

**Reviewer Essential Components Worksheet – June 2024**

**Division of Educator Effectiveness**

This worksheet is an optional tool made available to reviewers to utilize as they review educator preparation programs.

Please note the following rating scheme:

1. **Met:** Evidence sufficiently demonstrates that the program is meeting all expectations as described.
2. **Met with Conditions:** There is evidence that the program is meeting some expectations of the indicator, but not to a level of sufficiency that warrants a determination of “met.”
3. **Does not Meet:** Evidence indicates areas of concern or inconsistencies that require action for the program to meet expectations

# Essential Component | Literacy and the Science of Reading

*The Literacy and Science of Reading essential component ensure 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. Programs must provide a curriculum aligned to the science of reading, including phonemic awareness, phonics, vocabulary, fluency, and comprehension, and candidates must demonstrate competency in providing instruction using instructional strategies aligned to the science of reading to exit the program.*

## Subcomponent LSR1: The Learner and Learning

*Note: Only applicable to programs with teacher candidates seeking licensure in Secondary and PreK-12 content areas*

| The program ensures candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **LSR1.1** Identify and apply understanding of reading and writing processes of Multilingual learners aligned with the science of reading, including for biological, cognitive, linguistic, and/or sociocultural factors define, describe, explain and analyze the developmental characteristics of adolescent literary learners, active independent readers; processes of making meaning, and motivation and engagement. |  |  |
| **LSR1.2** Interpret, synthesize, and apply learning of active independent readers; processes of making meaning, and motivation and engagement to specific content area instruction. |  |  |
| **LSR1.3** Define and distinguish features of diversity and interpret linguistic cultural differences among adolescent learners. |  |  |
| **LSR1.4** Examine, evaluate, and apply learning of inclusive content area literacy environment and instruction to close achievement gaps. |  |  |
| **LSR1.5** Describe the characteristics of a high-quality learning environment. |  |  |
| **LSR1.6** Construct high quality learning environments that support individual and collaborative interaction and engagement. |  |  |

## Subcomponent LSR2: Literacy Content Knowledge

*Note: Only applicable to programs with teacher candidates seeking licensure in Secondary and PreK-12 content areas*

| The program ensures candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **LSR2.1** Describe purposes and opportunities for reading, writing, and communicating within and across content areas and analyze types of new literacies and their uses for acquiring content knowledge and student understandings. |  |  |
| **LSR2.2** Employ new literacies for acquiring and developing content knowledge and student understandings. |  |  |
| **LSR2.3** Identify and select appropriate multimodal sources and resources for inquiry. |  |  |
| **LSR2.4** Evaluate and employ discipline specific processes of inquiry to engage in collaborative problem-solving and critical thinking. |  |  |

## Subcomponent LSR3: Effective Literacy Instruction

***Note:*** *Only applicable to programs with teacher candidates seeking licensure in Secondary and PreK-12 content areas*

| The program ensures candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **LSR 3.1** Describe guiding principles and practices and examine assessment types, tools, and purposes for content literacy assessment. |  |  |
| **LSR 3.2** Select and/or develop content-specific assessment tools to evaluate student performance and the effectiveness of assessment tools for content-specific assessment. |  |  |
| **LSR 3.3** Examine factors of text complexity and analyze student data to inform and evaluate instructional practice. |  |  |
| **LSR 3.4** Synthesize multiple data points to evaluate and to refine content area instructional practice. |  |  |
| **LSR 3.5** Identify professional and literacy standards and curricula for lesson development to plan and evaluate engaging instruction that supports all learners in meeting goals and intended outcomes. |  |  |
| **LSR 3.6** Employ professional and literacy standards and curricula to plan, implement, and evaluate lessons and instructional units of study within content areas. |  |  |
| **LSR 3.7** Critique effectiveness of instruction and design next steps for students and teachers. |  |  |
| **LSR 3.8** Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices to develop comprehension. |  |  |
| **LSR 3.9** Employ evidence-based multi-modal instructional practices to develop and evaluate comprehension within content areas. |  |  |
| **LSR 3.10** Examine research and theoretical frameworks and investigate evidence-based multi-modal instructional practices for general academic and content specific vocabulary use. |  |  |

## Subcomponent LSR4: Professional Responsibilities

***Note:*** *Only applicable to programs with teacher candidates seeking licensure in Secondary and PreK-12 content areas*

| The program ensures candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **LSR 4.1** Examine current trends, initiatives, and educational reform efforts. |  |  |
| **LSR 4.2** Explore professional dispositions and engage in critical self-reflection in order to construct a professional development plan as a content area literacy teacher. |  |  |
| **LSR 4.3** Identify organizational structures and school-based resources for specific needs. |  |  |
| **LSR 4.4** Investigate opportunities for collaboration with families/school/communities and develop leadership capacities through actively participating in school-based opportunities for growth and development. |  |  |

## Subcomponent LSR5: Literacy Processes

***Note:*** *Only applicable to programs with teacher candidates seeking licensure in early childhood, elementary, English to speakers of other languages, and special education areas*

| The program ensures candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **LSR5.1** Identify the component processes involved in reading and writing. |  |  |
| **LSR5.2** Apply knowledge of the component processes involved in reading and writing to understand the reading and writing processes of native English speakers and Multilingual learners. |  |  |
| **LSR5.3** Describe how key components of reading and writing processes develop and what biological, cognitive, linguistic, and sociocultural factors may influence literacy development. |  |  |
| **LSR5.4** Identify characteristics that define evidence-based practices in literacy programming and instruction. |  |  |
| **LSR5.5** Use evidenced-based criteria to select and organize print and multimedia resources for teaching reading and writing. |  |  |
| **LSR5.6** Use a variety of print and multimedia resources to engage students as readers and writers. |  |  |

## Subcomponent LSR6: Literacy Instruction in a Diverse Classroom

***Note:*** *Only applicable to programs with teacher candidates seeking licensure in early childhood, elementary, English to speakers of other languages, and special education areas*

| The program ensures candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **LSR6.1** Provide instruction focused on the core components of reading that lead to proficient and motivated reading behavior for all students. |  |  |
| **LSR6.2** Provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students. |  |  |
| **LSR6.3** Design speaking and listening opportunities that lead to more active, equitable and academically oriented conversations for all students. |  |  |
| **LSR6.4** Identify the role of classroom literacy instruction in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers. |  |  |
| **LSR6.5** Provide literacy instruction that reflects and is responsive to the diversity of the classroom community and promotes all students’ cultural competence through inclusive and equitable literacy learning opportunities. |  |  |

## Subcomponent LSR7: Effective Literacy Assessment

***Note:*** *Only applicable to programs with teacher candidates seeking licensure in early childhood, elementary, English to speakers of other languages, and special education areas*

| The program ensures candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **LSR7.1** Identify the foci, purposes and features of literacy assessments and application. |  |  |
| **LSR7.2** Select or design appropriate literacy assessments and use data from those assessments to make valid educational decisions, differentiate instruction, collaborate with instructional specialists, and evaluate the effectiveness of literacy instruction. |  |  |
| **LSR7.3** Use effective techniques for communicating assessment information to a variety of stakeholders. |  |  |

## Subcomponent LSR8: Evidence-Based Practices

***Note:*** *Only applicable to programs with teacher candidates seeking licensure in early childhood, elementary, English to speakers of other languages, and special education areas*

| The program ensures candidates can apply research-based literacy instruction aligned to the science of reading, including: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **LSR8.1** Phonological and phonemic awareness. |  |  |
| **LSR8.2** Phonics and decoding. |  |  |
| **LSR8.3** Fluency. |  |  |
| **LSR8.4** Vocabulary. |  |  |
| **LSR8.5** Comprehension of literary and informational text. |  |  |
| **LSR8.6** Written expression, spelling, and grammar. |  |  |
| **LSR8.7** Assessment and instructional decision-making. |  |  |
| **LSR8.8** Long term planning aligned with the literacy curriculum, student needs, instructional histories, school/grade level needs. |  |  |
| **LSR8.9** Effective methods for promoting the reciprocal relationship between writing and reading. |  |  |
| **LSR8.10** Strategies that foster connections to students’ homes and communities. |  |  |
| **LSR8.11** Multiple opportunities for incorporating oral language variation. |  |  |

# Essential Component: Comprehensive Instruction

*The Comprehensive Instruction essential component ensures that EPPs prepare educators that are able provide instruction to all students, and that completers possess knowledge and are able to implement evidence-based instruction and assessment.*  *Programs are expected to develop candidates who use data to inform and drive instructional practices, leverage evidence-based research strategies, and apply multiple formal and informal assessment approaches.*

All teacher candidates across all content areas and grade level will need to demonstrate readiness based on the indicators below and shall demonstrate essential knowledge and skills to exit the program.

## Subcomponent CI1: Evidence Driven Practices

| The program ensures teacher candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **CI1.1** Analyze and use data derived from assessments to develop intervention plans aligned to the specific needs of individual students. |  |  |
| **CI1.2** Apply multiple, valid assessment approaches, both formal and informal, modifying when appropriate, that address a variety of developmental needs, conceptual abilities, curriculum outcomes and school goals. |  |  |
| **CI1.3** Employ evidence-based research strategies, learning theories, and methods to help improve student performance. |  |  |

## Subcomponent CI2: Pedagogy

| The program ensures teacher candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **CI2.1** Employ inquiry skills and methods regularly to collect meaningful data and improve one’s professional practice. |  |  |
| **CI2.2** Demonstrate that knowledge of the learner’s physical, cognitive, emotional, social, and cultural development is the basis for effective teaching of:   * Students from different racial, ethnic, and economic backgrounds * Students for whom English is not their primary language * Students with different learning abilities * Students with social and emotional needs |  |  |
| **CI2.3** Create, build, and sustain a safe, inclusive learning environment by effectively:   * Using trauma-informed instruction and other approaches to meet social and emotional needs * Implementing restorative practices * Employing active listening, conflict de-escalation to include bullying, and other strategies * Managing student behavior |  |  |
| **CI2.4** Apply instructional supports including a 504 Plan and an Individualized Education Plan, to support a student with disabilities by providing developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues. |  |  |
| **CI2.5** Implement Response to Intervention, Universal Design for Learning, Direct Instruction, and Specially Designed Instruction to differentiate instruction. |  |  |
| **CI2.6** Evaluate student behaviors and unique learning needs in the adaptation of various learning environment, such as physical arrangement, student grouping, instructional intensity, pacing, and embedded assistive technology supports. |  |  |
| **CI2.7** Use assistive technologies ranging from low tech to high tech devices or equipment, materials, and resources to educate individuals whose disabilities interfere with written or verbal communication. |  |  |
| **CI2.8** Demonstrate the ability to effectively teach students from different backgrounds and with different abilities. |  |  |
| **CI2.9** Effectively use high-quality instructional materials (including online) and adapt existing curriculum to make it stronger using standards-aligned tools, including the ability to use digital resources and computer technology . |  |  |

## Subcomponent CI3: Mathematics Competencies

***Note:*** *Only applies to programs with teacher candidates seeking licensure to provide mathematics instruction, including early childhood education, elementary education, special education, ESOL, middle school, and secondary math.*

| The program ensures candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **CI3.1** Appropriately use mathematical language. |  |  |
| **CI3.2** Apply mathematics content knowledge for teaching within one’s area of licensure. |  |  |
| **CI3.3** Recognize the coherent progression of mathematical concepts both within an age/range/grade/course and across an age/range/grade/course. |  |  |
| **CI3.4** Identify the appropriate sequence of mathematical learning targets for both a unit of study and an individual lesson. |  |  |
| **CI3.5** Use multiple assessment tools and evidence-based instructional strategies to guide the mathematics instructional process. |  |  |
| **CI3.6** Use mathematics to model real world problems. |  |  |
| **CI3.7** Construct collaborative and self-directed learning opportunities that reflect active student engagement in learning and a growth mindset. |  |  |
| **CI3.8** Develop strategies for responding to anticipated and present student misconceptions. |  |  |
| **CI3.9** Design rich mathematical tasks that help students develop the conceptual understanding, procedural skills, and the ability to apply the mathematics associated with learning targets. |  |  |
| **CI3.10** Integrate instructional strategies and/or teaching aides that enhance the learning of mathematics, such as multiple representations, manipulatives, calculators, and other technological aides. |  |  |
| **CI3.11** Recognize productive struggles and unproductive struggles to promote perseverance and thinking flexibly. |  |  |
| **CI3.12** The teacher candidate shall identify the cognitive process, learning theories and developmental strategies related to the teaching and learning of mathematics. |  |  |

# Essential Component: Culturally Responsive Instruction

*The Culturally Responsive Instruction essential component ensures that EPPs are producing educators that are able provide instruction to all students, and that completers possess knowledge and are able to implement evidence-based instruction and assessment. EPPs must ensure that all teacher candidates who are seeking licensure know and are able to demonstrate theory and practices specific to cultural responsiveness and cultural competence to increase academic achievement and promote critical consciousness and cultural competence for socially, racially, linguistically, or otherwise diverse students.*

All teacher candidates across all content areas and grade level will need to demonstrate readiness based on the indicators below and shall demonstrate essential knowledge and skills to exit the program.

## Subcomponent CR1: Culturally Responsive Instruction

| The program ensures teacher candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **CR1.1** Be prepared to support culturally, racially, linguistically, and otherwise diverse populations of students through providing culturally responsive instruction in order to meet its goals of increasing academic achievement, critical consciousness, and cultural competence. |  |  |
| **CR1.2** Demonstrate required knowledge and skills to include application of competencies that support various racial, ethnic, linguistic, socioeconomic groups through teaching that promotes social justice and equity. Competencies might include restorative practices, and practices to develop racial literacy. |  |  |
| **CR1.3** Identify and apply the elements of culturally responsive teaching including academic achievement, critical consciousness, and knowledge of self and at least one other culture. |  |  |
| **CR1.4** Examine curriculum and learning materials for bias and deliver instruction with materials that center the perspectives and lived experiences of historically marginalized people. |  |  |

## Subcomponent CR2: Cultural Competence

| The program ensures teacher candidates can: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **CR2.1** Identify and assess how issues such as racism, sexism, socioeconomic status, immigration, and gender impact marginalized students, families, and educators on multiple levels.  Candidates must:   * Acknowledge their own biases and inequitable actions * Assess how their own assumptions, values, and biases may impact their responses to students and families and result in inequitable actions and practices, and identify equitable actions and practices |  |  |
| Demonstrate respect for students’ cultures.  **CR2.2** Candidates must:   * Learn about students’ cultural backgrounds * Seek purposeful immersion experiences within groups different from their own * Communicate high expectations for students of all identities including gender, race and ethnicity, language, socioeconomics, and disability * Incorporate a variety of culturally responsive materials that represent and support learning for diverse populations of children and families * Differentiate instruction with consideration for cultural, linguistic, and academic diversity |  |  |
| **CR2.3** Build a safe and accessible environment, respectful of all individuals.  Candidates must:   * Provide strategies to support students with responses to discrimination and negative attitudes associated with cultural or other differences * Create learning environments that facilitate the active engagement of diverse populations of students * Co-construct the values and expectations of the school to incorporate different perspectives, including students, families, and colleagues |  |  |
| **CR2.4** Build relationships with families and communities.  Candidates must:   * incorporate families’ perspectives about school culture to create an environment that is inclusive and respects their values, beliefs and hopes for their child(ren) * provide opportunities for families to be involved in their child’s educational experiences by communicating regularly, in multiple ways, and including them in the curriculum * integrate family and community-based funds of knowledge into teaching and learning   provide information regarding school and community resources that are available for students, educators, and families including multilingual resources reflecting students and families’ heritage languages. |  |  |

# Essential Component: Partner Schools and Clinical Experiences (Practicum)

*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.*

All teacher candidates across all content areas and grade level will need to demonstrate readiness based on the indicators below and shall demonstrate essential knowledge and skills to exit the program.

## Subcomponent PSCE1: General Clinical Experience Guidelines

| Programs leading to licensure shall include a practicum experience in a partner school and shall: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE1.1** Be located in a Maryland public school, nonpublic school, or an out-of-state school with the permission of the State Superintendent. |  |  |
| **PSCE1.2** Be aligned with program curricula that encompass the area, subject, or category of licensure being sought by candidates. |  |  |
| PSCE1.3 Provide candidates on-site supervision by a mentor teacher and ongoing support by a clinical supervisor from the provider, including:   * Documented observations * Collaboration between clinical supervisors and mentor teachers to evaluate candidates for demonstration of required competencies * Observations and evaluations of candidates, aligned to a Department-approved educator evaluation system * Feedback, placement, remediation, or support, informed by candidate evaluation. |  |  |
| **PSCE1.4** Ensure candidates are responsible for the instruction and classroom management of a roster of students for a minimum of 150 hours during the practicum. |  |  |

| EPPs shall require the following: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE 1.5** All teacher training programs shall incorporate classroom observations in which the candidate is observed in different school settings at the beginning of the program to assist in determining if the candidate has the aptitude and temperament for teaching. |  |  |
| **PSCE 1.6** All undergraduate teacher preparation programs have a required practicum of a minimum of a full school year, completed consecutively or over the course of a program. |  |  |
| **PSCE 1.7** All graduate teacher preparation programs shall have a required practicum of a minimum of 100 days, completed consecutively or over the course of a program. |  |  |
| **PSCE 1.8** Alternative teacher preparation programs shall have a required practicum of a minimum of a full school year, completed consecutively or over the course of a program. |  |  |

| In addition, a teacher training practicum in an alternative teacher preparation program shall include, at a minimum, the following: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE 1.9** At least 4 weeks of professional development before the candidate assumes full responsibility of the classroom. The professional development must include:   * Pre-employment training * Initial coursework * Pedagogy * Pre-practicum experiences |  |  |
| **PSCE 1.10** Preparing lesson plans. |  |  |
| **PSCE 1.11** Teaching. |  |  |
| **PSCE 1.12** Debriefing. |  |  |
| **PSCE 1.13** Observation of a class of students to which the participant is assigned as a student teacher. |  |  |
| **PSCE 1.14** 40 hours of teaching during class periods. |  |  |

## Subcomponent PSCE2: Clinical Experience Placements

| The program ensures there is official documentation of a partner school agreement with a LSS that: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE2.1** Prioritizes selecting partner schools within the local community. |  |  |
| **PSCE2.2** Provides teacher training placements in school environments with diverse student populations that simulate experiences of employed teachers. |  |  |
| **PSCE2.3** Employs an organization and instructional program that is reflective of the career ladder within the Partner School (once the career ladder is well established throughout the State) if the partner school is located in a local education agency. |  |  |

## Subcomponent PSCE3: Mentor Teachers

| The program ensures that mentor teachers: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE3.1** Are highly competent, evidenced by impact on student achievement. |  |  |
| **PSCE3.2** Are trained and selected by the partner school. |  |  |
| **PSCE3.3** Hold a professional educator license . |  |  |
| **PSCE3.4** Have the skills and knowledge needed to mentor teacher training practicum participants and to instill the skills, attitudes, values, and knowledge necessary for the next generation of teachers. |  |  |
| **PSCE3.5** Provide opportunities for teacher training practicum participants in guided, hands-on, practical applications and demonstrations of a candidate’s professional knowledge while applying educational theory through collaborative and facilitated learning tasks, activities, and assessments. |  |  |
| **PSCE3.6** Able to conduct formal evaluations to determine the extent to which those interventions are successful, correcting course as necessary to produce the outcomes for students they want. |  |  |
| **PSCE3.7** Have teaching and release time to:   * Mentor candidates, newer and struggling teachers * Lead workshops * Give demonstrations at the school level |  |  |
| **PSCE3.8** Are selected using the criteria from the career ladder system, as applicable, when the Accountability and Implementation Board determines that the career ladder system is well established throughout the state. Until that time, they meet requirements of COMAR 13A.07.06B(1)-(7). |  |  |

| The provider shall: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE3.9** Collaborate with the partner school to provide mentor teachers initial training on best practices in coaching, mentoring, and reflective strategies. |  |  |
| **PSCE3.10** Collaborate with the partner school to provide the mentor teacher additional professional development to support mentor teachers. |  |  |
| **PSCE3.11** Collaborate with mentor teachers to ensure teacher candidates demonstrate the teacher competencies established in Regulations .12—.15 of COMAR 13A.07.06. |  |  |

| A program shall: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE3.12** Collaborate with mentor teachers at a partner school to evaluate participants in a teacher training practicum to ensure each participant demonstrates the competencies required of licensed teachers. |  |  |

## Subcomponent PSCE4: Partner School Requirements

| A Partner School shall**:** | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE4.1** Partner Schools will ensure:   * A well-rounded clinical experience based on student population and geographic location * Exposure to distinguished instructional practices * Placement with a mentor teacher who meets the requirements outlined in COMAR 13A.07.06 and is professionally licensed in the area in which the candidate is placed |  |  |
| **PSCE4.2** Actively collaborate with programs to ensure mentoring and growth of teacher candidates. |  |  |
| **PSCE4.3** Compensate mentor teachers who supervise participants in a teacher training practicum when the career ladder system is well established throughout the State. |  |  |

## Subcomponent PSCE5: Action Research

| Programs shall require the following: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **PSCE5.1** Teacher candidates to conduct action research during the practicum. |  |  |
| **PSCE5.2** Teacher **c**andidates shall present findings to the partner school and Program. Findings shall include the ongoing cycle of problem identification, data collection, reflection, analysis, and lessons learned for the next cycle. |  |  |

# Essential Component: Accountability and Compliance

*The Accountability and Compliance essential component ensures the EPP is committed to training effective educators and to function effectively relies on the accountability and compliance component. MSDE wants to ensure that the EPP has the authority and capacity to do both, which involves adequate staff and fiscal elements to establish and sustain effective and equitable educator preparation programs.*

The ability for an EPP to ensure the training of effective educators and to function effectively relies on the accountability and compliance component. EPPs are expected to establish and maintain rigorous entrance and exit requirements, provide evidence that content within programs is deliberately included to meet standards and competencies outlined in COMAR 13A.07.06, and successfully prepare candidates for professional assessments, licensure, and employment in the field.

Administrator and specialist-focused programs do not have the same requirements as teacher education programs, and will only be accountable to the indicators listed under Subcomponent AC5: Administrator and Specialist Requirements.

## Subcomponent AC1: Entrance Requirements

| Traditional Programs shall require: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **AC1.1**   * candidates to have a grade point average (GPA) of at least 3.0 on a 4.0 scale during the most recent 2 years of the candidate’s post-secondary education, **OR** * demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the State Board of Education (SBOE), on a basic skills assessment, **OR** * The program has waived entrance requirements for no more than 10 percent of candidates admitted in an annual cohort, and implemented strategies to ensure candidates admitted under a waiver receive assistance to successfully demonstrate the required standards and  competencies and meet requirements for licensure on exit from the program. |  |  |

| Alternative Programs shall require: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **AC1.2**   * candidates to have a grade point average (GPA) of at least 3.0 on a 4.0 scale during the most recent 2 years of the candidate’s post-secondary education, **OR** * demonstrate mastery of general knowledge by providing evidence of a qualifying score, as established by the State Superintendent of Schools and as approved by the State Board of Education (SBOE), on a basic skills assessment, **OR** * The program has waived entrance requirements for no more than 10 percent of candidates admitted in an annual cohort, and implemented strategies to ensure candidates admitted under a waiver receive assistance to successfully demonstrate the required standards and  competencies and meet requirements for licensure on exit from the program. |  |  |
| **AC1.3** Candidates to have:   * a conferred bachelor’s degree or higher with a major related to the program licensure area, **OR** * a conferred bachelor’s degree or higher with a minimum of 24 semester hours of credit related to the licensure area, **OR** * a conferred bachelor’s degree or higher and evidence of a qualifying score on an approved content assessment, as established by the State Superintendent of Schools and as approved by the SBOE. |  |  |

## Subcomponent AC2: Standards and Competencies

| EPPs shall ensure that programs provide the following: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **AC2.1** Instruction and experiences aligned with Maryland-recognized national content and pedagogy standards listed under Regulation .03A of COMAR 13A.07.06. |  |  |
| **AC2.2** Instruction and experiences aligned with *Department-approved competencies* under Regulations .12-.15 of COMAR 13A.07.06. |  |  |
| **AC2.3** Instruction in the Department-approved Model Code of Ethics for Educators. |  |  |
| **AC2.4** Instruction in teaching in high poverty, culturally, and linguistically diverse schools. |  |  |

## Subcomponent AC3: Exit Requirements

| Programs will ensure that upon exit teacher candidates: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **AC3.1** Demonstrate successful completion of required coursework that is based upon Department recognized national content standards and Department-approved competencies. |  |  |
| **AC3.2** Demonstrate successful completion of the clinical experience outlined in Regulation .08D of COMAR 13A.07.06. |  |  |

## Subcomponent AC4: Assessment System

| **EPP has an established assessment system that:** | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **AC4.1** Includes key assessment evaluations of teacher candidate’s skills, knowledge, and abilities throughout the program. |  |  |
| **AC4.2** Systematically collects data on EPP, program, and teacher candidates’ effectiveness. |  |  |
| **AC4.3** Includes descriptions and evaluation tools for key assessments that are aligned to professional standards. |  |  |
| **AC4.4** Systematically generates reports on EPP, program and teacher effectiveness that are analyzed, shared, and used for continuous improvement. |  |  |

## Subcomponent AC5: Administrator and Specialist Requirements

| A provider of a program that offers courses in school administration shall: | Comments | Rating (1,2, or 3) |
| --- | --- | --- |
| **AC5.1** Develop a method for evaluating the potential of candidates to be effective school leaders. |  |  |
| **AC5.2** Develop a curriculum to enable candidates to organize and manage schools to achieve:   * Management of highly skilled professionals in a professional work environment * Effective peer observations and effective evaluations of other personnel |  |  |
| **AC5.3** Include clinical experiences and assessments that measure competencies established in the program curriculum. |  |  |
| **AC5.4** Include instruction in research-based literacy instruction aligned to the science of reading. |  |  |
| **AC5.5** Include a supervised clinical experience totaling a minimum of 240 hours equitably distributed within the program to include observations and evaluations of candidates aligned to a Department-approved administrator evaluation system. |  |  |
| **AC5.6** Ensure administrator candidates complete at least three semester hours or State-approved continuing professional development credits of special education coursework |  |  |
| **A provider will ensure specialist programs:** |  |  |
| **AC5.7** Are aligned with Maryland-recognized national content and pedagogy standards listed  in 13A.07.06.03A. |  |  |
| **AC5.8** Ensure specialist candidates complete at least three semester hours or State-approved continuing professional development credits of special education coursework |  |  |
| **AC5.9**includes a supervised clinical  experience in the specialty area being pursued. |  |  |