

Institutional Performance Criteria of the *Redesign of Teacher Education*

Component I: Strong Instructional Programs Linked to Maryland PreK-12 Priorities

This standard is designed to identify all of the standards and outcomes-based instructional and testing requirements in an educator preparation program and affirm fidelity to their implementation across programs.

Element	Indicator	Evidence
Programs Meet Testing Requirements	Praxis 80% Summary Pass Rate-required by Title II Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores) and content and pedagogy tests (e.g., Educational Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests.	Identification of test requirements for entry to professional unit and internship; exit requirements for graduation or completion. Charts showing pass rates by test by program.
Programs Assure Strong Instructional Programs in all Areas of Content and Pedagogy	Programs assure strong academic instruction in mathematics and science for teacher candidates as appropriate to the content area.	Documentation of 12 credits each math and science for early childhood, elementary, and Special Education grades 1-8 certifications with a minimum of six credits bearing the HEGIS code of mathematics, and six credits bearing the HEGIS code of Education accepted, but not required. Documentation of math and science credits appropriate to all other certification areas offered. Identification of key required outcomes.
	Programs provide evidence that teacher candidates demonstrate proficiency in math and science related to outcomes-based instruction with data captured in	Data that determine proficiency appropriate to certification area, meeting, at minimum, the outcomes-based requirements of the general education program and relevant to areas of certification.

	the assessment system	
	Programs assure strong outcomes-based content instruction for teacher candidates that aligns with national and state content standards and required assessments in all content areas.	Standards to be Addressed <ul style="list-style-type: none"> • National Content Standards • Professional Standards for Educational Leaders (PSEL) • InTASC Standards • Maryland Teacher Technology Standards out of date <ul style="list-style-type: none"> ○ Document candidate performance for each of the seven technology standards. • Maryland College and Career-Ready Standards (MCCRS) • Ready for Kindergarten (R4K) (Early Childhood) • Student Learning Objectives (SLO) • PARCC Assessments (PARCC)
	Secondary candidates major in certificate areas.	Transcripts document major.
	Programs include reading/literacy courses that meet current state requirements and a process for ensuring that all outcomes continue to be addressed in the program.	Three hours for secondary and PreK-12 initial certification. (Three additional hours due at certificate renewal.) Twelve hours for Early Childhood and Elementary Education
	Affirm that current college/university catalogs list the required literacy courses for each program.	
	Programs instruct for required candidate competencies based on InTASC Standards.	Where performance-based behavioral competencies are to be met on continuum of instruction and field experiences. The Learner and Learning <ol style="list-style-type: none"> 1. Learner Development 2. Learning Differences

		<ul style="list-style-type: none"> 3. Learning Environments Content Knowledge 4. Content Knowledge 5. Application of Content Instructional Practice 6. Assessment 7. Planning for Instruction 8. Instructional Strategies Professional Responsibility 9. Professional Learning and Ethical Practice <li style="padding-left: 20px;">Model Code of Educator Ethics 10. Leadership and Collaboration
	Programs achieve PreK-16 standards and pedagogy alignment by collaboration between the education and arts and sciences departments.	Evidence of effective collaboration between and among departments and colleges related to standards alignment and balanced content and pedagogy requirements.
Programs provide strong instruction relevant to cultural competencies.	Programs provide outcomes-based instruction designed to promote cultural competency and support the teacher candidate's ability to build and maintain a positive classroom environment.	<p>A minimum of three assessments across the program with evidence of instruction in cultural competency with practical applications such as but not limited to Positive Behavior Intervention Supports (PBIS), Restorative Justice, etc. Strong evidence includes use of <i>A Manual for Teacher Educators, Teachers and Principals</i> <i>Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers and Principals</i></p>
Support Systems	Programs provide interventions and support for struggling candidates for all programs.	Identify interventions and supports provided.

Component II: Extensive Pre-Professional Field and Clinical Experiences Aligned with Program Instruction and PreK-12 Priorities

This Standard is designed to establish with local school system partners a system of identification of Professional Development Schools based on the ability of that school to offer opportunities for teacher candidates to meet one or more required identified Competencies based on the InTASC Standards. Field experiences should build their competencies through a program of scaffolded experiences culminating in a full-semester internship. All instructional elements identified in Standard I must now be implemented in through the scaffolded field experiences.

Element	Indicator	Evidence
<p>Teacher candidates have extensive and direct field-based preparation in PreK-12 schools with diverse populations. These include a plan of scaffolded clinical experiences that culminate in evidence-based demonstration of competencies found in the InTASC standards, core content standards, and cultural competency instructional elements. This evidence is drawn from the continuum of field experiences that includes a minimum of one semester of full-time teaching.</p>	<p>In partnership with school partners, programs identify through established criteria PDS Level 1, PDS Level 2, PDS Level 3, and PDS Level 4 placement sites aligned to Professional Development School Standards (immediate revision necessary) and designed to scaffold candidates' ability to acquire and demonstrate proficiencies on required competencies.</p>	<p>PDS partners' list, with identifications</p>
	<p>Programs ensure each candidate has direct experience in a diverse setting.</p>	<p>Demographic breakdown of field experience and PDS sites.</p>
	<p>Teacher candidates demonstrate ability to plan instruction, adapt materials, and implement differentiated instruction in a</p>	<p>Assessment data related to competencies in indicator related to InTASC Standards and where they are</p>

Element	Indicator	Evidence
	diverse and inclusive classroom, and programs document how the performance is captured and utilized in the performance assessment system	met along the field experience, internship continuum.
	Teacher candidates demonstrate ability to use functional behavior assessments, and to provide positive behavior support for all students and programs document how the performance is captured and utilized in the performance assessment system	Assessment data related to competencies in indicator related to InTASC Standards and where they are met along the field experience, internship continuum.
	Teacher candidates demonstrate ability to collaborate with school-based and LSS resource personnel.	Assessment data related to competencies in indicators related to InTASC Standards and where they are met along the field experience, internship continuum.
	Programs assess candidates' performance on the continuum of clinical experience to assure acquisition of all required competencies, analyze data, and use for program improvement	
	Programs document the developmental stages of PDS(s) determined through annual self-assessment and Teacher Preparation Improvement Plan reporting guided by the revised <i>PDS Assessment Framework for Maryland</i> .	

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

Component III: Performance Assessment

This Standards requires that all data collected from instructional standards-based requirements and related performance in Standard I, and implementation of those instructional and standards-based requirements from Standard II be housed, aggregated or disaggregated by program and unit as required, analyzed in an integrated assessment system and reflect use of the system to inform ongoing program and unit improvement.

Element	Indicator	Evidence
Programs Meet Testing Requirements	Praxis 80% Summary Pass Rate- required by Title II if Praxis Core set by state as requirement. Each cohort meets state qualifying scores on basic skills (Praxis I, Praxis Core, SAT, GRE or ACT scores) and content and pedagogy tests (e.g., Educational	Charts aggregated by program and unit of test data for entry to professional unit and internship; exit data for graduation or completion.

Element	Indicator	Evidence
	Testing Service (ETS) or American Council on Teaching of Foreign Language (ACTFL) tests.	
The educator preparation provider unit uses a performance assessment system of assuring continuous improvement based on the Interstate Teachers Assessment and Support Consortium Standards (InTASC), national content standards, state PreK-12 standards and scoring tools, and which utilizes standards-based and rubrics-assessed scoring.	Programs provide evidence of use of standards-based, rubric-assessed performance assessments for teacher candidates.	Data from key assessments, rubrics, scores, data, analyses, feedback loop, aggregated by unit, disaggregated by program. As appropriate to certification area, data required for: <ul style="list-style-type: none"> • National Content Standards • Professional Standards for Education Leaders (PSEL) • InTASC Standards • Maryland Teacher Technology Standards <ul style="list-style-type: none"> ○ Document candidate performance for each of the seven technology standards. • Maryland College and Career-Ready Standards (MCCRS) • Ready for Kindergarten (R4K) (Early Childhood) • Student Learning Objectives (SLO) • PARCC Assessments (PARCC)
	Programs document use of a system that assesses	Data Charts aggregated by unit, disaggregated by program (grades, project scores, etc.)

Element	Indicator	Evidence
	<p>candidate competence determined by mathematics and science instruction, provides the method used to address areas of candidates' strengths and weaknesses, and how both identified strengths and weaknesses are used for program improvement.</p>	<p>Data that determine proficiency appropriate to the certification area, meeting the requirements of the general education program and those particular to certain areas of certification: grades, etc.</p> <p>Systematic data collection of both disaggregated candidate and aggregated program data including results of the data-driven system of addressing weaknesses at both the candidate and program level.</p>
	<p>Programs document the teacher candidate's ability to demonstrate proficiency in all content areas appropriate to the area of certification through assessments in field experiences and internship, and provide the method used to address areas of candidates' strengths and weaknesses and how each is used for program improvement.</p>	<p>Data that determine content proficiency appropriate the instruction by certification area, meeting the requirements of the general education program and those particular to certain areas of certification: grades, etc.</p> <p>Systematic data collection of both disaggregate candidate and aggregated program data including results of the data-driven system of addressing strengths and weaknesses at both the candidate and program level and using each for program improvement.</p>
	<p>Programs document the teacher candidate's ability to plan instruction, adapt materials, and deliver differentiated instruction in a diverse and inclusive</p>	<p>Systematic data collection of both disaggregate candidate and aggregated program data including the data-driven system of addressing weaknesses at both the candidate and program level.</p>

Element	Indicator	Evidence
	classroom in field experiences and internship.	
	Programs use performance data from field experiences and internship in identified PDS (Levels 1-4) to assure candidate acquisition of required competencies.	<p>Competencies Assessed for Proficiency</p> <p>The Learner and Learning</p> <ol style="list-style-type: none"> 1. Learner Development 2. Learning Differences 3. Learning Environments <p>Content Knowledge</p> <ol style="list-style-type: none"> 4. Content Knowledge 5. Application of Content <p>Instructional Practice</p> <ol style="list-style-type: none"> 6. Assessment 7. Planning for Instruction 8. Instructional Strategies <p>Professional Responsibility</p> <ol style="list-style-type: none"> 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration
	Programs provide formative and summative performance feedback to candidates both in coursework and field placements, collect data from that feedback and employ a system of program feedback for ongoing improvement.	Aggregated and disaggregated data by program: feedback, action generated by feedback, and data fed to program for improvement

Element	Indicator	Evidence
	Programs monitor candidate progress, and provide supports to those at risk for not meeting criteria.	Data collected from support interventions
	Programs provide evidence of candidates' having met criteria at critical milestones (such as entry, internship, and exit.).	Data collected at critical milestones, candidate criteria for achieving milestones, data collection chart by program, system of feedback to program for ongoing improvement.
	Programs provide aggregated and disaggregated teacher candidate performance data related to PreK-12 student learning in the assessment system.	Purchased intern assessment data: edTPA, PPAT or IHE-developed intern assessment data related to PreK-12 student learning.
	Programs provide performance measures and aggregated and disaggregated performance data reflecting the teacher candidate's ability to teach to elementary literacy standards and/or to standards for literacy in the content areas.	Performance assessment data from Elementary Literacy courses or Literacy in the Content Area Parts I and II
	The education unit shares data with internal and external stakeholders, analyzes the data, and uses data for continuous program improvement.	Charts, data, stakeholder advisory meeting agendas, department agendas, action plans, etc.

Component IV: State Approval

This Standard assures that all programs in the unit hold State Program Approval and that required annual reporting informs the state of continuous and ongoing improvement efforts.

Element	Indicator	Evidence
<p>The education unit and all professional educator certification programs have state program approval</p>	<p>The unit identifies any series of courses offered for certification or endorsement through transcript analysis, and documents the institution's timeline for seeking state approval.</p>	
	<p>The unit provides evidence that any alternative preparation programs in a local school system partnership (Maryland Approved Alternative Preparation Program) with the college or university have received approved program status from the Program Approval and Assessment Branch, Division of Educator Effectiveness, MSDE.</p>	<p>See Program Review Documents for MAAPP attached. Evidence: Program Approval letter of approval</p>
	<p>The unit uses feedback from state program review to</p>	

Element	Indicator	Evidence
	facilitate ongoing improvement, addressing Areas for Improvement or Recommendations for Improvement and to reports on that improvement through the annual Teacher Preparation Improvement Plan (TPIP) report process.	
	Programs maintain copies of TPIP annual reports to illustrate the annual improvement process	

Note: If the outcome of the state program approval visit is conditional approval or probation, the institution is then identified as *“at risk for low performing or low performing”* according to the reporting guidelines of Title II. The on-site review schedule is modified to meet state requirements.