

## ***Maryland Approved Alternative Preparation Programs (MAAPP) Standards of Practice***

*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.*

<b><u>Standards</u></b>	<b><u>Components</u></b>			
	<b>Recruitment &amp; Selection</b>	<b>Pre-Employment Training</b>	<b>Internship</b>	<b>Residency</b>
<b>I. Collaboration</b>  <i>MAAPP partners collaborate to implement the defined theoretical framework of the program.</i>	a. Partners use an ongoing collaborative process to refine criteria for candidate recruitment and selection based on PreK-12 instructional and staffing priorities.	a. 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. b. Partners develop and implement a collaborative process for revising pre-employment training to align with the internship and residency.	a. Partners use a systematic process for collaboratively implementing, evaluating, and refining standards-based training that is responsive to the needs of interns and the LSS. 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. c. Partners develop and implement a collaborative process for revising the internship to align with the pre-employment training and residency.	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.
<b>II. Accountability</b>  <i>MAAPP partners conduct standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.</i>	a. Partners systematically analyze candidate and program assessment data and feedback, making appropriate changes to recruitment and selection.	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.	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.	a. Partners systematically use performance data and other measures to determine resident readiness for residency completion. b. Partners systematically implement and refine a process for resident advisement, remediation and/or severance from the program. c. Partners systematically analyze formative and summative standards-based performance assessment data and feedback, making appropriate changes to the residency. d. Partners monitor teacher retention during the residency and beyond. e. Residents analyze student work and achievement data and use the results for instructional decision-making. f. Partners monitor resident impact on student achievement.
<b>III. Organization, Roles &amp; Resources</b>  <i>MAAPP partners establish an organizational structure that governs an MAAPP and allocates personnel and resources to meet</i>	a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the	a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the pre-employment training.	a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the internship. b. Partners review and refine the training of supervisors to ensure their thorough understanding of responsibilities and program benchmarks.	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

<i>program goals.</i>	recruitment and selection process.			from providing partners.
<p><b>IV. Diversity &amp; Equity</b></p> <p><i>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.</i></p>	<p>a. Partners use recruitment data to determine sources for diverse candidates and target recruitment efforts accordingly.</p>	<p>a. Partners refine pre-employment training to promote candidate understanding of diverse PreK-12 learners.</p> <p>b. Partners refine pre-employment assessments to ensure that candidates demonstrate the knowledge necessary to work with diverse learners.</p> <p>c. Partners use disaggregated candidate data to refine pre-employment training to ensure support for a diverse candidate population.</p>	<p>a. Partners provide a diverse population of interns with supported experiences working with diverse PreK-12 learners.</p> <p>b. Interns demonstrate the ability to successfully work with diverse learners.</p>	<p>a. Partners refine ongoing training related to diversity and equity based on data and feedback.</p> <p>b. Partners refine supports appropriate to a diverse resident population.</p> <p>c. Residents demonstrate ability to differentiate instruction for diverse learners.</p> <p>d. Residents demonstrate skill in working with diverse PreK-12 student, family, staff and community populations.</p>