

**The Maryland Plan for Title II
Reporting Requirements
Of the Higher Education Act
(Sections 207 and 208)**

**Maryland State Department of Education
Division of Certification and Accreditation**

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Parris N. Glendening, *Governor*

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INTRODUCTION

Comprehensive School Reform

Through the leadership of State Superintendent Nancy S. Grasmick, Maryland maintains a comprehensive school reform agenda built upon the interlocking components of K-12 school reform and professional preparation and development reform. The nationally recognized and long-established Maryland School Performance Program combines challenging content and student performance standards with school and student accountability. The professional preparation and development reform is built upon the premise that for all students to achieve, teachers must be well prepared to teach their content fields, and their continuing development must be aimed at student achievement. The State Superintendent of Schools has State authority for K-12 public education, teacher certification, and the review and approval of teacher education preparation programs, as well as approval of continuing professional development experiences for state credit.

The Redesign of Teacher Education

Maryland's *Redesign of Teacher Education* is the State reform policy that sets the State's standards for teacher preparation and links it to K-12 standards and priorities as well as continuing professional development. The roots of the *Redesign* date back to *Investing in People: Maryland's Plan for Post-Secondary Education*, completed in 1991. This report identified the improvement of teacher education as a key priority for Maryland, set in motion a process that four years later, after extensive statewide collaboration among higher education and public school representatives, legislators, and community stakeholders, culminated in the issuance of the *Maryland Higher Education Commission Task Force Report on Teacher Education*. Known from the beginning as the *Redesign of Teacher Education*, this report was adopted by the Maryland Higher Education Commission (MHEC) on May 17, 1995, and endorsed by the State Board of Education one month later.

Throughout the development of the *Redesign* and during its years of implementation, the Maryland State Department of Education (MSDE) has partnered with MHEC in an unprecedented alliance of Maryland's two State education agencies -- unprecedented in Maryland and uncommon in the nation. MSDE bears primary implementation responsibility through its teacher education program approval authority, which is administered by the Program Approval and Assessment Branch. Both MHEC and MSDE assist in securing funds and developing strategies to support *Redesign* implementation and build statewide capacity. Indicative of the centrality of the *Redesign* for both agencies, MSDE and MHEC have made *Redesign* implementation a major feature of their plans,

i.e., MSDE's Strategic Plan (Appendix A: MSDE's *Strategic Plan at a Glance*) and MHEC's State Plan for Higher Education.

To assist institutions of higher education and their communities with their implementation of the *Redesign*, MSDE and MHEC consistently frame *Redesign*-based documents and presentations in the following major *Redesign* components (Appendix B: *Redesign of Teacher Education Major Components*):

- Strong academic background;
- Extensive school-based preparation, especially in professional development schools;
- Performance assessment; and
- Linkage with K-12 standards and priorities.

Important areas of *Redesign* implementation where these components are used are as follows:

- The Title II State Grant work plan;
- The Title II performance criteria for determining low performing institutions;
- The Title II accountability report, also known as the *Maryland Institutional Profiles*;
- The Teacher Preparation Improvement Plan (TPIP), Maryland's annual institutional report to MSDE on implementation of the *Redesign*, and a data source for the *Maryland Institutional Profiles*;
- Requests for proposals (RFPs) for requesting funding to support implementation of the *Redesign*;
- State reviews of teacher education programs; and
- Joint State/NCATE reviews of teacher education programs.

The State provides numerous forms of assistance to institutions of higher education as they implement the *Redesign*. Funding support has come primarily through federal grants secured by the State, including the 1999 Title II State Grant. MSDE and MHEC support numerous *Redesign*-based technical assistance efforts, including collaborative planning of arts and sciences faculty and two-year and four-year faculty, professional development school standards development and implementation, and preparation for Praxis I and II certification testing. MSDE staff have specific liaison assignments to no more than six institutions per staff member, to provide technical assistance in a supportive, collegial manner. Finally, MSDE provides technical support through the direct services of a state professional development school coordinator, a state assessment coordinator, a state NCATE coordinator, and a state reading course coordinator.

While higher education is implementing its reforms in teacher education, MSDE has also been implementing many reforms for K-12 students. Part of that effort

has been adoption of Goal III of the MSDE Strategic Plan: Strengthen Professional Workforce. (Appendix A: Maryland State Department of Education Goals at a Glance). In order to achieve this goal, the State Board of Education set new high standards for all teacher candidates with the adoption of the Praxis Assessments with some of the highest pass scores in the nation. Maryland's Praxis I test scores are the second highest in the nation. These higher scores are being phased in, so that during the 1999-2000 cohort year either the previous National Teachers Examination (NTE) or the new Praxis assessments were accepted. After July 1, 2000, all teacher candidates are taking the Praxis assessments.

Maryland's Partnership for Teaching and Learning, K-16

Shortly after adoption of the *Redesign of Teacher Education*, the State created the Maryland Partnership for Teaching and Learning, K-16. The Chancellor of the University System joined the State Superintendent of Schools and the Secretary of Higher Education to inaugurate what has become a joint venture for transforming education into a single seamless system. The three organizational heads convene a K-16 Leadership Council regularly and charge its K-16 Work - group to develop plans for major joint initiatives and priorities. Membership is representative of the State Board of Education and the Higher Education Commission, K-12 schools, community colleges, four-year colleges and universities, teacher educators, arts and sciences faculty, the state teachers association, and national professional and educational associations. Numerous committees comprised of K-16 representatives pursue such initiatives as the following:

- Membership in the State Partnership Network of the National Commission on Teaching and America's Future;
- The federal Higher Education Act, Title II, State grant and accountability system;
- *Redesign*-based professional development;
- Professional development school standards and implementation supports;
- K-16 competencies, standards, and assessments;
- K-16 public outreach;
- Seamless mathematics goals and content alignment;
- English composition assessment agreements;
- Academic remediation; and
- Community college placement tests.

From the beginning the *Redesign of Teacher Education* has been a major priority of the K-16 Partnership. Policy development and implementation presentations are regular items on the agendas of the K 16 Leadership Council and the Workgroup. As an indication of commitment to this priority, the State of

Maryland submitted its Title II State Grant proposal in 1999 with a transmittal letter signed by the State Superintendent of Schools, the Secretary of Higher Education, and the Chancellor of the University System of Maryland, the three co-conveners of the K-16 Partnership. Another significant indicator of the strength of the Partnership and its commitment to the *Redesign* is its annual submission of a joint budget to the governor.

Development of Maryland's Title II Accountability Plan

To develop Maryland's plan for meeting the Title II accountability requirements, MSDE and MHEC brought staff together with representatives of the Deans and Directors of teacher education (Appendix C: Deans and Directors of Teacher Education). This Title II Planning Committee determined that the *Redesign of Teacher Education* would be the foundation upon which the plan would be built. It then identified the supplemental information and information sources to accompany institutional pass rates, and developed the performance criteria and procedures for identifying low performing institutions. Finally, it reviewed and approved this report: *The Maryland State Plan for Title II Reporting Requirements of the Higher Education Act*.

Title II Planning Committee Membership

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Organization of the Report

The Reference and Reporting Guide for Title II of the Higher Education Act lists seven major sections that are to be included in each state's plan. This report of the Maryland State Plan is organized in these major sections, which are as follows:

- Section 1: State Agency Responsible for Submitting the Report
- Section 2: Collaboration with Institutions of Higher Education
- Section 3: Key Components of State's Title II Reporting System
- Section 4: Major Steps for Reporting Pass Rates
- Section 5: Confirmation of the Certification Areas, Tests Required, and Pass Rates
- Section 6: Other Required Information
- Section 7: Developing Institutional Performance Criteria

SECTION 1: STATE AGENCY RESPONSIBLE FOR SUBMITTING THE REPORT

The Maryland State Department of Education (MSDE) has the responsibility for developing the *Maryland State Plan* for complying with the Title II, Higher Education Act of 1998 requirements. The Division of Certification and Accreditation, Program Approval and Assessment Branch is the specific branch responsible. The Title II Coordinator is:

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MSDE approves teacher education programs at 22 Maryland colleges and universities, issues teacher licenses in Maryland, and is responsible for the K-12 programs. MSDE is responsible for developing, submitting and implementing the Title II report requirements of the Higher Education Act.

Program Approval of Educator Preparation Programs

The authority for MSDE to conduct teacher education program approval can be found in *Code of Maryland* (COMAR) and in State legislation. COMAR 13A.07.05.01 states that the process for the approval of programs that prepare professionally certified personnel shall include the use of state-approved standards. MSDE shall approve standards that are performance based, reflect contemporary thinking; and are supported by research, best practices, and expert opinion. These may include the National Council for the Accreditation of Teacher Education (NCATE), the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium (INTASC), or standards developed and validated by other national organizations or by MSDE.

State visits are made to review institutions' demonstrations of adherence to content and pedagogical standards, using as team members state educators who are trained in the process. For State/NCATE joint accreditation visits, teams are composed of national and state educators, and the state review process occurs concurrently with the NCATE review process.

Higher Education Teacher Training Program Accreditation

The Maryland General Assembly passed House Bill 733 in 1998, which requires all Maryland Institutions of Higher Education (IHEs) offering teacher education programs to seek national accreditation. MSDE has state authority to implement this statute. Any IHE with less than 2,000 full time equivalent students (FTE) may request a waiver from MSDE. Maryland has 22 higher education institutions with teacher preparation programs, 10 public and 12 private. Currently six IHEs are accredited by NCATE and seven are seeking NCATE accreditation. In 2000, nine Maryland IHEs requested and received a waiver from this requirement.

The Maryland *Redesign of Teacher Education*

In 1995 the Maryland Higher Education Commission (MHEC) and MSDE adopted the state policy known as the *Redesign of Teacher Education*. MSDE has primary responsibility, with authority through the program approval regulation (COMAR 13A.07.05.01), to implement this policy. The *Redesign* is the basis of all decisions in the program approval process and in determining grant monies to institutions. It also now will be the basis for Maryland's institutional performance criteria for determining low-performing schools. The major components of the *Redesign* are elaborated in Section 7 of the *Maryland State Plan*. Implementation of the *Redesign* is a priority in the MSDE *Strategic Plan 1998-2003*, the MHEC State Plan for Higher Education, and of Maryland's Partnership for Learning, K-16.

Teacher Certification

COMAR 13A.12.01 establishes MSDE authority to license professional education personnel in the State. The requirements for teacher certification are detailed, as are the requirements for the Resident Teacher Certificate (Maryland's alternative certification) and the Provisional Certificate (Maryland's waiver policy).

Teacher Certification Tests

COMAR 13A.12.01.B (34) establishes MSDE authority to require content and professional education assessments in addition to other certification requirements. In June 1998, the State Board of Education updated the certification test requirements moving the state from the National Teachers Examinations, which were being eliminated by Educational Testing Service (ETS) to the Praxis Series: Professional Assessments for Beginning Teachers, the newer tests offered by ETS. A timeline for phasing in the new assessments was established. As of July 1, 2000, all teacher candidates are taking the new Praxis Assessments. However, during the transition period, which includes the cohort year of 1999-2000, NTE and Praxis tests were both accepted.

SECTION 2: COLLABORATION WITH INSTITUTIONS OF HIGHER EDUCATION

The collaboration efforts for Title II began between IHEs and the State in December 1998, when Amy Wilkins, senior staff from Education Trust, presented the proposed new legislation, Title II of the Federal Higher Education Act of 1998, to the Maryland Partnership for Teaching and Learning K-16. Preliminary plans for joint committee structures and other activities to meet these requirements began at that time, and numerous other presentations were made to college and university presidents, Deans and Directors of teacher education, and arts and sciences deans and faculty, some involving Amy Wilkins.

A state coordinator was appointed to develop the State's process for implementing the Title II reporting requirements. A Title II Planning Committee was formed, composed of representatives from the Deans and Directors of teacher education, MSDE and MHEC.

Stakeholders Involved in the Collaborative Planning and Reviewing Process

- Maryland State Department of Education
- Maryland Higher Education Commission
- 22 Deans and Directors of Teacher Education
- Title II Planning Committee, a representative group of the Deans and Directors, MSDE and MHEC
- Maryland's Partnership for Teaching and Learning, K-16
- Executive Board of the Maryland Association of Colleges and Teacher Education (MACTE)
- State Teacher Education Council (STEC)

Collaborative Planning and Reviewing

In planning for the submission of the Maryland Report, MSDE coordinated the effort on a statewide basis in the following ways:

- A Title II Planning Committee was formed with members representing the Deans and Directors of teacher education institutions, MHEC and MSDE. The State Title II Coordinator chaired the committee. The Committee met on April 20, May 8, May 23, July 17, and October 4, 2000 and developed a plan for requiring institutional supplemental information, identifying performance criteria, and proposing procedures for identifying low performing institutions.

- Jay Noell of the Office of Postsecondary Education participated in the fall 1999 Deans and Directors meeting and reviewed the Title II reporting plans.
- A distribution list (listserv) including the 22 Deans and Directors of teacher education and the identified Title II Coordinators for each institution (often the same person) was created to keep all institutional Title II coordinators informed, answer questions, and pass on information.
- All 22 IHEs received copies of the June 7, 2000 Title II Videotaped Teleconference, sponsored by the United States Department of Education (USDOE) and Westat, Title II technical advisors. The Maryland Title II Coordinator was featured in the telecast. Deans and Directors have been encouraged to share the teleconference tape with faculty and staff.
- MSDE shared Title II information with the Deans and Directors of teacher education at their spring 2000 and fall 2000 meetings. The Title II coordinator and Planning Committee reviewed the draft plan, led discussions, and received feedback. In the fall meeting the ETS Title II representative demonstrated the website where each institution is to enter their program completers.
- Representatives of the Title II Planning Committee met with the Maryland Association of Teacher Education (MACTE) Executive Board to update them, share the draft plan, and obtain their reactions and suggestions. The Title II Planning Committee will continue to meet with the MACTE Executive Board and MACTE will keep their membership informed.
- MSDE professional staff attended several national meetings concerning Title II and was also a part of the series of telephone conference calls conducted by Westat and USDOE.
- MSDE contracted with ETS, the state testing vendor, to:
 - ▶ Collect institutional cohort demographic information;
 - ▶ match each cohort member with the correct test by licensure area;
 - ▶ Provide a verification system for the cohort data that enables each institution to identify matched tests and passing status for each cohort member;
 - ▶ Calculate test passing rates, aggregate passing rates, and summary passing rates for each institution in the state;
 - ▶ Provide an electronic report to each institution;
 - ▶ Calculate the state passing rates for assessments (both the institutions and the alternative route programs);
 - ▶ Calculate aggregate pass rates for each of six major areas that aggregate all teacher preparation assessments;
 - ▶ Develop a "Dispute Resolution Procedure" for each institution to follow in case of disagreements; and
 - ▶ Rank institutions by quartiles, as required.

Decisions Made by the Title II Planning Committee for the Purpose of Developing the State Plan

The Title II Planning Committee made the following decisions as they developed the State Plan and the Institutional Performance Criteria:

- Major performance criteria will come from the Maryland *Redesign of Teacher Education* and will be grouped according to the four major components of the *Redesign*.
- Praxis pass rates will be included in the performance criteria.
- MSDE adopted the model presented in the flowchart, *Steps for Annual Institutional Report to the State* (see Appendix D).
- The 1999-2000 reporting year cohort will include summer 1999, fall 1999, and spring 2000 graduates.
- Data collection will be shared by MSDE, MHEC, and the IHEs and coordinated by MSDE.
- Descriptive, contextual data about each IHE and its professional education unit will be included.
- The AACTE/NCATE Joint Data Collection Form and the Maryland Teacher Preparation Improvement Plan (TPIP) annual report, required of all institutions, will be used to ease the burden of additional reporting requirements.
- MSDE will produce a *Maryland Teacher Preparation Institutional Profiles Booklet*. (Appendix E). One use of the booklet will be for public dissemination.
- The *Maryland Teacher Preparation Institutional Profiles Booklet* will be compiled from all of the data, finalized by MSDE, following a verification process with each IHE.

Reviewing the Maryland State Plan

The Maryland State Plan went through several review processes:

- A representative group of the Deans and Directors, who were members of the Title II Planning Committee, shared with MSDE and MHEC the development of the criteria for low performing institutions and other elements of the plan.
- The Title II Planning Committee presented the draft elements of the plan to the elected MACTE Executive Board for their review and discussion.
- Two weeks prior to the fall Deans and Directors meeting, a draft document outlining the criteria and the state plan was mailed for discussion and feedback at the meeting.

- At the fall 2000 Deans and Directors meeting, participants discussed the draft and gave feedback for changes to the plan.
- The Title II Planning Committee refined the draft elements and finalized the *Maryland State Plan*.

Supplemental Information

Maryland's 22 colleges and universities that prepare teachers have varying missions, goals, and enrollments. Therefore, to reflect this diversity, each institution is providing data to give a complete picture of the institution and of the teacher preparation unit. Maryland will prepare the *Maryland Teacher Preparation Institution Profiles Booklet* with information collected by MSDE, MHEC, and the IHEs. Included will be information about each institution, e.g., mission, enrollment, SAT scores, and uniqueness and also about the teacher education unit, e.g., mission, uniqueness, enrollment, gender, and equity data, and information on Praxis scores.

SECTION 3: KEY COMPONENTS OF STATE'S TITLE II REPORTING SYSTEM

Teacher Preparation Programs

MSDE has the authority to approve teacher education programs through COMAR 13A.07.05.01 as outlined in Section 1. To assure accountability, MSDE collects data through multiple processes, such as:

- Site visits to each IHE during the state program approval process and on other occasions;
- Annual collection of data from each IHE through the Teacher Preparation Improvement Plan (TPIP);
- Institutional data collected by MHEC on each IHE;
- An MSDE liaison who is assigned to each IHE for required technical assistance; and
- An NCATE state coordinator (an MSDE specialist) who is assigned to assist each IHE in the NCATE process and to compile State and NCATE program and unit outcomes.

MSDE, with the help of the IHE and MHEC, will compile a profile on each IHE. The completed profile will be sent to each Dean or Director for verification, and to MHEC for additional review. Then MSDE will revise the profile for each IHE, as needed, and publish and distribute the information for public use. MSDE will submit the profile to the USDOE.

To identify low performing IHEs, Institutional Performance Criteria based on the *Redesign* have been developed and will be described in Section 7. Each IHE that does not meet the performance criteria will be given required technical assistance to improve in the designated area(s). If the IHE does not show sufficient improvement, then that IHE will be a candidate for identification as a low performing institution. Specific details of the institutional review process are being developed. The State Superintendent of Schools will notify the president of such an institution that it is identified as low performing.

Program Completer

MSDE is using the definition of program completer provided in the federal guidelines:

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may

take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

Elements of state approved programs have been mutually agreed upon by the IHEs and MSDE. Each institution has varying requirements for completion of approved programs. Some require the completion of the Praxis I assessments to enter the teacher education program, while others require the completion of Praxis II before a candidate may exit a program. Others do not have these requirements. (The State's Praxis requirement is that qualifying scores must be met on Praxis I and II as a condition of certification.)

Alternative Route to Certification

MSDE has one alternative route to certification, called the Resident Teacher Certificate (RTC) which is described in MSDE regulation COMAR 13A.12.05G. The RTC, adopted by the Maryland State Board of Education on December 19, 1990, became effective on April 1, 1991. This certificate creates an alternative route into the teaching profession for candidates in local school systems that implement an RTC program. An RTC program is designed to attract and recruit recent liberal arts graduates and career changers who possess academic content backgrounds in the arts and sciences. RTC programs must be approved by MSDE.

Quality Control

MSDE will verify that the RTC program completers are not included in the IHE pass rates. Although RTC program completers may take their course work at the local school system level or from other sources (such as Sylvan Learning Centers, Teach for America), some of the RTC program completers take courses at IHEs. A match of the IHE list with the RTC list will insure that the RTC candidates are not included in both places.

RTC Program Entrance Requirements

Once an RTC program is established by a local school system and approved by MSDE, candidates must meet the following entrance requirements:

- Possess an earned bachelor's degree or higher from a regionally accredited institution of higher education in area of assignment;
- Receive an average of B or better in courses related to area of assignment;
- Submit qualifying scores on teacher certification tests - Praxis I (basic skills) and Praxis II (content tests only – the pedagogy tests are taken later); and,
- Complete 135 clock hours of study prior to employment as a resident teacher.

Once the requirements listed above are satisfied, an individual may be employed by the local school system as a resident teacher. During employment, a resident teacher must satisfy additional certification requirements as stipulated below.

RTC Program Employment Requirements

The RTC program requirements are as follows:

- Complete an additional 45 clock hours of study (for secondary resident teachers) or an additional 135 clock hours of study (for elementary teachers) during employment as a resident teacher;
- Receive mentoring for each year employed as a resident teacher; and,
- Provide verification of satisfactory teaching performance for each year employed as a resident teacher.

Teachers in a RTC program will not be included as program completers by IHEs. MSDE will collect the names from local school systems which have RTC programs and enter into ETS's website, in January, the names and social security numbers of the RTC teachers. ETS will then provide the same summary data on assessment scores to MSDE that they provide to the IHEs on their program completers.

As of September 2000, two local school systems (Baltimore City and Prince George's County) have RTC programs. Several more programs are being planned for the 2000-2001 school year (due to the teacher shortage crisis in the state) and will be included in subsequent reports.

Waivers

Title II defines a waiver as "any temporary or emergency permit, license, or other license, or other authorization that permits an individual to teach in a public classroom without having received an initial certificate or license from that state or any other state." In Maryland, the only waiver that meets this definition is the Provisional Certificate. COMAR 13A.12.05H governs the Provisional Certificate in Maryland. If a local school system is unable to fill a position with a qualified person who holds a Professional Certificate, a Provisional Certificate may be issued to an applicant. MSDE uses the Provisional Certificate for those candidates who do not have the qualifications, coursework, or qualifying scores on required assessments to become certified in the State. The Provisional Certificate is valid for one year and may be renewed under certain conditions.

Those individuals with initial certification from out-of-state who come to teach in Maryland, but are missing the Praxis Assessments, are placed on a Provisional Certificate until such time as the assessment is passed. (The test is often not taken

until ETS offers it in October.) At the current time, the reason for issuing a Provisional Certificate is not available from the MSDE certification database. In order to meet the requirements of the Title II definition, MSDE will survey local school systems to identify those out-of-state graduates who have been hired. Another group that is to be identified in the report, currently not collected by MSDE, is the number of secondary initial hires who meet the content but not the pedagogy requirements. Again, by surveying the local school systems, this information will be collected. Future plans include upgrading the MSDE database to have the many “reasons” for the issuing a Provisional Certificate to meet the needs of the Title II reporting in the future

MSDE will report Provisional Data (waiver data) in the following ways: by local school district, by elementary or secondary level, by high-poverty districts versus other districts, and by subject matter areas.

Verification of Pass Rates and Program Completers

MSDE has several ways to verify that the information in the report is accurate. They include the following:

- The steps outlined in the flowchart in Appendix D (Steps for Annual Institutional Report to the State) provide the state, ETS, and IHEs the model to collect, verify, and transmit the report information to MSDE.
- After each semester, the IHE sends its list of graduates who qualify for certification to the Program Approval and Assessment Branch. MSDE will compare this list with the list of program completers provided through the IHE-ETS verification process.
- MSDE collects data annually from the Deans and Directors on the number of graduates from the IHEs for the *Maryland Teacher Staffing Report*. This information includes the content areas of graduates, as well as gender and equity numbers. The data from the *Teacher Staffing Report* will be compared with the list of program completers provided through the IHE-ETS verification process.
- MSDE collects data annually from each local school system on new hires for the *Maryland Teacher Staffing Report*. This information identifies the number of new hires that are beginning teachers who are Maryland graduates. Although all graduates from Maryland teacher education programs do not become new hires in Maryland local school systems, all those who do should be listed as program completers. This information will provide an additional verification process with program completers provided through the IHE-ETS process.

SECTION 4: MAJOR STEPS FOR REPORTING PASS RATES

Since 1987, the State has required all beginning teachers to pass the National Teachers Examination. As of July 1, 2000, MSDE transitioned to the redesigned assessments known as The Praxis Series: Professional Assessments for Beginning Teachers. ETS has been contracted to collect the names of program completers from each institution and match them with the test files. ETS will calculate and verify, with the IHEs, the pass rates. This data will be provided to the institutions and in turn will be given to MSDE. ETS's Reporting Schedule is detailed in the following table.

Educational Testing Service Reporting Schedule

Program Completers from the IHEs

August 15 – November 1, 2000	Institutions of higher education (IHEs) submit their cohort list of program completers and related information needed for matching and pass rate calculation to ETS. During this period, IHEs may add or delete cohort members and may edit their information as often as needed.
November 1, 2000	Deadline for institutions to submit their cohort lists of program completers. ETS web site closes and begins initial matches
November 27 - December 10, 2000	ETS web site reopens. Institutions may check matches against Praxis database. Changes may be made. On December 10th, web site will close.
December 11, 2000 – February 14, 2001	ETS will use the new or modified information to match those not found initially. ETS will extract test scores for matched program completers and calculate pass rates.
January 8, 2001	ETS will calculate Maryland's single assessment pass rates, aggregate pass rates for basic skills, professional knowledge, academic content, other content, and special populations.
February 14, 2001	ETS will send IHE reports by this date.
February 14 – March 14, 2001	This period is for resolving questions that IHEs and/or states may have concerning pass rate reporting. If ETS has made an error, it will correct the error at no charge. If an IHE has made an error, ETS will correct it and regenerate the report; however, a fee will be charged for that service.
March 28, 2001	ETS sends institutions any final corrected reports by this date.

Alternative Programs from MSDE

January 22, 2001 – March 2, 2001	ETS opens the website for MSDE to type in the alternative program completers.
March 29, 2001 – April 10, 2001	MSDE will receive the results of the match and have the opportunity to resolve questions.
June, 2001	ETS will calculate for Maryland the <i>Ranking of Institutions of Higher Education on Teacher Assessment Pass Rates</i> , as required by Title II.

SECTION 5: CONFIRMATION OF THE CERTIFICATION AREAS, TESTS REQUIRED, AND PASS RATES

Certification Subject Areas, Required Tests, and Qualifying Scores

MSDE has contracted with ETS to calculate the pass rates for both institutions and the state. MSDE provided ETS the official subject licensure areas with their certification codes, the approved tests, and the qualifying scores in effect during the 1999-2000 cohort year.

Appendix F: *Maryland State Certification Areas and Test Requirements* lists the licensure areas in Maryland, the licensure codes, the approved ETS tests, and the qualifying scores. Because 1999-2000 was a transitional year, both NTS and Praxis assessments are listed. After July 1, 2000 only the Praxis assessments will be offered.

Reporting and Receiving Data for Program Completers

The Title II coordinator provided ETS with an electronic file containing the name of each Maryland IHE with a teacher preparation program and the Title II contact for each of the institutions. The file also contained a list of the Maryland license codes and tests required in 1999-2000. Because 1999-2000 was the MSDE transitional year (from NTE to Praxis), some program completers will have taken the NTE and others will have taken the Praxis.

ETS has developed a secure website and, in August 2000, provided each IHE contact person with its password and directions for entering names of program completers into the database. After the institutions provide ETS with the names of program completers, ETS will match them with their test scores. ETS will send the results to the IHEs for verification. Once verified, ETS will calculate the pass rates for each test and summary pass rates, as required. ETS will send each IHE a final report. The schedule for this is described in the ETS Chart in Section 4. Each IHE will incorporate the information into the report that they will send to MSDE in April 2001. The verification process for the report follows the procedure in the flow chart in Appendix: D Steps for Annual Institutional Report to the State.

SECTION 6: OTHER REQUIRED INFORMATION

Academic Year and Test Closure Date

Since the academic years for colleges and universities differ in their beginning and ending dates, MSDE was required to determine what the academic year and test closure date would be for the purposes of Title II reporting. MSDE determined that the dates for each cohort of program completers would be July 1 through June 30. The cohorts for the first report will include program completers from summer session, 1999; fall semester, 1999; and spring semester, 2000. In Maryland a cohort year, therefore, will be July 1-June 30.

The test closure date is the last date the 1999-2000 program completers may take an assessment and have the test score(s) included in the pass rate. For the 1999-2000 cohort the last test date was June 24, 2000.

Dates and Process for IHEs

ETS has developed a chart with the relevant dates when the institutions will submit their lists of program completers, receive the pass rates, verify the data, and receive the report. This information is included the chart in Section 5.

Verification of Pass Rate Data

ETS has developed, and MSDE has endorsed, a process for the verification of pass rate data. The chart in Section 5 contains the due dates and the steps that will be followed as the institution and ETS match the names of program completers and their test scores. The flow chart in Appendix D: Steps for Annual Institutional Report to the State outlines the way that the verification process will work.

Dispute Resolution Process

ETS has developed and MSDE has endorsed a Dispute Resolution Process should any institution disagree with the State or testing company designations of program completers or the calculation of the pass rates. The steps for the process included are described in the next section.

ETS Resolution Process for Discrepancies Regarding Passing Rates

After pass rate reports are issued by ETS:

1. The IHE will identify any perceived errors and notify ETS as soon as possible (but no later than March 14) via e-mail at title2@ets.org.
2. ETS will investigate the inquiry, respond by e-mail whether there will be a corrective action, and whether there will be a fee. ETS will correct at no cost any changes due to an ETS error.
3. If an institution disagrees with ETS's response, it will notify the state agency about the dispute and inform ETS that it is notifying the State agency.
4. The State agency will contact ETS about the dispute and help mediate a resolution.
5. If the dispute is unresolved, the State agency will contact the U. S. Department of Education to assist in mediation of the disputed issue.

SECTION 7: DEVELOPING THE INSTITUTIONAL PERFORMANCE CRITERIA

The Title II Planning Committee was charged with developing the Institutional Performance Criteria, procedures to be used to determine low performing institutions and the technical assistance available to the low performing institutions. Outcomes of the Title II Planning Committee include the following:

- Criteria to supplement the state program approval process (as required by State Regulation, COMAR 13A.07.05.01) were developed;
- Specified supplemental institutional information were identified;
- A committee will be convened to assess institutional performance and make a recommendation to the State Superintendent through the Program Approval and Assessment Branch. This procedure will be comparable to the program approval process that MSDE conducts according to COMAR 13A.07.05.01;
- Funding and technical assistance will be provided to the IHEs from the \$5.5 million Title II Teacher Quality Enhancement Grant. The grant supplements state funds appropriated annually for the Program Approval and Assessment Branch, as well as other external funding sources such as Goals 2000.

The procedures developed are consistent with the program approval procedures used by MSDE. Details on the process are currently being finalized. The criteria developed are described in the next section.

Maryland Performance Criteria

The Maryland Performance Criteria are based on the *Maryland Redesign of Teacher Education* and the State program approval requirements and procedures. They include the following.

I. Strong Academic Background

- Each cohort (e.g., 1999-2000 graduates) meets state qualifying scores on Praxis I (basic skills) and Praxis II (content and pedagogy) tests.
- Maryland Student Content Standards are aligned K-16, through processes involving two-year and four-year higher education faculty and public schools.
- Secondary education teacher education candidates major in their certificate area.

II. School-Based Professional Preparation

- Teacher education candidates have extensive field-based preparation in K-12 schools with diverse populations, which includes an internship within two consecutive semesters that represent, at a minimum, 100 full days in a school.
- Teacher candidates have their extensive internships in sites that are collaboratively planned with public school partners and follow the Maryland Professional Development School Standards.
- Consistent with the goal of preparing all teacher candidates in specially designed professional development schools and providing continuing professional development for K-16 faculty, the unit seeks and obtains state recognition of its professional development schools.

III. Performance Assessment

- Through the regular five-year state review cycle, the unit earns approval for its performance assessment system, which is based on the Maryland standards, the Essential Dimensions of Teaching, or the INTASC standards.
- The unit provides formative and summative performance assessment feedback to candidates.
- The unit uses performance assessment data for continuous improvement of programs.

IV. Linkage with K-12 Priorities

- Programs prepare teacher candidates for assessment and accountability in Maryland (Maryland Model for School Readiness [Early Childhood], Maryland School Performance Assessment Program [MSPAP], Maryland Core Learning Goals, Content Standards, High School Assessments, and Maryland Functional Tests).
- Programs prepare teacher candidates to teach a diverse student population (e.g. ethnicity, socio-economic status, English for Speakers of other Languages [ESOL], and special needs students).
- Programs prepare teacher candidates to meet the needs of all students in an inclusive classroom.
- Teacher candidates demonstrate competency on the seven Maryland Technology Performance Standards.
- Programs include State approved reading courses that are being fully implemented.

V: State Approval/NCATE Accreditation Performance Criteria

- The unit receives full state program approval (not probationary) and NCATE accreditation (if applicable).
- All teacher education programs for certification have state approval without probationary status.
- For NCATE institutions, program (folio) review results in approval for all programs.
- The unit uses feedback from state and NCATE (if applicable) review annually to show ongoing improvement through the Teacher Preparation Improvement Plan (TPIP) and NCATE (if applicable) reporting process.

CONCLUSION

The Maryland process for determining Title II reporting procedures has been a collaborative one. Stakeholders have participated in every phase of planning and determination of performance criteria. MSDE has worked with ETS to develop reporting procedures for our teacher candidates' PRAXIS results. The accountability requirements for Title II are closely tied to Maryland's reform agenda. Thus the state is well positioned to implement the requirements of the federal law.

APPENDIX A

MARYLAND STATE DEPARTMENT OF EDUCATION STRATEGIC PLAN AT A GLANCE

<p>Public Education</p> <p>Goal I — Ensure all students meet high standards</p> <ul style="list-style-type: none"> • Prepare students for careers and further education • Incorporate K-12 content standards • Increase school readiness • Increase student access to technology • Implement high school assessments <p>Goal II — Meet or exceed satisfactory MSPP standards in all local school systems and schools</p> <ul style="list-style-type: none"> • Implement preK-12 academic intervention plan • Reduce high school dropout rate • Implement Decision Support System • Increase academic performance • Implement research-based reform designs <p>Goal III — Strengthen professional workforce</p> <ul style="list-style-type: none"> • Ensure performance-based preservice programs • Set high standards for all professional development programs • Develop teacher recruitment and retention plan • Reduce provisional certificates to 2 percent • Ensure teacher preparation programs reflect the <i>Redesign of Teacher Education</i> • Increase number of professional development schools • Increase number of teacher education programs with national accreditation <p>Goal IV — Improve MSDE’s effectiveness to improve public education</p> <ul style="list-style-type: none"> • Direct resources to support student achievement • Improve consumer satisfaction • Ensure access to technology for job effectiveness • Improve grant program and compliance 	<p>Library Development and Services</p> <p>Goal I — Foster equitable access to resources and services</p> <ul style="list-style-type: none"> • Increase access to materials through online catalogs • Conduct homework training for parents/librarians <p>Goal II — Develop new models for delivering learning opportunities</p> <ul style="list-style-type: none"> • Develop statewide plan • Conduct training programs for librarians • Implement professional development for DLDS employees <p>Goal III — Define Libraries’ role in the digital World</p> <ul style="list-style-type: none"> • Increase use of SAILOR® • Offer access to commercial databases and digitized collections <p>Goal IV — Develop marketing initiatives to promote library services</p> <ul style="list-style-type: none"> • Develop long-range marketing plans for all public library systems • Conduct statewide marketing needs assessment <p>Goal V — Ensure access to materials in appropriate formats for registered readers and institutions</p> <ul style="list-style-type: none"> • Ensure materials for patrons who are blind and physically and reading disabled meet national standards • Contact blind and physically disabled readers who have discontinued use of services 	<p>Division of Rehabilitation Services</p> <p>Goal I — Expand employment opportunities</p> <ul style="list-style-type: none"> • Increase resource capacity • Increase number of individuals served • Increase access to transition services for high school students • Expand independent living services <p>Goal II — Increase efficiency for disability determination</p> <ul style="list-style-type: none"> • Increase number of decisions made • Reach national standard • Increase accuracy rate <p>Goal III — Expand access to assistive technology</p> <ul style="list-style-type: none"> • Establish “Quick Response Team” • Develop interactive web site • Improve services in remote locations • Establish remote access to program information • Improve staff effectiveness <p>Goal IV — Promote continued development of community rehabilitation services</p> <ul style="list-style-type: none"> • Strengthen self-employment opportunities • Increase rehabilitation rate • Increase number of people served through the Maryland Rehabilitation Center <p>Goal V — Involve consumers in rehabilitation programs</p> <ul style="list-style-type: none"> • Establish statewide outreach system • Target staff and fiscal resources to support advisory councils • Establish customer evaluation system
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APPENDIX B

Redesign of Teacher Education Major Components

Strong Academic Background

- Especially in math, science and technology
- Collaboration with arts and sciences
- Related to K- 12 student standards/assessments
- Related to teacher certification assessments

School-Based Professional Preparation

- Extensive internships of a minimum of 100 days in 2 subsequent semesters
- Professional Development Schools
- Experiences with diverse populations
- Continuing professional development

Performance Assessment

- Based on state/national standards
- Multiple measures
- Authentic
- Ongoing
- Engages higher education and school system personnel

Linkage with K-12 Priorities (examples)

- MSPAP, Maryland Learning Outcomes, Core Learning Goals, etc.
- Reading
- Special education inclusion
- Use of technology
- Continuing professional development
- Teacher recruitment and retention, with multiple pathways to teaching

APPENDIX C

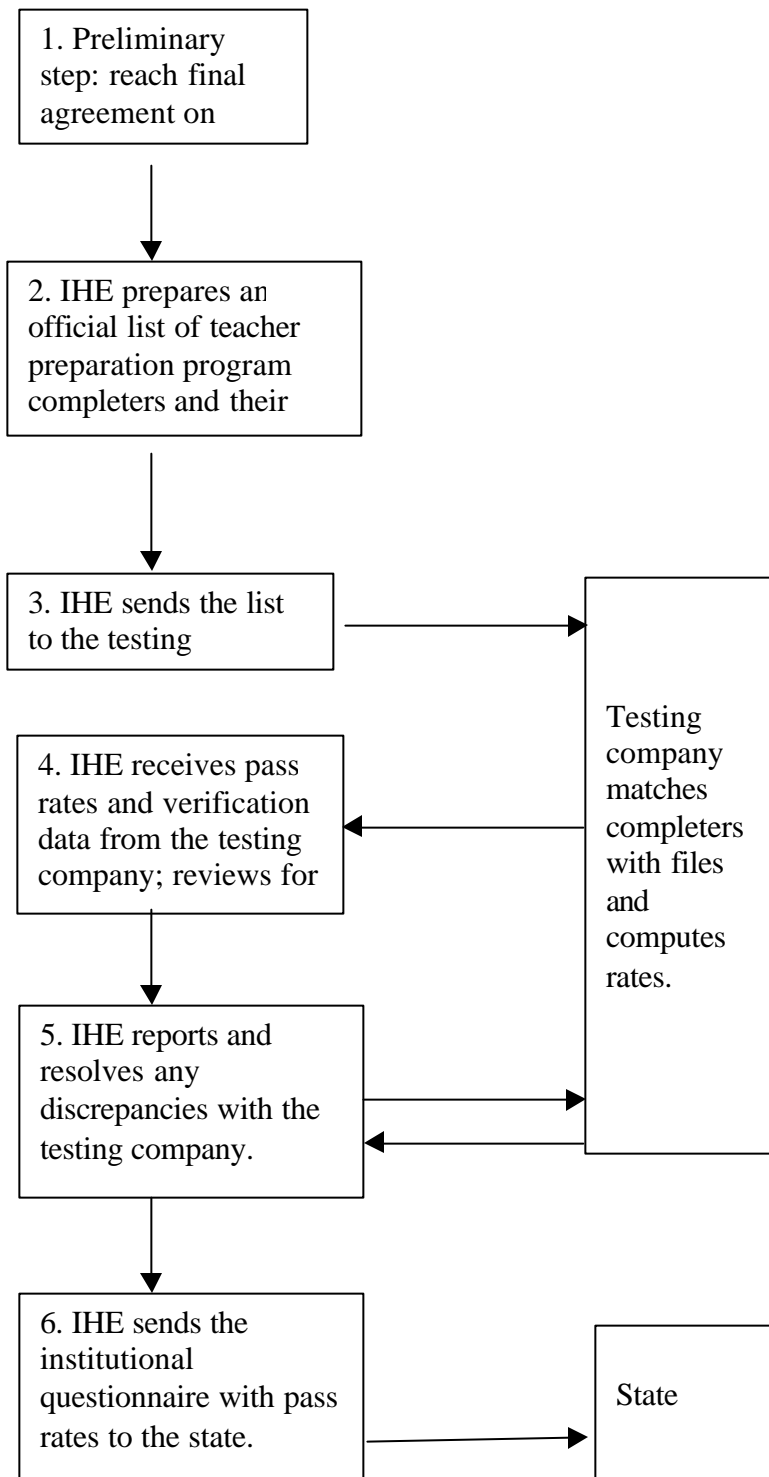
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APPENDIX D

STEPS FOR ANNUAL INSTITUTIONAL REPORT TO THE STATE



Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation, U.S. Department of Education, May 2000, p. 21.

APPENDIX E

**Maryland State Department of Education
Maryland Higher Education Commission**

Title II, Higher Education Act

Maryland Teacher Preparation Institutional Profiles

Maryland State Department of Education

The Redesign of Teacher Education

Performance Criteria

I. Strong Academic Background

- Each cohort (e.g., 1999-2000 graduates) meets state qualifying scores on Praxis I (basic skills) and Praxis II (content and pedagogy tests).
- Student content standards are aligned K-16, through processes involving two-year and four-year higher education faculty and public schools.
- Secondary education teacher candidates major in their certificate area.

II. Extensive School-based preparation, especially in professional development schools

- Teacher candidates have extensive field-based preparation in K-12 schools with diverse populations, which includes an internship within two consecutive semesters that at a minimum has 100 full days in a school.
- Teacher candidates have their extensive internships in sites that are collaboratively planned with public school partners and follow the Maryland Professional Development School Standards.
- Consistent with the goal of preparing all teacher candidates in specially designed professional development schools, and providing continuing professional development for K-16 faculty, the unit seeks and obtains state recognition of its professional development schools.

III. Performance Assessment

- Through the regular five-year state review cycle, the unit earns approval for its performance assessment system, which is based on the Maryland standards, the Essential Dimensions of Teaching, or the INTASC standards.
- The unit provides formative and summative performance assessment feedback to candidates.
- The unit uses performance assessment data for continuous improvement of programs.

The Redesign of Teacher Education

Performance Criteria cont.

IV. Linkage with K-12 Priorities

- Programs prepare professional educators for assessment and accountability in Maryland (Maryland Model for School Readiness [Early Childhood], Maryland School Performance Assessment Program [MSPAP], Core Learning Goals, Content Standards, High School Assessment, and functional tests).
- Programs prepare professional educators to teach a diverse student population (ethnicity, socio-economic status, English for Speakers of other Languages [ESOL], and special needs).
- Programs prepare professional educators to meet the needs of all students in an inclusive classroom.
- Teacher candidates demonstrate competency on the seven Maryland technology performance Outcomes.
- Programs include state approved reading courses which are being fully implemented.

V. State Approval/NCATE Accreditation Performance Criteria

- The unit receives full state program approval (not probationary) and NCATE accreditation (if applicable).
- All teacher education programs for certification have state approval without probationary status.
- For NCATE institutions, program (folio) review results in approval for all programs.
- The unit uses feedback from state and NCATE (if applicable) review annually to show ongoing improvement through the Teacher Preparation Improvement Plan (TPIP) and NCATE (if applicable) reporting process.

University Name

Institutional Profile

MHEC

- Brief Institutional Description
- Enrollment

	Undergraduate	Graduate
Head count		
FTE		
Ethnicity [%]		
White		
African American		
American Indian		
Asian		
Hispanic		
Other		
Maryland Residents		
Gender [%]		
Male		
Female		

- Entrance Requirements

Undergraduate

Graduate

- Average SAT scores for Freshman Class and Interquartile Range
- Tuition and Fees for Typical Full-time student

Maryland Resident

Non-Resident

Undergraduate

Graduate

- Students Receiving Financial Aid

Professional Education Unit Profile

Brief Description (Include the Following:)

IHE

- Public or independent; size; location (urban, suburban, rural)
- Description of Programs for initial certification at undergraduate and graduate level
- Organization of the Unit; Responsibilities of the Unit concerning initial teacher certification
- Status of National Accreditation in Teacher Education

Student Demographics

IHE

- Enrollment in Professional Education Programs [total #]

	Undergraduate	Graduate
Ethnicity [%]		
White		
African		
American Indian		
Asian		
Hispanic		
Other		
Maryland		
Gender [%]		
Male		
Female		

- Education Entrance Requirements

IHE

Undergraduate

Graduate

- Education Program Exit Requirements for Undergraduate and Graduate Programs

IHE

- Percent of Transfer Students (Undergraduate)

IHE

Program Completer Demographics

- Total Number of Education Program Completers [total #] *IHE*
- Recommended for Initial Certification in [report year] *IHE*

Age	Percent
Under 25	
25 - 34	
35 - 44	
45 - 54	
55 and over	

*age as of June 30, 2000

- Interquartile Range *IHE*
- Praxis Scores *MSDE*

Subject Area	Qualifying Score	Total Group	Mean	# Passing	Pass Rate

- Special Populations Cohort *IHE*

Faculty Demographics

IHE

Institution

- Full-time Faculty [total #]

	Faculty
Ethnicity [%]	
White	
African American	
American Indian	
Asian	
Hispanic	
Other	
Gender [%]	
Male	
Female	
Doctorate [total #]	

Professional Education Unit

- Full-time Education Program Faculty [total #]

	Faculty
Ethnicity [%]	
White	
African American	
American Indian	
Asian	
Hispanic	
Other	
Gender [%]	
Male	
Female	
Doctorate [total #]	

- Adjunct Education Program Faculty [total]
 - ◆ Full-time with Institution, part-time in Education [#]
 - ◆ Part-time in Education only [#]

Certification and Hiring Demographics cont.

Follow-up on Program Completers (initial year information)

MSDE

- Program Completers Employed: [Total #]
- In MD public schools in 99/00 from Baccalaureate Program [#]
- In MD public schools in 99/00 from Post-Baccalaureate Program [#]

- Major employers of Program Completers *MSDE*

Employer Name	# Employed

APPENDIX F

Maryland State Certification Areas and Test Requirements

Licensure			Test	Passing
Code	Certification Area	Test Title	Codes	Score
1303-O	Art Grades N-12	Art Education OR	10130	510
1303-N	Art Grades N-12	Art: Content Knowledge AND	10133	159
1303-N	Art Grades N-12	Art: Content, Traditions, Criticism, and Aesthetics	20132	155
1213-O	Biology Grades 7-12	Biology and General Science OR	20030	570
1213-N	Biology Grades 7-12	Biology: Content Knowledge, Part 1 AND	20231	155
1213-N	Biology Grades 7-12	Biology: Content Knowledge, Part 2 AND	20232	146
1213-N	Biology Grades 7-12	Biology: Pedagogy	30234	144
1305-O	Business Ed. 7-12	Business Education AND	10100	590
1305-N	Business Ed. 7-12	Principles of Learning and Teaching Grades 7-12	30524	162
1214-O	Chemistry Education 7-12	Chemistry, Physics, and General Science OR	10070	520
1214-N	Chemistry Education 7-12	Chemistry: Content Knowledge AND	20245	153
1214-N	Chemistry Education 7-12	Physical Science: Pedagogy	30483	151
0104-O	Early Childhood Ed, N-3	Early Childhood Education	10020	600
0104-N	Early Childhood Ed, N-3	Early Childhood Education	10020	600
1215-N	Earth/Space Science, 7-12	Earth Science: Content Knowledge AND Physical Science: Pedagogy	20571 30483	152 151
0105-O	Elem Education Gr. 1-6 & Middle	Education in the Elementary School OR	20010	550
0105-N	Elem Education Gr. 1-6 & Middle	Elementary Education: Content Area Exercise	20012	150
0105-N	Elem Education Gr 1-6 & Middle	Elementary Education: Content Knowledge	10014	136
1242-O	English Grades 7-12	English Language and Literature OR English Language, Lit, and Comp: Content Knowledge AND	10040 10041	500 164
1242-N	English Grades 7-12	English Language, Literature, and Composition: Pedagogy	30043	155
1201-O	French Grades 7-12	French - (contains listening section) OR	10170	510
1201-N	French Grades 7-12	French: Content Knowledge AND	20173	161
1201-N	French Grades 7-12	French: Productive Language Skills AND	10171	170
1201-N	French Grades 7-12	Principles of Learning and Teaching Gr. 7-12	30524	162
1231-O	Geography Grades 7-12	Social Studies: Content Knowledge	10081	154
1231-N	Geography Grades 7-12	Social Studies: Pedagogy AND	30084	164
1203-O	German Grades 7-12	German (contains listening section) OR	20180	510
1203-N	German Grades 7-12	German: Content Knowledge AND	20181	153

1203-N	German Grades 7-12	German: Productive Language Skills AND	30182	164
1203-N	German Grades 7-12	Principles of Learning and Teaching Grades 7-12	30524	162
1232-N	History Grades 7-12	Social Studies: Pedagogy	30084	164
		Social Studies: Content Knowledge	10081	154
1312-O	Home Economics, 7-12	Home Economics AND	10120	640
1312-N	Home Economics, 7-12	Principles of Learning and Teaching Grades 7-12	30524	162
0418-N	Library Media Assoc K-12	Library Media Specialist	10310	630
0418-O	Library Media Assoc K-12	Library Media Specialist	10310	630
1244-O	Mathematics Grades 7-12	Mathematics (calculator allowed) OR	10060	520
1244-N	Mathematics Grades 7-12	Mathematics: Content Knowledge AND	10061	141
1244-N	Mathematics Grades 7-12	Mathematics: Pedagogy	2065	145
1316-O	Music Grades N-12	Music Education OR	10110	530
1316-N	Music Grades N-12	Music: Content Knowledge AND	10113	154
1316-N	Music Grades N-12	Music: Analysis	20112	147
1319-O	Physical Ed Grades N-12	Physical Education OR	10090	580
1319-N	Physical Ed Grades N-12	Physical Education: Content Knowledge AND	10091	153
1319-N	Physical Ed Grades N-12	Phys Ed: Movement Forms-Video Evaluation	2093	155
1222-O	Physical Science Grades 7-12	Chemistry, Physics, and General Science AND	10070	520
1222-N	Physical Science Grades 7-12	Physical Science: Pedagogy	30483	151
1223-N	Physics Grades 7-12	Physics: Content Knowledge AND	10265	143
		Physical Science: Pedagogy	30483	151
1237-N	Political Science Grades 7-12	Social Studies: Content Knowledge AND	10081	154
		Social Studies: Pedagogy	30084	164
1234-O	Social Studies Grades 7-12	Social Studies OR	10080	530
1234-N	Social Studies Grades 7-12	Social Studies: Content Knowledge AND	10081	154
1234-N	Social Studies Grades 7-12	Social Studies: Pedagogy	30084	164
1206-O	Spanish Grades 7-12	Spanish OR	10190	500
1206-N	Spanish Grades 7-12	Spanish: Content Knowledge AND	10191	162
1206-N	Spanish Grades 7-12	Spanish: Productive Language Skills AND	20192	168
1206-N	Spanish Grades 7-12	Spanish: Pedagogy	30194	175
0341-O	Special Ed - Generic-Infant-Gr3	Special Education OR	10350	500
0341-N	Special Ed - Generic-Infant-Gr3	Special Education: Knowledge-Based Core Principles AND	20351	155
0341-N	Special Ed - Generic-Infant-Gr3	Special Education: Application of Core Principles Across	10352	147
0342-O	Special Ed - Generic-Gr 1-8	Special Education OR	10350	500

0342-N	Special Ed - Generic-Gr 1-8	Special Education: Knowledge-Based Core Principles AND	20351	155
		Special Education: Application of Core Principles	10352	147
0343-O	Special Ed - Generic-Gr 6-Adult	Special Education OR	10350	500
0343-N	Special Ed- Generic- Gr 6-Adult	Special Education: Knowledge-Based Core Principles AND	20351	155
		Special Education: Application of Core Principles	10352	147
0385-O	Special Ed-Hearing Impaired	Special Education OR	10350	500
0385-N	Special Ed-Hearing Impaired	Special Education: Knowledge-Based Core Principles AND	20351	155
		Special Education: Application of Core Principles	10352	147
0387-O	Special Ed-Visually Impaired	Special Education OR	10350	500
0387-N	Special Ed-Visually Impaired	Special Education: Knowledge-Based Core Principles AND	20351	155
		Special Education: Application of Core Principles	10352	147
0340-O	Spec Ed-Severely and Prof Handicapped	Special Education OR		
0340-N	Spec Ed-Severely and Prof Handicapped	Special Education: Knowledge-Based Core Principles AND		
		Special Education: Application of Core Principles		
1323-O	Speech Grades 7-12	Speech Communication AND	10220	500
1323-N	Speech Grades 7-12	Principles of Learning and Teaching Grades 7-12	30524	162
1313-O	Technology Ed, 7-12	Technology Education AND	10050	580
1313-N	Technology Ed, 7-12	Principles of Learning and Teaching Grades 7-12	30524	162

Praxis I: Academic Skills Assessments

All beginning teachers take the Praxis I (either version).

PPST Reading	10710	177
PPST Writing	20720	173
PPST Mathematics OR	10730	177
Computer-Based Academic Skills Assess,-Reading	0711	325
Computer-Based Academic Skills Assess.-Writing	0721	319
Computer-Based Academic Skills Assess-Mathematics	0731	322

Core Battery Tests are being phased out; but many 1999-2000 students have taken them.

Core Battery: General Knowledge	10510	645
Core Battery: Communication Skills	20500	648
Core Battery: Professional Knowledge	30520	648

The following licensure areas have no Praxis II assessments.

1300	Agriculture - Grades 7-12
1328	Business Data Processing Gr7-12
1250	Computer Science Gr 7-12
1329	Cooperative VocEd Gr 7-12
0335	Dance Grades K-12
1230	Economics Grades 7-12
0249	ESOL Grades K-6 or 7-12
1221	Geology Grades 7-12
1311	Health Education Grades N-12
1204	Latin Grades 7-12
1309	Marketing Ed Grades 7-12

- 1245 Outdoor Education Grades 7-12
- 1233 Psychology Grades 7-12
- 1207 Russian Grades N-12
- 1236 Sociology Grades 7-12
- 1241 Theater Education Grades 7-12

During the transition year, the above licensure areas may have taken the Core Battery tests or the Praxis I .

O = candidate took the old NTE tests; N the new Praxis tests.