

EPP Targeted Submission

Division of Educator Certification and Program Approval

February 2024

Division of Educator Effectiveness

April 2024

**MARYLAND STATE DEPARTMENT OF EDUCATION**

**Carey M. Wright, Ed.D.**   
Interim State Superintendent of Schools

**Geoffrey Sanderson**Deputy State Superintendent of AccountabilityOffice of Accountability

**Kelly Meadows**Assistant State SuperintendentDivision of Educator Effectiveness

**Wes Moore**Governor

**MARYLAND STATE BOARD OF EDUCATION**

**Clarence C. Crawford**President, Maryland State Board of Education

Joshua L. Michael, Ph.D. (Vice President)

Shawn D. Bartley, Esq.

Chuen-Chin Bianca Chang, MSN, PNP, RN-BC

Susan J. Getty, Ed.D.

Dr. Monica Goldson

Nick Greer

Dr. Irma E. Johnson

Dr. Joan Mele-McCarthy, D.A., CCC-SLP

Rachel L. McCusker

Samir Paul, Esq.

Holly C. Wilcox, Ph.D.

Abisola Ayoola (Student Member)

# Table of Contents

[Purpose 4](#_Toc161213613)

[Directions 5](#_Toc161213614)

[Targeted Submission Worksheet 6](#_Toc161213615)

[Essential Component: Literacy and the Science of Reading 7](#_Toc161213616)

[Essential Component: Comprehensive Instruction 8](#_Toc161213617)

[Essential Component: Cultural Responsiveness 9](#_Toc161213618)

[Essential Component: Partner Schools and Clinical Experiences 10](#_Toc161213619)

[Essential Component: Accountability and Compliance 11](#_Toc161213620)

# Document Control Information

|  |  |
| --- | --- |
| **Title:** | Targeted Submission Worksheet |
| **Security Level:** | Unclassified – For Official Use Only |
| **File Name:** | MSDE Targeted Submission Worksheet Template.pdf |

## Document History

| Document Version | Date | Summary of Change |
| --- | --- | --- |
| 1.0 | February 2024 | Initial Document |
|  |  |  |
|  |  |  |
|  |  |  |

# Purpose and Directions

This targeted submission gives education preparation providers (EPPs) a final opportunity to demonstrate that they have met all statutory and regulatory requirements for State approval. This document allows an EPP to respond to the findings of a review team’s site visit and offsite review of evidence. An EPP will be provided with this document after the conclusion of their on-site visit and be given 30 days in which to complete and submit the targeted submission.

In the document that follows, if an Essential Component is marked as needing additional evidence, please read the reviewer comment(s) and use the allocated space to respond. Once the targeted submission has been completed, please submit it to the designated review team Chairperson indicated on the following page.

# Targeted Submission Worksheet

**State Approval Review of:**

*EPP NAME*

EPP ADDRESS

DATE OF SITE VISIT

**Review Team Members**

*Name*

*Name*

*Name*

**MSDE Team Members:**

*Name*

*Review Team Chairperson Signature*

*MSDE Coordinator Signature*

**Type of Visit**

Initial

Continuing

Conditions

Probation

Focused

# Essential Component: Literacy and the Science of Reading

The Literacy and Science of Reading Essential Component ensures the EPP provides teacher candidates experiences that allow them to demonstrate proficiency in literacy processing/reading with sufficient knowledge of literacy/reading theory, as well as instruction and assessment with professional proficiency, including a focus on the equitable factors in literacy/reading instruction. EPPs ensure that proficiency in reading instruction is founded upon research and evidence-based practices.

Additional Evidence Needed: Click to Choose an item.

**Reviewer Comment(s):**

**EPP Response:**

# Essential Component: Comprehensive Instruction

The Comprehensive Instruction Essential Component ensures that EPPs are producing educators that are able provide instruction to all students, and that completers possess knowledge and can implement evidence-based instruction and assessment in core competency areas using culturally responsive practices.

Additional Evidence Needed: Click to Choose an item.

**Reviewer Comment(s):**

**EPP Response:**

# Essential Component: Cultural Responsiveness

The Cultural Responsiveness Essential Component ensures teacher candidates who are seeking licensure can apply theory into practice to increase academic achievement and promote critical consciousness and cultural competence for socially, racially, linguistically, or otherwise diverse students.

Additional Evidence Needed Click to Choose an item.

**Reviewer Comment(s):**

**EPP Response:**

# Essential Component: Partner Schools and Clinical Experiences

The Partner Schools and Clinical Experiences Essential Component ensures the EPP establishes and maintains collaborations with PreK-12 institutions to ensure that candidates and completers engage in high quality school-based experiences to prepare them to be effective educators and to help foster cultural and linguistic responsiveness, cultural competence, trauma informed instruction, and restorative practices.

Additional Evidence Needed: Click to Choose an item.

**Reviewer Comment(s):**

**EPP Response:**

# Essential Component: Accountability and Compliance

The Accountability and Compliance Essential Component ensures the EPP is committed to training effective educators while maintaining compliance with all statutes, policies, and other governance.

Additional Evidence Needed: Click to Choose an item.

**Reviewer Comment(s):**

**EPP Response:**