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| Sponsoring Organization |  |

This document is a template that contains the bank of questions from which each sponsoring organization’s Early Literacy 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 organization’s response.

# Early Literacy: The Field-Based Experiences (FBE) Domain

Candidates have multiple opportunities to apply the content knowledge and skills needed to effectively teach early literacy across their field-based experiences.

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| Early Literacy Program Approval: FBE Domain Criteria | Included in Follow-Up Inquiry for [SO]: | Additional Documents or Artifacts Requested: |
| **FBE A**. Candidates are given opportunities throughout the program of study to:* Practice (e.g., rehearse, role play, or complete simulations of) evidence-based early literacy instruction prior to their field-based experience(s)
* Observe (in person, virtually, or via video) models of culturally and linguistically sustaining, evidence-based early literacy practice in PK-3 classrooms aligned to the Mass Literacy Guide
 | NoYes:* As an opportunity to elevate best practices
* To address gaps or inconsistencies
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| **FBE B.** Candidates are given opportunities in field-based experiences and classroom settings to:* Skillfully use high-quality instructional materials aligned to the Mass Literacy Guide through evidence-based, inclusive, and culturally and linguistically sustaining practices
* Apply learning about the development of language and literacy with students within the PK-3 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties
* Implement tier one and tier two evidence-based instructional practices that match the strengths, needs, abilities, and interests of each student in their class
 | NoYes:* As an opportunity to elevate best practices
* To address gaps or inconsistencies
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| **FBE C.** The Sponsoring Organization ensures that:* Pre-practicum and practicum experiences build to candidate readiness for effective literacy instruction in the licensure role, including opportunities to observe, practice, and demonstrate instruction of all components of a core literacy block as described in the Mass Literacy Guide
* Supervising practitioners are skillful in implementing culturally and linguistically sustaining, evidence-based literacy practices, use high-quality instructional materials in their classrooms, and are able to effectively guide candidates in analysis of literacy practices and instructional materials\
* Educator Preparation Program Faculty and Program Supervisors work together with the supervising practitioner to effectively guide, support, and evaluate candidates in applying culturally and linguistically sustaining, evidence-based instructional practices in field-based experiences aligned with the Mass Literacy Guide
 | NoYes:* As an opportunity to elevate best practices
* To address gaps or inconsistencies
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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 A**. Candidates are given opportunities throughout the program of study to:* Practice (e.g., rehearse, role play, or complete simulations of) evidence-based early literacy instruction prior to their field-based experience(s)
* Observe (in person, virtually, or via video) models of culturally and linguistically sustaining, evidence-based early literacy practice in PK-3 classrooms aligned to the Mass Literacy Guide
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| Sources of evidence in Initial Inquiry include: |
| * Program Overview and Required Documents:
	+ Program Overview Worksheet
	+ Practicum Handbook(s)
	+ Program(s) of Study
	+ Candidate Artifacts
* Stakeholder Engagement
	+ Leadership Interview
	+ Field-Based Experience Staff Interview
	+ Educator Preparation Personnel Survey and/or Focus Groups
	+ PK-12 Partner Survey and/or Focus Group
* Supervising Practitioner Survey and/or Focus Groups
	+ Candidate/Completer Survey and/or Focus Groups
 |
| Summary of key evidence from Initial Inquiry: |
| [DESE will add a summary of key evidence from the Initial Inquiry]  |

## FBE A - Prompt 1:

In the cells below, describe the key systems and structures in place toprovide candidates with opportunities to **practice evidence-based early literacy instruction**.

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| Describe how, prior to candidates’ field-based experience(s), the program of study is designed to provide all candidates with opportunities to **practice** evidence-based early literacy instruction. |
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| What evidence does (or will) the organization use to monitor the system/structure described above to determine whether or not **all** candidates in Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 programs had opportunities to **practice** evidence-based early literacy instruction? If applicable, describe the actions your organization is taking to address evidence that candidates’ experiences of practice opportunities are inconsistent or of low quality. |
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## FBE A – Prompt 2:

In the cells below, describe the key systems and structures in place toprovide candidates with opportunities to **observe evidence-based early literacy instruction**.

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| Describe how the program of study is designed to provide all candidates with opportunities to **observe** culturally and linguistically sustaining, evidence-based early literacy practice in PK-3 classrooms aligned to the [Mass Literacy Guide.](https://www.doe.mass.edu/massliteracy/) |
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| What evidence does (or will) the organization use to determine whether or not **all** candidates in Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 programs had opportunities to **observe** culturally and linguistically sustaining, evidence-based early literacy practice in PK-3 classrooms aligned to the [Mass Literacy Guide.](https://www.doe.mass.edu/massliteracy/)If applicable, describe the actions your organization is taking to address evidence that candidates’ experiences of observation opportunities are inconsistent or of low quality. |
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## FBE A- Prompt 3:

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| What does your organization do if a candidate has not had opportunities to **observe** culturally and linguistically sustaining evidence-based early literacy instruction? How are candidates supported to interrogate the gap(s) within a specific course or placement site and provided with additional resources in that area? Please cite specific examples within your response and/or share demonstrative candidate artifacts. |
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| FBE B: Candidates are given opportunities in field-based experiences and classroom settings to: * Skillfully use high-quality instructional materials aligned to the Mass Literacy Guide through evidence-based, inclusive, and culturally and linguistically sustaining practices;
* Apply learning about the development of language and literacy with students within the PK-3 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties
* Implement tier one and tier two evidence-based instructional practices that match the strengths, needs, abilities, and interests of each student in their class
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| Sources of evidence in Initial Inquiry include: |
| * Program Overview and Required Documents:
	+ Practicum Handbook(s)
	+ Candidate Artifacts
* Stakeholder Engagement
	+ Leadership Interview
	+ Field-Based Experience Staff Interview
	+ Educator Preparation Personnel Survey and/or Focus Groups
* Supervising Practitioner Survey and/or Focus Groups
	+ Candidate/Completer Survey and/or Focus Groups
 |
| Summary of key evidence from Initial Inquiry: |
| [DESE will add a summary of key evidence from the Initial Inquiry]  |

## FBE B - Prompt 1:

In the cells below, describe the key systems and structures in place to identify and select practicum placement sites for Elementary, Early Childhood, and/or Moderate Disabilities PK-2/ PK-8 candidates.

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|  Describe your organization’s systems/structures to **identify** **and select** **practicum placement sites that meet expectations,** including, but not limited to, DESE’s expectations from this criterion:* Skillfully use high-quality instructional materials aligned to the Mass Literacy Guide through evidence-based, inclusive, and culturally and linguistically sustaining practices;
* Apply learning about the development of language and literacy with students within the PK-3 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties
* Implement tier one and tier two evidence-based instructional practices that match the strengths, needs, abilities, and interests of each student in their class.
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|  What evidence does (or will) your organization 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 B - Prompt 2:

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| What does your organization do if a candidate is placed in a classroom and/or district that does not fully meet DESE’s expectations from this criterion, including opportunities to:* Skillfully use high-quality instructional materials aligned to the Mass Literacy Guide through evidence-based, inclusive, and culturally and linguistically sustaining practices;
* Apply learning about the development of language and literacy with students within the PK-3 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties
* Implement tier one and tier two evidence-based instructional practices that match the strengths, needs, abilities, and interests of each student in their class.

How are candidates supported to interrogate the gap(s) within the specific setting and provided with additional resources in that area? Please cite specific examples within your response and/or share demonstrative candidate artifacts |
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| FBE C: The sponsoring organization ensures that:1. Pre-practicum and practicum experiences build to candidate readiness for effective literacy instruction in the licensure role, including opportunities to observe, practice, and demonstrate instruction of all [components of a core literacy block](https://docs.google.com/document/d/1lc3TRd2-y6DA8WWiIen4-sJLAxZIBOUBo1T9aalSWlU/edit#bookmark=id.63ospv3izl6j) as described in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/default.html)
2. Supervising practitioners are skillful in implementing culturally and linguistically sustaining, evidence-based literacy practices, use high-quality instructional materials in their classrooms, and are able to effectively guide candidates in analysis of literacy practices and instructional materials
3. Educator Preparation Program faculty and program supervisors work together with the supervising practitioner to effectively guide, support, and evaluate candidates in applying culturally and linguistically sustaining, evidence-based instructional practices in field-based experiences [aligned with the Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/)
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| Sources of evidence in Initial Inquiry include: |
| * Program Overview and Required Documents:
	+ Practicum Handbook(s)
	+ Candidate Artifacts
* Stakeholder Engagement
	+ Leadership Interview
	+ Field-Based Experience Staff Interview
	+ Educator Preparation Personnel Survey and/or Focus Groups
* Supervising Practitioner Survey and/or Focus Groups
	+ Candidate/Completer Survey and/or Focus Groups
 |
| Summary of key evidence from Initial Inquiry: |
| [DESE will add a summary of key evidence from the Initial Inquiry ]  |

## FBE C - Prompt 1:

Describe up to three key systems and structures in place to ensure that pre-practicum and practicum experiences build to candidate readiness for effective literacy instruction in the licensure role, including opportunities to observe, practice, and demonstrate instruction of all [components of a core literacy block](https://docs.google.com/document/d/1lc3TRd2-y6DA8WWiIen4-sJLAxZIBOUBo1T9aalSWlU/edit#bookmark=id.63ospv3izl6j) as described in the [Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/default.html).

Please make a copy of the template table for each example.

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| FBE Experiences Build to Full Readiness - Example 1  |
|  Key system/structure for building a candidate’s early literacy knowledge and skills over the course of field-based experiences. |
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|  What evidence demonstrates (or will be used to monitor whether) this system/structure is supporting **the development of evidence-based early literacy skills for all Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 candidates**? If applicable, describe actions your organization is taking to address evidence that these systems/structures are not having the intended impact. |
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|  What evidence demonstrates (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe actions your organization is taking to address evidence that these systems/structures are not having the intended impact |
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FBE C – Prompt 2:
In the cells below, describe the key systems and structures in place to identify, select, support, and monitor **supervising practitioners** for Elementary, Early Childhood, and/or Moderate Disabilities PK-2/ PK-8 candidates.

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| Describe your organization’s systems/structures to **identify** **and select supervising practitioners** who meet expectations,including, but not limited to, DESE’s expectations from this criterion that supervising practitioners demonstrate: * Skill in implementing culturally and linguistically sustaining, evidence-based literacy practices
* Use of high-quality instructional materials
* Ability to effectively guide candidates in analysis of literacy practices and instructional materials.
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|  Describe the systems/structures your organization uses to **monitor** whether **supervising practitioners** meet the expectations of the criterion, including:* skill in implementing culturally and linguistically sustaining, evidence-based literacy practices
* use of high-quality instructional materials in their classrooms
* ability to effectively guide candidates in analysis of literacy practices and instructional materials

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|  What evidence does (or will) your organization 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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| What does your organization do if a candidate is placed with a **supervising practitioner who does not fully meet DESE’s expectations** from this criterion, including opportunities to:* Skillfully use high-quality instructional materials aligned to the Mass Literacy Guide through evidence-based, inclusive, and culturally and linguistically sustaining practices;
* Apply learning about the development of language and literacy with students within the PK-3 grade span, including students who are multilingual and bidialectal and students who experience reading difficulties
* Implement tier one and tier two evidence-based instructional practices that match the strengths, needs, abilities, and interests of each student in their class.

How are candidates supported to interrogate the gap(s) within the specific setting and provided with additional resources in that area? Please cite specific examples within your response and/or share demonstrative candidate artifacts |
|  |

FBE C – Prompt 3:
Describe up to three key systems and structures in place to **support all Program Supervisors** to ensure that to ensure all Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 candidates are supported to develop the necessary knowledge and skills in evidence-based early literacy, including high-quality feedback and evaluation using the Early Literacy Observation Tool.

Please make a copy of the template table for each example.

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| Program Supervisor Support - Example 1  |
|  Key system/structure for Program Supervisor support. |
|   |
|  What evidence demonstrates (or will be used to monitor whether) this system/structure is supporting **the development of evidence-based early literacy instruction for all candidates**? If applicable, describe actions your organization is taking to address evidence that these systems/structures are not having the intended impact. |
|   |
|  What evidence demonstrates (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe actions your organization is taking to address evidence that these systems/structures are not having the intended impact |
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## FBE C – Prompt 4:

Describe the key systems and structures in place to **monitor all Program Supervisors** to ensure that to ensure all Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 candidates are supported to develop the necessary knowledge and skills in evidence-based early literacy, including high-quality feedback and evaluation using the Early Literacy Observation Tool.

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|  Describe the **criteria** your organization uses to **monitor if Program Supervisors** support Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 candidates to develop the necessary knowledge and skills in evidence-based early literacy, including high-quality feedback and evaluation using the Early Literacy Observation Tool |
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|  Describe the systems/structures your organization uses to monitor whether Program Supervisors meet these criteria. |
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|  Describe the additional support provided or actions taken for Program Supervisors who do not meet these criteria. |
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|  What evidence does (or will) your organization 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 C – Prompt 5:

Provide up to three examples of systems and structures in place to ensure to ensure all faculty, personnel, and supervising practitioners are working together to create a cohesive experience for Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 candidates such that they are supported to develop the necessary knowledge and skills in evidence-based early literacy, including high-quality feedback and evaluation using the Early Literacy Observation Tool.

Please make a copy of the template table for each example.

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| Cohesion between Faculty, PSs, SPs- Example 1  |
|  Key system/structure for building a cohesive approach to teacher candidates’ preparation in early literacy instruction. among [faculty, personnel, and/or supervising practitioners]. |
|   |
|  What evidence demonstrates (or will be used to monitor whether) this system/structure is supporting a cohesive approach to teacher candidates’ preparation in early literacy instruction? If applicable, describe actions your organization is taking to address evidence that these systems/structures are not having the intended impact. |
|   |
|  What evidence demonstrates (or will be used to monitor whether) this system/structure is contributing to **increasingly equitable experiences or outcomes for candidates**?  If applicable, describe actions your organization is taking to address evidence that these systems/structures are not having the intended impact |
|   |

## 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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