

**THE MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF EDUCATOR EFFECTIVENESS
PROGRAM APPROVAL AND ASSESSMENT BRANCH**

Proposal Guidelines for New/Modified Educator Preparation Programs

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

MHEC weighs a number of factors, including the equitable distribution of programs within regions and across the state, before conveying approval for an applicant to develop the requested program in Maryland. MHEC approval is sufficient for programs that do not result in any type of Maryland certification.

If a program results in Maryland educator certification, MSDE must approve the content of the program and convey its approval **in writing** in order for completers of the program to receive Maryland certification. The guidelines that follow provide step-by-step directions for colleges and universities to prepare their submissions for a new program or modification to a existing program. If there is uncertainty as to what constitutes a “major modification,” the institution should contact MSDE for clarification.

While Maryland Approved Alternative Preparation Programs (MAAPP) must meet the same standards as set forth as requirements in this document, partnerships seeking approval for a new MAAPP should complete the proposal found at:

<http://marylandpublicschools.org/about/Pages/DEE/Program-Approval/MAAPP.aspx>

Directions:

Write a letter addressed to the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE, 200 West Baltimore Street, Baltimore, MD 21201 making the request. Include with the letter a proposal with the elements that follow.

PROPOSAL ELEMENTS

1. CERTIFICATION AREA(S)

- Identify the certification area(s) which the new/modified program addresses.
- Identify the degree (e.g., B.A., B.S., M.S., M.Ed., M.A.T.).

RATIONALE

- Describe the theoretical framework and program philosophy.
- Discuss why this program is needed and for whom (make reference to any needs assessment done to determine this).

2. TEACHER PREPARATION PROGRAMS: INSTITUTIONAL PERFORMANCE CRITERIA BASED ON THE *REDESIGN OF TEACHER EDUCATION IN MARYLAND*

- Explain the relationship between the college/university and local school systems.
- Explain the relationship between theory and practice.
- Demonstrate how the program will meet the Institutional Performance Criteria.

http://marylandpublicschools.org/about/Documents/DEE/ProgramApproval/MAP/InstitutionalPerformanceCriteria_09032014.pdf

3. SUPERVISOR AND PRINCIPAL PREPARATION PROGRAMS: MARYLAND INSTRUCTIONAL LEADERSHIP FRAMEWORK

- Explain the relationship between the college/university and local school systems.
- Explain the relationship between theory and practice.
- Demonstrate how the program will meet the *Maryland Instructional Leadership Framework* performance criteria.

4. PROGRAM DESCRIPTION

- Specify program entry and exit requirements (for Post-Baccalaureate students, describe the process used to assess the academic content background of candidates).
- Identify state and/or state-recognized national, performance-based standards for program development, program delivery, and program evaluation. (A matrix can support this section)
- Provide program goals, objectives, and outcomes.
- Provide a course/experience chart showing course numbers and titles by semester; including clinical experiences.
 - Undergraduate programs - show where activities will occur from freshman through senior year. List all course work including general education and elective opportunities.
 - Post-Baccalaureate programs - show where activities will occur within the program.
- Provide course syllabi, key assessments and rubrics related to national content standards which include course objectives, candidate outcomes, and how the course and assessments map to the standards.
- Provide description of required reading courses for initial certification programs. If reading courses are new or revised, include coded course syllabi for review by Reading Peer Review Committee.

(The below-linked document provides specific information regarding the essential knowledge and skills that must be included in the 4 elementary level reading courses.)

<http://marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Reading/ReadingCourseRevisionGuidelines.pdf>

The below-linked document provides guidance regarding the submission process including information regarding blind and identified course submission. Reading in the Content Area Part I and Reading in the Content Area Part II are undergoing outcome revision.

<http://marylandpublicschools.org/about/Documents/DEE/ProgramApproval/Reading/SecondaryContentAreasInformation.pdf>

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

5. CAPACITY

- List participating faculty and provide curriculum vitae or other appropriate evidence of qualifications to support program goals, objectives and outcomes.
 - College/university
 - Clinical (e.g., teachers [mentors], principals)
- List other relevant resources for candidate learning and faculty development, such as library holdings, digital learning systems, and special facilities to implement program goals, objectives, and outcomes.

6. SPECIAL ISSUES/CIRCUMSTANCES

- Append letters of support in situations which significantly involve other organizations (e.g., school systems, other colleges and universities, community colleges, state, and community agencies).
- In dual certification programs, provide documentation of joint faculty planning and other indicators of collaboration and integration.