# Program Overview Worksheet

The Formal Review process is designed to recognize sponsoring organizations’ unique contexts and structures to gather a comprehensive evidence base for decision-making. The Program Overview Worksheet is the initial opportunity to orient DESE and the review team to your SO’s structure and approach to educator preparation. The information collected below will also support DESE’s preparation for focus groups and interviews.

### Directions

For each prompt below, provide a brief response to orient the review team to high-level systems and structures at your SO. Each response should be no more than one to two brief paragraphs or a bulleted list. Other than those requested as a required document or candidate artifact, no supplemental or linked materials will be accepted at this time.

## Organization-Level Domains

**Prompt A:   
The Organization Domain:** *The sponsoring organization is committed to achieving, and has systems, structures, and personnel in place to enable, equitable and effective program experiences and outcomes for all candidates.*

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| Briefly explain how budgetary decisions are made for the educator preparation unit, including personnel responsible, key milestones in the annual budget process, and recent priorities reflected in allocations. |
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**Prompt B:  
The Continuous Improvement Domain:** *The sponsoring organization engages in continuous improvement efforts that drive toward improved experiences and equitable outcomes for all candidates and the PK-12 students, schools, and districts they serve.*

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| Briefly describe any formal advisory groups that participate in the SO’s annual continuous improvement process, including participating stakeholders and the purpose of their involvement. |
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**Prompt C:  
The Partnerships Domain:** *The sponsoring organization has intentional and collaborative PK-12 partnerships that benefit candidates/completers and schools/districts, including supporting the cultivation of an increasingly diverse and effective educator workforce and anti-racist and culturally and linguistically sustaining learning experiences for both candidates and PK-12 students.*

**Part 1: Partner List**List all PK-12 schools and districts that partner with your SO. These may represent a variety of types or levels of partnership. If listing an individual school as a partner, please include the district in which it operates.

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| **PK-12 Partner School and/or District** | **Duration of Partnership** | **Contact Person(s)** | **Brief description of partnership activities (e.g., field-based placements, providing professional development, facilitating career pathways)** | **Does this school or district host Early Childhood, Elementary, and/or Moderate Disabilities PK-8 candidates for field-based experiences?** |
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**Part 2: Formal Partnership Structures**

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| Briefly describe any formal partnership structures that may help the review team understand the design of your SO’s PK-12 partnerships (e.g., MOUs with a district or districts, partnership tiers, cohort-based placements). |
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**Prompt D:  
The Field-Based Experiences Domain:** *All candidates engage in high-quality school-based experiences that prepare them to be effective educators for all students.*

Please fill out the table below for each program offered by your SO. Regulatory requirements for field-based experience hours can be found in the Practicum/Practicum Equivalent Experiences section of the [Guidelines for Educator Preparation Program Approval.](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/)

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| --- | --- | --- | --- | --- |
| **Program  (Level and License)** | **Course(s) Associated with Pre-Practicum Experiences** | **Total Practicum Hours** | **Minimum Hours in Full Responsibility** | **Course(s) Associated with Practicum Experiences** |
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## The Instruction Domain

Complete Prompts 1-3 for each licensure program or program grouping offered by your SO. You may identify programs to be grouped together for formal review. The review of evidence in the Initial Inquiry and Follow-Up Inquiry will align with these groupings. Each grouping will have its own Instruction domain worksheet in the Follow-Up Inquiry. Directions for determining program groupings are as follows:

* All Professional programs may be grouped together at this time.
* All School Support Personnel programs may be grouped together at this time.
* All Administrator programs may be grouped together at this time.
* All Endorsement programs may be grouped together at this time.
* Specialist Teacher programs may not be grouped.
* Initial Teacher licensure programs may be grouped together if they meet **all** of the following criteria:
  + They are at the same level (i.e., baccalaureate programs cannot be grouped with post-baccalaureate programs)
  + They have very similar programs of study.
  + The SMK Guidelines for the programs reference the same MA Curriculum Framework(s).

You may copy and paste the template on the following page for each program grouping.

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**Instruction Domain: Program Grouping 1**

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| Provide a name for this grouping to ensure clarity throughout the review (e.g., Baccalaureate STE programs or Administrator programs) |
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**Prompt 1:**Complete the following table with information for each license program included in this program grouping.

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| **License, Including Grade Span** | **Level  (Bacc. or Post-Bacc.)** | **List all variations or pathways for this program** | **Program Delivery Model**  (On-campus/Hybrid/  Fully Online) | **Offered at a Satellite Campus?** [If yes, identify location and included pathway(s)] |
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**Prompt 2:**In the table below, identify the stakeholder group(s) responsible for delivering program content.

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| **Stakeholder Group** | **Delivers Any Program Content?** | **Which courses or components of the program of study are delivered by this group?** |
| Full-Time Education Faculty |  |  |
| Part-Time Education Faculty |  |  |
| Arts & Sciences Faculty |  |  |
| Other: (Please describe) |  |  |
| Other: (Please describe |  |  |

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