Maryland Approved Alternative Preparation Program
Pre-Conditions for Entry into the Review Process
The Developmental Continuum Defined

Background
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Upon approval of the program by MSDE, the program becomes a MAAPP and is formally designated as a program *Preparing to Meet Pre-conditions for Review*. This designation is intended to meet the needs of programs not yet prepared to enter a formal review process.

Explanation
While MSDE staff continues to work with members of the MAAPP Network to build a system of accountability for alternative preparation programs, the agency's overriding concerns are the development of program qualities that lead to good teaching followed by excellent PreK-12 student performance in Maryland's classrooms. It is important to note that accountability structures exist in all Maryland Approved Programs to guide teacher education along a continuum of ever-improving practice that culminates in capturing those elements that produce excellent data-driven results and making necessary changes to those that do not. The same policy drives the creation of Standards of Practice for MAAPPs and their corollary Guidelines. MSDE continuously seeks stakeholder input in formulating processes that guide programs through stages of development toward ever-improving practice supported by data collection and analysis. Hence, program review appears on the development continuum at a point most logical to the process, following the early implementation period.

During this early implementation period, program implementers concentrate on developing good practice and meeting the *Pre-conditions for Review*. As listed below, *Pre-conditions for Review* follow the proposal form point by point except for the requirement that a governing board be in place, which moves up to become the first pre-condition. *Pre-conditions* must be met prior to program review, so programs that are preparing to meet pre-conditions are in fact also making preliminary preparations for review.

Following each numbered pre-condition is suggested evidence (*in italics*) that could be used to indicate that the pre-condition is met. The suggested evidence should not be seen as a complete listing, nor do these particular items of evidence have to be used.

Some program elements can allow almost no room for error, however. These are the areas of record keeping and issues dealing with teacher certification. For some pre-conditions, evidence appears in bold, indicating that this is an immediate expectation. See asterisk below.

Pre-conditions

1. A Governing Board is in place, with each member identified by name and function, and regularly scheduled meetings are in place.
   Listing of names and functions; agendas reflecting attendance at meetings

2. Partners are clearly identified. This may include partners who will deliver programs leading to an advanced degree and who have entered into the partnership with the intent to do so.
   Listing of partners; memoranda of understanding; agenda items

3. Partners identify specific individuals charged with specific roles and responsibilities of program implementation.
   Listing of individuals and responsibilities

4. **All certification areas are identified in the initial letter or subsequent letters of approval from MSDE.**
   Copies of approval letters*

5. The program has a clearly defined theoretical framework regarding alternative teacher preparation and plans specific linkages with the PreK-12 community identified in the partnership agreement.
   Theoretical framework; planning documents; agendas; matrices linked to proposal

6. **The program has a plan to align programs with the Essential Dimensions of Teaching (EDoTs) or Interstate New Teacher Assessment and Support Consortium (InTASC) Standards, Maryland College and Career Ready Standards (MCCRS), Maryland Teacher Professional Development Standards and PreK-12 priorities.**
   Matrix indicating where each is assessed in program; portfolios; assessments

7. **Program documents that all COMAR and policy requirements (degree, relevant coursework, GPA, testing, supervised internship, mentored residency) are being/will be met.**
   Individual candidate folders/Proposed folder contents*

IPC Component I Strong Academic Background Letter A: Passing Scores on required tests; transcripts; appropriate background

8. The use of "credit for experience" (e.g., CLEP, ACE, Arts, Smarts, etc.) is pursued by the Governing Board.
    Agendas; integration plan

9. An objective, criteria-referenced process for selection of candidates is in place.
    Written, detailed criteria for selection

10. The Instructional Activities for the pre-employment training outlined in the initial proposal are purposefully enacted including adherence to (or a necessary change in) the following:
    Location and Mode (distance learning, face-to-face, blended)
    Program reporting documents; agendas
    Credit/clock-hour distribution and Timelines
    Program reporting documents; agendas
    Syllabi or explanation of activities mapped to standards
    Assessments; reporting documents; portfolios
    Use of performance-based learning and assessment
    Assessments; reporting documents; portfolios
    Relationship of theory and practice
    Supervisor training plan; mentor training plan; benchmark assessments; needs assessments; plans for providing just-in-time training

11. **Program documents prior experience that indicates length of required internship**
    Candidate folder*

12. The program has developed training for intern supervisors and ensures that each candidate has an appropriate certified supervisor who provides documented daily feedback.
    Supervisor training plan; supervisor surveys; supervisor logs; candidate data

13. Internships build on training received in the program, and there is an evaluation plan that reflects and documents the use of standards in the observation of interns.
    Evaluation plan; assessments; portfolios; observations

14. Accurate records are kept to ensure that the candidate meets clearly stated program criteria for advancement to residency.
    Assessments; observations; rubric

15. **A system is in place to complete the *Verification of Completion of Initial Program Requirements for Resident Teacher Certificate*, (October 2008), and to transfer that document to Local School System (LSS) certification personnel to ensure the superintendent's request for the Resident Teacher Certificate. (Document attached.)**
    Files, job descriptions, flow charts *

16. The program has developed training for residency mentors.
    Mentor training plan; mentor surveys; Resident Teacher data

17. The program ensures that all teachers are mentored by appropriate personnel and that data are collected from the mentors.
    Mentor documentation is maintained

18. **The program has a plan to document for both candidate and program standards-based, rubric-scored methods of assessment, progression of formative/summative assessment, teacher effectiveness related to student learning, and feedback processes.**
    Evaluation plan for candidate and program

19. **A system is in place to complete the *Verification of Completion of Program Requirements for Standard Professional Certificate*, (October 2008), and to transfer that document to LSS certification personnel to ensure the superintendent's request for the Standard Professional Certificate. (Document attached.)**
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20. **Program documents equal access to the MAAPP for candidates, instructors, mentors and supervisors.**
    Policy statements, recruiting documents, selection criteria*

No later than the beginning of the third year after inception, program partners should have met all pre-conditions. The program should contact their assigned MSDE liaison to begin the process of moving from *Preparing to Meet Pre-Conditions for Review* to *Entering the Review Process*.

Once the pre-conditions have been met, programs may then begin the process of self study using the MAAPP standards of practice and developmental guidelines to determine the program's current level of development. Program implementers may find the following definitions of the levels of development helpful as they embrace continuous program improvement.

1
Programs show evidence that all required elements are understood and that discussions, reflection, and subsequent planning are designed to lead, in a systematic manner, to meeting the Draft Standards of Practice.

2
Programs show evidence that processes have been developed in all areas of program activity, that processes of reflection and systems of data analysis of both candidate and program are in place, that there is necessary program improvement as a result of the reflection, and that most of the Draft Standards are being met.

3

Programs show evidence of a well-grounded, systematic, and articulated means of implementing all activities; of having instituted a process for evaluation, data analysis, necessary program refinement, and dissemination of results; and of ongoing program improvement that ensures that all of the Draft Standards are being met.

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