**Note:** This document is a **template** that contains the bank of questions from which each Sponsoring Organization’s Follow-Up Inquiry will be created. Each Sponsoring Organization will receive a tailored version of the worksheet during the third technical assistance call, which will include a narrower set of criteria with specific evidence from the Initial Inquiry to inform the Sponsoring Organization’s response.

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**The Field-Based Experiences (FBE) Domain:** *All candidates engage in high-quality school-based experiences that prepare them to be effective educators for all students.*

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| **FBE Domain Criteria** | **Included in Follow-Up Inquiry for [SO]:** | **Additional Documents or Artifacts Requested:** |
| FBE 1: The Sponsoring Organization ensures that pre-practicum and practicum placements expose all candidates to a range of settings, including settings[[1]](#footnote-2) with:   * access to high-quality curricular materials[[2]](#footnote-3); * diversity of students (including racial, ethnic, socioeconomic, linguistic diversity, and diversity of ability); * opportunities to integrate candidates into all components of the school community (e.g., staff meetings, professional development, family engagement opportunities); and * anti-racist and culturally and linguistically sustaining school cultures. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| FBE 2: The Sponsoring Organization identifies, selects, and matches[[3]](#footnote-4) Supervising Practitioners who:   * model evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices; * effectively and equitably support candidates from all races, ethnicities, identity groups, and backgrounds; and * commit to meeting the Sponsoring Organization’s expectations of the role. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| FBE 3: The Sponsoring Organization supports and monitors all Supervising Practitioners and Program Supervisors to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective educators. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| FBE 4: Pre-practicum and practicum ensure all candidates experience key milestones throughout the PK-12 academic year (e.g., establishing classroom routines, parent-teacher conferences, IEP meetings, benchmark assessments) and build to readiness for full responsibility in the licensure role. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| FBE 5: Performance assessments are implemented consistently within and across programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed. For programs that do not use the Candidate Assessment of Performance (CAP),[[4]](#footnote-5) performance assessments are regularly evaluated to ensure their effectiveness. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| FBE 6: Field-based experiences meet regulatory requirements:   1. Practicum hours, including hours of full responsibility in the licensure role, meet regulatory requirements as per [603 CMR 7.04 (4)](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04) 2. Placement(s) meet regulatory requirements as per [603 CMR 7.04 (4)](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04) 3. Supervising Practitioner qualifications meet regulatory requirements as per [603 CMR 7.02](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=02) | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |

**Please list any additional documents or resources referenced throughout this worksheet in the** [**table**](#_Document_and_Resource) **provided at the end of the worksheet.**

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| **FBE 1: The Sponsoring Organization ensures that pre-practicum and practicum placements expose all candidates to a range of settings, including settings[[5]](#footnote-6) with:**   * **access to high-quality curricular materials[[6]](#footnote-7);** * **diversity of students (including racial, ethnic, socioeconomic, linguistic diversity, and diversity of ability);** * **opportunities to integrate candidates into all components of the school community (e.g., staff meetings, professional development, family engagement opportunities); and** * **anti-racist and culturally and linguistically sustaining school cultures.** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview and Required Documents:   + Program Overview Worksheet   + Candidate Artifacts   + Practicum Handbook(s)   + Program(s) of Study * Stakeholder Engagement * Interviews:   + Field-Based Experiences Staff Interview   + Leadership Interview * Surveys and Focus Groups:   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner Survey and/or Focus Group   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 1 - Prompt A:**

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| An overview of key systems and structures designed to ensure that **pre-practicum and practicum placements expose all candidates to a range of settings** as described in the Initial Inquiry is provided below. [Sponsoring Organization] may identify significant omissions and/or inaccuracies. |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 1 – Prompt B:**

In the rows below, describe the criteria [Sponsoring Organization] uses to identify high-quality placement sites and the key systems and structures in place designed to ensure that pre-practicum and practicum placements expose all candidates to settings that meet these criteria.

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| Describe [Sponsoring Organization]’s criteria for determining whether a placement meets its expectations for a high-quality placement site, including criteria for each of the expectations in this criterion:   * access to high-quality curricular materials[[7]](#footnote-8); * diversity of students (including racial, ethnic, socioeconomic, linguistic diversity, and diversity of ability); * opportunities to integrate candidates into all components of the school community (e.g., staff meetings, professional development, family engagement opportunities); and * anti-racist and culturally and linguistically sustaining school cultures | What systems or structures does [SO] use designed to ensure all candidates have placements that meet these criteria during their program? | What evidence does (or will) [SO] use to determine whether these systems or structures are working?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 1 - Prompt C:**

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| What does [Sponsoring Organization] do if a candidate does not have experiences that meet these criteria? How does [Sponsoring Organization] directly support the candidate in interrogating gap(s) within the specific setting and providing additional resources in that area? Please include specific examples and/or artifacts. |
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| **FBE 2: The Sponsoring Organization identifies, selects, and matches[[8]](#footnote-9) Supervising Practitioners who:**   * **model evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices;** * **effectively and equitably support candidates from all races, ethnicities, identity groups, and backgrounds; and** * **commit to meeting the Sponsoring Organization’s expectations of the role.** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview and Required Documents:   + Program Overview Worksheet   + Practicum Handbook(s) * Stakeholder Engagement * Interviews:   + Field-Based Experiences Staff Interview   + Leadership Interview * Surveys and Focus Groups:   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner Survey and/or Focus Group   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 2 - Prompt A:**

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| An overview of key systems and structures to **identify, select, and match candidates with Supervising Practitioners** as described in the Initial Inquiry is provided below. [Sponsoring Organization] may identify significant omissions and/or inaccuracies. |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 2 – Prompt B:**

In the table below, describe the key systems and structures in place to **identify and select Supervising Practitioners** who:

* model evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices;
* effectively and equitably support candidates from all races, ethnicities, identity groups, and backgrounds; and
* commit to meeting the Sponsoring Organization’s expectations of the role.

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| Describe [Sponsoring Organization]’s criteria to **identify and select** Supervising Practitioners who meet its expectations for Supervising Practitioners, including each of the expectations in this criterion. | Describe [Sponsoring Organization]’s process and considerations for matching candidates to Supervising Practitioners. | What systems or structures does [SO] use designed to ensure all candidates have Supervising Practitioners that meet these criteria during their program? | What evidence does (or will) [SO] use to determine whether these systems or structures are working?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 2 - Prompt C:**

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| What does [Sponsoring Organization] do if a candidate is placed with a Supervising Practitioner that does not fully meet these criteria? How does [Sponsoring Organization] directly support the candidate in interrogating gap(s) within the practicum placement and providing additional resources in that area? Please include specific examples and/or artifacts. |
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| **FBE 3: The Sponsoring Organization supports and monitors all Supervising Practitioners and Program Supervisors to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective educators.** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Stakeholder Engagement * Interviews:   + Field-Based Experiences Staff Interview   + Leadership Interview * Surveys and Focus Groups:   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner Survey and/or Focus Group   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 3 - Prompt A:**

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| An overview of key systems and structures to **support and monitor all Supervising Practitioners and Program Supervisors** as described in the Initial Inquiry is provided below. [Sponsoring Organization] may identify significant omissions and/or inaccuracies. |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 3 – Prompt B:**In the table below, describe the key systems and structures in place to **support all Supervising Practitioners** to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective educators.

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| Key system/structure for **Supervising Practitioner support** | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is supporting the **robust supervision for all candidates**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 3 – Prompt C:**

In the table below, describe the key systems and structures in place to **monitor all Supervising Practitioners** to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective.

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| Describe the criteria [Sponsoring Organization] uses to monitor Supervising Practitioners that are designed to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective educators | Describe [Sponsoring Organization]’s systems and structures for monitoring Supervising Practitioners against the criteria described. | What systems or structures does [SO] use to provide additional support to Supervising Practitioners that are not meeting these criteria? | What evidence does (or will) [SO] use to determine whether these systems or structures are working?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 3 – Prompt D:**In the table below, describe the key systems and structures in place to **support all Program Supervisors** to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective educators.

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| Key system/structure for **Program Supervisor support** | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is supporting the **robust supervision for all candidates**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 3 – Prompt E:**

In the table below, describe the key systems and structures in place to **monitor all Program Supervisors** to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective

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| Describe the criteria [Sponsoring Organization] uses to **monitor Program Supervisors** that are designed to ensure that all candidates receive robust and equitable supervision in their licensure field, including high-quality feedback and evaluation that prepare them to be effective educators | Describe [Sponsoring Organization]’s systems and structures for monitoring Program Supervisors against the criteria described. | What systems or structures does [SO] use to provide additional support to Program Supervisors that are not meeting these criteria? | What evidence does (or will) [SO] use to determine whether these systems or structures are working?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 3 – Prompt F:**

In the table below, please provide up to three examples of actions taken when systems for support and monitoring have **identified candidates who are *not* receiving robust and equitable supervision**.

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| Example | How did your organization identify that this candidate was not receiving robust and equitable supervision?? | What actions were taken in response? | Explain whether/how these actions led **to the candidate receiving robust supervision**? | Explain whether/how this situation led to broader changes for the program designed to ensure robust supervision and/or increasingly equitable experiences and outcomes for candidates. |
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| **FBE 4: Pre-practicum and practicum ensure all candidates experience key milestones throughout the PK-12 academic year (e.g., establishing classroom routines, parent-teacher conferences, IEP meetings, benchmark assessments) and build to readiness for full responsibility in the licensure role.** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview and Required Documents:   + Program Overview Worksheet   + Practicum Handbook(s) * Stakeholder Engagement * Interviews:   + Field-Based Experiences Staff Interview   + Leadership Interview * Surveys and Focus Groups:   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner Survey and/or Focus Group   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 4 - Prompt A:**

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| An overview of key systems and structures designed to ensure **all candidates experience key milestones** throughout the PK-12 academic year and **build to readiness for full responsibility** in the licensure role as described in the Initial Inquiry is provided below. [Sponsoring Organization] may identify significant omissions and/or inaccuracies. |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 4 – Prompt B:**In the table below, describe the key systems and structures in place designed to **ensure all candidates experience key milestones throughout the PK-12 academic year and build to readiness for full responsibility in the licensure role**.

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| List the key milestones [Sponsoring Organization] has identified as necessary to build to readiness for the licensure role, including impacted program(s) | Describe [Sponsoring Organization]’s systems and structures to ensure all candidates experience these milestones during their pre-practicum and/or practicum. | What evidence does (or will) [SO] use to determine whether these systems or structures are working?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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| **FBE 5: Performance assessments are implemented consistently within and across programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed.  For programs that do not use the Candidate Assessment of Performance (CAP),[[9]](#footnote-10) performance assessments are regularly evaluated to ensure their effectiveness.** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview and Required Documents:   + Program Overview Worksheet   + Candidate Artifacts   + Practicum Handbook(s)   + Performance Assessment(s) (for licenses other than Initial Teacher) * State-Collected Data:   + EP703 PAL Pass and Retake Rates   + EP703 or CAP Data Dashboard   + EP703 or EP902 Employment and Educator Evaluation * Stakeholder Engagement * Interviews:   + Advising Staff Interview   + Field-Based Experiences Staff Interview   + Leadership Interview * Surveys and Focus Groups:   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner Survey and/or Focus Group * Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 5 - Prompt A:**

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| An overview of key systems and structures to **consistently implement performance assessments** within and across programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed as described in the Initial Inquiry is provided below. [Sponsoring Organization] may identify significant omissions and/or inaccuracies. |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 5 – Prompt B: Initial Teacher Programs**In the table below, describe the key systems and structures in place to ensure performance assessments **are implemented consistently within and across Initial Teacher** programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed.

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| --- | --- | --- | --- |
| Key system/structure for ensuring that CAP Key system/structure for implementing CAP designed to ensure CAP is consistently used to improve candidates' practice and ensure only those who are ready for the full responsibility in the licensure role are endorsed | What actions has [Sponsoring Organization] taken based on the information gathered through this system or structure? | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is supporting **the organization to consistently implement CAP within and across programs**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 5 – Prompt C: Specialist Teacher Programs**In the table below, describe the key systems and structures in place to ensure performance assessments **are implemented consistently within and across Specialist Teacher** programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed.

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| --- | --- | --- | --- |
| Key system/structure for implementing Specialist Teacher performance assessments designed to ensure they are consistently used to improve candidates' practice and ensure only those who are ready for the full responsibility in the licensure role are endorsed | What actions has [Sponsoring Organization] taken based on the information gathered through this system or structure? | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is supporting **the organization to consistently implement its performance assessment(s) within and across programs**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 5 – Prompt D: Professional Support Personnel Programs**In the table below, describe the key systems and structures in place to ensure performance assessments **are implemented consistently within and across Professional Support Personnel** programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed.

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| Key system/structure for implementing Professional Support Personnel performance assessments designed to ensure they are consistently used to improve candidates' practice and ensure only those who are ready for the full responsibility in the licensure role are endorsed | What actions has [Sponsoring Organization] taken based on the information gathered through this system or structure? | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is supporting **the organization to consistently implement its performance assessment(s) within and across programs**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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**FBE 5 – Prompt E: Administrator Programs**In the table below, describe the key systems and structures in place to ensure performance assessments **are implemented consistently within and across Administrator** programs to improve practice and ensure only candidates who are ready for full responsibility in the licensure role are endorsed.

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| Key system/structure for implementing Administrator performance assessments designed to ensure they are consistently used to improve candidates' practice and ensure only those who are ready for the full responsibility in the licensure role are endorsed | What actions has [Sponsoring Organization] taken based on the information gathered through this system or structure? | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is supporting **the organization to consistently implement its performance assessment(s) within and across programs**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. | What evidence demonstrates that that (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that these systems or structures are not having their intended impact. |
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| **FBE 6: Field-based experiences meet regulatory requirements:**   1. **Practicum hours, including hours of full responsibility in the licensure role, meet regulatory requirements as per** [**603 CMR 7.04 (4)**](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04) 2. **Placement(s) meet regulatory requirements as per** [**603 CMR 7.04 (4)**](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=04) 3. **Supervising Practitioner qualifications meet regulatory requirements as per** [**603 CMR 7.02**](https://www.doe.mass.edu/lawsregs/603cmr7.html?section=02) |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Candidate Artifacts   + Waiver Policy   + Practicum Handbook(s) |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**FBE 6** **– Prompt A:**[DESE may request additional artifacts as part of the Follow-Up Inquiry to provide a clearer understanding of how program(s) are designed to ensure all field-based experiences meet regulatory requirements.]

## Document and Resource List

List all documents or external links referenced as evidence in this worksheet below. See the Follow-Up Inquiry Planning Guide for guidance on sharing additional resources.

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| --- | --- | --- | --- |
| Title of Document | Section or Page Number | Aligned Criterion/a | Brief Explanation of Alignment and Evidence Included |
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1. If the most appropriate setting for an individual candidate does not allow for exposure to all required aspects for placements, it is the responsibility of the Sponsoring Organization to directly support the candidate in interrogating gap(s) within the specific setting and providing additional resources in that area. DESE may request evidence of these additional resources at the time of an interim or formal review. [↑](#footnote-ref-2)
2. See Appendix G of the [Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/) for DESE’s definition of curriculum literacy and information regarding the identification of high-quality curricular materials. [↑](#footnote-ref-3)
3. All Supervising Practitioners must effectively and equitably support all candidates and must commit to meeting the Sponsoring Organization’s expectations of their role. If an individual candidate is unable to be matched with a Supervising Practitioner that models evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices, despite attempts by the Sponsoring Organization to find such a Supervising Practitioner, it is the responsibility of the organization to directly support the candidate with additional resources or guidance in that area. DESE may request evidence of this support at the time of an interim or formal review. [↑](#footnote-ref-4)
4. See Appendix E: Performance Assessments during Practicum/Practicum Equivalent Experiences of the Guidelines for Educator Preparation Program Approval for the performance assessment expectations for each licensure category (Initial Teacher, Specialist Teacher, Professional Support Personnel, and Administrator licenses). [↑](#footnote-ref-5)
5. If the most appropriate setting for an individual candidate does not allow for exposure to all required aspects for placements, it is the responsibility of the Sponsoring Organization to directly support the candidate in interrogating gap(s) within the specific setting and providing additional resources in that area. DESE may request evidence of these additional resources at the time of an interim or formal review. [↑](#footnote-ref-6)
6. See Appendix G of the [Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/) for DESE’s definition of curriculum literacy and information regarding the identification of high-quality curricular materials. [↑](#footnote-ref-7)
7. See Appendix G of the [Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/) for DESE’s definition of curriculum literacy and information regarding the identification of high-quality curricular materials. [↑](#footnote-ref-8)
8. All Supervising Practitioners must effectively and equitably support all candidates and must commit to meeting the Sponsoring Organization’s expectations of their role. If an individual candidate is unable to be matched with a Supervising Practitioner that models evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices, despite attempts by the Sponsoring Organization to find such a Supervising Practitioner, it is the responsibility of the organization to directly support the candidate with additional resources or guidance in that area. DESE may request evidence of this support at the time of an interim or formal review. [↑](#footnote-ref-9)
9. See Appendix E: Performance Assessments during Practicum/Practicum Equivalent Experiences of the Guidelines for Educator Preparation Program Approval for the performance assessment expectations for each licensure category (Initial Teacher, Specialist Teacher, Professional Support Personnel, and Administrator licenses). [↑](#footnote-ref-10)