

## MAAPP Q & A – Volumes 1-10

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## MAAPP Q & A, Vol. 1

### Topic: Program Approval Status

Q: Our program includes two local school systems and one 4-year higher education provider. Who has Maryland Approved Program status?

A: The partnership holds the approval. This means that if the partnership dissolves, the approval dissolves with it. If your local school system would like to develop an alternative preparation program with another provider (or develop an alternative preparation program of its own), separate approval would need to be given. Likewise, if you are a provider and would like to partner with a new school district, separate approval would need to be given.

## MAAPP Q & A, Volume 2

### Topic: Reading Requirements

Candidates in Maryland Approved Alternative Preparation Programs must meet state requirements related to reading preparation. Following are three questions related to reading requirements for MAAPP candidates.

Q: Do the reading courses offered in a MAAPP need to have already received state approval?

A: Yes. A list of state approved courses at 2- and 4-year institutions can be found by following the link below:

<http://www.marylandpublicschools.org/NR/rdonlyres/2C7FFCC4-3F21-4B62-9406-311B06CDF2DB/13446/MarylandApprovedReadingCoursesAugust2007.pdf>

Q: Which reading course is required as part of the pre-employment training?

A: During the pre-employment training, elementary and early childhood candidates should complete Processes and Acquisition of Reading Skills, and secondary candidates should complete Reading in the Content Areas Part I. The remaining required reading courses must be completed prior to the end of the residency.

Q: Can MSDE credit-bearing Continuing Professional Development (CPD) reading courses be used?

A: Continuing Professional Development (CPD) courses are designed for certified teachers in the state of Maryland. As a result, they are not appropriate for use during pre-employment training. Approved CPD reading courses may, however, be used to fulfill the remaining reading requirements during the residency after the school district has requested a Resident Teacher Certificate for the candidate.

### **MAAPP Q & A, Volume 3**

#### **Topic: The Internship Schedule**

Q: Does the internship have to occur after the pre-employment training?

A: No, the internship may occur concurrently with the pre-employment training, or even before the pre-employment training.

Q: Do the weeks of the internship have to be continuous?

A: No.

Q: Does the internship have to occur during the regular school year?

A: While the internship may occur during the regular school year, this is not the only possibility. The internship may occur in summer school, evening school, weekend school, or a combination of the above.

### **MAAPP Q & A, Volume 4**

#### **Topic: The Resident Teacher Certificate (RTC)**

Q: What are the requirements for issuance of an RTC?

A: The candidate must have passing scores on Praxis I, have passing scores on the Required Assessment of Content Area (e.g., Praxis II content, ACTFL), have successfully completed pre-employment training, including one required reading course (Processes and Acquisition for early childhood, elementary or special education at those levels; Teaching Reading in the Content Area Part I for secondary, PreK-12, or special education at those levels), have successfully completed a supervised 4-8 week internship, and be currently enrolled in a MAAPP.

Q: Who may request an RTC?

A: Only a local school system may request a Resident Teacher Certificate. Individuals may not apply directly to MSDE.

Q: How does a school system request an RTC?

Local school systems should use the RTC verification form found at the following web link:

<http://www.marylandpublicschools.org/NR/rdonlyres/2C7FFCC4-3F21-4B62-9406-311B06CDF2DB/14014/VerificationforRTC.doc>

This form should be printed on school system letterhead and submitted to the Certification Branch of MSDE with a copy to Ms. Michelle Dunkle in the Program Approval & Assessment Branch. Certification specialists at the local level could also make arrangements with their MSDE counterpart to send a list of those candidates for whom the school system is requesting the RTC in lieu of sending the actual copy to Ms. Dunkle. In local school systems where there are many teachers acquiring the RTC, this may be a less labor-intensive system for distributing information.

Q: When is the RTC issued?

A: The RTC is issued twice yearly, on July 1 and January 1. If a candidate becomes eligible for the RTC after the issuance date, the local school system can request an RTC dated retroactively. A school system may not request an RTC until the candidate has fulfilled all requirements for such issuance.

### **MAAPP Q & A, Volume 5**

#### **Topic: The Resident Teacher Certificate (RTC), continued**

Q: What is the duration of the RTC?

A: The RTC is issued for two years and is non-renewable.

Q: Is a resident considered "highly qualified" while on the RTC?

A: Yes, a resident teacher teaching under the RTC within the content area and grade band specified on the RTC is considered to be highly qualified, as long as the resident teacher continues to be actively enrolled in an approved alternative preparation program.

Please Note: Middle school teachers are only highly qualified if they have completed middle school certification or secondary certification for the content area they are teaching. Individuals who have a Resident Teacher Certificate in the area of

Elementary (grades 1-6 and middle school) must be assigned to an elementary school to ensure HQT status.

Q: Does the time on an RTC count towards tenure?

A: Yes, tenure time begins when a teacher begins teaching in the role of "teacher of record," whether under a conditional certificate, an RTC, or any other teaching certificate. Typically, tenure is granted after two years and one day of teaching.

### **MAAPP Q & A, Volume 6**

#### **Topic: Program Entry**

Q: Who is responsible for determining whether a candidate should be admitted to an alternative preparation program?

A: The partnership is responsible for determining the protocol and requirements for application and admission to the program, within the parameters outlined in the MAAPP regulations and guidelines. Some programs require candidates to be accepted by the school system and by the provider institution in two separate processes. Other utilize a single process that ranges in the level of collaboration required by participating partners.

Q: What is the acceptable Grade Point Average (GPA) for entrance into an alternative preparation program? Can a partnership require a higher GPA?

A: The required GPA is 2.75 in the area of certification requested. Courses from either undergraduate or graduate coursework (or a combination of the two) may be used in calculating the GPA. This GPA is the current average of teacher education program entrance requirements of the 22 four-year institutions of higher education (IHE) that offer programs in teacher education in Maryland. Partnerships may determine that a higher GPA is required for entrance to their programs. A partnership may also offer opportunities for remedial coursework to increase a candidate's GPA. (This GPA is a non-negotiable part of the alternative preparation process and can change from year to year as IHE requirements change.)

### **MAAPP Q & A, Volume 7**

#### **Topic: The Internship**

Q: Can teaching on a conditional certificate or teaching as a long-term substitute "count" as an internship?

A: A long-term substitute position or teaching under a conditional certificate may fulfill the required 4-8 week internship for the Resident Teacher Certificate if the following conditions are met:

1. A 4-8 week "true internship" period, in which the intern is provided with daily supervision by a Highly Qualified teacher in the content area for which the intern is seeking certification. During this time, the highly qualified supervisor is named "teacher of record" for the intern's classroom. In this arrangement, the internship is completed in the conditional/substitute teacher's own classroom. A pull-out internship is not desirable due to the discontinuity that would be experienced by the K-12 students.
2. Documentation of daily supervision during the 4-8 week period.
3. Documentation of ongoing support throughout the long-term substitute or conditional teaching experience (Support provided by a department chair, team leader, administrator, or other regular new teacher mentor, etc. is acceptable).

### **MAAPP Q & A, Volume 8**

#### **Topic: Certification Areas**

Q: Which certification areas may be offered through an approved alternative preparation program?

A: Any certification area for which there is an approved test of content knowledge (Praxis II content, ACTFL) may be offered through a MAAPP once the partnership is approved to do so. Most programs choose to focus on shortage areas in the partnering school district(s).

Q: How does the partnership know which certification areas it is approved to offer?

A: At the time of approval, the partnership is issued an official letter from MSDE granting approval to the partnership. This letter contains a list of approved certification areas.

Q: How can the partnership add a certification area to its list of approved areas?

A: The program director should write a letter to Dr. Virginia Pilato, Director of Certification and Accreditation, requesting that a certification area be added. In the letter, please specify any program changes that will be made to support the new certification area, and provide evidence of the partnership's capacity to provide appropriate internship, supervision, and mentoring arrangements.

Please note that certain areas like special education, early childhood education, and ESOL require documentation that additional standards are being met during MAAPP program delivery. These areas require a more substantial application for approved program status. Please contact Kim Fleming at [kimfleming@comcast.net](mailto:kimfleming@comcast.net) or 410-371-5906 if you would like to apply for approval in one of these areas.

If you are approved, you will receive a letter from MSDE indicating that a certification area has been added to the program's list of approved areas. Keep this letter with the original one that granted approval to your program.

### **MAAPP Q & A, Volume 9**

#### **Topic: Required Testing**

**Q:** What testing is required for a candidate in a Maryland Approved Alternative Preparation Program?

**A:** Before a partnering school system can request a Resident Teacher Certificate on behalf of a candidate, the candidate must earn qualifying scores on Praxis I (Reading, Writing and Mathematics) and qualifying scores on a Required Assessment of Content Area (Praxis II content, ACTFL). Prior to applying for a Standard Professional Certificate I, the candidate must earn qualifying scores on the appropriate Praxis II pedagogy test (or Principles of Learning and Teaching).

Information related to Praxis I test codes and Maryland qualifying scores may be found at the following website:

[http://www.marylandpublicschools.org/MSDE/divisions/certification/certification\\_branch/testing\\_information/praxis1](http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis1)

Information related to required test(s) for Praxis II and Maryland qualifying scores may be found at the following website:

[http://www.marylandpublicschools.org/MSDE/divisions/certification/certification\\_branch/testing\\_information/praxis2](http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/praxis2)

Information related to the American Council on Teaching of Foreign Languages (ACTFL) assessments currently offered for Mandarin Chinese and Italian may be found at the following website:

[http://www.marylandpublicschools.org/MSDE/divisions/certification/certification\\_branch/testing\\_information/actfl](http://www.marylandpublicschools.org/MSDE/divisions/certification/certification_branch/testing_information/actfl)

**Q:** Many programs require passing scores on Praxis I and a content area test prior to admitting a candidate into the program. Are any exceptions allowed?

**A:** The state regulations dictate that an individual must earn passing scores on Praxis I and the required content area assessment before a partnering school system can request an RTC for that candidate. Programs have the option of requiring passing scores on these tests earlier, even prior to program admission. Exceptions to this programmatic rule may be made at the program level with consent of all partners. Please note, however, no candidate will be allowed to progress to the residency if qualifying scores on required assessments have not been met.

**MAAPP Q & A, Volume 10****Topic: Program Flexibility**

**Q:** How do MAAPP partners decide which candidates require a full eight week internship or a modified internship ranging from four to eight weeks? Must all candidates in a program complete internships of the same length?

**A:** Approved alternative preparation programs require an internship lasting from four to eight weeks, the length of which is to be determined based the experience of the candidate. Such experience, with documentation verifying comparable teaching knowledge and skills, could include teaching at the higher education level, in business or the military for secondary teachers, and appropriate grade-level teaching experience for those seeking certification in early childhood, elementary or middle levels. Equivalence is determined collaboratively by MAAPP partners, and documentation is to be reviewed in ongoing program approval cycles.

Because internship length is decided based on a candidate's documented experience, candidates in a program may complete internships of varying lengths. If a program decides not to grant equivalency for prior experience, all candidates may be required to complete 8 or more weeks of an internship. No candidate is permitted to complete an internship of less than 4 weeks, regardless of the number of years of prior teaching experience.

**Q:** May providers be flexible in allowing potential candidates to enter and/or exit at different transition points in a program?

**A:** Yes. MSDE strongly encourages this flexibility in support of all career changers, but particularly those who may be transitioning from the military to a teaching career. Once a RTC has been issued, however, a candidate has only two years to fulfill the residency requirement.