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| Sponsoring Organization |  |

# Early Literacy: The Partnerships (PAR) 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 Follow Up Inquiry technical assistance call, which will include a narrower set of criteria with specific evidence from the Initial Inquiry to inform the organization’s response.

In their preparation, candidates have the opportunity to experience intentional and mutually beneficial partnerships with districts that go beyond transactional agreements (e.g., field-based experience placements only), such that they consistently support preparation candidates and positively impact the early literacy outcomes of PK-12 students.

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| PAR Domain Criteria | Included in Follow-Up Inquiry for [SO]: | Additional Documents or Artifacts Requested: |
| **PAR A:** The Sponsoring Organization establishes, evaluates, and sustains partnerships with PK-12 schools/districts to ensure partnerships meet the needs of all candidates’ development of effective literacy instruction, including:   1. Opportunities to learn, use, and skillfully adapt high-quality instructional materials aligned to the Mass Literacy Guide, such as those rated highly in CURATE 2. Opportunities to observe, access student data, and participate in an effective multi-tiered system of support for PK-3 students that is aligned to expectations outlined in the Mass Literacy Guide 3. A school culture that values and promotes culturally and linguistically sustaining literacy instruction | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| **PAR B:** The Sponsoring Organization collaborates with PK-12 partners in order to respond to the literacy needs of the school/district. | No  Yes:   * As an opportunity to elevate best practices * To address gaps or inconsistencies |  |
| **PAR C:** The Sponsoring Organization solicits input from PK-12 partners to identify its own strengths and areas for growth specific to literacy instruction and takes aligned actions (e.g., improving preparation curriculum, strengthening field-based experiences). | 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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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet * Stakeholder Engagement:   + Leadership Interview   + Field-Based Experiences Staff Interview   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner 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] |

## PAR A - Prompt 1:

Describe the key systems/structures in place to ensure that partnerships support the development of evidence-based, culturally and linguistically sustaining early literacy instruction for teacher candidates in Elementary, Early Childhood, and Moderate Disabilities PK-2/PK-8 programs.

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| Describe the process for **establishing** partnerships with PK-12 schools/districts that will meet the needs of all candidates’ development of effective literacy instruction. |
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| Describe the process for **evaluating** partnerships with PK-12 schools/districts to ensure that partnerships continue to meet the needs of all candidates’ development of effective literacy instruction. |
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| What evidence is used in this process to demonstrate that (or will be used to monitor whether) partnerships are providing: |
| Opportunities to learn, use, and skillfully adapt high-quality instructional materials aligned to the Mass Literacy Guide, such as those rated highly in CURATE? |
|  |
| Opportunities to observe, access student data, and participate in an effective multi-tiered system of support for PK-3 students that is aligned to expectations outlined in the Mass Literacy Guide? |
|  |
| A school culture that values and promotes culturally and linguistically sustaining literacy instruction? |
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## PAR A – Prompt 2:

Provide up to three examples of decisions your organization has made within the last three years designed to ensure that partnerships support the development of evidence-based, culturally and linguistically sustaining early literacy instruction for teacher candidates in Elementary, Early Childhood, and Moderate Disabilities PK-2/PK-8 programs.

*Please make a copy of the template table for each example. If available, please include recent examples of establishing a new partnership or discontinuing a partnership to better meet the needs of candidates.*

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| **Example 1** |
| Specific **decision** made to ensure partnerships meet all candidates’ early literacy needs. Please include the school(s)/district(s) impacted. |
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| What **evidence** led your organization to make this decision? |
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| What was the **intended impact** of this decision? |
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| What evidence demonstrates that (or will be used to monitor whether) this decision is supporting the **development of candidates’ early literacy instruction**?  If applicable, describe the actions your organization is taking to address evidence that this decision is not having its intended impact. |
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| PAR B: The Sponsoring Organization collaborates with PK-12 partners in order to respond to the literacy needs of the school/district. |

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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet * Stakeholder Engagement:   + Leadership Interview   + Field-Based Experiences Staff Interview   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner 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] |

## PAR B - Prompt 1:

Provide up to three examples of decisions your organization has made within the last three years **in response to PK-12 school/district early literacy needs**.

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

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| Example 1 |
| Specific **decision** made in response to PK-12 partner(s) early literacy needs and school(s)/district(s) impacted. |
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| What **evidence** led your organization to make this decision? |
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| What was the **intended impact** of this decision? |
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| What evidence demonstrates that (or will be used to monitor whether) this decision has **been responsive to school/district early literacy needs**?  If applicable, describe the actions your organization is taking to address evidence that this decision 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 PK-12 partner school/district personnel and/or students**?  If applicable, describe the actions your organization is taking to address evidence that this decision is not having its intended impact. |
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| PAR C: The Sponsoring Organization solicits input from PK-12 partners to identify its own strengths and areas for growth specific to literacy instruction and takes aligned actions (e.g., improving preparation curriculum, strengthening field-based experiences). |

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| Sources of evidence in Initial Inquiry include: |
| * Program Overview:   + Program Overview Worksheet * Stakeholder Engagement:   + Leadership Interview   + Field-Based Experiences Staff Interview   + Educator Preparation Personnel Survey and/or Focus Groups   + PK-12 Partner 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] |

## PAR C - Prompt 1:

Provide up to three examples of decisions your organization has made within the last three years **based on input from PK-12 partners** **about its strengths or areas for growth** specific to literacy instruction.

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

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| Example 1 |
| Specific **decision** made in response to PK-12 partner(s) input about early literacy. |
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| What **PK-12** **input** led your organization to make this decision? |
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| What was the **intended impact** of this decision? |
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| What evidence demonstrates that (or will be used to monitor whether) this decision has **been responsive to PK-12 school/district input about early literacy**?  If applicable, describe the actions your organization is taking to address evidence that this decision 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 and/or PK-12 students**?  If applicable, describe the actions your organization is taking to address evidence that this decision 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.

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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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