| Sponsoring Organization |  |
| --- | --- |

| **Required Documents in this Domain:** |
| --- |
| * **Organizational charts for:**   + **Sponsoring Organization – at large**   + **Sponsoring Organization – educator preparation unit** (with faculty/staff names) * **Copy of last three annual budgets for the educator preparation unit, including the most recent** * **Memorandum of Understanding(s) for all alternate delivery model programs** (e.g. satellite/hybrid/online) * **List of faculty and staff** (use ESE-provided [template](http://www.doe.mass.edu/edprep/review/toolkit/template-list-faculty-staff.xlsx)) |

*Note: Quantitative data (charts/graphs) do not count towards word limits throughout this worksheet.*

| **ORG 1: Organization demonstrates sufficient capacity and authority to effectively support and sustain effective educator preparation programs.** | | | |
| --- | --- | --- | --- |
| **Prompt 1a:** Explain how the organizational structure provides the necessary capacity and decision-making authority to carry out responsibilities to support and sustain effective preparation programs. | | | 300 words |
|  | | | |
| **Prompt 1b:** Aside from preparation for formal review, provide 2-3 examples of decisions of educator preparation leadership has made in the last few months and the impact that has had on educator preparation at your organization. | | | 300 words |
| Decision Made | Rationale for Decision | [Impact](http://www.doe.mass.edu/edprep/review/toolkit/impact-advisory-evidence.docx) of Decision | |
|  |  |  | |
|  |  |  | |
|  |  |  | |

| **ORG 2: Systems/structures support collaboration within departments and across disciplines and improve candidate preparation.** | |
| --- | --- |
| **Prompt 2a:** Describe the systems/structures that support collaboration within departments and across disciplines at your organization that improve candidate preparation. | 250 words |
|  | |
| **Prompt 2b:** Provide [evidence](http://www.doe.mass.edu/edprep/review/toolkit/impact-advisory-evidence.docx) for 1-2 examples to demonstrate that these systems/structures for collaboration have contributed to improved preparation of your candidates. | 400 words |
|  | |

| **ORG 3: Budgets support ongoing educator preparation program sustainability and allocate resources according to the Sponsoring Organization’s goals.** | |
| --- | --- |
| **Prompt 3a:** Explain how the budget supports ongoing program sustainability and provide examples to demonstrate how it allocates resources according to organization goals. | 300 words |
|  | |
| **Prompt 3b:** In terms of resources (e.g., technology, faculty, funding, etc.), provide examples of where program needs are being met and where there is a need for additional resources. | 300 words |
|  | |
| **ORG 4: All candidates, regardless of program or delivery model, have equitable and consistent access to resources.** | |
| **Prompt 4:** Describe how the organization ensures that candidates, regardless of program or delivery model, have equitable and consistent access to resources. | 200 words |
|  | |

| **ORG 5: Recruitment, selection, and evaluation processes result in the hiring and retention of effective faculty/instructors and staff.** | |
| --- | --- |
| **Prompt 5a:** Describe how your recruitment and selection practices have contributed to the hiring and retention of effective faculty/instructors and staff. | 200 words |
|  | |
| **Prompt 5b:** Describe the process for evaluating faculty/instructors and staff at your organization. | 200 words |
|  | |
| **Prompt 5c:** Provide [evidence](http://www.doe.mass.edu/edprep/review/toolkit/impact-advisory-evidence.docx) to demonstrate that faculty/instructors and staff at your organization are effective. | 250 words |
|  | |
| **Prompt 5d:** Provide 1-2 examples of how your organization has handled faculty or staff that have been found to be ineffective in their roles.  *Note: Please refrain from using identifiers (e.g., names).* | 200 words |
|  | |

| **ORG 6: Faculty/instructors and staff engage in professional development or work in the field that has a positive impact on the quality of preparation provided to candidates.** | |
| --- | --- |
| **Prompt 6a:** Describe how the organization supports the professional growth of faculty/instructors and staff that has a positive impact on the quality of preparation at your organization. | 200 words |
|  | |
| **Prompt 6b:** Provide [evidence](http://www.doe.mass.edu/edprep/review/toolkit/impact-advisory-evidence.docx) to demonstrate that these efforts to support the professional growth of faculty/instructors and staff have positively impacted the quality of preparation at your organization. | 250 words |
|  | |

| **Optional:** Provide additional context pertaining to the leadership, resources, and/or faculty and staff at your organization. | 250 words |
| --- | --- |
|  | |

| **Supplemental Documents** | | |
| --- | --- | --- |
| **Optional:** Provide up to three additional documents pertaining to the leadership, resources, and/or faculty and staff at your organization. | | 50 words each |
| Title of Document | Rationale for Including | |
|  |  | |
|  |  | |
|  |  | |