



AAQEP Appendix MD: Evidence of Maryland-Specific Requirements for Teacher/Administrator Preparation Programs

(For Maryland Providers Only)

Purpose: Per AAQEP's cooperation agreement with the Maryland State Department of Education, self-study authors are responsible for providing evidence of how candidates are prepared in the areas specified in the MD Education Code. This template collects the required information to be included in the self-study under Aspect 4g.

Form Sections: Please note that this form has two sections requesting information for different program types: Section A is required for initial teacher preparation programs, while Section B is for school administration preparation programs.

Directions for Completion:

1. Type the requested information in each of the shaded rows for your applicable program type(s). If the information requested for a given item is already provided elsewhere in your self-study, please indicate where it can be found rather than presenting duplicate information.
2. Once this form is complete, save it as a PDF, and upload that document as evidence in the self-study field for Aspect 4g in the Accreditation Management Platform.
3. If further documentation is needed to support the narrative below, please upload it as additional evidence for Aspect 4g, clearly labeling it as in support of Appendix MD.

Section A: Initial Teacher Preparation Programs

1. **Explanation and evidence that demonstrates MSDE Standards or comparable national professional standards are used as required by MD Code, Education, §11–208(c)**

2. Explanation and evidence that the following components of instruction required by MD Code, Education, §6–121(a)(1)(i-ix), are addressed by the program curricula:

- A. Basic research skills and methods and training on the routine evaluation and use of research and data to improve student performance.
- B. Differentiation of instruction and demonstration of cultural competence for students of diverse racial, ethnic, linguistic, and economic backgrounds with different learning abilities.
- C. Implementation of restorative approaches for student behaviors.
- D. Identifying and assessing, in the context of the classroom, typical student learning deficits and techniques to remedy learning deficits.
- E. Recognizing and effectively using high-quality instructional materials, including digital resources and computer technology.
- F. Core academic subjects that teachers will be teaching.
- G. Methods and techniques for identifying and addressing the social and emotional needs of students, including trauma-informed approaches to pedagogy.
- H. Skills and techniques for effective classroom management.
- I. Training in the skills and techniques for teaching effectively in a virtual learning environment, including the use of online curriculum.
- J. Provide training in the knowledge and skills required to understand and teach the Maryland curriculum frameworks.

3. Explanation and evidence that demonstrates the following state requirements for teacher training practicums and fieldwork are being met by the programs:

- A. For undergraduate programs, teacher training practicums shall be a minimum of 100 days. Beginning on or before July 1, 2025, practicum length for undergraduate programs must be the equivalent to a full school year (MD Code, Education, §6–120(c)).
- B. A graduate teacher preparation program shall include a practicum that is a minimum of 100 days, or may be up to the equivalent of one full school year, at the discretion of the institution of higher education. (MD Code, Education, §6–120(c)).
- C. Each teacher preparation program shall incorporate classroom observations in which the program participant is observed in different school settings at the beginning of the teacher preparation program to assist a program participant in determining if the program participant has the aptitude and temperament for teaching (MD Code, Education, §6–121(b)).
- D. A teacher preparation program shall develop a method for regularly communicating and collaborating with local school systems, including, if necessary, through financial

memoranda of understanding, to strengthen teacher preparation, induction, and professional development programs (MD Code, Education, §6–121(c)).

Section B: School Administration Programs

4. Provide explanation and evidence that demonstrates the school administration programs have the following components (MD Code, Education, §6–121(d)):

- A. A method for evaluating the potential of program participants to be effective school leaders.
- B. A curriculum to enable school leaders to organize and manage schools to achieve the effectiveness of top-performing schools or school systems, including:
 - a. Management of highly skilled professionals in a professional work environment; and
 - b. These courses shall include clinical experience and assessments to determine whether participants demonstrate competency in these areas.