**Informal Review Worksheet**

**Organization Domain**

**Organization Domain Vision Statement:** 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.

**Organization Domain Overview:** The Organization domain articulates the expectation that a sponsoring organization has the capacity and authority to make strategic, data-informed decisions, including budget allocations and staffing decisions, that sustain effective and equitable preparation programs. The equitable experiences of candidates and effectiveness of completers is the responsibility of all who are involved in the recruitment, admission, support, and delivery of educator preparation programs. To ensure a cohesive and equitable experience for all candidates, it is essential that there is ongoing communication, collaboration, and development across all personnel that support a candidate’s experience from recruitment through completion of the program.

For additional details, see the Organization 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 Organization Domain folder within DESE’s SharePoint. |
| Organizational chart for larger umbrella institution (if relevant)  Organizational chart for the educator preparation unit, including current personnel names  Copy of the educator preparation unit’s anticipated budget |

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| **Instructions** |
| The suggested response length for each prompt below is 500 words. When referring to specific courses, please make sure that titles, numbers, or abbreviations match those used in the program of study, course descriptions, syllabi, and matrices.  Please note:   * “Organization” is defined as the unit responsible for overseeing educator preparation. As a sponsoring organization, you may be a unit within a larger institution. However, the prompts below emphasize the efforts specific to educator preparation. * “Personnel” includes all educator preparation program leadership, full-time and part-time education faculty, arts and sciences faculty who teach coursework included in educator preparation programs of study, program supervisors, and staff involved in candidate support/advising/field-based experiences. The term does not include supervising practitioners, as they are employed by PK-12 districts rather than the sponsoring organization. |

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| **ORG 1: The sponsoring organization has the capacity and authority to make strategic decisions that sustain effective and equitable preparation programs.** |
| Explain how the organizational structure will provide the educator preparation unit with the capacity and authority to make strategic decisions that sustain effective and equitable programs. |
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| **ORG 2: The sponsoring organization’s educator preparation budget allocation is strategic, informed by data, and focused on sustainable and equitable program experiences and candidate outcomes.** |
| Provide a brief overview of how budget allocations will be made for the educator preparation unit.   * Which decisions are within the educator preparation unit’s locus of control? * What processes will be used to determine strategic priorities and allocate funds? * Who will be included in these processes? * What data will be used to inform decision-making? |
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| Explain how the budget for educator preparation programs will support ongoing sustainability. |
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| Explain how equity of candidates’ program experiences and outcomes will be prioritized when making budget allocations. |
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| **ORG 3: The sponsoring organization has systems and structures that support clear communication and collaboration across all personnel, leading to cohesive and equitable program experiences.** |
| Provide an overview of the systems and structures that will be in place to support clear **communication** across personnel (including those involved in administration, coursework, fieldwork, and candidate support). |
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| Provide an overview of the systems and structures that will be in place to support **collaboration** across personnel (including those involved in administration, coursework, fieldwork, and candidate support). |
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| **ORG 4: The sponsoring organization gathers data and feedback to inform fair and equitable recruitment, hiring, retention, and advancement procedures and practices that support an effective and diverse personnel.** |
| Describe how data and feedback will be used to inform fair and equitable recruitment/hiring to support an effective and diverse personnel. |
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| Describe how data and feedback will be used to inform fair and equitable retention/advancement ro support an effective and diverse personnel. |
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| **ORG 5: The sponsoring organization evaluates and provides development opportunities for all personnel to ensure they are effective in their ability to equitably support and prepare all candidates to be effective educators.** |
| Explain how evaluation processes will ensure personnel are effective in their ability to equitably support and prepare all candidates (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds) to be effective educators. |
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| Explain how the organization will provide development opportunities for all personnel to ensure they are effective in their ability to equitably support and prepare all candidates (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds) to be effective educators. |
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**Supplemental Documents** **(Optional)**  
Provide up to three additional documents that provide further evidence for any criteria within the Organization 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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