**Instruction Domain Worksheet**

**Endorsement Programs**

This worksheet includes instructions for sponsoring organizations to provide evidence for each criterion in the Instruction domain. A separate worksheet should be completed for each Endorsement program being put forward for approval through Informal or Formal Review.

If proposing an Initial Teacher, Professional Teacher, Specialist Teacher, Administrator, or Professional Support Personnel program, please see specific worksheets for each type of license [here](https://www.doe.mass.edu/edprep/review/toolkit/informal/).

Within this document, you will find:

1. [Domain Overview](#_Domain_Overview)
2. [Program Information](#_Program_Information)
3. [Required Documents](#_Required_Documents)
4. [Worksheet Prompts](#_Worksheet_Prompts)

# Domain Overview

**Instruction Domain Vision***:* 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.

**Instruction Domain Overview**: An effective educator is one who uses evidence-based practices, including anti-racist and culturally and linguistically sustaining practices, to nurture and cultivate academic achievement, cultural and linguistic competence, sociopolitical awareness, and emotional intelligence. In order to prepare effective educators, programs of study must provide all candidates with access to effective instruction in relevant content knowledge, evidence-based pedagogical skills, and curriculum literacy competencies. All programs should also embed field-based experiences into coursework to provide candidates with opportunities to observe and apply practices in the PK-12 setting. Throughout, sponsoring organizations should ensure that candidates develop the ability to continuously reflect on their own identities, biases, and practices in the licensure role. Sponsoring organizations must intentionally design and routinely update programs of study and associated coursework.

Within the Instruction domain, each program or grouping of similar programs is evaluated independently, rather than at the organization level. The criteria in the Instruction domain are differentiated to reflect these expectations and responsibilities as they relate to Teacher, Specialist Teacher, Professional Support Personnel, and Administrator roles.

For additional details, see the Instruction Domain section of the [Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/).

# Program Information

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| **Sponsoring Organization Name** |
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| **Proposed Program** |
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| **Program Variations** |
| DESE names and approves programs according to the licensure role for which candidates are endorsed (e.g., Elementary 1-6, Initial, Post-Baccalaureate). Sponsoring organizations may have one or more “program variations” or pathways that result in that endorsement (e.g., MAT in Elementary Ed, Med in Elementary Ed, licensure-only, etc.).  To ensure DESE has a record and has approved all variations/pathways to endorsement, we ask that you include a full list of the program variations/pathways below. **Each variation/pathway should have its own program of study.**  If your organization has only a single route to obtaining the licensure endorsement, you may skip this portion of the worksheet**.** |
| [Variation Title]- [Variation description] |
| [Variation Title]- [Variation description] |

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| **Program Delivery** |
| Please indicate the delivery model for this program. Appendix I of the [Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/) provides information relevant to the varying models. |
| On main campus  Off campus/satellite location  Hybrid (online and face-to-face)  Online |
| If hybrid or online, which aspects of the program requirements will be asynchronous? Approximately what proportion of the entire program of study does this reflect? |
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| If hybrid or online, how will your organization ensure that asynchronous learning experiences are consistent with other delivery models in rigor and alignment to DESE expectations? |
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# Required Documents

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| **Instructions** |
| Please submit this completed worksheet along with the following required documents in the Instruction Domain folder within DESE’s SharePoint*.*  DESE anticipates that several of these documents already exist within your organization, though they may have different names. To the extent possible, we hope to minimize any duplication of this work. Except where noted below, there is no required format for these materials. We encourage you to reach out to DESE before significantly adapting any existing materials.  Please ensure that course numbers and titles are consistent across all documents to support the clarity and accuracy of DESE’s review. |
| * **Enrollment requirements**: A description of the specific requirements for candidates to enroll in the preparation program, including whether and how the program screens prior content knowledge at the functional level and any changes to the program of study that may result from this screening (e.g., waivers, additional coursework). * **Program of study:** For the purposes of this review, “program of study” refers to the coursework, seminars, workshops, field experiences, and any other program components that are required for the completion of an approved Massachusetts educator preparation program. Within each sponsoring organization this may also be known by another name (e.g., advising sheet, degree checklist).   + Required courses should be clearly differentiated from electives. If candidates may select between multiple courses to cover the requirements, this should also be clearly outlined.   + If there is a required course sequence, this should be clear. * **Course descriptions:** A high-level overview (typically one paragraph) of key content covered in each course listed within the program of study, including the course number and title. * **Course syllabi:** For each course referenced in the program of study a complete syllabus should be provided.   + Each syllabus should clearly outline 1) course objectives, 2) a schedule of topics, 3) key assignments/assessments, and 4) core texts or resources. It is helpful, but not required, to list which SMK/PSTs are addressed.   + Each syllabus should be provided in a separate document; the title of which should align exactly with the course numbers/titles in the program of study.   + If multiple instructors teach the same course, only one syllabus should be submitted for review. While individual instructors may tailor the approved syllabus, core content approved by DESE must remain consistent. * **SMK Matrix:** Using DESE’s SMK Matrix template(s), list the course(s) where content fluency is developed. Please reference the [SMK Guidelines](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/) and the overview section in the template(s) for further information. |

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# Worksheet Prompts

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| **Instructions** |
| The suggested response length for each prompt below is 500 words.  When referring to specific courses in your responses below, please make sure that course numbers and titles match those used in the program of study, course descriptions, syllabi, and matrices. |

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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.** |
| Explain how your sponsoring organization will regularly examine and update the program of study to ensure content and practices throughout the program that:   * Represents diverse identities, experiences, and perspectives; and * Aligns with current evidence-based practices, including anti-racist and [culturally and linguistically sustaining practices](https://www.doe.mass.edu/instruction/culturally-sustaining/default.html).   When responding, please include information about the frequency, format, and participants included in the process(es). |
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| Describe how your sponsoring organizations course structures and pedagogy will model anti-racist and culturally and linguistically sustaining practices for candidates. |
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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** [**role-specific**](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)[**Endorsement Guidelines**](https://www.doe.mass.edu/licensure/endorsements/)**).** |
| If SMK is not covered at the functional level directly within the program of study, explain how your sponsoring organization will screen candidates for the required SMK.   * What will the program’s entrance requirements be? * What process will be used to assess incoming candidate’s content knowledge? * How will the program support candidates with differing content knowledge levels or identified content gaps?   Please reference the SMK Matrix(es) for the proposed license to determine the content knowledge and practices that must be covered. |
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| Describe how specific courses and field-based experiences outlined in the program of study are designed to ensure that all candidates develop the fluent content knowledge and practices required for the licensure role.  Please reference the SMK Matrix for the proposed license to determine the specific content knowledge and practices that must be covered and assessed. |
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| Provide an overview of the evidence your organization will collect to identify **trends** **in candidates’ strengths and areas for growth** in their content fluency.   * How frequently will this occur? * How will these trends be used to inform updates to the program? |
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| Fill in the table below to describe how your organization will assess **individual candidate’s** content fluency. |

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| Which assessment will be used? (e.g., first gateway task in course \_\_) | What is the timing and purpose of this assessment? | What steps will be taken if a candidate does not demonstrate the required content fluency? |
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| **INS 3: The program(s) of study ensures that all candidates develop the evidence-based pedagogical skills needed to be effective educators (as articulated in the** [**Professional Standards for Teachers**](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/)**[[1]](#footnote-2)).** |
| *Not applicable for Endorsement programs.* |

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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 Educator Preparation Program Approval**](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/)**).** |
| *Not applicable for Endorsement programs.* |

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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.** |
| Describe how the specific courses and field-based experiences outlined in the program of study are designed such that sequencing and connections between courses will build candidates’ readiness for full responsibility in the endorsement role.   * How will topics, texts, and assessments across courses connect and/or build on each other to support candidates to demonstrate fluent content knowledge and skills by the end of the program? |
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| Describe the evidence your organization will collect to identify strengths and areas for growth in sequencing and connections between courses.   * How frequently will this occur? * How will these trends be used to inform updates to the program? |
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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.** Only applicable for Autism and Transition Specialist Endorsements. If applying to offer the Bilingual Education Endorsement, please skip all INS 6 prompts. |
| The field-based experience for the Autism and Transition Specialist Endorsements is organized, coordinated, and assessed by the sponsoring organization. Experiences must be designed in alignment with the [guidelines](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/) for each specific endorsement.  Describe your organization’s plan for providing candidates with field-based experience for the specific endorsement, including:   * The structure of field-based experience * The goals and objectives for field-based experience * The means by which your organization will assess candidates during the field-based experience, including how candidates will demonstrate the competencies identified in the subject matter knowledge (SMK) requirements |
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| Please verify these requirements will be met by marking an X in the relevant box below. |  |
| **Autism Endorsement:** All candidates will complete a 150-hour field-based experience that includes a minimum of 75 hours in an inclusive setting with students with autism and 75 hours of additional experience in any type of school setting working with students with autism. Teachers meeting the prerequisite license requirements outlined in 603 CMR 7.14 (5) (a) who can demonstrate at least one year of teaching experience working with students with autism shall complete at least 75 hours of field-based experience working with students with autism in any type of school setting, including at least 50 of which shall take place in an inclusive setting in lieu of meeting the field experience requirements set forth in 603 CMR 7.14(5)(c)(1). |  |
| **Transition Specialist Endorsement:** All candidates will complete a 150-hour field-based experience that includes providing transition services for transition-aged students with disabilities with IEPs, in collaboration with their families, community members, and other relevant professionals. This must include:   * A minimum of 100 hours completed within a Massachusetts public school, approved private special education school, educational collaborative, or a in a school setting that is supervised by a professional who holds one of the above prerequisite licenses and has experience in secondary transition, and * A minimum of 50 hours completed in a community-based setting working with transition age youth in order to gain experience assisting youth transition from school to adult life. |  |

**Supplemental Documents (Optional)**  
Provide up to three additional documents that provide further evidence for any criteria within the Instruction domain. Please indicate how each document aligns to specific criteria and provides evidence beyond required materials, including any pages or portions that are particularly relevant.

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| Title of Document | Aligned Criterion | Brief Explanation of Alignment and Evidence |
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1. In June 2024, DESE will release an updated [Model Rubric for the Evaluation of Classroom Teachers](https://www.doe.mass.edu/edeval/rubrics/updates/) that integrates and strengthens culturally and linguistically sustaining practices throughout the Standards of Effective Practice. The Professional Standards for Teachers and CAP will be updated to align with the rubric during the 2023-2024 academic year. Programs will be expected to implement the updated expectations in the 2025-2026 academic year. Draft materials and updates are available on [DESE’s website](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/).   [↑](#footnote-ref-2)