**Note:** This document is a **template** that contains the bank of questions from which each Sponsoring Organization’s Follow-Up Inquiry will be created. Each Sponsoring Organization will receive a tailored version of the worksheet during the third technical assistance call, which will include a narrower set of criteria with specific evidence from the Initial Inquiry to inform the Sponsoring Organization’s response.

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

**The Candidate (CAN) Domain:** *The Sponsoring Organization provides effective guidance and comprehensive support to all candidates from recruitment through program completion and ensures that those who are endorsed for licensure are prepared to be effective educators.*

|  |  |  |
| --- | --- | --- |
| **CAN Domain Criteria** | **Included in Follow-Up Inquiry for [SO]:** | **Additional Documents or Artifacts Requested:** |
| CAN 1: The Sponsoring Organization regularly examines recruitment, admissions, and retention data and revises policies and practices to address systemically inequitable barriers to entry and completion. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| CAN 2: The Sponsoring Organization positions all candidates to be successful in their program, licensure, and career through equitable, effective, and comprehensive guidance and support systems. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| CAN 3: The Sponsoring Organization identifies and provides differentiated interventions for candidates who need additional support in coursework, fieldwork, or for their social and emotional well-being, and ensures that only candidates who are prepared to be effective educators are endorsed for the licensure role. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| CAN 4: The Sponsoring Organization’s waiver policy is applied equitably across programs and candidates and ensures that academic and professional standards of the licensure role are met. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |

**Please list any additional documents or resources referenced throughout this worksheet in the** [**table**](#_Document_and_Resource) **provided at the end of the worksheet.**

|  |
| --- |
| **CAN 1: The Sponsoring Organization regularly examines recruitment, admissions, and retention data and revises policies and practices to address systemically inequitable barriers to entry and completion.** |

|  |
| --- |
| **Sources of evidence in Initial Inquiry include:** |
| * State-Collected Data:   + EP701 or EP902 Educator Prep Program Cohort Pipeline * Stakeholder Engagement:   + Advising Staff Interview   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**CAN 1 - Prompt A:**

|  |
| --- |
| An overview of key systems and structures toregularly examine recruitment, admissions, and retention data and **revise policies and practices to address systemically inequitable barriers** as described in the Initial Inquiry is provided below. [Sponsoring Organization] may identify significant omissions and/or inaccuracies. |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**CAN 1 – Prompt B:**

In the rows below, provide up to three examples of a policy or decision your organization has made based on recruitment, admissions, and retention data **to address systemically inequitable barriers to entry and completion** within the last three years.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Example decision | What **recruitment, admissions, and/or retention data** led your organization to make this decision? | What was the intended impact of this decision? | What evidence demonstrates that (or will be used to monitor whether) this decision is **supporting effective preparation for candidates**?  If applicable, describe the actions your organization is taking to address evidence that this decision is not having its intended impact. | What evidence demonstrates that (or will be used to monitor whether) this decision is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that this decision is not having its intended impact. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **CAN 2: The Sponsoring Organization positions all candidates to be successful in their program, licensure, and career through equitable, effective, and comprehensive guidance and support systems.** |

|  |
| --- |
| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Candidate Artifacts   + Admissions Policy   + Advising Policy * State-Collected Data:   + EP701 or EP902 Educator Prep Program Cohort Pipeline   + EP703 or EP902 Employment and Educator Evaluation * Stakeholder Engagement:   + Advising Staff Interview   + Field-Based Experiences Staff Interview   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner Survey and/or Focus Group   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**CAN 2 - Prompt A:**

|  |
| --- |
| An overview of key systems and structures to **position all candidates to be successful** in their program, licensure, andcareeras described in the Initial Inquiry is provided below. [Sponsoring Organization] may identify significant omissions and/or inaccuracies. |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**CAN 2 – Prompt B:**

In the table below, describe the key systems and structures in place that contribute to **all candidates being positioned to be successful** in their program, licensure, and career **through equitable, effective, and comprehensive guidance and support system.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key system/structure, including frequency and participating candidate groups and/or programs | What evidence led your organization to establish this system/structure?  *(Optional if the system/structure has existed for three or more years)* | What is the intended impact of this system/structure? | What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting the **effective preparation of candidates**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. | What evidence demonstrates that (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **CAN 3: The Sponsoring Organization identifies and provides differentiated interventions for candidates who need additional support in coursework, fieldwork, or for their social and emotional well-being, and ensures that only candidates who are prepared to be effective educators are endorsed for the licensure role.** |

|  |
| --- |
| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Candidate Artifacts   + Admissions Policy   + Advising Policy * State-Collected Data:   + EP703 or EP902 Employment and Educator Evaluation * Stakeholder Engagement:   + Advising Staff Interview   + Field-Based Experiences Staff Interview   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner Survey and/or Focus Group   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**CAN 3 - Prompt A:**

|  |
| --- |
| An overview of key systems and structures to **identify and provide differentiated interventions for candidates who need additional support** as described in the Initial Inquiry is provided below. [Sponsoring Organization] may identify significant omissions and/or inaccuracies. |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**CAN 3 – Prompt B:**In the table below, describe the key systems and structures in place to identify and provide differentiated interventions for **candidates who need additional support in coursework**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What concerns may lead to a candidate being identified as needing additional support in **coursework**? | Which role(s) have primary responsibility for identification? | What steps are taken or supports are provided after a candidate is identified? | How is progress monitored? | How do you determine whether the candidate has made sufficient improvement to remain in the licensure program? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**CAN 3 – Prompt C:**

In the table below, describe the key systems and structures in place to identify and provide differentiated interventions for **candidates who need additional support in field-based experiences**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What concerns may lead to a candidate being identified as needing additional support in **field-based experiences**? | Which role(s) have primary responsibility for identification? | What steps are taken or supports are provided after a candidate is identified? | How is progress monitored? | How do you determine whether the candidate has made sufficient improvement to remain in the licensure program? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**CAN 3 – Prompt C:**

In the table below, describe the key systems and structures in place to identify and provide differentiated interventions for **candidates who need additional support for their general well-being.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What concerns may lead to a candidate being identified as needing additional support for **their social and emotional well-being**? | Which role(s) have primary responsibility for identification? | What steps are taken or supports are provided after a candidate is identified? | How is progress monitored? | How do you determine whether the candidate has made sufficient improvement to remain in the licensure program? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**CAN 3 - Prompt D:**

|  |
| --- |
| Explain how the Sponsoring Organizationdesigns systems and structures to ensure processesfor **identification** **are implemented equitably** across licensure programs and candidates. |
|  |

**CAN 3 - Prompt E:**

|  |
| --- |
| Explain how the Sponsoring Organizationdesigns systems and structures to ensure processesfor **differentiated supports** **are implemented equitably** across licensure programs and candidates. |
|  |

**CAN 3 – Prompt F:**

|  |
| --- |
| Explain how the Sponsoring Organizationdesigns systems and structures to ensure processes for **determining continuation in the licensure program** **are implemented equitably** across licensure programs and candidates. |
|  |

|  |
| --- |
| **CAN 4: The Sponsoring Organization’s waiver policy is applied equitably across programs and candidates and ensures that academic and professional standards of the licensure role are met.** |

|  |
| --- |
| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Candidate Artifacts   + Waiver Policy |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**CAN 4** **– Prompt A:**[DESE may request additional artifacts as part of the Follow-Up Inquiry to provide a clearer understanding of the waiver policy and/or its implementation. DESE may also request clarification of the waiver policy for different components of programs (e.g., practicum hours, Supervising Practitioner qualifications).]

## Document and Resource List

List all documents or external links referenced as evidence in this worksheet below. See the Follow-Up Inquiry Planning Guide for guidance on sharing additional resources.

|  |  |  |  |
| --- | --- | --- | --- |
| Title of Document | Section or Page Number | Aligned Criterion/a | Brief Explanation of Alignment and Evidence Included |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |