**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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| Sponsoring Organization |  |

**The Instruction (INS) Domain:** *The Sponsoring Organization provides effective instruction to all candidates and ensures that all completers have the requisite content knowledge and evidence-based pedagogical skills, including curriculum literacy and anti-racist and culturally and linguistically sustaining practices, for the licensure role.*

As outlined in the Program Overview, this worksheet includes the **Administrator licensure programs** below (including all variations/pathways):

* [Each licensure program will be listed here; see the Launch Stage Planning Guide for information about program groupings]

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| **INS Domain Criteria** | **Included in Follow-Up Inquiry for [SO]:** | **Additional Documents or Artifacts Requested:** |
| INS 1: The Sponsoring Organization regularly examines and updates the program(s) of study to ensure content and practices throughout the program(s) that:   * Represent diverse identities, experiences, and perspectives; and * Align with current evidence-based practices, including anti-racist and culturally and linguistically sustaining practices. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| INS 2: The program(s) of study ensures all candidates develop the fluent content knowledge required for the licensure role (as articulated in the [Subject Matter Knowledge Guidelines](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)). *(Only*  *applicable for School Business Administrator programs)* | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| INS 3: The program(s) of study ensures that all candidates develop the evidence-based skills needed to be effective leaders (as articulated in the [Professional Standards and Indicators for](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)  [Administrative Leadership](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)). | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| INS 4: The program(s) of study ensures that all candidates are prepared to provide educators with the knowledge, skills, support, and conditions to develop curriculum literacy (as articulated in [Appendix G of the Guidelines for Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)). | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| INS 5: The program(s) of study is intentionally designed such that sequencing and connections between courses build candidates’ readiness for full responsibility in the licensure role. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| INS 6: The program(s) of study embeds field-based experiences such that candidates have opportunities to observe, apply, and reflect on evidence-based practices, including anti-racist and culturally and linguistically sustaining leadership practices. | 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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| **INS 1: The Sponsoring Organization regularly examines and updates the program(s) of study to ensure content and practices throughout the program(s) that:**   * **Represent diverse identities, experiences, and perspectives; and** * **Align with current evidence-based practices, including anti-racist and culturally and linguistically sustaining practices.** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study   + Course Descriptions   + Performance Assessment(s) * Stakeholder Engagement:   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**INS 1 - Prompt A:**

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| An overview of key systems and structures to **regularly examine and update the program(s) of study** 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]* |

**INS 1 – Prompt B:**

In the rows below, provide up to three examples of decisions your organization has made based on its regular examination of and updates to the program(s) of study designed to **ensure content and practices represent diverse identities, experiences, and perspectives.**

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| --- | --- | --- | --- | --- |
| Example decision designed to ensure program(s) of study represent diverse identities, experiences, and perspectives | What evidence led your organization to make this decision? | What was the intended impact of this decision? | What evidence demonstrates that (or will be used to monitor whether) this decision is supporting the **preparation of effective educators with current evidence-based practices**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. | What evidence demonstrates that (or will be used to monitor whether) this decision is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. |
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**INS 1 – Prompt C:**

In the rows below, provide up to three examples of decisions your organization has made based on its regular examination of and updates to the program(s) of study designed to **ensure alignment with current evidence-based practices.**

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| --- | --- | --- | --- | --- |
| Example decision designed to ensure program(s) of study align with current evidence-based practices, including anti-racist and culturally and linguistically sustaining practice | What evidence led your organization to make this decision? | What was the intended impact of this decision? | What evidence demonstrates that (or will be used to monitor whether) this decision is supporting the **preparation of effective educators with current evidence-based practices**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. | What evidence demonstrates that (or will be used to monitor whether) this decision is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. |
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| **INS 2: The program(s) of study ensures all candidates develop the fluent content knowledge required for the licensure role (as articulated in the** [**Subject Matter Knowledge Guidelines**](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)**). *(Only applicable for School Business Administrator programs)*** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study   + Course Descriptions * Stakeholder Engagement:   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**INS 2 - Prompt A:**

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| An overview how the program(s) of study is designed to ensure **all candidates develop the fluent content knowledge** required for 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]* |

**INS 2 – Prompt B:**

In the rows below, provide up to three examples of the key systems and structures in place to ***assess* candidates throughout their program of study to ensure all candidates develop the fluent content knowledge** requiredfor their licensure field.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key system/structure, including frequency and participating candidate groups and/or programs | What is the intended impact of this system/structure? | What happens if a candidate is not successful in demonstrating sufficient content knowledge through this system/structure? | What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting the **development of fluent content knowledge for candidates**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. | What evidence demonstrates 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 this system/structure is not having its intended impact. |
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| **INS 3: The program(s) of study ensures that all candidates develop the evidence-based skills needed to be effective leaders (as articulated in the** [**Professional Standards and Indicators for Administrative Leadership**](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)**).** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study   + Course Descriptions   + Performance Assessment(s) * State-Collected Data:   + EP703 PAL Pass and Retake Rates   + EP703 or EP902 Employment and Educator Evaluation * Stakeholder Engagement:   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**INS 3 - Prompt A:**

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| An overview of how the program(s) of study is designed to ensure that **all candidates develop the evidence-based skills** needed to be effective leaders 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]* |

**INS 3 – Prompt B:**In the rows below, provide up to three examples of the key systems and structures in place to ***assess* candidates throughout their program of study to ensure all candidates develop the evidence-based skills** needed to be an effective leader**.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key system/structure, including frequency and participating candidate groups and/or programs | What is the intended impact of this system/structure? | What happens if a candidate is not successful in **demonstrating sufficient evidence-based skills** through this system/structure? | What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting the **development of evidence-based skills for candidates**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. | What evidence demonstrates 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 this system/structure is not having its intended impact. |
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| **INS 4:** **The program(s) of study ensures that all candidates are prepared to provide educators with the knowledge, skills, support, and conditions to develop curriculum literacy (as articulated in** [**Appendix G of the Guidelines for Program Approval**](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)**).** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study   + Course Descriptions * Stakeholder Engagement:   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**INS 4 - Prompt A:**

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| An overview of how the program(s) of study is designed to ensure that **all candidates are prepared to develop educators’ curriculum literacy** 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]* |

**INS 4 – Prompt B:**  
In the table below, describe the key systems and structures in place to ***assess* candidates throughout their program of study to ensure all candidates are prepared to develop educators’ curriculum literacy.**

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| --- | --- | --- | --- | --- | --- |
| Competency | How is this integrated into the program of study? | How and when in their program will candidates be assessed on this competency? | What steps will be taken if a candidate does not demonstrate the expected level of understanding of this competency? | What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting **candidates to develop educators’ curriculum literacy**?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. | What evidence demonstrates 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 this system/structure is not having its intended impact. |
| Understand that the integration and connections among content expectations, aligned curricular materials, and student engagement are at the core of high-quality equitable instruction. |  |  |  |  |  |
| Discern high-quality curricular materials from low-quality curricular materials to advocate for high-quality curricular materials. |  |  |  |  |  |
| Skillfully use materials through evidence-based practices that are inclusive and culturally and linguistically sustaining, to ensure the enacted curriculum supports and engages students to reach their full potential. |  |  |  |  |  |

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| **INS 5:** **The program(s) of study is intentionally designed such that sequencing and connections between courses build candidates’ readiness for full responsibility in the licensure role.** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study   + Course Descriptions * Stakeholder Engagement:   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**INS 5 - Prompt A:**

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| --- |
| An overview of how the program(s) of study is intentionally designed such that **sequencing and connections between courses build candidates’ readiness** 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]* |

**INS 5 – Prompt B:**   
In the rows below, provide up to three examples of the key systems and structures in place designed to ensure **sequencing and connections between courses build candidates’ readiness for full responsibility in the licensure role.**

|  |  |  |  |
| --- | --- | --- | --- |
| Key sequencing and/or connections in the program(s) of study | What is the intended impact of this system/structure? | What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting **connections between courses that build candidates’ readiness for full responsibility** in the licensure role?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. | What evidence demonstrates 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 this system/structure is not having its intended impact. |
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| **INS 6:** **The program(s) of study embeds field-based experiences such that candidates have opportunities to observe, apply, and reflect on evidence-based practices, including anti-racist and culturally and linguistically sustaining leadership practices.** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study   + Course Descriptions * Stakeholder Engagement:   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + Supervising Practitioner Survey and/or Focus Groups |
| **Summary of key evidence from Initial Inquiry:** |
| *[Key evidence from the Initial Inquiry will be provided here]* |

**INS 6 - Prompt A:**

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| An overview of how the program(s) of study is designed to **embed field-based experiences such that candidates have opportunities to observe, apply, and reflect on evidence-based practices** 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]* |

**INS 6** **– Prompt B:**

In the rows below, provide up to three examples of the key systems and structures in place designed to **ensure candidates have opportunities to observe, apply, and reflect on evidence-based practices**, including anti-racist and culturally and linguistically sustaining leadership practices.

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| --- | --- | --- | --- | --- |
| Key system/structure for field observation, application, and reflection | What evidence led your organization to establish this system/structure?  *(Optional if the system/structure has existed for three or more years)* | What is the intended impact of this system/structure? | What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting **connections between courses that build candidates’ readiness for full responsibility** in the licensure role?  If applicable, describe the actions your organization is taking to address evidence that this system/structure is not having its intended impact. | What evidence demonstrates 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 this system/structure is not having its intended impact. |
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## 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Title of Document | Section or Page Number | Aligned Criterion/a | Brief Explanation of Alignment and Evidence Included |
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