Program Proposal Guidelines

Traditional and Alternative Educator Preparation Providers

Division of Educator Effectiveness

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Document Version	Date	Summary of Change
1.0	May 2024	Initial Document

Purpose

This guide was produced by the Maryland State Department of Education (MSDE) and is intended for educational preparation providers (EPPs) seeking approval of new educator preparation programs or who are making major modifications to existing programs (see definition below). The Department will review all applications for recognition to ensure compliance with applicable statutes and regulations.

MSDE defines "major modification" as follows:

- A change of more than 33 percent of the major course work in an existing program; **AND/OR**
- The establishment of a new area of concentration within an existing program.

Pursuant to Md. Code, Education Article, §11–208, an institution of higher education in Maryland may not offer a program leading to teacher, administrator, or specialist licensure unless the provider has received national accreditation or the program has been approved by MSDE. To gain approval, an EPP must demonstrate that their licensure program meets all applicable governance.

The Department must approve the content of the program and convey its approval in writing for programs to advertise and to matriculate candidates into the proposed area(s) leading to Maryland licensure. These guidelines provide step-by-step directions for EPPs to prepare their submissions for a new program or a major modification to an existing program.

General Guidance for Submitting a Program Proposal

Before submitting documentation for MSDE review, EPPs must contact the Maryland Higher Education Commission (MHEC) to check if their program needs to be reviewed and approved by the Commission. Should a program warrant an MHEC review, the EPP must be approved to operate in Maryland by MHEC before proceeding with an MSDE proposal submission.

Once approved or informed by MHEC that no review is required, an EPP may use the Proposal Elements within this document to complete an MSDE program proposal. After the proposal is completed, please email a cover letter, the proposal elements, and supporting documents to the MSDE Division of Educator Effectiveness. Incomplete proposals will be returned to the EPP for refinement.

The cover letter should be addressed to the Program Approval Branch, Division of Educator Effectiveness, MSDE, 200 West Baltimore Street, Baltimore, MD 21201 to make the formal request.

Completed proposals should be submitted to the MSDE liaison assigned to the EPP.

Required Proposal Elements

- **MHEC Approval**
  - A copy of an MHEC approval letter for this specific program, OR
  - Copies of correspondence from MHEC to the program provider stating that the Commission does not need to approve this specific program.
- **Program Administrative Overview:**
  - Identify the licensure area(s) that the new or modified program addresses.
  - Discuss the rationale and need for the program using data to justify the need and development.
  - Describe the program's conceptual framework and philosophy.
  - Provide the organizational structure of the program that reflects a collaborative partnership.
  - Describe the plan for recruiting racially and ethnically diverse candidates.
  - For alternative programs: Explain the relationship among all preparation program partners that includes:
    - A description of the process partners will implement to ensure systematic and effective collaboration (e.g., schedule of stakeholder meetings or routine collaboration between responsible parties).
    - The roles and responsibilities of representative members.
- **Program Description and Curriculum**
  - Program Description
    - Provide a program description.
    - Describe program goals/outcomes/objectives and share how they will be assessed.
  - Program Curriculum
    - Provide a program curriculum and course sequence chart.
    - Provide an Academic Program of Study with course numbers and titles by semester, and clearly identify practical placements/clinical practice.
    - Provide all course syllabi.
    - Provide descriptions of materials, media, and resources available for the program, and how technology is integrated into the curriculum and/or program.
    - Teacher Preparation
      - Describe how the program ensures core academic subject areas based on the program's area of focus.

- Describe how and where the program ensures teacher preparation competencies (*general, literacy, mathematics, and cultural responsiveness)* are met.
- Identify how and where there is instruction on teaching high poverty, culturally diverse, and linguistically diverse students.
- Describe how the program meets the requirement for the science of reading (*for elementary, early childhood, special, and ESOL).*
  - o Specialist Preparation
    - Describe how specialist programs ensure requirement(s) are met per the standards listed in Code of Maryland Regulations (COMAR) 13A.07.06.03I(2)&(3).
    - Demonstrate how specialists will meet special education requirements outlined in COMAR 13A.12.04
  - o Administrator Preparation
    - Describe how administration programs ensure requirement(s) are met as outlined in 13A.07.06.08C(4).
    - Demonstrate how administrators will meet special education requirements outlined in COMAR 13A.12.05

- **Essential Component and Standard Alignment:**

  Identify and align the Essential Components, State Mandated Standards, and National Standards with program outcomes/curriculum/activities and identify where they are assessed.
  - MSDE Essential Components.
  - Interstate New Teacher Assessment and Support Consortium (InTASC) Standards.
  - International Society for Technology in Education (ISTE) Standards for Educators.
  - Model Code of Ethics for Educators (MCEE).
  - Social Justice Standards of the Southern Poverty Law Center.
  - National Professional/Content Area Standards listed in COMAR 13A.07.06.03.

- **Clinical Experiences:**

  Demonstrate how the program meets and is in alignment with the requirements outlined in COMAR 13A.07.06.08D & 13A.07.06.09 to include the following:
  - For Traditional Programs:
    - o Description of partner schools/context (summer school, regular school year, etc.).
    - o Description of supervision.
    - o Candidate activities.
    - o Criteria for advancement to practicum.
    - o Description of mentoring/support during practicum.
    - o Description of instructional activities that accompany practicum (including location, mode, credit/clock hour distribution, timeline, and or explanation of instructional activities mapped to standards).
    - o Criteria for advancement to eligibility for Standard Professional License.
  - For Alternative Programs:

- o Criteria for and assessment of candidate's prior experience.
- o Description of partner schools/context (summer school, regular school year, etc.).
- o Practicum with timeline concerning pre-employment training (including lesson plan preparation, teaching, debriefing, observation, 40 hours of teaching during class periods).
- o Description of supervision.
- o Candidate activities.
- o Description of linkage between pre-employment training, practicum placements, and mentoring components.
- o Description of mentoring/support during practicum.
- o Description of instructional activities that accompany practicum (including location, mode, credit/clock hour distribution, timeline, and or explanation of instructional activities mapped to standards).
- o Criteria for advancement to eligibility for Standard Professional License.
- Practicum Mentors:
  - o Describe how mentors are selected based on qualifications.
  - o Describe the training required for mentors, when the training occurs, and the frequency of the training.
  - o Describe how the mentor teachers collaborate with EPPs to monitor candidate progress and inform program changes.
  - o Describe how mentor teachers are compensated.
- **Assessment/Quality Assurance System:**
  - Describe accountability measures in place to ensure ongoing monitoring and pursuit of continuous improvement.
  - Describe program entry requirements, exit requirements, and all key transition points.
  - Describe and share key courses and assessments in the program, as well as rubrics and descriptions aligned to essential components, State-mandated and national standards.
- **Program Management:**
  - Governing board membership (by title and affiliation).
  - Who will implement the program (by title); include curriculum vitae or other appropriate evidence of qualifications for major program implementers.
  - Roles and responsibilities of representative members.
  - Resume's/CV's for program faculty.
  - Letter(s) of support from organizational leadership (i.e., President, Provost, CEO etc.).
  - Memoranda of Understanding (if applicable).

Contact Information

For information on EPP program proposals and more please visit the MSDE Division of Educator Effectiveness website.

If you have any questions, please contact MSDE's Educator Preparation Team:

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Appendix A: Program Proposal Checklist

Before submitting a proposal for review by MSDE make sure application package contains all applicable elements as follows:

☐ **MHEC Approval Letter or MHEC Correspondence Explicitly Stating MHEC Approval is Not Needed**

Program Administrative Overview:

☐ Identification of the licensure area(s) of the new or modified program.
☐ Rationale and need for the program using data to justify the need.
☐ Program's conceptual framework and philosophy.
☐ Plan to recruit ethnically and racially diverse candidates.
☐ Organizational structure of the program that reflects a collaborative partnership.

For alternative programs:
☐ Explanation of the relationship among all preparation program partners.

Program Description and Curriculum

☐ Program Description
☐ Description of program goals/outcomes/objectives and how they will be assessed.
☐ Program curriculum and course sequence chart.
☐ Academic Program of Study with course numbers and titles by semester, that clearly identify practical placements/clinical practice.
☐ Course syllabi.
☐ Description of materials, media, and resources available for the program, and how technology is integrated into the curriculum and/or program.

Additional Items For Teacher Preparation:
☐ Description of how the program ensures core academic subject areas based on the program's area of focus.
☐ Description of how and where the program ensures teacher preparation competencies (general, literacy, mathematics, and cultural responsiveness) are met.
☐ Identification of how and where instruction on teaching in high-poverty, culturally diverse, and linguistically diverse schools occurs.
☐ Description of how the program meets the requirement for the science of reading. (for elementary, early childhood, special, and ESOL).

Additional Item For Specialist Preparation:
☐ Description of how specialist program ensures the special education requirement(s) are met.

Additional Item For Administrator Preparation:
☐ Description of how administration program ensures the special education requirement(s) are met as outlined in 13A.07.06.08C(4).

Essential Component and Standard Alignment:

☐ Alignment table that demonstrates how the program aligns to:
    ☐ MSDE Essential Components
    ☐ Interstate New Teacher Assessment and Support Consortium (InTASC) Standards,
    ☐ International Society for Technology in Education (ISTE) Standards for Educators,
    ☐ Model Code of Ethics for Educators (MCEE),
    ☐ Social Justice Standards of the Southern Poverty Law Center, and
    ☐ National Professional/Content Area Standards listed in COMAR 13A.07.06.03.

Clinical Experiences:

For Traditional Programs:
    ☐ Description of Partner Schools/context (summer school, regular school year, etc.).
    ☐ Description of supervision.
    ☐ Description of Candidate activities.
    ☐ Criteria for advancement to practicum.
    ☐ Description of mentoring/support during practicum.
    ☐ Description of instructional activities that accompany practicum (including location, mode, credit/clock hour distribution, timeline, and or explanation of instructional activities mapped to standards).
    ☐ Criteria for advancement to eligibility for Standard Professional License.

For Alternative Programs:
    ☐ Criteria for and assessment of candidate's prior experience.
    ☐ Description of partner schools/context (summer school, regular school year, etc.).
    ☐ Description of practicum with timeline in relation to pre-employment training.
    ☐ Description of linkage between pre-employment training, practicum placements, and mentoring components.
    ☐ Description of supervision.
    ☐ Candidate activities.
    ☐ Description of mentoring/support during practicum.
    ☐ Description of instructional activities that accompany practicum (including location, mode, credit/clock hour distribution, timeline, and or explanation of instructional activities mapped to standards).
    ☐ Criteria for advancement to eligibility for Standard Professional License.

Practicum Mentors:
    ☐ Description of how mentors are selected based on qualifications.
    ☐ Description of the training required for mentors, when the training occurs, and the frequency of the training.
    ☐ Description of how the mentor teachers collaborate with EPPs to monitor candidate progress and inform program changes.
    ☐ Description of how mentor teachers are compensated.

Assessment/Quality Assurance System:

☐ Description of accountability measures in place to ensure ongoing monitoring and pursuit of continuous improvement.
☐ Description of program entry requirements, exit requirements, and all key transitions points.
☐ Key courses and assessments in the program, including rubrics and descriptions aligned to essential components, State mandated and national standards.

Program Management:

☐ Table demonstrating governing board membership (by title and affiliation).
☐ Table of who will implement the program (by title) along with curriculum vitae or other appropriate evidence of qualifications for major program implementers.
☐ Description of the roles and responsibilities of representative members.
☐ Resume's/CV's for program faculty.
☐ Letter(s) of support from organizational leadership (i.e., President, Provost, CEO etc.).
☐ Memoranda of Understanding.

Appendix B: Program Mapping Examples

Curriculum Alignment to Standards Mapping:

Standards	Course and Overview	Course with Objectives/ Outcomes with Description	Standards Addressed	Key Assessments of Standards
	EDUC 500 *School System Leadership* (3 credits) This course is designed to provide students with the knowledge and understanding of an improvement process through the principles and tools of Improvement Science (IS).	Students will: (1) Communicate the district's vision, mission, and core values, including a commitment to equity, diversity, and community. (2) Evaluate the gap between a district's vision, mission, and current status, particularly around equity, diversity, technology, and community	PSEL: Standard 1 (*Mission, Vision, and Core Values*) a., b., c. d., e. Standard 10 (*School Improvement*) b., d., h. i. NELP: Standard 1 (*Mission, Vision, and Improvement*) *Components 1.1, 1.2*	Assessments of NELP Standard 1: Vision/Mission Gap Analysis Students will review their district Mission, Vision, and Strategic Plan and lead a collaborative process in their schools/districts to: 1) analyze how their district is not (yet) fully manifesting their commitments

Essential Components to Program Curriculum Mapping:

Essential Component	Program Goals, Outcomes with description	Course with Objectives/ Outcomes with description	Practicum/Fieldwork Experiences (linked to specific course assignments)	Key Assessments (i.e., Portfolio Evaluations)
LSR1.1	Goal 1. 1-1	EDUC 500 Outcome 1.1		District Vision/Mission Gap Analysis
LSR5.5	Goal 2. 2-1.	ELED 341 Outcome 4.5		
CR1.1				
PSCE1.8				

Practicum Mapping:

Course with Overview	Course with Objectives/ Outcomes with description	# of hours	Candidate Expectations	Key Assessment(s)
EDUC 500 *School System Leadership* (3 credits) This course is designed to provide students with the knowledge and understanding of an improvement process through the principles and tools of Improvement Science (IS).				2) update the District Vision/Mission statement to more fully reflect the current priorities Problem of Practice Presentation and Paper Students will work in teams to identify one strategic goal and define an improvement aim that is student centered and supports high expectations.