Developmental Guidelines for
Maryland Approved Alternative Preparation Programs

Partners implement MAAPPs in order to recruit, select, train, develop, and retain teachers for MD public schools and ultimately impact PreK-12 student achievement and learning.
Introduction to the Developmental Guidelines for MAAPP

The Developmental Guidelines for Maryland Approved Alternative Preparation Programs are designed to be used by programs who are completing the Proposal Form for Alternative Preparation Programs, programs who are working to meet the MAAPP Pre-conditions for Entry into the Review Process, and programs who have entered the review process. Pre-conditions are outlined in the Maryland State Department of Education document titled *Pre-conditions for Entry into the Review Process*. Programs have up to two years from their approval date to meet all pre-conditions and enter the review process.

Once a program has met all pre-conditions, the MAAPP Standards of Practice and Developmental Guidelines should be used by program partners to conduct a self-study and use the results for ongoing goal-setting for program improvement and the crafting of the Institutional Report.

MAAPP Standards of Practice and Developmental Guidelines will also be used by state teams for program review. State teams will be instructed to look for evidence that programs are meeting the MAAPP standards and guidelines, although team members should not expect to see all possible evidence suggested within the Developmental Guidelines. The list of possible evidence on each page is intended for the use of the program preparing artifacts for the review.

The Developmental Guidelines are organized in a three-column format. Column one represents level one of program development. At this level, programs show evidence that all required elements are understood and that discussions, reflection, and subsequent planning are designed to lead, in a systematic manner, to meeting the Draft Standards of Practice. *Reflection* characterizes the work of a Level One program.

Column two represents level two of program development. At this level, programs show evidence that processes have been developed in all areas of program activity, that systems of reflection and data analysis of both candidate and program are in place, that there is necessary program improvement as a result of the reflection, and that most of the Draft Standards are being met. *Analysis* characterizes the work of a Level Two program.

Column three represents level three of program development. At this level, programs show evidence of a well-grounded, systematic, and articulated means of implementing all activities, of having instituted a process for evaluation, data analysis, necessary program refinement, and dissemination of results, and of ongoing program improvement that ensures all of the Draft Standards are being met. *Refinement* characterizes the work of a Level Three program, although it is recognized that program refinement will only occur as needed. The guidelines found in third column match the indicators found within the cells of the MAAPP Standards of Practice. Level three does not indicate perfection; it indicates that standards are fully met. Programs are encouraged to use the third column as a target.

All three columns describe programs that may receive continuing approval from visiting state teams, however, programs are expected to progress from one level to the next in a specified period of time.
MAAPP partners collaborate to implement the defined theoretical framework of the program.

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<td>Ia.</td>
<td>Partners revisit the theoretical framework and discuss ways to implement it.</td>
<td>Ia. Partners analyze program components and determine ways to more fully implement the theoretical framework.</td>
<td>Ia. Partners collaborate to implement the defined theoretical framework.</td>
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Possible Evidence:
- Theoretical framework
- Mapping of theoretical framework to program elements
- Strategic planning documents
- Meeting minutes
- Agendas
Recruitment and Selection  
**Standard I: Collaboration**

*MAAPP partners collaborate to implement the defined theoretical framework of the program.*

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<td>a. Partners reexamine the process for establishing criteria to recruit and select candidates.</td>
<td>a. Partners revise and implement processes that reflect a shared understanding of criteria for candidate recruitment and selection.</td>
<td>a. Partners use an ongoing collaborative process to refine criteria for candidate recruitment and selection based on PreK-12 instructional and staffing priorities.</td>
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**Possible Evidence:**
- LSS PreK-12 hiring/staffing needs assessment
- Selection criteria (qualifications, dispositions, skills)
- Interview questions/selection rubric
- Interview guides/instruction for candidates
- Artifacts from interviews (with identifying information deleted)
- List of candidates showing criteria met
- Governing board meeting minutes/agendas
- Brochures that describe interview/selection processes
- Schedules of recruitment/interviews
- Transcript review
- Candidate competencies
- Memorandum of understanding
- Application and hiring data
- Recruitment fair schedules
Pre-Employment Training  
Standard I: Collaboration

MAAPP partners collaborate to implement the defined theoretical framework of the program.

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<td>a.</td>
<td>Partners establish a collaborative process for designing, implementing, evaluating, and refining standards-based training that is responsive to the needs of candidates and the LSS.</td>
<td>Partners revise and implement a collaborative process for implementing, evaluating and refining standards-based training that is responsive to the needs of candidates and the LSS.</td>
<td>Partners use a systematic process for collaboratively implementing, evaluating, and refining standards-based training that is responsive to the needs of candidates and the LSS.</td>
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<td>b.</td>
<td>Partners reexamine pre-employment training for alignment with the internship and residency.</td>
<td>Partners review, analyze and revise pre-employment training to align with the internship and residency.</td>
<td>Partners develop and implement a collaborative process for revising pre-employment training to align with the internship and residency.</td>
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Possible Evidence:
- Alignment Charts
- Surveys
- Assignments
- Planning guides
- Meeting notes
- Syllabi
- Process documents
- Calendar and timelines
- Meeting schedule
- Electronic communication
**Internship**

**Standard I: Collaboration**

*MAAPP partners collaborate to implement the defined theoretical framework of the program.*

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<td>a. Partners establish a collaborative process for designing, implementing, evaluating, and refining standards-based training that is responsive to the needs of interns and the LSS.</td>
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<td>b. Partners establish a collaborative process for designing, implementing, evaluating, and refining standards-based supervision that is responsive to the needs of interns and the LSS.</td>
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<td>b. Partners use a systematic process for collaboratively implementing, evaluating, and refining standards-based supervision that is responsive to the needs of interns and the LSS.</td>
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<td>c. Partners reexamine the internship for alignment with pre-employment training and residency.</td>
<td>c. Partners review, analyze and revise the internship to align with the pre-employment training and residency.</td>
<td>c. Partners develop and implement a collaborative process for revising the internship to align with the pre-employment training and residency.</td>
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**Possible Evidence:**

- Electronic communication
- Documented observations
- Process documents
- Governing board meeting minutes/agendas
- Internship evaluations
- Action research
- Candidate portfolios
- Peer observation and review forms
- School based projects or documentation
- Intern meeting notes
- Supervisor evaluations (by program, by candidate)
- Alignment chart
## Residency

### Standard I: Collaboration

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| 1 | a. Partners establish a collaborative process for designing, implementing, evaluating, and refining standards-based training that is responsive to the needs of residents and the LSS.  
   b. Partners establish a collaborative process for designing, implementing, evaluating, and refining standards-based mentoring that is responsive to the needs of residents and the LSS.  
   c. Partners reexamine the residency for alignment with the pre-employment training and internship. | a. Partners revise and implement a collaborative process for designing, implementing, evaluating and refining standards-based training that is responsive to the needs of residents and the LSS.  
   b. Partners revise and implement a collaborative process for designing, implementing, evaluating and refining standards-based mentoring that is responsive to the needs of residents and the LSS.  
   c. Partners review, analyze and revise the residency to align with pre-employment training and internship. | a. Partners use a systematic process for collaboratively designing, implementing, evaluating, and refining standards-based training that is responsive to the needs of residents and the LSS.  
   b. Partners use a systematic process for collaboratively designing, implementing, evaluating, and refining standards-based mentoring that is responsive to the needs of residents and the LSS.  
   c. Partners develop and implement a collaborative process for revising and enhancing the residency to align with pre-employment training and internship. |

### Possible Evidence:

Record of sessions (mentoring, coursework)  
Communication records between partners  
Log of mentor visits and support  
Candidate and mentor surveys  
Training materials  
Meeting minutes/agendas  
Action research documents  
Mentor evaluations (by program, by candidates)
Cross-Component
Standard II: Accountability

MAAPP partners conduct standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.

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<td>Ila. Partners develop a process for standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.</td>
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<td>Ila. Partners implement and refine a process for standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.</td>
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<td>Ila. Partners engage in a systematic process for standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.</td>
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Possible Evidence:
Matrix indicating where standards are assessed in the program
Candidate portfolios
Assessments
Individual candidate folders
Reporting documents
Observations
Evaluation plan
Summary data
Disaggregated data
### Recruitment and Selection

**Standard II: Accountability**

*MAAPP partners conduct standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.*

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<td>a. Partners collaborate to plan the implementation of assessments and feedback collection concerning recruitment and selection.</td>
<td>a. Partners collect, disaggregate and analyze candidate and program assessment data and feedback to determine appropriate changes to recruitment and selection.</td>
<td>a. Partners systematically analyze candidate and program assessment data and feedback, making appropriate changes to recruitment and selection.</td>
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**Possible Evidence:**

- Evidence of feedback from principals, mentors, selection panels and candidates
- Governing board meeting minutes/agendas
- Disaggregated recruitment and selection data (recruitment process including location/venue, response per site)
- Data on “How I Heard about the Program” surveys
- Methodology of recruitment: targeting certain publications and IHEs to broaden diverse recruitment
- List of recruitment sites/efforts
Pre-Employment Training  
Standard II: Accountability

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| 1 | a. Partners discuss a process for candidate advisement, remediation, and/or severance from program.  
   b. Partners collaborate to plan the implementation of formative and summative standards-based performance assessments and feedback collection during the pre-employment training. | a. Partners implement and revise a process for candidate advisement, remediation, and/or severance from the program.  
   b. Partners collect, disaggregate and analyze formative and summative standards-based performance assessment data and feedback to determine appropriate changes to the pre-employment training. | a. Partners systematically implement and refine a process for candidate advisement, remediation and/or severance from the program.  
   b. Partners systematically analyze formative and summative standards-based performance assessment data and feedback, making appropriate changes to the pre-employment training. |

**Possible Evidence:**
- Remediation plan
- Assignments
- Candidate portfolio
- Lesson plans
- Candidate data
- Surveys (check-in/final)
- Agendas, minutes and documents from meetings
- Governing board documents
- Lists of accommodations/changes based on feedback
- Observational data
- Assessments
## Internship

**Standard II: Accountability**

MAAPP partners conduct standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.

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| a. Partners plan assessments to measure intern performance.  
 b. Partners discuss a process for intern advisement, remediation, and/or severance from the program.  
 c. Partners collaborate to plan the implementation of formative and summative standards-based performance assessments and feedback collection during the internship. | a. Partners assess intern performance to determine readiness for residency.  
 b. Partners implement and revise a process for intern advisement, remediation, and/or severance from the program.  
 c. Partners collect, disaggregate and analyze formative and summative standards-based performance assessment data and feedback to determine appropriate changes to the internship. | a. Partners systematically use performance data and other measures to determine intern readiness for residency.  
 b. Partners systematically implement and refine a process for intern advisement, remediation and/or severance from the program.  
 c. Partners systematically analyze formative and summative standards-based performance assessment data and feedback to make appropriate changes to the internship. |

**Possible Evidence:**

Intern evaluation documentation  
Observations (supervisors, partnership staff, etc.)  
Governing board meeting minutes/agendas  
Remediation plan  
Handbooks/policy statements  
Candidate agreements/contracts  
Process and strategies for counseling interns who encounter difficulty
Residency
Standard II: Accountability

MAAPP partners conduct standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.

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<td>a. Partners plan assessments to measure resident performance.</td>
<td>a. Partners assess resident performance to determine readiness for residency completion.</td>
<td>a. Partners systematically use performance data and other measures to determine resident readiness for residency completion.</td>
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<td>b. Partners discuss a process for resident advisement, remediation, and/or severance from the program.</td>
<td>b. Partners implement and revise a process for resident advisement, remediation, and/or severance from the program.</td>
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<td>c. Partners collaborate to plan the implementation of formative and summative standards-based performance assessments and feedback collection during the residency.</td>
<td>c. Partners collect, disaggregate and analyze formative and summative standards-based performance assessment data and feedback to determine appropriate changes to the residency.</td>
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<td>d. Partners examine ways to track teacher retention during the residency and beyond.</td>
<td>d. Partners develop and implement processes to track teacher retention during the residency and beyond.</td>
<td>d. Partners monitor teacher retention during the residency and beyond.</td>
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<td>e. Partners provide training to residents on data-driven instructional practices.</td>
<td>e. Residents analyze student work and achievement data and discuss implications for their instruction.</td>
<td>e. Residents analyze student work and achievement data and use the results for instructional decision-making.</td>
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<td>f. Partners discuss ways to examine resident impact on student achievement.</td>
<td>f. Partners develop and implement processes to examine resident impact on student achievement.</td>
<td>f. Partners monitor resident impact on student achievement.</td>
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**Possible Evidence:**
- Email records
- Meeting minutes/agendas
- Agendas from professional development sessions
- Mid-year and end of year surveys (candidates and other partners)
- Student work samples
- Candidate portfolio
- Coursework performance assessment data
- MD Teacher Technology Standard performance assessments
- Record of residents passing required certification assessments
- Intervention plans
- Remediation plans
- Placement records
- Documentation for removal from program
- Action research
- Student achievement data
- Principal evaluations
- Retention data
Cross-Component
Standard III: Organization, Roles & Resources

*MAAPP partners establish an organizational structure that governs an MAAPP and allocates personnel and resources to meet program goals.*

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<td>IIIa. Partners create an organizational structure for provision of responsibilities and resources that meet program goals.</td>
<td>IIIa. Partners implement, evaluate and revise the organizational structure for provision of shared responsibilities and resources that meet program goals.</td>
<td>IIIa. Partners systematically implement and refine an organizational structure for provision of shared responsibilities and resources that meet program goals.</td>
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**Possible Evidence:**
- Listing of names, roles, and task items
- Governing board meeting minutes/agendas
- Sign-in sheets reflecting attendance at meetings
- Memoranda of understanding
- Job descriptions
- Flow charts
- Resource allocations
- Organizational chart
Recruitment and Selection  
**Standard III: Organization, Roles & Resources**

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<td>a. Partners collaboratively create mechanisms for consistent communication among program stakeholders throughout the recruitment and selection process.</td>
<td>a. Partners implement, evaluate and revise the process for providing clear and consistent communication among program stakeholders throughout the recruitment and selection process.</td>
<td>a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the recruitment and selection process.</td>
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**Possible Evidence:**  
- Governing board meeting minutes/agendas  
- Mass communication (brochures, websites, emails)  
- Advertisements for open houses  
- Recruitment meetings  
- Recruitment process documents
Pre-Employment Training  
Standard III: Organization, Roles & Resources

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<td>a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the pre-employment training.</td>
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**Possible Evidence:**
- Documentation of action items and person responsible
- Governing board meeting minutes/agendas
- Memorandum of understanding
- Timeline for meetings
- Identification of members of governing board, addressed in memorandum of understanding
Internship
Standard III: Organization, Roles & Resources

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<td>a. Partners collaboratively create mechanisms for consistent communication among program stakeholders throughout the internship.</td>
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<td>b. Partners review a plan to train supervisors to provide an understanding of their responsibilities and program benchmarks.</td>
<td>b. Partners train supervisors to ensure a thorough understanding of their responsibilities and program benchmarks.</td>
<td>b. Partners review and refine the training of supervisors to ensure their thorough understanding of responsibilities and program benchmarks.</td>
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**Possible Evidence:**
Memorandum of understanding
Governing board meeting minutes/agendas
Credentials of supervisors
Placement information
Plan for selection and training of supervisors
Materials from supervisor training
Candidate feedback from supervisor training
Conferencing notes
Organizational chart with roles and responsibilities
**Residency**

**Standard III: Organization, Roles & Resources**

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|1| a. Partners create mechanisms for consistent communication among program stakeholders throughout the residency.  
b. Partners revisit a plan to train mentors to provide an understanding of their responsibilities and program benchmarks.  
c. Partners ensure that residents understand their responsibilities as employees of the LSS. | a. Partners implement, evaluate, and revise the process for providing clear and consistent communication among program stakeholders throughout the residency.  
b. Partners train mentors to ensure a thorough understanding of their responsibilities and program benchmarks.  
c. Partners provide information about the organizational structure of the LSS and support residents in meeting their responsibilities as employees. | a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the residency.  
b. Partners review and refine the training of mentors to ensure their thorough understanding of responsibilities and program benchmarks.  
c. Residents use the structure of the LSS to negotiate their roles as employees with support from providing partners. |

**Possible Evidence:**

- Memorandum of understanding
- Mentor logs
- Mentoring course documents
- Presentation to mentors on program objectives
- Candidate surveys on mentoring
- Copies of communication with principals, department chairs
- Resident teacher evaluation data
- Organizational mapping
- Budget
- Handbooks
- Job descriptions
- Roles and responsibilities checklist
- Meeting minutes
# Cross-Component
## Standard IV: Diversity & Equity

*MAAPP partners apply MD standards of diversity and equity in the recruitment, selection, and preparation of candidates to support equitable outcomes for diverse learners within the MAAPP and LSS.*

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IVa. Partners discuss MD standards of diversity and equity and ways to support equitable outcomes for diverse learners within the MAAPP and LSS.

IVa. Partners implement MD standards of diversity and equity to support equitable outcomes for diverse learners within the MAAPP and LSS.

IVa. Partners systematically refine implementation of MD standards of diversity and equity to support equitable outcomes for diverse learners within the MAAPP and LSS.

**Possible Evidence:**
- Alignment with Education that is Multicultural
- Plan for tracking diversity efforts
- Disaggregated data and analysis
- Non-discriminatory statement on program materials
**Recruitment and Selection**  
**Standard IV: Diversity & Equity**

MAAPP partners apply MD standards of diversity and equity in the recruitment, selection, and preparation of candidates to support equitable outcomes for diverse learners within the MAAPP and LSS.

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a. Partners revisit and strategize processes to recruit diverse candidates.  
a. Partners collect and analyze recruitment data to determine sources for diverse candidates.  
a. Partners use recruitment data to determine sources for diverse candidates and target recruitment efforts accordingly.  

**Possible Evidence:**  
Application process demonstrating fair and equitable screening  
Documentation of non-discriminatory statement on recruitment materials  
Interview questions (standardized)  
Analysis of applicant diversity  
Mass communications (web pages, recruitment advertisements, handouts and flyers)  
Analysis of recruitment pool  
Analysis of reasons candidates are not selected  
Strategy for monitoring equal access practices  
Strategy for monitoring the selection process  
Written statement of criteria  
Plan for monitoring the selection criteria  
Strategy for addressing inequities in candidate pool  
Governing board meeting minutes/agenda
### Pre-Employment Training

**Standard IV: Diversity & Equity**

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<td>a. Partners implement pre-employment training that promotes candidate understanding of diverse PreK-12 learners.</td>
<td>a. Partners evaluate pre-employment training to ensure that it promotes candidate understanding of diverse PreK-12 learners.</td>
<td>a. Partners refine pre-employment training to promote candidate understanding of diverse PreK-12 learners.</td>
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<td>b. Partners reexamine assessments to ensure candidate knowledge necessary to work with diverse learners.</td>
<td>b. Partners revise and implement assessments to ensure candidate knowledge necessary to work with diverse learners.</td>
<td>b. Partners refine pre-employment assessments to ensure that candidates demonstrate the knowledge necessary to work with diverse learners.</td>
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<td>c. Partners plan and implement methods of support for a diverse candidate population.</td>
<td>c. Partners evaluate pre-employment training to ensure support for a diverse candidate population.</td>
<td>c. Partners use disaggregated candidate data to refine pre-employment training to ensure support for a diverse candidate population.</td>
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**Possible Evidence:**

- Curriculum that is reflective of the diverse populations of partner schools/system(s)
- Case analysis of diversity
- Training materials
- Syllabi
- Performance assessments
- Candidate portfolio
- Reflections
- Lesson plans
- Governing board meeting minutes/agendas
**Internship**  
**Standard IV: Diversity & Equity**

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<td>a. Partners examine ways to provide a diverse population of interns with supported experiences working with diverse PreK-12 learners.</td>
<td>a. Partners create ways to provide a diverse population of interns with supported experiences working with diverse PreK-12 learners.</td>
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<td>b. Partners discuss ways to assess candidate knowledge of working with diverse learners.</td>
<td>b. Partners create ways to assess candidate knowledge of working with diverse learners.</td>
<td>b. Interns demonstrate the ability to successfully work with diverse learners.</td>
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**Possible Evidence:**
- Observation instrument/tool
- Intern lesson plans showing differentiation for diverse learners
- Supervisor assessments
- Supervisor training in assessing intern knowledge of diversity
- Meeting minutes and agendas
- List of experiences offered to interns to work with diverse learners
- Monitoring system to ensure that interns have diverse experiences (i.e., spreadsheet)
- Governing board meeting minutes/agendas
- Candidate portfolio
- Intern/mentor reflection journals/documents
Residency

Standard IV: Diversity & Equity

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<td>b. Partners create supports appropriate to a diverse resident population.</td>
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<td>c. Residents explore methods of differentiation.</td>
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<td>d. Partners develop opportunities through which residents can develop skill in working with diverse PreK-12 student, family, staff and community populations.</td>
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<td>b. Partners implement supports appropriate to a diverse resident population.</td>
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<td>c. Residents plan for differentiated instruction for diverse learners.</td>
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<td>d. Partners provide opportunities that enable residents to demonstrate skill in working with diverse PreK-12 student, family, staff and community populations.</td>
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<td>a. Partners refine ongoing training related to diversity and equity based on data and feedback.</td>
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<td>b. Partners refine supports appropriate to a diverse resident population.</td>
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<td>c. Residents demonstrate ability to differentiate instruction for diverse learners.</td>
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<td>d. Residents demonstrate skill in working with diverse PreK-12 student, family, staff and community populations.</td>
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**Possible Evidence:**

- Videos
- Observation notes
- Running records
- Agendas and minutes from professional development sessions
- Curriculum that includes differentiated instruction
- Candidate portfolios with sample lesson and unit plans
- Observation tools
- Mentor/administrator evaluations

- Simulations
- Course descriptions/syllabi/course materials
- Presentations
- Governing board meeting minutes/agendas
- Surveys to evaluate training
- Pre-post tests
- Photographs
- Communication log