| Sponsoring Organization |  |
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| Instruction Worksheet for:*(only one type per worksheet)* |

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 | *Initial Teacher – Baccalaureate* |
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 | *Initial Teacher – Post-Baccalaureate* |
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 | *Initial Specialist Teacher (e.g. Reading Specialist)* |

| Program/ Group of Programs*List programs with similar programs of studies together* | **Program/Group 1:** **Program/Group 2:** **Program/Group 3:** **Program/Group 4:**  |
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| **Required Documents in this Domain:** |
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| * **Program(s) of Study\***
* **Associated Course Descriptions *(Please provide a link to online course catalog.)***
* **Professional Standards for Teachers (PST) Matrix**
* **Associated Course Syllabi – only new programs**
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\*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, ask your Ed Prep Specialist for more details.

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

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

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

| * **INS a: Program(s) of Study is sequenced to support the increased depth of skills and knowledge acquired and applied over time.**
* **INS b: Program design results in a coherent program of study such that connections among and between courses are evident.**
* **INS c: Content is differentiated by subject area and level of licensure.**
* **INS d: Content delivery is calibrated for consistency within programs (e.g. different instructors of same course, in satellites, online, etc.).**
* **INS e: Faculty/instructors model effective pedagogical and content practices of discipline (including strategies to meet the needs of diverse learners).**
* **INS f: Faculty/instructors use formative and summative assessment data to target areas of candidate need.**
* **INS g: Candidates receive targeted feedback from faculty/instructors in coursework that improves their practice.**
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| **Prompt 1:** Use the space below to provide the review team with information regarding the systems/structures and practices in place at your Sponsoring Organization to ensure coursework instruction in this program area are effective.In particular, use the following prompts for guidance:* How are the program(s) of study sequenced to support the increased depth of skills and knowledge over time?
* How are the program(s) of study coherent such that connections among courses are evident?
* How is content is differentiated by subject area and when applicable, grade levels (i.e., 5-8, 9-12)?
* How does your organization ensure that content delivery is consistently high quality within the program (e.g. across different instructors, in satellites, via online, etc.)?
* How does your organization ensure that faculty/instructors model effective pedagogical and content practices of the discipline (including strategies to meet the diverse needs of learners)?
* How does your organization ensure that faculty/instructors use formative and summative data to target areas of candidate need?
* How does your organization ensure that candidates receive targeted feedback from faculty/instructors that improves their practice?

Please Note: This narrative may be included in the Formal Review Report as part of the Instruction Domain overview.  | 500 words |
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| **INS 1: Completers have the content knowledge (SMK) to be effective in the licensure role.** |
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| **Prompt 2:** Provide [evidence](http://www.doe.mass.edu/edprep/toolkit/1819/impact-advisory-evidence.pdf) to demonstrate that completers have the **content knowledge** (SMK) necessary to be effective in their specific licensure role.  | 400 words |
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| **INS 2: Completers have the pedagogical skills (PST/PSAL) to be effective in the licensure role.** |
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| **Prompt 3:** Provide [evidence](http://www.doe.mass.edu/edprep/toolkit/1819/impact-advisory-evidence.pdf) to demonstrate that completers have the **pedagogical skills** necessary to be effective in the licensure role.  | 400 words |
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| **INS 3: Completers have a positive impact on outcomes for PK-12 students.** |
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| **Prompt 4:** Provide [evidence](http://www.doe.mass.edu/edprep/toolkit/1819/impact-advisory-evidence.pdf) to demonstrate that completers have a **positive impact on outcomes for PK-12 students**.  | 300 words |
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| **Optional:** Provide additional context pertaining to the design, delivery, or assessment of instruction within this program/group of programs.  | 250 words |
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| **Supplemental Documents**  |
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| **Optional:** Provide up to 3 additional documents pertaining to instruction.  | 50 words each |
| Title of Document | Rationale for Including |
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