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MEMORANDUM

TO: Maryland Approved Alternative Teacher Preparation Program Providers
Deans and Directors of Teacher Education
Directors of Human Resources

FROM: Jean E. Satterfield
Assistant State Superintendent
Certification and Accreditation

DATE: July 15, 2010

SUBJECT: Revised Resident Teacher Certificate Policy

In May 2007, former Assistant State Superintendent John E. Smeallie, issued a memorandum regarding revisions concerning issuance of the Resident Teacher Certificate (RTC). That memorandum stated that all programs that utilize the Resident Teacher Certificate are now Maryland Approved Alternative Preparation Programs (MAAPP), which continue to be framed by COMAR 13A.12.01.07 and the *Guidelines for Implementing Resident Teacher Programs*, Revised July 2010, both of which can be found on the Maryland State Department of Education website.

In an effort to further update Resident Teacher Certificate policy, this memorandum clarifies general guidelines for program provider partnerships to use when reviewing the eligibility – particularly academic qualifications - of an individual who is seeking entry into a MAAPP. In May 2010, the Maryland State Board of Education voted to amend the *Guidelines for Implementing Resident Teacher Programs* in regard to those qualifications. With that vote, Maryland now accepts as **one option** a candidate’s qualifying score on a state-approved content test as a legitimate means of establishing content competency. If a program chooses to use the “test-in” option for a candidate(s), evidence of a major or core area of study is no longer required for admission, although an overall GPA of 2.75 **is** required. A **second option** occurs when a candidate provides a transcript on which a clear, printed, declaration of a major that matches the area for which the individual seeks certification is found, along with a GPA of 2.75 in that identified major area of coursework. The **third option** remains the use of transcript analysis to determine a 30-hour core area of study, again with a 2.75 GPA in that content area required. Again, the first option requires a GPA that reflects the entire transcript; the second and third require a 2.75 GPA for the major or core area only. **Programs are not required to choose one option that must be applied to all candidates; options may be applied on a case-by-case basis.**

Candidate Requirements

Candidates must hold a bachelor’s degree from a regionally accredited institution. Pass/fail grades are unacceptable unless MSDE is assured that “D” grades are not considered passing grades at the specific university. Some colleges and universities in Maryland accept both ACE and CLEP credits toward the total count of credits an individual accumulates. While MAAPP partnership designers will not be able to use these credits to build the 2.75 GPA, developers of such programs may certainly use these kinds of credits, if the graduating college or university has, toward the

degree that qualifies an individual for entry into a program; those decisions will be made by the partnerships themselves and will be a part of the program approval process.

For all Certification Content Areas:

- When the test-in option is chosen, specific transcript analysis is no longer required; the candidate must have an overall GPA of 2.75.
- If a declared major is evident, the required GPA is 2.75 in major area coursework.
- If transcript analysis is employed to determine the 30 hour core, the required GPA is 2.75 in the identified 30 hours. Transcript analysts may use the same local discretion as formerly employed when deciding what courses qualify as “core”.

Other Information

Early childhood program providers must ensure that candidates meet the National Association for the Education of Young Children (NAEYC) Standards in addition to the INTASC Standards or EDoTs, and candidates will need to complete an internship that includes experience(s) at one or more early childhood levels. The details of such an internship should be determined through the program approval development process.

Special Education programs must provide dual certification; providers must ensure that candidates meet the Center for Exceptional Children (CEC) Standards in addition to the INTASC Standards or EDoTs, and candidates will need to complete an internship that includes experience(s) at both content and special education classrooms. The details of such an internship should be determined through the program approval development process.

ESOL Programs must provide dual certification; providers must ensure that candidates meet the ESL Standards for Pre-K-12 Students in addition to the INTASC Standards or EDoTs, and candidates will need to complete an internship that includes experience(s) at both content and ESL classrooms. The details of such an internship should be determined through the program approval development process.

Conditionally Certified Teachers

Conditionally certified personnel working in local school systems as elementary or secondary teachers may be issued Resident Teacher Certificates under certain conditions. Conditionally certified teachers must 1) meet all eligibility requirements for entry into a MAAPP; 2) be accepted into and successfully complete pre-employment training and internship program requirements; and 3) the local school system superintendent must request a Resident Teacher Certificate for each individual.

Since there is no intent for a MAAPP candidate to meet a plan based on the content mastery option as provided under the Conditional Certificate COMAR 13A.12.01.08, a Conditional Certificate is not possible for a MAAPP candidate. The applicant is either on a Conditional Certificate or a RTC, not both. **A conditionally certified teacher who meets the requirements for and is issued the RTC, but does not complete the requirements of the MAAPP, may not revert to conditional certification.**

Middle School Candidates

Providers who develop programs that lead to middle school certification must address the standards of the National Middle School Association (NMSA) in addition to the INTASC Principles or the EDoTs. Note: the NMSA standards require that holders of that certification be content competent in at least two areas of middle school content rather than the one required for secondary

certification; therefore, candidates for enrollment in a middle school MAAPP must meet qualifying scores on **two** state-approved middle level content tests.

Teacher Certification Tests

The full complement of tests that may be used as meet the basic skills requirement as found in the RTC regulation in addition to Praxis I include:

- SAT composite score of 1100;
- ACT composite score of 24; and
- GRE composite score of 1000.

Prior to employment using the RTC, candidates must meet the qualifying scores on a state-approved content area assessment in the area for which they seek certification. The Praxis II content-specific pedagogy assessment is not required prior to the issuance of a RTC but is required prior to issuance of the SPC I. The Educational Testing Service (ETS) administers these tests throughout the school year. For an additional cost, ETS will also provide any local school system with special administrations of certification tests on dates convenient to the school system.

MAAPPs are not currently being developed for certification areas where there is no test available to ensure content competency (e.g., computer science); however, MSDE is working to find pathways for these areas and will keep all parties updated as progress is made.

The following section reflects revised COMAR RTC regulations:

90 Clock Hours of Study

The RTC regulation requires that the program provides 90 clock hours of study that are framed by the INTASC Standards or the EDoTs. This training must include strategies for immediate engagement in the classroom and the first in a series of required reading coursework: for elementary and early childhood candidates - Processes and Acquisition of Reading Skills; for secondary candidates - Reading in the Content Area Part I.

Standard Professional Certificate I

Individuals holding a RTC are eligible for a SPC I when the local superintendent of schools verifies that applicants for the SPC I have:

- Completed all MAAPP requirements, including remaining testing and/or reading course requirements;
- Demonstrated satisfactory teaching performance for each year employed as a resident teacher; and
- Submitted qualifying scores on the remaining teacher certification test(s) - Praxis II pedagogy.

I trust that this update will be helpful to you as you consider developing and/or expanding alternative teacher preparation programs to address your teacher staffing needs and provide quality instruction for your students. If you have additional questions, please feel free to contact this office.

JES: pc

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