

Maryland Approved Alternative Preparation Program (MAAPP) Glossary

Alignment. Alignment is the process of arranging the components and instructional activities of a MAAPP so that they are coordinated and contribute to a unified theoretical framework.

Candidate. A candidate is a student in a MAAPP. During the internship component, candidates are referred to as interns, and during the residency, they are referred to as residents.

Cohort. A cohort typically consists of candidates who begin their pre-employment training together, or who move through the components of an alternative preparation program with one another.

Common Core Curriculum. The Common Core Curriculum (CCC) is Maryland's state curriculum for K-12 students. MAAPPs use the CCC in implementing their programs.

Components. The components of the *MAAPP Standards of Practice* include Recruitment & Selection, Pre-Employment Training, Internship and Residency. These reflect the segments of all Maryland-approved alternative preparation programs. Components should be cohesive and integrated, forming the elements of a coherent program.

Conditionally Certified Teachers. Conditionally certified teachers are those hired within the state of Maryland who have been issued a conditional certificate because they have not yet satisfied all requirements for a Maryland professional certificate. Conditionally certified teachers may become candidates in a MAAPP.

Credit for Experience. MAAPPs are encouraged to devise protocol for awarding credit for experience. This may involve use of the American Council on Education's (ACE) Guide to Experiences and Training in the Military, the National Program on Non-collegiate Sponsored Instruction, the use of College Level Examination Program (CLEP) tests and/or other institutionally-developed approaches.

Developmental Guidelines. The MAAPP Developmental Guidelines are designed to facilitate self-study and program review for all programs that have met all Pre-conditions and have entered the review process. The developmental guidelines provide descriptors of programs at the various stages of MAAPP development.

Disposition. A habitual inclination or tendency to understand a situation from a certain perspective. In the MAAPP standards, dispositions for diversity and equity refer to a candidate's ability to show through speech, writing, and actions that he/she understands, appreciates, and welcomes the opportunity to work in diverse environments whether it be with students, materials of instruction, or situations.

Diverse Learners. Diverse learners include groups of students who differ in the areas of race, ethnicity, socioeconomic status, gender, language, exceptionalities, background and experience, religion, region, age, and/or sexual orientation.

Diversity. Diversity refers to differences among groups of people and individuals in the areas of race, ethnicity, socioeconomic status, gender, language, exceptionalities, religion, region, age, and/or sexual orientation.

EDoT. The Essential Dimensions of Teaching are Maryland's standards used to measure candidate effectiveness and to guide program development for teacher preparation programs.

Education that is Multicultural. Education that is multicultural is a continuous, integrated, multi-ethnic, multi-disciplinary process for educating all students about diversity and commonality. Education that is multicultural promotes academic achievement and student success through addressing diverse learning styles and presenting curriculum and instruction that incorporate multiple perspectives.

Equity. Unlike equality, which implies sameness, equity "places more emphasis on notions of fairness and justice, even if that requires an unequal distribution of goods and services" (Valli et al., 1997). In the *MAAPP Standards of Practice*, equity refers to equitable access, processes and outcomes for PreK-12 students, candidates, school faculty, and instructors.

Governing Board. The Governing Board is the collaborative governance vehicle that serves as the organizing body for the development and implementation of all aspects of the MAAPP. The Governing Board may be chaired or co-chaired by personnel from the MAAPP partner institutions. Membership includes representatives of MAAPP partners and may include other stakeholders such as candidates or recent program completers. The Governing Board meets at least two times per year.

Highly Qualified. Within the MAAPP standards, highly qualified refers to an individual being HQ under No Child Left Behind.

Instructor. Instructors are the people who provide training during the pre-employment, internship, and/or residency components of the program. This instruction may take place online, face-to-face, or in a hybrid format.

Indicators. In the *MAAPP Standards of Practice*, the indicators are the statements that appear in the cells of the table. These indicators are examples of how the standard is to be met for each component.

Instructional Priorities. Instructional priorities are those priorities typically set by the local school system and its partners and outlined in the LSS Master Plan.

INTASC. The Interstate New Teachers Assessment and Support Consortium is a project of the Council of Chief State School Officers (CCSSO) that has developed model performance-based standards and assessments for the licensure of teachers. MAAPPs may use either the INTASC standards or EDoTs in their teacher preparation programs.

Intern. An intern is a candidate in an MAAPP during the 4-8 week internship component of the program.

Internship. The internship is the 4-8 week period of time during an alternative preparation program when an intern works with a supervisor on a daily basis to practice and improve teaching skills and competencies. The internship may be conducted in a classroom during the regular school year, in a summer school classroom, or in evening or weekend school.

Learning Community. A learning community is a community consisting of program stakeholders in which members share accountability for supporting the distinct learning needs of one another and advancing the knowledge of the community.

LSS. LSS refers to the local school system(s) who serve as partners in MAAPPs.

MAAPP. A MAAPP is a Maryland-approved alternative preparation program. Any program in Maryland that utilizes the Resident Teacher Certificate (RTC) is an alternative preparation program and must be approved by MSDE's Program Approval and Assessment Branch.

Mentor. A mentor or mentoring team is responsible for providing support and guidance to a resident during the entire residency period. Mentors use EDoT or INTASC standards to provide focused feedback to resident teachers. Mentors receive specific training in guiding, supporting and assessing interns' strengths and areas for growth.

Partners. Partners of MAAPPs must include at least one LSS and may also include one or more 2-year IHEs, 4-year IHEs, or private providers. Multi-LSS consortia are also possible. Inclusion of multiple LSSs in a partnership requires that all aspects of the program (pre-employment training, internship, and mentored residency) be developed and governed by a board that includes representation by all partner institutions.

Performance Assessment. Performance assessment is a method of evaluation in which the learner is placed in an authentic situation and asked to demonstrate specific knowledge and skills.

Portfolio. A portfolio is a collection of artifacts designed to demonstrate mastery of a set of professionally accepted standards for teaching. Candidate portfolios are most often organized around EDoT or INTASC standards and are assessed by a team of MAAPP program stakeholders using a standards-based rubric or scoring tool. An ePortfolio is a computer-based electronic version of the portfolio.

Pre-conditions for Review. MAAPP pre-conditions for review are a set of pre-conditions that must be met before a program may enter the review process. New MAAPPs must meet pre-conditions prior to the beginning of the third year after inception.

Pre-Employment Training. Pre-employment training must consist of at least 90 clock-hours of instruction, to include one reading course required for candidates. Pre-employment training must include basic information that will prepare the candidate to teach. The pre-employment training may be offered concurrently with the internship, if desired.

Provider. A MAAPP provider may be (1) a Single Provider: A LSS conducting a program on its own, (2) a Partnership Provider: A LSS and a 2- or 4-year IHE or private provider, or (3) a Multi-partnership Provider: Two or more LSSs and/or two or more IHEs or private providers.

Redesign of Teacher Education. Authored by the Teacher Education Task Force and formally endorsed by the Maryland State Board of Education and by the Maryland Higher Education Commission in 1995, this report is the guiding document for reform efforts in teacher education throughout the state of Maryland.

Remediation Plan. A remediation plan is a plan designed to help a struggling candidate meet the requirements and performance outcomes of a MAAPP. The remediation plan should outline the support that will be provided to the candidate as well as the specific actions required of the candidate in order to continue in the program.

Residency. The residency is the 1- to 2-year period during which the resident teaches as a highly qualified teacher of record under the resident teacher certificate (RTC). During this time, the resident is mentored by a program mentor or mentoring team and completes additional elements of the MAAPP as required for MAAPP completion and issuance of the SPC I.

Resident. A resident is a candidate in a MAAPP during the residency component of the program.

Resources. Resources include time, people, space, money, and materials.

RTC. The Resident Teacher Certificate is a 2-year non-renewable teaching certificate in Maryland that carries Highly Qualified status. Only candidates in MAAPPs are eligible for an RTC. The RTC must be requested by the partnering LSS. The RTC is issued twice yearly, on July 1 and January 1.

SPC I. The Standard Professional Certificate I is the teaching certificate for which candidates become eligible at the conclusion of an MAAPP. LSSs must request the SPC I after verifying that the candidate has met all requirements.

Stakeholders. Stakeholders include individuals from partner institutions including mentors, instructors, supervisors, principals, department chairs, teacher leaders, MAAPP instructors, central office staff, IHE faculty and administrators, as well as current candidates. Stakeholders may also include recent MAAPP completers, community and business leaders, P-12 students, parents, and representatives of related agencies.

Standards. The *MAAPP Standards of Practice* are statements of expected performance in the areas of Collaboration; Accountability; Organization, Roles and Resources; and Diversity and Equity.

Student Achievement. In the *MAAPP Standards of Practice*, student achievement refers to the holistic success of the student. This may be measured using a variety of means, including but not limited to standardized test scores, grades, work samples, and student performances.

Supervisor. A supervisor serves as teacher of record for the classroom in which the intern is completing the internship. The supervisor is the person who is responsible for providing individualized daily support and guidance to the intern during the 4-8 week internship component. The supervisor provides formative and summative assessment to the intern. A supervisor must be professionally certified in the content area for which the intern is seeking certification. Supervisors receive specific training in guiding, supporting and assessing the strengths and weaknesses of interns. A MAAPP can also utilize a supervision team, one member of which is actually the “teacher of record.”

Theoretical Framework. The theoretical framework outlines the priorities of the partnership and guiding philosophy of the program, either in graphic or textual form.