****

# A full Program Review focusing on an Approved Educator Preparation Program Compared to the Program Sampling Approach

The Program Assessment process allows readers, in pairs, to carefully review program narratives and supporting documentation prior to the site visit. If the documents provide sufficient description of how the standard is addressed and supporting documentation corroborates the program design, the readers find the standards to be Preliminarily Aligned, then the program will not receive an intensive, focused review at the Site Visit but will complete a Program Sampling Review. In the event some concerns are identified by the readers despite the Sponsor’s provisions of additional information, the sponsor will have the time between the PA and the SV to provide additional information those problems.

However if the program sponsor does not provide adequate documentation that the program is preliminarily aligned with the standards, the Site Visit team will include an additional team member who will focus, intensively and exclusively, on the specific program. This will include reviewing program narratives and documentation, and interviewing representatives of the program.

| **Program Sampling Review** | **Full Program Review** |
| --- | --- |
| Programs are grouped (3-4 programs) and reviewed by one team member | Each program is reviewed by a single team member with extensive expertise in the content area. The evidence is shared with the full team for decisions on each standard.  |
| Interviews are conducted across the group of programs (with candidates, completers, faculty, supervisors, employers, advisory board) | Interviews (with candidates, completers, faculty, supervisors, employers, advisory board) are conducted focusing specifically on the one program |
| Interviews focus on the ‘10,000-foot level’ across 3 categories: Program Design, Course of Study, and Candidate Competence | Interviews focus on the specifics of the adopted standards, and review is conducted on a standard-by-standard basis |
| Interviewer is listening for any issues to ‘bubble up’ and if no issues arise, then the programs are deemed to be meeting the standards. | Interviewer is probing each concept in the adopted standards to ascertain if each standard is met. |
| If an issue appears to arise, the team member will talk with the team lead and consultant as soon as the issue appears. The team discusses the issue and decides if there is sufficient evidence to move to the standard level. | Interviewer is probing each concept in the adopted standards to ascertain if each standard is met. |
| If it is agreed that the team will go to the standard level, the team leader and consultant notify the institution. Team members will conduct further interviews on the specifics of the standard or standards that address the issue. | In the full review the team member will focus on all aspects of the standards and probe to confirm whether an issue truly exists or whether it is an outlier. All evidence is presented to the full team for discussion and standard decisions. |
| The program narrative is reviewed 2 years prior to the site visit through the Program Assessment process and all or almost all standards are *Preliminarily Aligned* prior to the site visit. The team member does not read the program narratives for the cluster’s programs, but the narratives are available if needed at the visit. | The program narrative and supporting documentation is provided to the team member a minimum of 60 days prior to the site visit. The program narrative is reviewed thoroughly by the team member prior to the site visit and serves as the initial basis for the interviews conducted at the visit.  |
| A 3-4-page Program Summary is provided to the team 60 days prior to the visit.  | A 3-4-page Program Summary is provided to the team 60 days prior to the visit. |