

Developmental Guidelines for Maryland Approved Alternative Preparation Programs

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.

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 of the self-study for ongoing goal-setting for program improvement. Because the pre-conditions are aligned with the MAAPP Standards of Practice and Developmental Guidelines, programs should find that they are well on their way to demonstrating progress toward standards.

In addition, the MAAPP Standards of Practice and Developmental Guidelines will be used for program review. Programs will be reviewed in a cyclical process by state teams who will determine eligibility for continuing approval. State teams will be instructed to look for evidence that programs are meeting the MAAPP standards and guidelines.

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. Programs are encouraged to use the third column as a target, realizing that it may take years for a program to achieve this level.

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.

Standard I: Learning Community

The MAAPP creates a community that supports the distinct learning needs of stakeholders.

<p style="text-align: center;">1</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;">2</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;">3</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>Ia. Partners engage in community-building activities and determine ways to assess the learning needs of stakeholders.</p>	<p>Ia. Partners develop common language related to teacher preparation and assess the learning needs of stakeholders.</p>	<p>Ia. Partners create a community that supports the distinct learning needs of stakeholders.</p>

Possible Evidence:

- LSS PreK-12 hiring/staffing needs-assessments
- Community-building activities
- Selection tools (rubrics, lists of selection criteria, etc.)
- Communication (newsletters, discussion boards, etc.)

**Standard I: Learning Community
Component: Recruitment and Selection**

The MAAPP creates a community that supports the distinct learning needs of stakeholders.

1	2	3
<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 PreK-12 instructional priorities to be included in the criteria for the recruitment and selection of candidates.	a. Partners collaboratively revise and implement recruitment and selection criteria that reflect PreK-12 instructional priorities.	a. Partners systematically review changing PreK-12 instructional priorities and adapt recruitment and selection criteria accordingly.

Possible Evidence:

- LSS preK-12 hiring/staffing needs assessment
- Governing board meeting minutes/agendas
- Selection tools (interview questions, ranking scales, etc.)
- Schedules and timelines (advertising, application deadlines, etc.)
- Record of passing scores on certification assessments if required for program entry
- Documents indicating roles/responsibilities (agendas, meeting minutes, action steps, transmittal documents, etc.)
- Recruitment email
- Mass communications (media, brochures, listserves/webpages, notice of job fairs, handouts, brochures)
- Course/transcript review
- Bulletin boards, newsletters
- Documentation of candidates who were NOT accepted

**Standard I: Learning Community
Component: Pre-Employment Training**

The MAAPP creates a community that supports the distinct learning needs of stakeholders.

1	2	3
<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><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><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 reexamine pre-employment training for alignment with the internship and residency.</p> <p>b. Partners revisit the plan for pre-employment training that meets program standards and supports candidate and LSS needs.</p> <p>c. Partners reexamine pre-employment training to ensure that it adequately prepares candidates for classroom teaching.</p> <p>d. Partners create and support opportunities for candidates to use reflection as a learning tool in the pre-employment training.</p>	<p>a. Partners review, analyze and revise pre-employment training to align with the internship and residency.</p> <p>b. Partners develop a process to review and analyze pre-employment training to determine the extent to which it meets program standards and supports candidate and LSS needs.</p> <p>c. Partners review, analyze and revise pre-employment training to ensure that it adequately prepares candidates for classroom teaching.</p> <p>d. Partners create and support opportunities for candidates and instructors to use reflection as a learning tool in the pre-employment training.</p>	<p>a. Partners develop and implement a continual process for revising pre-employment training to align with the internship and residency.</p> <p>b. Partners implement and refine standards-based pre-employment training responsive to needs of candidates and the LSS.</p> <p>c. Partners develop and implement a continual process for ensuring that pre-employment training adequately prepares candidates for classroom teaching.</p> <p>d. Candidates and instructors use reflection as a learning tool in pre-employment training.</p>

Possible Evidence:

Syllabus/revisions

Evaluations of candidates

Agendas

Minutes

Needs assessments

Calendar

Surveys of candidates, teaching faculty, supervisors

Assignments that are aligned with LSS needs and requirements

Candidate portfolio

Feedback

Alignment charts

Transcripts

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**Standard I: Learning Community
Component: Internship**

The MAAPP creates a community that supports the distinct learning needs of stakeholders.

1	2	3
<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><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><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 reexamine the internship for alignment with pre-employment training and residency.</p> <p>b. Partners reexamine the details of the internship and prepare to collect data.</p> <p>c. Partners place interns in appropriate classroom(s) with certified supervisor(s) who provide documented daily feedback.</p> <p>d. Partners create support and opportunities for interns to use reflection as a learning tool in the internship.</p>	<p>a. Partners review, analyze and revise the internship to align with the pre-employment training and residency.</p> <p>b. Partners collect data on intern experience and classroom performance and review the results.</p> <p>c. Partners place interns in appropriate classroom(s) with certified supervisor(s) who provide documented daily feedback.</p> <p>d. Partners create and support opportunities for interns and supervisors to use reflection as a learning tool in the internship.</p>	<p>a. Partners develop and implement a continual process for revising the internship to align with the pre-employment training and residency.</p> <p>b. Partners regularly review intern experience and classroom performance and implement changes to meet the needs of the learning community.</p> <p>c. Partners place interns in appropriate classroom(s) with certified supervisor(s) who provide documented daily feedback.</p> <p>d. Interns and supervisors use reflection as a learning tool in the internship.</p>

Possible Evidence:

- Job descriptions
- Interviews and surveys
- Resumes of supervisors
- Observations
- Supervisor notes

Supervisor's teaching certificate

Documents for supervisor

Examples of daily feedback between supervisors and interns (reflection logs, observations, mentoring logs)

Examples of internship changes (e-mails, meeting minutes)

Professional development plans for interns

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**Standard I: Learning Community
Component: Residency**

The MAAPP creates a community that supports the distinct learning needs of stakeholders.

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<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><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><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 reexamine the residency for alignment with the pre-employment training and internship.</p> <p>b. Partners create and implement standards-based professional development.</p> <p>c. Partners revisit ways to involve residents with the school faculty.</p> <p>d. Partners create support and opportunities for residents to use reflection as a learning tool in the residency.</p>	<p>a. Partners review, analyze and revise the residency to align with pre-employment training and internship.</p> <p>b. Partners review, analyze and revise standards-based professional development according to documented candidate needs.</p> <p>c. Partners provide ongoing opportunities for residents to participate with the school faculty.</p> <p>d. Partners create and support opportunities for residents, mentors and instructors to use reflection as a learning tool in the residency.</p>	<p>a. Partners develop and implement a continual process for revising and enhancing the residency to align with pre-employment training and internship.</p> <p>b. Partners develop and implement a continual process for revising and enhancing standards-based professional development that reflects the needs of the learning community.</p> <p>c. Residents engage as full members of the school faculty.</p> <p>d. Residents, mentors and instructors integrate reflection as a learning tool in their practice.</p>

Possible Evidence:

- Principal evaluation and documentation
- Alignment of placement content area with internship
- Candidate portfolio

Record of sessions with mentors
Seminars
Written journal reflections/discussion board
End of year surveys
Plan for program offerings
Professional development plan
Agendas
Minutes of professional development
Evaluation of professional development
Ongoing yearly professional development plan/calendars
Revisions to professional development
Classroom observation data
Workshop agendas/ presentations /materials
Professional development planning guide
Log of opportunities provided to engage residents with the school faculty
Log of activities in which residents have engaged
School improvement team minutes
Annotated lesson plans
Anecdotal records

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Standard II: Collaboration

MAAPP partners collaborate to implement the defined theoretical framework and facilitate continual program improvement.

<p style="text-align: center;">1</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;">2</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;">3</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>IIa. Partners revisit the theoretical framework and discuss ways to implement it.</p> <p>IIb. Partners focus their collaboration on implementation of and reflection on program components.</p>	<p>IIa. Partners analyze program components and determine ways to more fully implement the theoretical framework.</p> <p>IIb. Partners focus their collaboration on analysis of program components.</p>	<p>IIa. Partners collaborate to implement the defined theoretical framework.</p> <p>IIb. Partners focus their collaboration on continual program improvement.</p>

Possible Evidence:

- Theoretical framework
- Mapping of theoretical framework to program elements
- Strategic planning documents
- Program data and analysis
- Meeting minutes
- Agendas

**Standard II: Collaboration
Component: Recruitment and Selection**

MAAPP partners collaborate to implement the defined theoretical framework and facilitate continual program improvement.

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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 reexamine the process for establishing criteria to identify and select candidates.	a. Partners revise and implement processes that reflect a shared understanding of criteria for candidate identification and selection.	a. Partners use an ongoing collaborative process to refine criteria for candidate identification and selection based on the performance of past candidates and their success with PreK-12 students.

Possible Evidence:

- 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
- Principal evaluations
- Student achievement data
- Candidate competencies
- Memorandum of understanding
- Application and hiring data
- Recruitment fair schedules

**Standard II: Collaboration
Component: Pre-Employment Training**

MAAPP partners collaborate to implement the defined theoretical framework and facilitate continual program improvement.

1	2	3
<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 establish a collaborative process for designing, implementing, evaluating, and refining needs-based training for candidates.	a. Partners revise and implement a collaborative process for implementing, evaluating and refining needs-based training for candidates.	a. Partners use a systematic process for collaboratively implementing, evaluating, and refining needs-based training for candidates.

Possible Evidence:

- Surveys
- Assignments
- Planning guides
- Meeting notes
- Syllabi and assignments
- Process documents
- Budget documents
- Calendar and timelines
- Meeting schedule
- Electronic communication

**Standard II: Collaboration
Component: Internship**

MAAPP partners collaborate to implement the defined theoretical framework and facilitate continual program improvement.

<p style="text-align: center;">1</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;">2</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;">3</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 establish a collaborative process for designing, implementing, evaluating, and refining needs-based training for interns.</p> <p>b. Partners create a collaborative process for designing, implementing, evaluating and refining needs-based supervision.</p>	<p>a. Partners revise and implement a collaborative process for implementing, evaluating and refining needs-based training for interns.</p> <p>b. Partners implement a collaborative process for designing, implementing, evaluating and refining needs-based supervision.</p>	<p>a. Partners use a systematic process for collaboratively implementing, evaluating, and refining needs-based training for interns.</p> <p>b. Partners use an ongoing collaborative process for designing, implementing, evaluating, and refining needs-based supervision.</p>

Possible Evidence:

- Documented partner visitations
- Electronic communication
- Grades
- 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
- Budget documents
- Supervisor evaluations (by program, by candidate)

**Standard II: Collaboration
Component: Residency**

MAAPP partners collaborate to implement the defined theoretical framework and facilitate continual program improvement.

<p style="text-align: center;">1</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;">2</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;">3</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 establish a collaborative process for designing, implementing, evaluating, and refining needs-based training for residents.</p> <p>b. Partners create a collaborative process for designing, implementing, evaluating and refining needs-based mentoring.</p>	<p>a. Partners revise and implement a collaborative process for designing, implementing, evaluating and refining needs-based training for residents.</p> <p>b. Partners implement a collaborative process for designing, implementing, evaluating and refining needs-based mentoring.</p>	<p>a. Partners use a systematic process for collaboratively designing, implementing, evaluating, and refining needs-based training for residents.</p> <p>b. Partners use an ongoing collaborative process for designing, implementing, evaluating, and refining needs-based mentoring.</p>

Possible Evidence:

- Record of sessions (mentoring, coursework)
- Communication records between partners
- Principal evaluation/documentation
- Log of mentor visits and support
- Candidate and mentor surveys
- Training materials
- Meeting minutes/agendas
- Documentation of membership on committees
- Standards-based lesson plans
- Budget documents
- Action research documents
- Mentor evaluations (by program, by candidates)

Standard III: Accountability

MAAPP partners evaluate candidate and program performance according to standards.

<p style="text-align: center;">1</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;">2</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;">3</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>IIIa. Partners implement the MAAPP in accordance with COMAR, MSDE policy, national or state-approved standards for beginning teachers, professional content standards, and MD PreK-12 priorities.</p> <p>IIIb. Partners develop a process for standards-based evaluation and refinement of the program.</p>	<p>IIIa. Partners implement the MAAPP in accordance with COMAR, MSDE policy, national or state-approved standards for beginning teachers, professional content standards, and MD PreK-12 priorities.</p> <p>IIIb. Partners implement and refine a process for standards-based evaluation and refinement of the program.</p>	<p>IIIa. Partners implement the MAAPP in accordance with COMAR, MSDE policy, national or state-approved standards for beginning teachers, professional content standards, and MD PreK-12 priorities.</p> <p>IIIb. Partners engage in a systematic process for standards-based evaluation and refinement of the program.</p>

Possible Evidence:

- Copies of approval letters
- Matrix indicating where standards are assessed in the program
- Candidate portfolios
- Assessments
- Individual candidate folders
- Reporting documents
- Observations
- Evaluation plan
- Documentation of compliance with COMAR

**Standard III: Accountability
Component: Recruitment and Selection**

MAAPP partners evaluate candidate and program performance according to standards.

1	2	3
<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 assessment data and feedback to determine appropriate changes to recruitment and selection.	a. Partners systematically analyze 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

**Standard III: Accountability
Component: Pre-Employment Training**

MAAPP partners evaluate candidate and program performance according to standards.

1	2	3
<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 revisit the process for assessing candidate knowledge from pre-employment training.</p> <p>b. Partners discuss a process for candidate advisement, remediation, and/or severance from program.</p> <p>c. 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 revise and implement a process for assessing candidate knowledge from pre-employment training.</p> <p>b. Partners implement and revise a process for candidate 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 pre-employment training.</p>	<p>a. Partners systematically review and analyze candidate assessment data from pre-employment training to determine candidate knowledge.</p> <p>b. Partners systematically implement and refine a process for candidate 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 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

Verification forms for RTC

Documents verifying completion of pre-employment training

Observational data across time including those who have advanced from RTC to SPC

Assessments

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**Standard III: Accountability
Component: Internship**

MAAPP partners evaluate candidate and program performance according to standards.

1	2	3
<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 for addressing supervisor/intern difficulties
- Candidate agreements/contracts
- Newsletters
- Process and strategies for counseling interns who encounter difficulty
- Electronic communications

**Standard III: Accountability
Component: Residency**

MAAPP partners evaluate candidate and program performance according to standards.

1	2	3
<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><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><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 develop a system for establishing residency goals.</p> <p>b. Partners plan assessments to measure resident performance.</p> <p>c. Partners discuss a process for resident advisement, remediation, and/or severance from the program.</p> <p>d. Partners collaborate to plan the implementation of formative and summative standards-based performance assessments and feedback collection during the residency.</p> <p>e1. Partners examine ways to track teacher retention during the residency and beyond.</p>	<p>a. Partners implement, evaluate, and refine a system for establishing and monitoring residency goals.</p> <p>b. Partners assess resident performance to determine readiness for residency completion.</p> <p>c. Partners implement and revise a process for resident advisement, remediation, and/or severance from the program.</p> <p>d. Partners collect, disaggregate and analyze formative and summative standards-based performance assessment data and feedback to determine appropriate changes to the residency.</p> <p>e1. Partners develop and implement processes to track teacher retention during the residency and beyond.</p>	<p>a. Partners engage in an ongoing, systematic process of establishing, monitoring, and refining residency goals.</p> <p>b. Partners systematically use performance data and other measures to determine resident readiness for residency completion.</p> <p>c. Partners systematically implement and refine a process for resident advisement, remediation and/or severance from the program.</p> <p>d. Partners systematically analyze formative and summative standards-based performance assessment data and feedback, making appropriate changes to the residency.</p> <p>e1. Partners monitor teacher retention during the residency and beyond.</p>

e2. Partners discuss ways to examine resident impact on student achievement.	e2. Partners develop and implement processes to examine resident impact on student achievement.	e2. 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
- Out-placement records
- Documentation for removal from program
- Action research
- Student achievement data
- Principal evaluations

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Standard IV: Organization, Roles & Resources

MAAPP partners establish an organizational structure that governs an MAAPP, allocates resources to meet program goals, and oversees continuous improvement.

<p style="text-align: center;">1</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;">2</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;">3</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>IVa. A governing board made up of representative stakeholders provides leadership in developing a plan for continuous improvement of recruitment and selection.</p> <p>IVb. Partners create an organizational structure for provision of responsibilities and resources that meet program goals.</p>	<p>IVa. A governing board made up of representative stakeholders provides leadership in implementing and revising a plan for continuous improvement of recruitment and selection.</p> <p>IVb. Partners implement, evaluate and revise the organizational structure for provision of shared responsibilities and resources that meet program goals.</p>	<p>IVa. A governing board made up of representative stakeholders provides leadership and oversees continuous improvement of recruitment and selection.</p> <p>IVb. Partners systematically implement and refine an organizational structure for provision of shared responsibilities and resources that meet program goals.</p>

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

Standard IV: Organization, Roles & Resources
Component: Recruitment and Selection

MAAPP partners establish an organizational structure that governs an MAAPP, allocates resources to meet program goals, and oversees continuous improvement.

1	2	3
<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
- Meeting next steps/outcomes
- Recruitment process documents
- Ongoing data on recruitment and selection

Standard IV: Organization, Roles & Resources
Component: Pre-Employment Training

MAAPP partners establish an organizational structure that governs an MAAPP, allocates resources to meet program goals, and oversees continuous improvement.

1	2	3
<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:

- Planning meetings: meeting agenda, minutes, handouts provided by each partner
- 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
- Analysis of data to demonstrate candidate progress
- Documentation of resource allocations (budgets, minutes, reports, communication)

**Standard IV: Organization, Roles & Resources
Component: Internship**

MAAPP partners establish an organizational structure that governs an MAAPP, allocates resources to meet program goals, and oversees continuous improvement.

<p align="center">1</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 align="center">2</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 align="center">3</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 collaboratively create mechanisms for consistent communication among program stakeholders throughout the internship.</p> <p>b. Partners reexamine criteria for the identification and selection of appropriate certified supervisors.</p> <p>c. Partners revisit 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 revise interview and selection processes to reflect a shared understanding of criteria for the identification and selection of appropriate certified supervisors.</p> <p>c. 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 systematically identify and select appropriate certified supervisors.</p> <p>c. 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
- Reports that reflect program improvement and sustainability
- Debriefing of candidates
- Exit interviews
- 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 listed

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Standard IV: Organization, Roles & Resources
Component: Residency

MAAPP partners establish an organizational structure that governs an MAAPP, allocates resources to meet program goals, and oversees continuous improvement.

1	2	3
<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 reexamine criteria for the identification and selection of appropriate mentors.</p> <p>c. Partners revisit a plan to train mentors 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 residency.</p> <p>b. Partners revise interview and selection processes to reflect a shared understanding of criteria for the identification and selection of appropriate mentors.</p> <p>c. Partners train mentors 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 residency.</p> <p>b. Partners systematically identify and select appropriate mentors.</p> <p>c. Partners review and refine the training of mentors to ensure their thorough understanding of responsibilities and program benchmarks.</p>

Possible Evidence:

- Memorandum of understanding
- Mentor logs
- Mentoring course documents
- Presentation to mentors on program objectives
- Enrollment guide/orientation folder
- Exit conferences and candidate data to inform program
- Candidate surveys on mentoring

Copies of communication with principals, department chairs
Resident teacher evaluations
Plan for selection and training of supervisors, materials from training, list of candidates
Organizational mapping
Budget
Handbooks
Job descriptions
Roles and responsibilities checklist
Meeting minutes

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Standard V: 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;">1</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;">2</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;">3</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>Va. Partners apply MD standards of diversity and equity to support equitable outcomes for diverse learners within the MAAPP and LSS.</p>	<p>Va. Partners apply MD standards of diversity and equity to support equitable outcomes for diverse learners within the MAAPP and LSS.</p>	<p>Va. Partners apply MD standards of diversity and equity to support equitable outcomes for diverse learners within the MAAPP and LSS.</p>

Possible Evidence:

- Alignment with Education that is Multicultural
- Plan for tracking diversity efforts
- Disaggregated data and analysis
- Non-discriminatory statement on program materials

Standard V: Diversity & Equity
Component: Recruitment and Selection

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.

1	2	3
<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 provide equal access to the MAAPP according to MD standards of diversity and equity.</p> <p>b. Partners revisit and strategize processes to recruit diverse candidates.</p>	<p>a. Partners provide equal access to the MAAPP according to MD standards of diversity and equity.</p> <p>b. Partners collect and analyze recruitment data to determine sources for diverse candidates.</p>	<p>a. Partners provide equal access to the MAAPP according to MD standards of diversity and equity.</p> <p>b. Partners use recruitment data to determine sources for diverse candidates and target recruitment efforts accordingly.</p>

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
- Interview questions and application include candidate dispositions and experience with diverse populations
- Written statement of criteria
- Plan for monitoring the selection criteria
- Strategy for addressing inequities in candidate pool
- Governing board meeting minutes/agenda

Standard V: Diversity & Equity
Component: Pre-Employment Training

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.

1	2	3
<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 implement supports appropriate 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 supports appropriate 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 data to refine pre-employment training that ensures supports appropriate 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/training materials
- Performance assessments
- Candidate portfolio
- Reflections

Lesson plans – work samples

Meeting agendas and minutes that reflect discussion among partners concerning curriculum and course offerings

Governing board meeting minutes/agendas

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**Standard V: Diversity & Equity
Component: Internship**

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.

1	2	3
<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)
- Monitoring forms/strategies
- Governing board meeting minutes/agendas
- Candidate portfolio
- Intern/mentor reflection journals/documents

Standard V: Diversity & Equity
Component: Residency

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 align="center">1</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 align="center">2</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 align="center">3</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 evaluation data.</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
- Interviews with students
- Agendas and minutes from professional development sessions and meetings
- Curriculum that includes differentiated instruction

Candidate portfolios with sample lesson and unit plans
Observation tools
Mentor/administrator evaluations
Simulations
Parent conferences
Attendance at school/parent activities
Course descriptions/syllabi/course materials
Differentiated lesson plans
Presentations
Governing board meeting minutes/agendas
Surveys to evaluate training
Pre- post tests
Photographs
Communication logs

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