

Dimension: Design Component: Support	A: Program Name: <input type="text"/>		B: Select a Stage
Stage 1	Stage 2	Stage 3	Stage 4
Developing Program, Identifying Resources and Personnel	Implementing Program Procedures, Policies, and Collaboration	Analyzing Program Policies and Procedures	Advancing Program Sustainability and Continuous Improvement
<ol style="list-style-type: none"> Local, state, and national requirements and standards are investigated. Plans for program support delivery are in formative states. 	<ol style="list-style-type: none"> Plans are implemented that connect support processes and procedures to regulations and standards. The preparation program design identifies resources of people, money and time to support mentor and teacher-candidate collaboration. Appropriate training is provided for personnel who support teacher-candidates. 	<ol style="list-style-type: none"> Procedures are in place to ensure systematic assessment and evaluation of the link between teacher-candidate support and standards for growth as a teaching professional. In collaboration with partners, the program design for teacher-candidate support is systematically assessed and modified to ensure that teacher-candidates' diverse needs for instructional, professional, and personal support are fully met with equity and fidelity to program goals. 	<ol style="list-style-type: none"> Program design affords opportunities for all staff, partners, and stakeholders to review teacher-candidate support data, policies and procedures and to make program modifications for continuous improvement. Teacher-candidate reflections on teaching practices, student learning, classroom management, and professional growth are systematically reviewed to inform program modifications to improve teacher skills and increase student learning.

C. The following section is the space to write your rationale that your evidence supports.