**Informal Review Worksheet**

**Field-Based Experiences Domain**

**Field-Based Experiences Domain Vision Statement:** All candidates engage in high-quality school-based experiences that prepare them to be effective educators for all students.

**Field-Based Experiences Domain Overview:** The Field-Based Experiences domain articulates the expectation that a sponsoring organization intentionally designs pre-practicum and practicum experiences during which candidates observe, practice, and demonstrate effective, evidence-based practices. To build to candidate readiness for full responsibility in the licensure role, field-based experiences should afford candidates access to anti-racist and culturally and linguistically sustaining school cultures, effective supervising practitioners, high-quality curricular materials, PK-12 students from diverse identities and backgrounds, and opportunities to participate in all components of the school community.

The sponsoring organization is responsible for identifying effective practicum placements for its candidates. This is best accomplished through the development of intentional and collaborative partnerships with local schools/districts. The sponsoring organization must also recruit, select, match, support, and monitor supervising practitioners and program supervisors to ensure that all candidates receive robust and equitable field supervision.

A supervising practitioner should:

* meet regulatory requirements relative to Supervising Practitioner eligibility per [603 CMR 7.02](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=02);
* be able to model evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices;
* be able to provide candidates with high-quality feedback and evaluation that prepares them to be effective, anti-racist, and culturally and linguistically sustaining educators; and
* be able to effectively and equitably support candidates of all races, ethnicities, identity groups, and backgrounds.

A program supervisor serves as the liaison between the practicum placement and sponsoring organization and should be able to:

* collaborate with and support the Supervising Practitioner in meeting the sponsoring organization’s expectations;
* support candidates to make explicit connections between coursework and fieldwork;
* provide candidates with high-quality feedback and evaluation that prepares them to be effective, anti-racist, and culturally and linguistically sustaining educators; and
* effectively and equitably support candidates of all races, ethnicities, identity groups, and backgrounds.

All Initial licensure candidates are required to complete a performance assessment and be deemed “Ready” prior to endorsement for licensure. Through this performance assessment, a sponsoring organization ensures candidates have the skills and knowledge necessary to be effective on day one.

For additional details about pre-practicum and practicum requirements, including requirements for hours and performance assessments for each license type, see the Field-Based Experiences 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** |
| Please submit this completed worksheet along with the following required documents in the Field-Based Experiences Domain folder within DESE’s SharePoint. |
|  * **Practicum Handbook for each Proposed Program**: Detailed resource that will be provided to program supervisors, supervising practitioners, and candidates explaining the program’s expectations for field-based experiences. The handbook may include items such as relevant policies, supervisor and candidate responsibilities, comprehensive information about the performance assessment process, program contact information, etc.
* **Performance Assessment for each Proposed Specialist Teacher, Professional Support Personnel, and Administrator Program (as relevant)**: Blank performance assessment template for any proposed Specialist Teacher, Professional Support Personnel, and/or Administrator Licensure programs. Additional guidance can be viewed in Appendix E of the [2023 Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/). No additional documentation is required for Initial Teacher programs, which must use DESE’s Candidate Assessment of Performance (CAP).

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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. |

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| **Field-Based Experiences Overview** |
| Provide an overview of the planned structure for field-based experiences. For example, you may consider sharing the following information:* Timing of pre-practicum and practicum throughout the program(s) of study
* Length of practicum placements (e.g., semester, full year)
* Estimated proportion of teachers of record who will conduct field-based experiences at the school where they are already employed or will be employed during the program
* Use of residency model
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| **FBE 1: The sponsoring organization ensures that pre-practicum and practicum placements expose all candidates to a range of settings, including settings1** * **access to high quality curricular materials2;**
* **diversity of students (including racial, ethnic, socioeconomic, linguistic diversity, and diversity of ability);**
* **opportunities to integrate candidates into all components of the school community (e.g., staff meetings, professional development, family engagement opportunities); and**
* **anti-racist and culturally and linguistically sustaining school cultures.**

1 If the most appropriate setting(s) for an individual candidate does not allow for exposure to all required aspects for placements, it is the responsibility of the sponsoring organization to directly support the candidate by interrogating gap(s) within the specific setting and providing additional resources in that area. DESE may request evidence of these additional resources at the time of an interim or formal review.2 See [Appendix G of the Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/) for DESE’s definition of Curriculum Literacy and information regarding the identification of high-quality curricular materials. |
| Explain the processes that will be used to ensure pre-practicum and practicum placements expose all candidates to a range of settings, including those meeting the requirements outlined above. |
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| In cases where a candidate cannot be placed in the types of settings outlined above, how will your organization directly support the candidate to interrogate gap(s) within the specific setting(s) and provide additional resources in those areas? |
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| **FBE 2: The sponsoring organization identifies, selects, and matches3 supervising practitioners who:*** **model evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices;**
* **effectively and equitably support candidates from all races, ethnicities, identity groups, and backgrounds; and**
* **commit to meeting the sponsoring organization’s expectations of the role.**

3 All supervising practitioners must effectively and equitably support all candidates and must commit to meeting the sponsoring organization’s expectations of their role. If an individual candidate is unable to be matched with a supervising practitioner that models anti-racist and culturally and linguistically sustaining practices and evidence-based instructional practices, despite attempts by the sponsoring organization to find such a supervising practitioner, it is the responsibility of the organization to directly support the candidate with additional resources or guidance in that area. DESE may request evidence of this support at the time of an interim or formal review. |
| Describe the process your organization will use to identify, select, and match candidates with supervising practitioners that meet expectations for this criterion. |
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| How will your organization evaluate whether these processes are effective in identifying supervisors who meet the expectations for the criterion? |
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| In cases where a candidate is unable to be matched with a supervising practitioner that models anti-racist and culturally and linguistically sustaining practices and evidence-based instructional practices, how will your organization provide additional support and resources? |
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| **FBE 3: The sponsoring organization supports and monitors all supervising practitioners and program supervisors to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective educators.** |
| Describe the key systems and structures that will be in place to **support all supervising practitioners** to be effective and ensure all candidates receive robust and equitable supervision in their licensure field. |
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| Describe the key systems and structures that will be in place to **monitor** the effectiveness of **all supervising practitioners** to ensure all candidates receive robust and equitable supervision in their licensure field. |
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| Describe the key systems and structures that will be in place to **support all program supervisors** to be effective and ensure all candidates receive robust and equitable supervision in their licensure field. |
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| Describe the key systems and structures that will be in place to **monitor** the effectiveness of **all program supervisors** to ensure all candidates receive robust and equitable supervision in their licensure field. |
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| Outline the actions that will take place if monitoring reveals that a candidate is not receiving robust and equitable supervision.  |
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| **FBE 4: Pre-practicum and practicum ensure all candidates experience key milestones throughout the PK-12 academic year (e.g., establishing classroom routines, parent-teacher conferences, IEP meetings, benchmark assessments) and build to readiness for full responsibility in the licensure role.** |
| Describe how pre-practicum and practicum will be designed to ensure all candidates experience key milestones throughout the PK-12 academic year. |
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| **FBE 5: Performance assessments are implemented consistently within and across programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed. For programs that do not use the Candidate Assessment of Performance (CAP), performance assessments are regularly evaluated to ensure their effectiveness.**All Initial Teacher licensure programs must utilize the [Candidate Assessment of Performance (CAP)](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/highquality-feedback-qrg.docx) to provide feedback, support improvement during practicum, and determine whether candidates are ready to teach prior to endorsement for licensure.Specialist Teacher, Professional Support Personnel, and Administrator programs are expected to develop and implement a performance assessment of comparable rigor to CAP. Administrator programs must specifically assess candidate readiness relative to the role-specific Indicators for the Professional Standards for Administrative Leadership with a focus on that at the ‘Demonstrate’ level. **The Massachusetts Performance Assessment for Leaders (PAL) does not fulfill this expectation for principal preparation programs as it does not cover all Indicators at the ‘Demonstrate’ level.** Additional information can be found in [Appendix E of the Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval-guide.pdf).Professional Teacher and Endorsement programs are not required to utilize a performance assessment. |
| If putting forward one or more Initial Teacher licensure programs for DESE’s review, please indicate that you have reviewed, understand, and commit to the expectations outlined in the [Guidelines for the Candidate Assessment of Performance](https://www.doe.mass.edu/edprep/cap/cap-guidelines.pdf). |
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| If putting forward one or more Specialist Teacher, Professional Support Personnel, or Administrator licensure programs for DESE’s review, please describe the purpose, structure, and content of the performance assessment(s) you have designed. This response should be a high-level summary as you will also submit blank copies of the actual assessment(s). |
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| **FBE 5: Performance assessments are implemented consistently within and across programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed. For programs that do not use the Candidate Assessment of Performance (CAP), performance assessments are regularly evaluated to ensure their effectiveness.** |
| Regardless of the performance assessment(s) identified above, please complete the following table to outline the processes that will be used to ensure performance assessments are implemented consistently within and across programs. |

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| What process will be used? | Who will participate? | What is the intended impact? |
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| **FBE 6: Field-based experiences meet regulatory requirements:** 1. **Practicum hours, including hours of full responsibility in the licensure role, meet regulatory requirements as per** [**603 CMR 7.04 (4)**](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04)**;**
2. **Placement(s) meet regulatory requirements as per 603** [**CMR 7.04 (4)**](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04)**; and**
3. **Supervising practitioner qualifications meet regulatory requirements as per** [**603 CMR 7.02**](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=02)**.**
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| Explain the systems and structures that will be in place to ensure placements meet regulatory requirements as per [603 CMR 7.04 (4)](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04) (outlined below).All practicum/practicum equivalents shall be completed within a Massachusetts public school, approved private special education school, Massachusetts Department of Early Education and Care approved preschool, educational collaborative, or a school that requires Massachusetts educator licensure and use of the Massachusetts Curriculum Frameworks. |
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| Explain the systems and structures that will be in place to ensure supervising practitioner qualifications meet regulatory requirements as per [603 CMR 7.02](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=02).All supervising practitioners must have at least three full years of experience under an appropriate Initial or Professional license and have received an evaluation rating of Proficient or higher to supervise a candidate for licensure during practicum. |
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| Complete the table below to confirm that practicum hours, including hours of full responsibility in the licensure role, will meet regulatory requirements as per [603 CMR 7.04 (4)](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04). Regardless of license, all candidates must assume full responsibility in the licensure role for a minimum of 100 hours during the practicum*.* |

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| Proposed Program | Pre-Practicum Hours | Practicum Hours | Hours in Full Responsibility |
| [Licensure Area] |   |   |   |
| [Licensure Area] |   |   |   |
| [Licensure Area] |   |   |   |

**Supplemental Documents (Optional)**
Provide up to three additional documents that provide additional evidence for any criteria within the Field-Based Experiences 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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