| Sponsoring Organization |  |
| --- | --- |

| Instruction Worksheet for:  *(only one type per worksheet)* | |  | | --- | | *Autism Endorsement* |
| --- | --- | --- | --- |
| |  | | --- | | *Transition Specialist Endorsement* |
| |  | | --- | | *Bilingual Endorsement* |

| Program/ Group of Programs |  |
| --- | --- |

| **Required Documents in this Domain:** |
| --- |
| * **Program(s) of Study\*** * **Associated Course Descriptions *(Please provide a link to online course catalog.)*** * **Associated Course Syllabi** |

\*ESE names and approves programs according to the licensure role (e.g., Elementary 1-6, Initial, Post-Baccalaureate) for which candidates are endorsed. Sponsoring Organizations may have one or more “program variations” that result in that endorsement (e.g., MAT in Elementary Ed, MEd in Elementary Ed, licensure-only, etc.).

To ensure that ESE has a record and has approved all of the pathways to endorsements, we ask that you include a full list of the program variations below. *Each variation should have its own program of study*.

If your organization has only a single route to obtaining the licensure endorsement, you do not have to complete the “Program Variation” portion of the worksheet. If you are unclear, direct a question to [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu).

| **Program Variation:** List each program variation below. | |
| --- | --- |
| Variation Title |  |
| Variation Title |  |
| Variation Title |  |
| Variation Title |  |

| **Program Delivery:** Indicate the ways in which the program(s) are delivered. Check all that apply. | |
| --- | --- |
| |  | | --- | | On-Campus Program |
| |  | | --- | | Online/Hybrid Program |
| |  | | --- | | Satellite Program |

| **Field-based Experience:** Please check the box to verify for **Transition Specialist Endorsement**. | |
| --- | --- |
| |  | | --- | | * All candidates will complete a 150 hour field-based experience that includes providing transition services for transition-aged students with disabilities and IEPs, in collaboration with their families, community members, and other relevant professionals. This must include:   + A minimum of 100 hours completed within a Massachusetts public school, approved private special education school, educational collaborative, or a in a school setting that is supervised by a professional who holds one of the prerequisite licenses and has experience in secondary transition, and   + A minimum of 50 hours completed in a community based setting working with transition age youth in order to gain experience assisting youth transition from school to adult life. |

| **Field-based Experience:** Please check the box to verify for **Autism Endorsement.** | |
| --- | --- |
| |  | | --- | | * Completion of a 150 hour field-based experience that includes a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism.   OR   * Teachers meeting the prerequisite license requirements outlined in 603 CMR 7.14 (5) (a) who can demonstrate at least one year of teaching experience working with students with autism shall complete at least 75 hours of field-based experience working with students with autism in any type of school setting, including at least 50 hours of which shall take place in an inclusive setting in lieu of meeting the field experience requirements set forth in 603 CMR 7.14(5)(c)(1). |

| **Field-based Experience:** Please check the box to verify for **Bilingual Endorsement.** | |
| --- | --- |
| |  | | --- | | * Completion of a 75 hour field-based experience  in a Pre-K through grade 12 dual language education or two-way immersion program, transitional bilingual education program, or other bilingual education setting. |

*Note: Quantitative data (charts/graphs) do not count towards word limits throughout this worksheet.*

| **INS 1: Completers have the content knowledge (SMK) to be effective in the licensure role.** | |
| --- | --- |
| **Prompt 1:** Provide [evidence](http://www.doe.mass.edu/edprep/toolkit/1819/impact-advisory-evidence.pdf) to demonstrate that completers will have the **content knowledge** (SMK) necessary to be effective in their specific licensure role. | 400 words |
|  | |

| **INS 2: Completers have the pedagogical skills (PST/PSAL) to be effective in the licensure role.** | |
| --- | --- |
| **Prompt 2:** Provide evidence to demonstrate that completers will have the **pedagogical skills** necessary to be effective in the licensure role. | 400 words |
|  | |

| **INS 3: Completers have a positive impact on outcomes for PK-12 students.** | |
| --- | --- |
| **Prompt 3:** Provide [evidence](http://www.doe.mass.edu/edprep/toolkit/1819/impact-advisory-evidence.pdf) to demonstrate that completers will have a **positive impact on outcomes for PK-12 students and/or transition age students.** | 300 words |
|  | |

| **INS a: Program(s) of Study is sequenced to support the increased depth of skills and knowledge acquired and applied over time.** | |
| --- | --- |
| **Prompt 4:** Provide evidence to demonstrate how the program(s) of study are sequenced to support the increased depth of skills and knowledge over time. | 200 words |
|  | |

| **INS b: Program design results in a coherent program of study such that connections among and between courses are evident.** | |
| --- | --- |
| **Prompt 5:** Provide evidence to demonstrate that the program(s) of study are coherent such that connections among courses are evident. | 200 words |
|  | |

| **INS c: Content is differentiated by subject area and level of licensure.** | |
| --- | --- |
| **Prompt 6:** Describe how content is differentiated by subject area and grade levels (i.e., 5-8, 9-12). | 200 words |
|  | |

| **INS d: Content delivery is calibrated for consistency within programs (e.g. different instructors of same course, in satellites, online, etc.).** | |
| --- | --- |
| **Prompt 7:** Describe how your organization ensures that content delivery is consistently high quality within the program (e.g. across different instructors, in satellites, via online, etc.). | 200 words |
|  | |

| **INS e: Faculty/instructors model effective pedagogical and content practices of discipline (including strategies to meet the needs of diverse learners).** | |
| --- | --- |
| **Prompt 8:** Provide evidence to demonstrate that faculty/instructors will model effective pedagogical and content practices of the discipline (including strategies to meet the diverse needs of learners). | 300 words |
|  | |

| **INS f: Faculty/instructors use formative and summative assessment data to target areas of candidate need.** | |
| --- | --- |
| **Prompt 9:** Provide evidence to demonstrate that faculty/instructors will use formative and summative data to target areas of candidate need. | 300 words |
|  | |

| **INS g: Candidates receive targeted feedback from faculty/instructors in coursework that improves their practice.** | |
| --- | --- |
| **Prompt 10:** Provide evidence to demonstrate that candidates will receive targeted feedback from faculty/instructors that improves their practice. | 300 words |
|  | |

| **Optional:** Provide additional context pertaining to the design, delivery, or assessment of instruction within this program/group of programs. | 250 words |
| --- | --- |
|  | |

| **Supplemental Documents** | | |
| --- | --- | --- |
| **Optional:** Provide up to 3 additional documents pertaining to instruction. | | 50 words each |
| Title of Document | Rationale for Including | |
|  |  | |
|  |  | |
|  |  | |