



Program Approval and Assessment Branch

Maryland Institutional Performance Criteria based on The Redesign of Teacher Education

Introduction

The Program Approval and Assessment Branch of the Maryland State Department of Education (MSDE) conducts on-site institutional reviews of all educator preparation programs on a five/seven-year cycle*. The institutional performance criteria based upon *The Redesign of Teacher Education* frame the on-site review as well as the report sent to the institution following the visit.

An institution may receive the following program approval status resulting from the on-site visit: full approval, conditional approval, probation, or denial. The full approval status is for a period of five/seven years from the date of the review. Conditional approval and probation are forms of approval that are limited to one or two years with state monitoring and a focused visit or re-visit. During conditional approval or probation, the institution and its students receive the benefits of state approval. To conclude the conditional approval or probationary status, thereby restoring full five/seven-year approval, the State Superintendent determines that the conditions of conditional approval or probation have been met. If these conditions are not met, the State Superintendent terminates state approval.

For purposes of compliance with Title II of the Higher Education Act, the state will identify an institution as *at risk for being identified as low performing* or as *low performing* when a status of conditional approval or probation results from the on-site visit. **The conditional approval or probationary status and the accompanying *at risk* or *low performing* Title II status will result if the state determines that the institution's performance is unsatisfactory in any one of the five component areas of the *Institutional Performance Criteria*.**

The State Superintendent reserves the authority to inform a president and the dean or director of educator preparation regarding unsatisfactory performance at any time during the program approval five/seven-year cycle, an action that may result in conditional approval or probation and an *at risk* or *low performing* Title II designation.

* The State Superintendent reserves the authority to determine a revised timeline for an institution's on-site review based upon institutional performance.

Data that the State Superintendent draws upon to determine program approval status are from the following sources:

- State review reports combined the CAEP Accreditation Council decisions
- State review reports
- MSDE staff reports

CAEP/State/Federal Status

CAEP Council Decision (if applicable)	State Status and Requirements	Federal Status and Requirements
Accreditation	Full Approval	_____
Accreditation with follow-up report	Full Approval	_____
Accreditation with Conditions requiring a focused visit	Conditional approval with re-visit and monitoring/technical assistance	“At risk” or “low performing”** with technical assistance
Probationary Accreditation requiring a full visit	Probation with re-visit and monitoring/technical assistance	“At risk” or “low performing”** with technical assistance
Denial	Denial; program termination	If the institution does not terminate the program, the IHE is ineligible for professional development federal funds; AND the students in the program may not receive federal aid.

** The State Superintendent determines this status based upon the type and/or magnitude of unsuccessful performance.

Institutional Performance Criteria

Redesign of Teacher Education Component I:

Strong Academic Background

Each cohort (e.g., 2007-2008 graduates) meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores) and content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests.

Indicators

- Certification assessment summary pass rate = 80%

Programs provide a strong academic background in mathematics and science for teacher candidates.

Indicators

- Document how your institution provides instruction in mathematics (12 credits) and science (12 credits) for prospective teachers appropriate to their certification area. *For example, you may include content and methods course syllabi as well as other program opportunities for teacher candidates.*
- Provide evidence that teacher candidates demonstrate proficiency in mathematics and science appropriate to their certification area. Identify how your performance assessment system measures candidate proficiency. *For example, you may include teacher candidate work and related PreK-12 student work that demonstrates proficiency in teaching appropriate to the candidate's certification area.*
- Document your use of a system that assesses candidate competence in mathematics and science and the method used to address areas of candidate weakness.

Programs provide strong academic background for teacher candidates that align with the Maryland College and Career-Ready Standards (MCCRS) .

Indicators

- Provide evidence that your teacher candidates possess knowledge and skills that are consistent with the MCCRS. Identify how your performance assessment system measures candidate proficiency.
- Document ways in which your institution's education and arts and sciences faculty work with one another to achieve PreK-16 standards alignment. You also may show how you work with MSDE, local school systems, and community colleges to enhance the alignment. *For example, you may explain how your PreK-16 committee compares the teacher preparation content curriculum with the Maryland MCCRS, making important curriculum revisions as needed.*

Secondary education teacher candidates major in their certificate area.

Institutional Performance Criteria

Redesign of Teacher Education Component II:

Extensive Internship

Teacher candidates have extensive field-based preparation in PreK-12 schools with diverse populations, which includes an internship within two consecutive semesters that at a minimum has 100 full days in a school.

Indicators

- State the number of interns in each Professional Development School (PDS) site.
- State the total number of schools in which you place an intern across the two consecutive semester internship.
- Document how your institution ensures each candidate is trained in a diverse setting.
- Document how you achieve an internship of a minimum of 100 days across two consecutive semesters in a PDS for each certification program (excluding PreK-12 areas) at the baccalaureate and full-time post-baccalaureate level.
- Describe the internship for your part-time post-baccalaureate certification programs, including those for conditionally certified teachers.

Teacher candidates have their extensive internship in sites that are collaboratively planned with public school partners and follow the Maryland Professional Development School Standards.

Indicators

- Document the process you use to collaboratively plan and implement each of your PDSs, using the Maryland PDS Standards:
 - Learning Community
 - Collaboration
 - Accountability
 - Organization, Roles and Resources
 - Diversity and Equity

Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for PreK-16 faculty, the unit seeks and obtains state recognition of its professional development schools.

Indicators

- Document the developmental stage of your PDS(s) determined through Teacher Preparation Improvement Plan self-assessment and feedback from a PDS site visit team, guided by the *PDS Assessment Framework for Maryland*.

Institutional Performance Criteria

Redesign of Teacher Education Component III:

Performance Assessment

The educator preparation provider (EPP) unit uses a performance assessment system that is based on the Interstate Teachers Assessment and Support Consortium (InTASC), national Specialized Professional Association (SPA) standards and/or the Essential Dimensions of Teaching, (EDoTs) and is assessed by a standards-based rubric.

Indicators

- Name the standards for performance assessment your education unit uses for each certification area.
- Provide evidence of your use of standards-based, rubric-assessed performance assessment for your teacher candidates.
- Provide aggregated and disaggregated teacher candidates' performance data based on your assessment system.

The education unit provides formative and summative performance feedback to candidates.

Indicators

- Provide evidence of performance feedback at critical milestones (such as entry requirements, internship requirements, and exit requirements).
- Describe how you monitor progress and use the feedback mechanisms with teacher candidates, including support and counseling available to candidates facing difficulties.

The education unit uses performance assessment data for continuous improvement of programs.

Indicators

- Describe and document both internal and external data analysis for unit and program improvement.
- Document the use of analyzed results with major stakeholders for continuous improvement of programs.

Institutional Performance Criteria

Redesign of Teacher Education Component IV:

Linkage with PreK-12 Priorities

Programs prepare professional educators for assessment and accountability in Maryland, through focusing on the following reform elements:

- **Maryland College and Career-Ready Standards (MCCRS)**
- **Ready for Kindergarten (R4K) (Early Childhood)**
- **Student Learning Objectives (SLO)**
- **PARCC Assessments (PARCC)**

Indicators

- Document how your institution provides instruction in Maryland's school accountability system for all prospective teachers.
- Provide evidence that teacher candidates demonstrate proficiency in the knowledge, skills, and dispositions related to the Maryland accountability elements of the certification program in which they are enrolled. Identify how your performance assessment system measures candidate proficiency. *For example, demonstrate how the program determines Early Childhood Education candidates' ability to explain to parents the purposes and goals of the R4K, as it is used in their own child's classroom, and provide summarized candidate performance data.*

Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English Learners (EL), giftedness and inclusion of students with special needs in regular classrooms).

Indicators

- Document how your institution provides instruction in how to teach a diverse student population for all prospective teachers.
- Provide evidence of teacher candidates' ability to develop and implement specific integrated learning experiences that address diverse student population needs. Identify how your performance assessment system measures candidate proficiency.
- Provide evidence of teacher candidates' ability to plan instruction, adapt materials, and implement differentiated instruction in an inclusive classroom, to use functional behavior assessments, and to provide positive behavior support for students with disabilities. Similarly, provide evidence of teacher candidates' ability to differentiate instruction for gifted and talented students. Identify how your performance assessment system measures candidate proficiency.
- Provide evidence of teacher candidates' ability to collaboratively plan and teach with specialized resource personnel for a diverse student population. Identify how your performance assessment system measures candidate proficiency.

Institutional Performance Criteria

Redesign of Teacher Education Component IV:

Linkage with PreK-12 Priorities (continued)

Teacher candidates demonstrate competency on the Maryland Teacher Technology Standards (MTTS).

Indicators

- Document how your institution aligns curricula with the Maryland Teacher Technology Standards across learning experiences for all teacher candidates.
- Provide documentation of candidate performance for each of the seven technology standards. *(For example, you could include benchmark samples of teacher candidates' products or their ePortfolios.)* Identify how your performance assessment system measures candidate proficiency.
- Provide aggregated and disaggregated teacher candidates' performance data using your performance assessment system.

Programs include reading courses that meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.

Indicators

- Affirm that all Maryland approved teacher education programs include state approved reading course(s) that meet current state requirements.
- Affirm that current college/university catalogs list the required reading courses for each program.
- Document how your institution provides instruction in reading for all teacher candidates, as well as procedures your institution follows to ensure that all outcomes continue to be addressed in the program.
- Provide evidence of teacher candidates' ability to teach reading in their certification area. Identify how your performance assessment system measures candidate proficiency.

Institutional Performance Criteria

Redesign of Teacher Education Component V:

State Approval/National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP) Accreditation Performance Criteria

The education unit and all professional educator certification programs have state program approval* and NCATE/CAEP accreditation (if applicable).**

Indicators

- Identify any program which you offer for "credit count," and document your institution's timeline for seeking state approval.
- Affirm that all programs are reviewed using state-recognized national standards or state developed and validated standards.
- If NCATE or state program review procedures are incomplete for one or more programs, document the current status for each program, and provide the timeline for review completion.
- Provide evidence that all alternative preparation programs in a local school system partnership have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE.
- Provide evidence that all alternative preparation programs have developed and implemented an assessment system based on national (InTASC and/ or SPA) standards.

The education unit uses feedback from state and NCATE/CAEP (if applicable) review to annually show ongoing improvement through the Teacher Preparation Improvement Plan (TPIP) and NCATE/CAEP (if applicable) report process.

Indicators

- Provide copies of TPIPs and NCATE/CAEP annual reports to illustrate the annual improvement process.

*** If the outcome of the state program approval or joint state/NCATE/CAEP accreditation visit is conditional approval or probation, the institution is then identified as *“at risk for low performing or low performing”* according to the reporting guidelines of Title II. The on-site review schedule is modified to meet state and NCATE/CAPE accreditation (if applicable) requirements.