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| Sponsoring Organization |  |

# The Instruction (INS) Domain

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 organization’s response.

The sponsoring organization provides effective instruction to all Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 candidates and ensures that all completers have the requisite content knowledge and evidence-based pedagogical skills for inclusive, culturally and linguistically sustaining, evidence-based early literacy instruction.

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

1. Early Childhood PK-2, Initial, Baccalaureate
2. Elementary 1-6, Initial, Baccalaureate
3. Moderate Disabilities PK-2, Initial, Baccalaureate *and* Moderate Disabilities PK-8, Initial, Baccalaureate
4. Early Childhood PK-2, Initial, Post-Baccalaureate
5. Elementary 1-6, Initial, Post-Baccalaureate
6. Moderate Disabilities PK-2, Initial, Post-Baccalaureate *and* Moderate Disabilities PK-8, Initial, Post-Baccalaureate

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| **INS** Domain Criteria | Included in Follow-Up Inquiry for [SO]: | Additional Documents or Artifacts Requested: |
| **INS.A: Core Principles of Intentional and Equitable Literacy Instruction**  Candidates have opportunities to build a solid foundation for literacy instruction that is culturally and linguistically sustaining, informed by research, and interactive and engaging for young learners through coursework on:   1. Research on the development of skilled reading and writing 2. The development of language and literacy in students who speak multiple languages and/or dialects of English 3. Instructional Materials 4. Engaging Instruction 5. Assessments and Data-based Decision Making | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| **INS B: Language Comprehension**  Candidates have opportunities to gain the content knowledge and skills needed to effectively support students’ development of language comprehension through coursework on:   1. Research on the development of Language Comprehension 2. Vocabulary Development | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| **INS C: Foundational Skills**  Candidates have opportunities to gain the content knowledge and skills needed to effectively teach the foundational skills of reading, rooted in the understanding that these foundational skills are necessary for fluent and successful reading in later grades through coursework on:   1. Research on the Development of Skilled Word Reading 2. Phonological Awareness Instruction 3. Phonics and Decoding Instruction 4. Encoding Instruction 5. Fluency | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| **INS D: Reading Comprehension**  Candidates have opportunities to gain the content knowledge and skills needed to effectively teach the competencies in the MA ELA Frameworks through coursework on:   1. Research on the Development of Reading Comprehension 2. The Role of Knowledge Building 3. The Role of Language and Literacy Knowledge 4. The Role of Culturally and Linguistically Sustaining Complex Texts 5. Instructional Strategies for Reading Comprehension | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| **INS E: Writing**  Candidates have opportunities to gain the content knowledge and skills needed to effectively teach the writing skills in the MA ELA Frameworks through coursework on:   1. The Research on the Development of Writing Skills 2. Handwriting 3. Sentence Structure and Writing Conventions 4. Writing Craft 5. Writing Process | 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: Overall The sponsoring organization provides effective instruction to all Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 candidates and ensures that all completers have the requisite content knowledge and evidence-based pedagogical skills for inclusive, culturally and linguistically sustaining, evidence-based early literacy instruction. |

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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study * 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: |
| [DESE will add a summary of key evidence from the Initial Inquiry] |

## INS Overall - Prompt 1:

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** build a solid foundation for evidence-based, culturally and linguistically sustaining literacy instruction.

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

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| Example 1 |
| Example **decision** designed to ensure program(s) of study builds a solid foundation for evidence-based early literacy instruction . |
|  |
| 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. |
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| 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 Overall – Prompt 2:

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 in early literacy.**

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

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| Example 1 |
| Example **decision** designed to ensure program(s) of study align with current evidence-based practices in [insert specific content area]. |
|  |
| 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 early literacy 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 Overall – Prompt 3

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 evidence-based early literacy in the licensure role.

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

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| Example 1 |
| Key **sequencing and/or connections** in the program(s) of study. |
|  |
| What is the **intended impact** of the sequencing/connections? |
|  |
| What evidence demonstrates that (or will be used to monitor whether) the sequencing/connections are 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) the sequencing/connections are 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.A: Core Principles of Intentional and Equitable Literacy Instruction Candidates have opportunities to build a solid foundation for literacy instruction that is culturally and linguistically sustaining, informed by research, and interactive and engaging for young learners through coursework on:   1. Research on the development of skilled reading and writing 2. The development of language and literacy in students who speak multiple languages and/or dialects of English 3. Instructional Materials 4. Engaging Instruction 5. Assessments and Data-based Decision Making |

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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study * 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: |
| [DESE will add a summary of key evidence from the Initial Inquiry] |

## INS A - Prompt 1:

Describe the key systems and structures in place to integrate core principals of intentional, equitable, and evidence-based early literacy instruction throughout a candidates’ program of study to ensure all candidates develop the content knowledge and skills needed to be an effective educator of early literacy.

*The table below will be used for each of the sub criteria where more evidence is requested.*

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| --- |
| INS.C.[#]: [Sub criterion] |
| How is [sub criterion] integrated into the program of study? |
|  |
| How and when in their program will candidates be assessed on **INS.A.#?** |
|  |
| What steps will be taken if a candidate does not demonstrate the expected level of understanding of **INS.A.#**? |
|  |
| What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting the **development of a solid foundation for literacy instruction** that is culturally and linguistically sustaining, informed by research, and interactive and engaging for young learners?  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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| 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 B: Language Comprehension Candidates have opportunities to gain the content knowledge and skills needed to effectively support students’ development of language comprehension through coursework on:   1. Research on the Development of Language Comprehension 2. Vocabulary Development |

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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study * State-Collected Data (not used for cohort A1 due to pandemic):   + 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: |
| [DESE will add a summary of key evidence from the Initial Inquiry] |

## INS B - Prompt 1:

Describe the key systems and structures in place to ensure that the program of study develops the content knowledge and skills needed to effectively support students’ development of **language comprehension**.

*The table below will be used for each of the sub criteria where more evidence is requested.*

|  |
| --- |
| INS.C.[#]: [Sub criterion] |
| How is [sub criterion] integrated into the program of study? |
|  |
| How and when in their program will candidates be assessed on **INS.B.#?** |
|  |
| What steps will be taken if a candidate does not demonstrate the expected level of understanding of **INS.B.#**? |
|  |
| What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting the content knowledge and skills needed to effectively support students’ development of **language comprehension**?  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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| 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 C: Foundational Skills Candidates have opportunities to gain the content knowledge and skills needed to effectively teach the foundational skills of reading, rooted in the understanding that these foundational skills are necessary for fluent and successful reading in later grades, through coursework on:   1. Research on the Development of Skilled Word Reading 2. Phonological Awareness Instruction 3. Phonics and Decoding Instruction 4. Encoding Instruction 5. Fluency |

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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study * State-Collected Data (not used for cohort A1 due to pandemic):   + EP703 or CAP Data Dashboard   + 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   + PK-12 Partner Survey and/or Focus Groups   + Supervising Practitioner Survey and/or Focus Groups |
| Summary of key evidence from Initial Inquiry: |
| [DESE will add a summary of key evidence from the Initial Inquiry] |

## INS C – Prompt 1

Describe the key systems and structures in place to ensure that the program of study develops the content knowledge and skills needed to effectively support students’ development of foundational skills of reading, rooted in the understanding that these foundational skills are necessary for fluent and successful reading in later grades.

*The table below will be used for each of the sub criteria where more evidence is requested.*

|  |
| --- |
| INS.C.[#]: [Sub criterion] |
| How is **[sub criterion]** integrated into the program of study? |
|  |
| How and when in their program will candidates be assessed on **INS.C.#?** |
|  |
| What steps will be taken if a candidate does not demonstrate the expected level of understanding of **INS.C.#**? |
|  |
| What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting the development of content knowledge and skills needed to effectively teach the **foundational skills of reading**?  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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| 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 D: Reading Comprehension Candidates have opportunities to gain the content knowledge and skills needed to effectively teach the competencies in the MA ELA Frameworks through coursework on:   1. Research on the Development of Reading Comprehension 2. The Role of Knowledge Building 3. The Role of Language and Literacy Knowledge 4. The Role of Culturally and Linguistically Sustaining Complex Texts 5. Instructional Strategies for Reading Comprehension |

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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study * 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: |
| [DESE will add a summary of key evidence from the Initial Inquiry] |

## INS D - Prompt 1:

Describe the key systems and structures in place to ensure that the program of study develops the content knowledge and skills needed to effectively teach the competencies in the MA ELA Frameworks through grade-level appropriate practices that will promote comprehension, knowledge building, and independent reading.

*The table below will be used for each of the sub criteria where more evidence is requested.*

|  |
| --- |
| INS.D.[#]: [Sub criterion] |
| How is **[sub criterion]** integrated into the program of study? |
|  |
| How and when in their program will candidates be assessed on **INS.D.#?** |
|  |
| What steps will be taken if a candidate does not demonstrate the expected level of understanding of **INS.D.#**? |
|  |
| What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting the development of content knowledge and skills needed to effectively teach the competencies in the MA ELA Frameworks through grade-level appropriate practices that will promote comprehension, knowledge building, and independent reading?  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 E: Writing Candidates have opportunities to gain the content knowledge and skills needed to effectively teach the writing skills in the MA ELA Frameworks through coursework on:   1. The Research on the Development of Writing Skills 2. Handwriting 3. Sentence Structure and Writing Conventions 4. Writing Craft 5. Writing Process |

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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet   + Program(s) of Study * Stakeholder Engagement:   + Leadership Interview   + Candidate/Completer Survey and/or Focus Groups   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner Survey and/or Focus Groups   + Supervising Practitioner Survey and/or Focus Groups |
| Summary of key evidence from Initial Inquiry: |
| [DESE will add a summary of key evidence from the Initial Inquiry] |

## INS E - Prompt 1:

Describe the key systems and structures in place to ensure that the program of study develops the content knowledge and skills needed to effectively teach the skills in the MA ELA Frameworks through playful, culturally and linguistically sustaining, grade-level appropriate practices that will promote an awareness of the purposes of writing and the development of writing fluency.

*The table below will be used for each of the sub criteria where more evidence is requested.*

|  |
| --- |
| INS.E.[#]: [Sub criterion] |
| How is **[sub criterion]** integrated into the program of study? |
|  |
| How and when in their program will candidates be assessed on **INS.E.#?** |
|  |
| What steps will be taken if a candidate does not demonstrate the expected level of understanding of **INS.E.#**? |
|  |
| What evidence demonstrates that (or will be used to monitor whether) this system/structure is supporting the development of content knowledge and skills needed to effectively teach the writing skills in the MA ELA Frameworks?  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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