

**THE MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF EDUCATOR CERTIFICATION AND PROGRAM APPROVAL**

Proposal Guidelines for Alternative Educator Preparation Programs

Programs that prepare teachers, specialists or administrators and which result in initial or additional Maryland licensure must be approved by the Maryland State Department of Education (MSDE).

The MSDE must approve the content of the program and convey its approval **in writing** in order for programs to advertise and to matriculate candidates into the proposed area(s) leading to Maryland licensure. The guidelines provide step-by-step directions for educator preparation programs to prepare their submissions for a new program or a major modification to an existing program. If there is uncertainty as to what constitutes a “major modification,” the institution should contact the MSDE for clarification.

Directions

Email a cover letter, the proposal elements, and supporting documents to the MSDE Division of Educator Certification and Program Approval.

The cover letter should be addressed to the Program Approval Branch, Division of Educator Certification and Program Approval, MSDE, 200 West Baltimore Street, Baltimore, MD 21201 to make the formal request.

PROPOSAL ELEMENTS

1. CERTIFICATION AREA (S)

- Identify the licensure area(s) which the new/modified program addresses.

2. RATIONALE

- Discuss why this program is needed and for whom.
- Share findings from a local/state needs assessment.
- Describe the theoretical framework and program philosophy.

3. PROGRAM DESIGN

- Explain the relationship among all preparation program partners.
- Demonstrate how the program is aligned to all designated national standards.

4. PROGRAM DESCRIPTION

- Specify entry requirements, exit requirements, and all key transition points in the program
- Provide program goals, objectives, and outcomes.
- Provide an Academic Course Sequence chart showing where activities will occur within the program.
- Provide all program course syllabi.
- Provide evidence of required reading/literacy courses for initial licensure programs.

5. STANDARDS

Identify the Standards that define and support the program including where in the program their use can be identified and where candidates are assessed.

- The Interstate New Teacher Assessment and Support Consortium (InTASC) Standards, the International Society for Technology in Education (ISTE) Standards for Educators and the Model Code of Ethics for Educators (MCEE) should be used to guide program development and assessment.
- National content area standards and Maryland-instructional standards for preK-12 students should be integrated and assessed.

6. CLINICAL EXPERIENCES

Internship:

- 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.
- Criteria for advancement to residency.

Residency:

- 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 or explanation of instructional activities mapped to standards).
- Criteria for advancement to eligibility for Standard Professional Certificate/License.

7. KEY ASSESSMENTS

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

- Identify 6-8 key program assessments, include at least one descriptive rubric of assessed outcomes and placement in program for each assessment.
- Progression of formative and summative assessment.
- Identify the performance-based assessment and the plan to prepare candidates accordingly.

Describe how the program will use data to self-assess for continuous improvement.

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

8. PROGRAM MANAGEMENT

- 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.
- Mentors of residents –qualifications, caseloads/frequency per resident, trainings required, and other responsibilities.
- Training/preparation for program implementers.
- The relationship between/among program partners.
- Letter(s) of support/Memorandum of Understanding.

9. PROGRAM EVALUATION

The program content shall align to the standards (#5) and candidates are expected to meet or exceed standards based on key assessments (#7). A matrix indicating curriculum alignment and required indexes (see below) with standards is expected.

- Program Goals, Objectives, and Outcomes.
- Expected Student Learning Outcomes.
- Assessment of Standards.
- Program Assessment for Continuous Improvement.

Curriculum Mapping: Mapping Standards to Program Curriculum

Standard	Program Goals, Outcomes	Courses that relate to <i>(1) Content Knowledge</i> <i>(2) Leadership Skills</i>	Specific Standard Relevant Topics	Clinical Experiences (inked to specific course assignments)	Key Assessments (i.e., Portfolio Evaluations)
NELP 1.1	Goal 1. 1-1. Goal 2. 2-1.	EDUC 500	Communicate district's vision, mission, and core values. Evaluate the gap between district's vision, mission, and current status.	Apprenticeship Activities	District Vision/Mission Gap Analysis

Curriculum Alignment to Standards

Course	Overview	Student Learning Outcomes	Standards addressed	Key Assessments of Standards
<p>EDUC 500 <i>School System Leadership</i> (3 credits)</p>	<p>This course is designed to provide students with the knowledge and understanding of an improvement process through the principles and tools of Improvement Science (IS).</p>	<p>Students will:</p> <p>(1) Communicate district’s vision, mission, and core values, including commitment to equity, diversity, and community.</p> <p>(2) Evaluate the gap between a district’s vision, mission, and current status, particularly around equity, diversity, technology, and community</p>	<p>PSEL: Standard 1 (<i>Mission, Vision, and Core Values</i>) a., b., c. d., e. Standard 10 (<i>School Improvement</i>) b., d., h. i.</p> <p>NELP: Standard 1 (<i>Mission, Vision, and Improvement</i>) <i>Components 1.1, 1.2</i></p>	<p>Assessments of <u>NELP Standard 1: Vision/Mission Gap Analysis</u> Students will review their district Mission, Vision, and Strategic Plan and lead a collaborative process in their schools/districts to: 1) analyze the how their district is not (yet) fully manifesting their commitments 2) update the District Vision/Mission statement to more fully reflect the current priorities <u>Problem of Practice Presentation and Paper</u> Students will work in teams to identify one strategic goal and define an improvement aim that is student centered and supports high expectations.</p>