**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 **Specialist Teacher** **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/)). | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| INS 3: Not applicable for Specialist Teacher programs. |  |  |
| INS 4: The program(s) of study ensures that all candidates develop the curriculum literacy skills needed to be effective educators through opportunities to critically analyze the quality of, understand the instructional approaches in, and skillfully use curricular materials (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 pedagogy. | 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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/)**).** |

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| **Sources of evidence in Initial Inquiry include:** |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study   + Course Descriptions * State-Collected Data:   + EP703 or EP902 MTEL Pass and Retake Rates * 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 4:** **The program(s) of study ensures that all candidates develop the curriculum literacy skills needed to be effective educators through opportunities to critically analyze the quality of, understand the instructional approaches in, and skillfully use curricular materials (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 develop the curriculum literacy skills** needed to be effective educators 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 develop the curriculum literacy skills needed to be an effective educator.**

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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 the **development of curriculum literacy 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. |
| 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.**

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| --- | --- | --- | --- |
| 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 pedagogy.** |

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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 pedagogy.

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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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