

Maryland Approved Alternative Preparation Programs (MAAPP) Standards of Practice

Partners implement MAAPPs (in accordance with COMAR, MSDE policy, national or state-approved standards for beginning teachers, professional content standards, MD PreK-12 priorities, and the following standards of practice, indicators, and developmental guidelines) in order to recruit, select, train, develop, and retain teachers for MD public schools and ultimately impact PreK-12 student achievement and learning.

Standards	Components			
	Recruitment & Selection	Pre-Employment Training	Internship	Residency
<p>I. Learning Community</p> <p><i>The MAAPP creates a community that supports the distinct learning needs of stakeholders.</i></p>	<p>a. Partners systematically review changing PreK-12 instructional priorities and adapt recruitment and selection criteria accordingly.</p>	<p>a. Partners develop and implement a continual process for revising pre-employment training to align with the internship and residency. b. Partners implement and refine standards-based pre-employment training responsive to needs of candidates and the LSS. c. Partners develop and implement a continual process for ensuring that pre-employment training adequately prepares candidates for classroom teaching. d. Candidates and instructors use reflection as a learning tool in pre-employment training.</p>	<p>a. Partners develop and implement a continual process for revising the internship to align with the pre-employment training and residency. b. Partners regularly review intern experience and classroom performance and implement changes to meet the needs of the learning community. c. Partners place interns in appropriate classroom(s) with certified supervisor(s) who provide documented daily feedback. d. Interns and supervisors use reflection as a learning tool in the internship.</p>	<p>a. Partners develop and implement a continual process for revising and enhancing the residency to align with pre-employment training and internship. b. Partners develop and implement a continual process for revising and enhancing standards-based professional development that reflects the needs of the learning community. c. Residents engage as full members of the school faculty. d. Residents, mentors and instructors integrate reflection as a learning tool in their practice.</p>
<p>II. Collaboration</p> <p><i>MAAPP partners collaborate to implement the defined theoretical framework and facilitate continual program improvement.</i></p>	<p>a. Partners use an ongoing collaborative process to refine criteria for candidate identification and selection.</p>	<p>a. Partners use a systematic process for collaboratively implementing, evaluating, and refining needs-based training for candidates.</p>	<p>a. Partners use a systematic process for collaboratively implementing, evaluating, and refining needs-based training for interns. b. Partners use an ongoing collaborative process for designing, implementing, evaluating, and refining needs-based supervision.</p>	<p>a. Partners use a systematic process for collaboratively designing, implementing, evaluating, and refining needs-based training for residents. b. Partners use an ongoing collaborative process for designing, implementing, evaluating, and refining needs-based mentoring.</p>
<p>III. Accountability</p> <p><i>MAAPP partners evaluate candidate and program performance according to standards.</i></p>	<p>a. Partners systematically analyze assessment data and feedback, making appropriate changes to recruitment and selection.</p>	<p>a. Partners systematically review and analyze candidate assessment data from pre-employment training to determine candidate knowledge. b. Partners systematically implement and refine a process for candidate 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 pre-employment training.</p>	<p>a. Partners systematically use performance data 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.</p>	<p>a. Partners engage in an ongoing, systematic process of establishing, monitoring, and refining residency goals. b. Partners systematically use performance data and other measures to determine resident readiness for residency completion. c. Partners systematically implement and refine a process for intern advisement, remediation and/or severance from the program. d. Partners systematically analyze formative and summative standards-based performance assessment data and feedback, making appropriate changes to the residency.</p>

				e. Partners monitor teacher retention and resident impact on student achievement.
<p>IV. Organization, Roles & Resources</p> <p><i>MAAPP partners establish an organizational structure that governs an MAAPP, allocates resources to meet program goals, and oversees continuous improvement.</i></p>	a. Partners systematically implement and refine mechanisms 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 pre-employment training.	a. Partners systematically implement and refine mechanisms for providing clear and consistent communication among program stakeholders throughout the internship. b. Partners systematically identify and select appropriate certified supervisors. c. 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 systematically identify and select appropriate mentors. c. Partners review and refine the training of mentors to ensure their thorough understanding of responsibilities and program benchmarks.
<p>V. Diversity & Equity</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>	a. Partners provide equal access to the MAAPP according to MD standards of diversity and equity. b. Partners use recruitment data to determine sources for diverse candidates and target recruitment efforts accordingly.	a. Partners refine pre-employment training to promote candidate understanding of diverse PreK-12 learners. b. Partners refine pre-employment assessments to ensure that candidates demonstrate the knowledge necessary to work with diverse learners. c. Partners use data to refine pre-employment training that ensures supports appropriate for a diverse candidate population.	a. Partners provide a diverse population of interns with supported experiences working with diverse PreK-12 learners. b. Interns demonstrate the ability to successfully work with diverse learners.	a. Partners refine ongoing training related to diversity and equity based on evaluation data. b. Partners refine supports appropriate to a diverse resident population. c. Residents demonstrate ability to differentiate instruction for diverse learners. d. Residents demonstrate skill in working with diverse PreK-12 student, family, staff and community populations.