

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

Proposal Form for Alternative Teacher 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). Programs that meet requirements will be subject to regularly scheduled Program Approval site visits beginning in January 2010. Between 2007 and 2010, all Approved Alternative Preparation Programs will retain initial approval through the yearly submission of MSDE-directed data and positive MSDE monitoring visits.

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

**Office of Certification and Accreditation
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) http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Program_Approval_Section.htm or the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards http://education.byu.edu/INTASC_standards.html should be used to guide program development and assessment. In addition, content area standards and standards for PreK-12 students should guide implementation. 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. The current GPA minimum for entry into a Maryland alternative preparation program is 2.75 in the area of certification. This GPA is an average of the entrance requirements for all 22 four-year teacher education programs in Maryland and is subject to change if/when those requirements change. Transcript analysis is also necessary prior to admission to determine that the applicant's earned academic content credits support the content area for which the applicant is seeking certification. Use the RTC Academic Coursework Policy (September 2005) located at <http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/> for guidance on intake requirements. **Programs are encouraged to devise protocol for awarding credit for experience.**

Include:

- Selection process
- Criteria for selection
- Credit-for-experience guidelines

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. The reading course completed during this training may be any one of the four courses required for elementary certification or either of the two required for secondary certification. (A listing of 2006 approved reading courses and providers can be found at <http://www.marylandpublicschools.org/msde> by searching the Program Approval Branch of the Division of Certification and Accreditation.) 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. 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
- Syllabi or explanation of instructional activities mapped to standards
- Use of performance-based learning and assessment
- Relationship of theory and practice

Internship

The internship requirements are directly guided by the Guidelines for Implementing Alternative Preparation Programs found at (<http://www.marylandpublicschools.org/MSDE/divisions/certification/progapproval/Program Approval Section.htm>). The internship must be of four to eight weeks in length... “the length of which is to be determined based upon a program’s employment/internship components and/or the experience of the candidate.” (Guidelines, p.3) Such experience could include teaching at the higher education level, in business or in the military. “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.” (Guidelines, p.3)

The internship must consist of direct classroom involvement that is supervised on a daily basis by a supervisor who, according to No Child Left Behind (NCLB), is highly qualified 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:

- Entrance requirements
- 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

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. 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
- Use of performance-based assessment
- 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)
- Exit requirements

Performance Assessment

*A standards-based (EDoT, INTASC, 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 an advising group (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:

- Advising group 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