**Informal Review Worksheet**

**Continuous Improvement Domain**

**Continuous Improvement Domain Vision Statement:** 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.

**Continuous Improvement Domain Overview:** Constructing effective preparation programs that lead to equitable experiences and outcomes for all candidates requires time and attention. This work is only possible with a comprehensive and inclusive continuous improvement system. The Continuous Improvement domain articulates the expectation that a sponsoring organization has a system for collecting and analyzing a variety of quantitative and qualitative data related to program implementation and efficacy on a regular basis. These analyses should inform aligned programmatic decisions and increasingly equitable experiences and outcomes for all candidates (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds).

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

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| **Sponsoring Organization Name** |
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| **Required Documents** |
| There are no required documents for this domain. |

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| **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.  Please note: “Equitable program experiences and improved candidate outcomes” are defined as programmatic experiences (e.g., access to resources or opportunities, interactions with peers and personnel) and outcomes (e.g., performance assessment ratings, program completion, employment and retention in the licensure role, impact on PK-12 students) that are consistently effective, regardless of a candidate’s identity (including, but not limited to, race, ethnicity, culture, language, socioeconomic status, sexual orientation, gender identity, and ability). |

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| **CI 1: The sponsoring organization’s continuous improvement efforts are intentionally designed to involve a variety of stakeholders (including those directly impacted by programming) in decision-making to ensure equitable program experiences and improve candidate outcomes.** |
| Using the table below, describe how the organization’s continuous improvement efforts will be intentionally designed to involve a variety of stakeholders (including those directly impacted by programming) in decision-making. |

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| Component of continuous improvement system (e.g., advisory, committee, data retreat) | How will this component drive towards equitable program experiences and improved candidate outcomes? | Stakeholders included in decision-making (e.g., faculty, completers, PK-12 partners, hiring principals) | Frequency of stakeholder involvement |
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| **CI 2: At least annually, the sponsoring organization collects and analyzes evidence from a variety of sources (including stakeholder feedback, data collected by the organization, and, when available, state-collected data)** **in order to understand the experiences and outcomes of all candidates (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds) and identify program strengths and areas for improvement.** |
| Using the table below, describe the systems and structures your organization will have in place to annually collect and analyze evidence from a variety of sources to understand the experiences and outcomes of all candidates and identify program strengths and areas for improvement. |

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| Type of evidence collected (e.g., survey responses, course evaluations, MTEL pass rates, Ed Eval ratings etc.) | How frequently will new evidence be collected? | How frequently and by whom will the evidence be analyzed? | What questions will this evidence answer regarding strengths and areas for improvement in candidate experiences and outcomes? |
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| **CI 3: The sponsoring organization regularly analyzes available** **local and state PK-12 student outcomes data related to completers’ effectiveness and PK-12 school/district partnerships’ impacts and uses the data to inform aligned actions.** |
| Provide an overview of the local and state PK-12 student outcomes data related to completers’ effectiveness and PK-12 school/district partnerships’ impacts that your organization will access and analyze to inform programmatic improvements. |
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| **CI 4: The sponsoring organization makes evidence-informed, equity-centered decisions that lead to improved experiences and outcomes for all candidates.** |
| Describe how your organization utilized evidence to make equity-centered decisions about the design of its proposed program(s).   * What evidence was considered? * How did this evidence inform the licensure programs you put forward in the Needs Assessment or elements of program design? * How was equity centered in decisions? |
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**Supplemental Documents** **(Optional)**  
Provide up to three additional documents that provide further evidence for any criteria within the Continuous Improvement 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.

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