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

| Instruction Worksheet for: | |  | | --- | | *Professional Teacher – Post-Baccalaureate* |
| --- | --- | --- | --- |
| |  | | --- | | *Professional 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:** |
| --- | --- |

| **Required Documents in this Domain:** |
| --- |
| * **Program(s) of Study\*** * **Associated course descriptions** * **Professional Standards for Teachers (PST) Matrix** * **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 |

| **INS 1: Completers have deeper content knowledge that makes them more effective in the licensure role.** | |
| --- | --- |
| **Prompt 1:** Provide evidence to demonstrate that completers will have deeper **content knowledge** (SMK) that makes them more effective in the licensure role. | 400 words |
|  | |

| **INS 2: Completers have increased pedagogical skill that makes them more effective in the licensure role.** | |
| --- | --- |
| **Prompt 2:** Provide evidence to demonstrate that completers will have increased **pedagogical skills** (PSTs) that make them more effective in the licensure role. | 400 words |
|  | |

| **INS 3: Completers have an increasingly positive impact on outcomes for PK-12 students.** | |
| --- | --- |
| **Prompt 3:** Provide evidence to demonstrate that completers will have an increased **positive impact on PK-12 students** as a result of the program. | 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 | |
|  |  | |
|  |  | |
|  |  | |