted.)
   d. An initial application for certification
   e. A cover letter with your name, mailing address, last 4 digits of your social security number, date of birth, personal email address, and the area of certification you are seeking.

March 19, 2021 - Anne Arundel County
1. MSDE - Office of Teacher Certification has only seven people. Task is too large for them to make all of the teacher certification determinations. Therefore large counties (Montgomery, Baltimore City, Baltimore County, and Prince George's) have staff who can become Certified Authorized Partners (CAPs) and CAP Associates (CAPAs). They are employed by the school system, but act like a branch office of MSDE. MSDE does audit the work of the CAPs and limits the decision making authority of CAPAs.
2. Currently there is the Maryland Educator Information System (EIS).
    a. MSDE is re-doing the system.
    b. Teachers can access the system and apply
    c. Records get transferred between counties and the state
3. Anne Arundel also has its own management system
4. Information collected includes:
    a. College
    b. School background
    c. Course work
    d. Degree type
    e. Prior teaching experience - # of years
    f. Highest degree
5. Certified teachers get a regular contract. Provisional teachers get a one year contract.

May 19, 2021 - Garrett County
1. Garrett County has CAPAs but no CAPs.
2. The CAPAs work with a MSDE contact assigned for their region
3. Not all small school systems have a CAP, but Garrett did not want to be overly reliant on MSDE
    a. Lengthy training - in person - at MSDE, internship, all work had to be flawless
    b. Quarterly meetings with Certification team
4. The MSDE EIS system is an antiquated system
    a. Not user friendly
    b. Can't run reports, etc.
5. No state database for applicants
    a. Applicant vs. Certification
    b. Certification is statewide
    c. Applications are not
6. Certifications - Professional Eligibility Certificate (PEC) vs. Standard Professional Certificate (SPC) vs. Advanced Professional Certificate (APC)
7. Continuing Education, and advancement - housed in EIS - comes to the school system not the teacher