**Informal Review Worksheet**

**Candidate Domain**

**Candidate Domain Vision:** 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.

**Candidate Domain Overview:** The Candidate domain articulates the expectation that a sponsoring organization provides all candidates with the information and resources necessary to complete their program of study, fosters candidates’ social and emotional well-being, and effectively prepares them for employment in their licensure role.

Sponsoring organizations determine candidates’ readiness for endorsement and, in turn, readiness to impact PK-12 students from all races, ethnicities, identities, and backgrounds in the licensure role. As such, the sponsoring organization should both provide comprehensive support to and hold high expectations for all candidates (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds) in evidence-based practices, including anti-racist and culturally and linguistically sustaining practices.

For additional details, see the Candidate Domain section of the [Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/).

|  |
| --- |
| **Sponsoring Organization Name** |
|  |

|  |
| --- |
| **Required Documents** |
| Please submit this completed worksheet along with the following required documents in the Candidate Domain folder within DESE’s SharePoint. |
| * **Admissions policy:** Document explaining how new candidates will be admitted into the sponsoring organization’s educator preparation program(s). * **Program application:** Application form(s) and description of additional steps (such as interviews or mock lessons) that will be used to admit new candidates to the sponsoring organization’s educator preparation program(s). If the sponsoring organization is part of a larger umbrella institution, this application may or may not be the same as the one used by the broader institution. * **Advising policy:** Document describing how the sponsoring organization will position all educator preparation candidates to be successful in their program, licensure, and career through guidance and comprehensive support systems. This policy should cover both individual and group advising and resources to navigate higher education and PK-12 systems. * **Waiver policy:** Document outlining which, if any, of the following program requirements the sponsoring organization will waive based on individual candidate experience and circumstances: * Individual courses * Pre-practicum * Up to half of practicum/practicum equivalent * Practicum setting requirements (except for the use of the Massachusetts’ Curriculum Frameworks) * Supervising practitioner requirements (appropriate license, years of experience, and/or educator evaluation rating)     If no waivers are permitted, the sponsoring organization must submit a written policy documenting that decision.    Additional details can be found in Implementation of Waivers in Approved Programs section of the [Guidelines for Educator Preparation Program Approval.](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/) |

|  |
| --- |
| **Instructions** |
| The suggested response length for each prompt below is 500 words. When referring to specific courses in your responses below, please make sure that course titles, numbers, or abbreviations match those used in the program of study, course descriptions, syllabi, and matrices. |

|  |
| --- |
| **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.** |
| Explain how your organization’s recruitment, admissions, and retention policies and practices are designed to remove systemically inequitable barriers to entry and completion. |
|  |
| Describe the processes your organization will use to regularly examine recruitment, admissions, and retention data and revise policies and practices to address systemically inequitable barriers to entry and completion. |
|  |

|  |
| --- |
| **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.** |
| Using the table below, outline how the organization will position all candidates to be successful in their program, licensure, and career through equitable, effective, and comprehensive guidance and support systems. |

|  |  |  |  |
| --- | --- | --- | --- |
| Overview of support structure and intended impact | Who will provide this support? | Which candidates will receive this support? At what frequency? | What evidence will you monitor to understand whether this is contributing to increasingly positive and equitable candidate experiences and outcomes? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **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.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What concerns may lead to a candidate being identified as needing additional support in **coursework**? | Who will hold primary responsibility for identification in this area? | What steps will take place after a candidate is identified? | What types of aligned, tailored supports may be offered? | How will you determine whether each candidate has made sufficient improvement to remain in the licensure program? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What concerns may lead to a candidate being identified as needing additional support in **fieldwork**? | Who will hold primary responsibility for identification in this area? | What steps will take place after a candidate is identified? | What types of aligned, tailored supports may be offered? | How will you determine whether each candidate has made sufficient improvement to remain in the licensure program? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What concerns may lead to a candidate being identified as needing additional support for their **social and emotional well-being**? | Who will hold primary responsibility for identification in this area? | What steps will take place after a candidate is identified? | What types of aligned, tailored supports may be offered? | How will you determine whether each candidate has made sufficient improvement to remain in the licensure program? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Explain how your organization will ensure that the systems and structures for identifying, supporting, and 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.** |
| Describe the systems and structures that will support the waiver policy to be applied equitably across programs and candidates and ensure that academic and professional standards of the licensure role are met. |
|  |

**Supplemental Documents (Optional)**  
Provide up to three additional documents that provide additional evidence for any criteria within the Candidate domain. Please indicate how each document aligns with specific criteria and provides additional evidence beyond required materials, including any pages or portions that are particularly relevant.

|  |  |  |
| --- | --- | --- |
| Title of Document | Aligned Criterion | Brief Explanation of Alignment and Evidence |
|  |  |  |
|  |  |  |
|  |  |  |