

**The Maryland State Department of Education
Division of Certification and Accreditation
Program Approval and Assessment Branch**

Proposal Form for Maryland Approved Alternative Preparation Programs

Beginning in January 2007, all providers who participate in training potential teachers for the Maryland teaching workforce utilizing the Resident Teacher Certificate will need to submit their programs for state approval. Programs must be developed consistent with the principles of the *Redesign of Teacher Education in Maryland* (http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Program_Approval_Section.htm) and must be aligned in content in all components and designed to meet the individual needs of the participating Local School System (LSS). Program directors will use this template as they determine that implemented programs meet the Preconditions for Entering into the State Program Approval process. Programs that meet Preconditions will be entered into the State Program Approval site visit process beginning in September 2009. All programs are scheduled for this peer review by early in 2013. Initial approvals of submitted programs will follow the review of this application and will be in the form of a Letter of Approval. Programs will retain their initial approval prior to their regularly-scheduled State Program Approval site visits through annual data collection and an ongoing monitoring process. In addition, beginning Fall 2010, program will be required to establish an Assessment System. A complete explanation of this expectation can be found on the attached Power Point titled *MAAPP Assessment System*.

The following instructions will guide partnerships in developing and submitting programs to the state for approval.

Directions: At the time you choose to submit a new program for alternative teacher preparation, or if you are making major modifications to an existing alternative preparation program, please write a letter requesting Maryland State Department of Education program approval. That letter should request approval from:

Norma Allen, Branch Chief
Program Approval and Assessment Branch
Maryland State Department of Education
200 West Baltimore Street, Baltimore, MD 21201

Attach a proposal using the following headings and addressing the bulleted items. Text in italics is intended to provide guidance for proposal development.

Partner(s)

A LSS may offer a program independently or in collaboration with a 2-year institution of higher education (IHE), a 4-year IHE, a private provider, or any combination of the above. Every partnership must include at least one LSS. Consortia are encouraged, but inclusion of multiple LSSs in a partnership requires that all aspects of the program (pre-employment training, internship, and mentored residency) must be developed in collaboration with the individual LSS

that sponsors the internship and residency, and makes the commitment to hire the candidates in that program.

Include:

- *All partners in the proposed program.*

Certification Area(s)

Please refer to the list of Maryland certification areas available at http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/certification_inf/areas/area_overview.

Note: Alternative preparation programs in special education must result in a certificate that demonstrates NCLB-defined status as Highly Qualified, resulting in dual certification in special education as well as in a content area.

Include:

- *all areas for which your program seeks to certify teachers*

Rationale

Alternative preparation programs should immediately address specific needs of the LSSs involved.

Include:

- *Theoretical framework and program philosophy*
- *Linkage with PreK-12 priorities*

Standards

The Maryland Essential Dimensions of Teaching (EDoTs) or the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Program_Approval_Section.htm should be used to guide program development and assessment. Content area standards and standards for PreK-12 students should guide implementation. In addition, programs should assure that participants are able demonstrate competency with the Maryland Teacher Technology Standards (MTTS) by the award of the Standard Professional Certificate. Maryland Teacher Professional Development Standards should also be used to guide instructional planning.

Include:

- *Standards used*
- *Nature of use of standards for program development, program delivery, and program evaluation*

Entrance Requirements

*The Code of Maryland Regulation (13A.12.01.07 Resident Teacher Certificate <http://www.dsd.state.md.us/comar/>) requires that candidates pass Praxis I and Praxis II content prior to the residency. The partnership may choose to make passing scores on these tests part of the entrance requirements, although it is not required. A candidate may be admitted to a program in three ways. First, he or she may gain admittance through the successful passing of the Praxis II content test in the area for which the candidate seeks certification and a **2.75 overall GPA** as demonstrated through undergraduate, graduate, or combined undergraduate/graduate transcripts. No transcript analysis, other than the determination of GPA is required. Using a second entry pathway, the candidate may present a transcript(s) verifying completion of a program of study at the undergraduate, graduate, or combined undergraduate/graduate level(s) that clearly identifies a major in the area for which he or she seeks certification with a 2.75 GPA **in that major**. (2.75 is the average of the entrance requirements for all 22 four-year teacher education programs in Maryland, assuring consistency of entry requirements between those for alternative programs and those used by college/university-based four-year teacher education programs.) A candidate may gain entry in a third way by providing a transcript on which the major is not defined as that for which the candidate seeks certification, but 30 hours of coursework in the desired teaching area of concentration or in related areas of study can be identified, and the GPA in those 30 hours totals 2.75. **The candidate must also earn a qualifying score on the state-approved content test, as well.** In the case of alternative programs designed to dually certify teachers in special education and a content area, candidates must pass Praxis I and II in the specific content area (elementary education, secondary English, etc.), but Praxis tests required for special education certification may be taken any time before the award of the Standard Professional Certificate.*

Include:

- Selection process
- Criteria for selection into pre-employment training
- Credit-for-experience guidelines, if any

Note: Your program must include a system for the collection and analysis of the candidate and program data associated with the selection of candidates. This is the first transition point of your assessment system.

Description of Instructional Activities that Comprise Pre-Employment Training

*Pre-employment training must consist of at least 90 clock-hours of instruction, to include the first reading course required for candidates. For early childhood, elementary and special education at this level, this course is Processes and Acquisition of Reading Skills. For secondary, PreK-12 or special education at those levels, the course is Reading in the Content Area Part I. (A listing of current approved reading courses and providers can be found at <http://www.marylandpublicschools.org/msde> by searching Maryland State Approved Reading Courses.) The instruction may be clock- or credit-hours, and may be configured in any number of ways. **It must include basic information that will prepare the candidate to teach immediately***

upon employment. The pre-employment training may be offered concurrently with the internship, if desired. Distance learning is encouraged.

Include:

- Location
- Mode (distance learning, face-to-face, blended instruction)
- Credit/clock-hour distribution
- Timeline
- Use of performance-based learning
- Syllabi or explanation of instructional activities mapped to standards
- Criteria for advancement to internship

Note: Your program must include a system for the collection and analysis of the candidate and program data associated with the pre-employment training of candidates. This is the second transition point of your assessment system.

Internship

- *The internship requirements are directed by the Guidelines for Implementing Alternative Preparation Programs found at (http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/maapp_10_07.htm). The internship must be of four to eight weeks in length. Previous experiences serve to mitigate the length of the internship from eight weeks down to no less than four. “Such experience, with documentation verifying comparable teaching knowledge and skills, could include teaching at the higher education level, in business or the military. Note: Though secondary level teaching equivalence is the most likely type of equivalence, internship flexibility may also be applied when certain individuals choose to teach in Early Childhood, Elementary Education, or Special Education and have appropriate grade-level teaching experience. Internships may occur concurrently with pre-employment training with MSDE approval. (Guidelines, page 4)*

The internship must consist of direct classroom involvement that is supervised on a daily basis by a supervisor who is certified to teach in the content area and grade level for which the candidate is seeking certification and who functions as the “teacher of record” for the classroom to which the candidate is assigned. A partnership could also utilize a supervision team, one member of which is actually the “teacher of record.” Other members could include administrators, department chairs, team leaders, or teacher mentors. During the internship, the supervisor (or a member of the team) is named the “teacher of record” for the classroom in which the internship is occurring. One member of a team must provide daily personal supervision of the RTC candidate. One individual supervisor may supervise no more than three interns at a time. In the case that a candidate has prior experience teaching, the program may elect to shorten the required internship to a period of no less than four weeks.

Determining equivalence to prior teaching experience allowing a decrease in the internship from eight to four weeks is the responsibility of the partnership under the guidance, monitoring and approval of MSDE. Partnerships must document each candidate's equivalent experiences and maintain those documents as part of the annual data reporting set. Programs must also keep careful records that document each candidate's length of internship, daily face-to-face supervision, and performance. The internship may overlap with the pre-employment training, if desired. The internship must build on the pre-employment training and must reflect and document the use of the EDoT or INTASC standards in evaluating candidate practice during the internship.

Include:

- Criteria for and assessment of candidate's prior experience
- Description of placement schools/context (summer school, regular school year, etc.)
- Length of internship/timeline in relation to pre-employment training
- Description of supervision
- Pay (if any)
- Candidate activities
- Integration with PDS initiatives (if any)
- Use of performance-based assessment
- Criteria for advancement to residency

Note: Your program must include a system for the collection and analysis of the candidate and program data associated with the internship. This is the third transition point of your assessment system.

Residency

*The Resident Teacher Certificate (RTC) may be requested by the LSS after the candidate has completed all prerequisites. The RTC is valid for two years and is non-renewable. A teacher teaching under the RTC is considered highly qualified according to NCLB when teaching in the certification area. **At the school level, residents must be assigned to teach in the area(s) for which they are training in order to receive professional certification.** Mentoring during residency is a required component of a program. Mentors must have knowledge of all program elements so that the residency is informed by the pre-employment training and internship.*

Include:

- Description of linkage between pre-employment training, internship and mentoring components
- Description of mentoring/support during residency
- Length of residency
- Description of instructional activities that accompany residency (including location, mode, credit/clock hour distribution, timeline, and syllabi or explanation of instructional activities mapped to standards)

- Criteria for advancement to eligibility for Standard Professional Certificate

Note: Your program must include a system for the collection and analysis of the candidate and program data associated with the residency. This is the fourth transition point of your assessment system.

Performance Assessment

*A standards-based (EDoT, INTASC, MTTS, etc.) rubric-assessed performance assessment system is required to document both **program and candidate** performance.*

*Include for **both** program and candidate:*

- Description of performances assessed/outcomes
- Methods of performance assessment
- Progression of formative and summative assessment
- Feedback processes

Program Management

All alternative preparation programs must be managed by a governing board (coordinating council, advisory board, steering committee, etc.) that consists of representatives from all stakeholder groups. Letters of support for the program are required from each partnering institution.

Include:

- Governing board membership (by title and affiliation)
- Who will implement the program (by title); include curriculum vitae or other appropriate evidence of qualifications for major program implementers
- Roles and responsibilities of representative members
- Training/preparation for program implementers
- The relationship between/among program partners
- Letter(s) of support/Memorandum of Understanding

Description of Continuous Program Improvement and Flexibility in Meeting the Changing Needs of the LSS

- Process for data collection and analysis (See Performance Assessment)
- Action planning
- Dissemination of results
- Process for implementing data-driven changes