

## **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.

**Cross-Component  
Standard I: Collaboration**

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

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
Ia. Partners revisit the theoretical framework and discuss ways to implement it.	Ia. Partners analyze program components and determine ways to more fully implement the theoretical framework.	Ia. Partners collaborate to implement the defined theoretical framework.

**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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
a. Partners reexamine the process for establishing criteria to recruit and select candidates.	a. Partners revise and implement processes that reflect a shared understanding of criteria for candidate recruitment and selection.	a. Partners use an ongoing collaborative process to refine criteria for candidate recruitment and selection based on PreK-12 instructional and staffing priorities.

**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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>a. 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.</p> <p>b. Partners reexamine pre-employment training for alignment with the internship and residency.</p>	<p>a. 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.</p> <p>b. Partners review, analyze and revise pre-employment training to align with the internship and residency.</p>	<p>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.</p> <p>b. Partners develop and implement a collaborative process for revising pre-employment training to align with the internship and residency.</p>

**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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>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.</p> <p>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..</p> <p>c. Partners reexamine the internship for alignment with pre-employment training and residency.</p>	<p>a. Partners revise and implement a collaborative process for implementing, evaluating and refining standards-based training that is responsive to the needs of interns and the LSS.</p> <p>b. Partners revise and implement a collaborative process for implementing, evaluating and refining standards-based supervision that is responsive to the needs of interns and the LSS.</p> <p>c. Partners review, analyze and revise the internship to align with the pre-employment training and residency.</p>	<p>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.</p> <p>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.</p> <p>c. Partners develop and implement a collaborative process for revising the internship to align with the pre-employment training and residency.</p>

**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**

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

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>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.</p> <p>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.</p> <p>c. Partners reexamine the residency for alignment with the pre-employment training and internship.</p>	<p>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.</p> <p>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.</p> <p>c. Partners review, analyze and revise the residency to align with pre-employment training and internship.</p>	<p>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.</p> <p>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.</p> <p>c. Partners develop and implement a collaborative process for revising and enhancing the residency to align with pre-employment training and internship.</p>

**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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
IIa. Partners develop a process for standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.	IIa. Partners implement and refine a process for standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.	IIa. Partners engage in a systematic process for standards-based program evaluation and refinement based on aggregated and disaggregated candidate and program data.

**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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
a. Partners collaborate to plan the implementation of assessments and feedback collection concerning recruitment and selection.	a. Partners collect, disaggregate and analyze candidate and program assessment data and feedback to determine appropriate changes to recruitment and selection.	a. Partners systematically analyze candidate and program assessment data and feedback, making appropriate changes to recruitment and selection.

**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**

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

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>a. Partners discuss a process for candidate advisement, remediation, and/or severance from program.</p> <p>b. Partners collaborate to plan the implementation of formative and summative standards-based performance assessments and feedback collection during the pre-employment training.</p>	<p>a. Partners implement and revise a process for candidate advisement, remediation, and/or severance from the program.</p> <p>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.</p>	<p>a. Partners systematically implement and refine a process for candidate advisement, remediation and/or severance from the program.</p> <p>b. Partners systematically analyze formative and summative standards-based performance assessment data and feedback, making appropriate changes to the pre-employment training.</p>

**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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>a. Partners plan assessments to measure intern performance.</p> <p>b. Partners discuss a process for intern advisement, remediation, and/or severance from the program.</p> <p>c. Partners collaborate to plan the implementation of formative and summative standards-based performance assessments and feedback collection during the internship.</p>	<p>a. Partners assess intern performance to determine readiness for residency.</p> <p>b. Partners implement and revise a process for intern advisement, remediation, and/or severance from the program.</p> <p>c. Partners collect, disaggregate and analyze formative and summative standards-based performance assessment data and feedback to determine appropriate changes to the internship.</p>	<p>a. Partners systematically use performance data and other measures to determine intern readiness for residency.</p> <p>b. Partners systematically implement and refine a process for intern advisement, remediation and/or severance from the program.</p> <p>c. Partners systematically analyze formative and summative standards-based performance assessment data and feedback to make appropriate changes to the internship.</p>

**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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>a. Partners plan assessments to measure resident performance.</p> <p>b. Partners discuss a process for resident advisement, remediation, and/or severance from the program.</p> <p>c. Partners collaborate to plan the implementation of formative and summative standards-based performance assessments and feedback collection during the residency.</p> <p>d. Partners examine ways to track teacher retention during the residency and beyond.</p> <p>e. Partners provide training to residents on data-driven instructional practices.</p>	<p>a. Partners assess resident performance to determine readiness for residency completion.</p> <p>b. Partners implement and revise a process for resident advisement, remediation, and/or severance from the program.</p> <p>c. Partners collect, disaggregate and analyze formative and summative standards-based performance assessment data and feedback to determine appropriate changes to the residency.</p> <p>d. Partners develop and implement processes to track teacher retention during the residency and beyond.</p> <p>e. Residents analyze student work and achievement data and discuss implications for their instruction.</p>	<p>a. Partners systematically use performance data and other measures to determine resident readiness for residency completion.</p> <p>b. Partners systematically implement and refine a process for resident advisement, remediation and/or severance from the program.</p> <p>c. Partners systematically analyze formative and summative standards-based performance assessment data and feedback, making appropriate changes to the residency.</p> <p>d. Partners monitor teacher retention during the residency and beyond.</p> <p>e. Residents analyze student work and achievement data and use the results for instructional decision-making.</p>

f. Partners discuss ways to examine resident impact on student achievement.	f. Partners develop and implement processes to examine resident impact on student achievement.	f. Partners monitor resident impact on student achievement.
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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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
IIIa. Partners create an organizational structure for provision of responsibilities and resources that meet program goals.	IIIa. Partners implement, evaluate and revise the organizational structure for provision of shared responsibilities and resources that meet program goals.	IIIa. Partners systematically implement and refine an organizational structure for provision of shared responsibilities and resources that meet program goals.

**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**

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

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
a. Partners collaboratively create mechanisms for consistent communication among program stakeholders throughout the recruitment and selection process.	a. Partners implement, evaluate and revise the process for providing clear and consistent communication among program stakeholders throughout the recruitment and selection process.	a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the recruitment and selection process.

**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**

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

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
a. Partners collaboratively create mechanisms for consistent communication among program stakeholders throughout the pre-employment training.	a. Partners implement, evaluate and revise the process 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 pre-employment training.

**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**

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

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>a. Partners collaboratively create mechanisms for consistent communication among program stakeholders throughout the internship.</p> <p>b. Partners review a plan to train supervisors to provide an understanding of their responsibilities and program benchmarks.</p>	<p>a. Partners implement, evaluate, and revise the process for providing clear and consistent communication among program stakeholders throughout the internship.</p> <p>b. Partners train supervisors to ensure a thorough understanding of their responsibilities and program benchmarks.</p>	<p>a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the internship.</p> <p>b. Partners review and refine the training of supervisors to ensure their thorough understanding of responsibilities and program benchmarks.</p>

**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**

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

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>a. Partners create mechanisms for consistent communication among program stakeholders throughout the residency.</p> <p>b. Partners revisit a plan to train mentors to provide an understanding of their responsibilities and program benchmarks.</p> <p>c. Partners ensure that residents understand their responsibilities as employees of the LSS.</p>	<p>a. Partners implement evaluate, and revise the process for providing clear and consistent communication among program stakeholders throughout the residency.</p> <p>b. Partners train mentors to ensure a thorough understanding of their responsibilities and program benchmarks.</p> <p>c. Partners provide information about the organizational structure of the LSS and support residents in meeting their responsibilities as employees.</p>	<p>a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the residency.</p> <p>b. Partners review and refine the training of mentors to ensure their thorough understanding of responsibilities and program benchmarks.</p> <p>c. Residents use the structure of the LSS to negotiate their roles as employees with support from providing partners.</p>

**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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
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**

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<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
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**

*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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>a. Partners implement pre-employment training that promotes candidate understanding of diverse PreK-12 learners.</p> <p>b. Partners reexamine assessments to ensure candidate knowledge necessary to work with diverse learners.</p> <p>c. Partners plan and implement methods of support for a diverse candidate population.</p>	<p>a. Partners evaluate pre-employment training to ensure that it promotes candidate understanding of diverse PreK-12 learners.</p> <p>b. Partners revise and implement assessments to ensure candidate knowledge necessary to work with diverse learners.</p> <p>c. Partners evaluate pre-employment training to ensure support for a diverse candidate population.</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>

**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**

*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.*

<b>1</b>	<b>2</b>	<b>3</b>
<i>Shows 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.</i>	<i>Shows 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.</i>	<i>Shows 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.</i>
<p>a. Partners examine ways to provide a diverse population of interns with supported experiences working with diverse PreK-12 learners.</p> <p>b. Partners discuss ways to assess candidate knowledge of working with diverse learners.</p>	<p>a. Partners create ways to provide a diverse population of interns with supported experiences working with diverse PreK-12 learners.</p> <p>b. Partners create ways to assess candidate knowledge of working with diverse learners.</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>

**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**

*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.*

<p style="text-align: center;"><b>1</b></p> <p><i>Shows 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.</i></p>	<p style="text-align: center;"><b>2</b></p> <p><i>Shows 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.</i></p>	<p style="text-align: center;"><b>3</b></p> <p><i>Shows 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.</i></p>
<p>a. Partners create options for ongoing training related to diversity and equity.</p> <p>b. Partners create supports appropriate to a diverse resident population.</p> <p>c. Residents explore methods of differentiation.</p> <p>d. Partners develop opportunities through which residents can develop skill in working with diverse PreK-12 student, family, staff and community populations.</p>	<p>a. Partners implement and evaluate ongoing training related to diversity and equity.</p> <p>b. Partners implement supports appropriate to a diverse resident population.</p> <p>c. Residents plan for differentiated instruction for diverse learners.</p> <p>d. Partners provide opportunities that enable residents to demonstrate skill in working with diverse PreK-12 student, family, staff and community populations.</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>

**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