

2015-2016 Educator Preparation Formal Review

Culminating Report



1. Executive Summary

The Massachusetts Department of Elementary and Secondary Education (ESE) believes that regular program review ensures the continued growth and improvement of our Sponsoring Organizations (SOs). ESE is committed to ensuring that preparation in Massachusetts results in effective educators who are ready to support the success of all students. We are pleased to release the 2015-2016 Formal Review Culminating Report to document the trends and lessons learned. This report demonstrates the state's commitment to transparency, sharing best practices when identified, reflecting on ESE's own efficacy in executing reviews, and informing the field of educator preparation by identifying common areas of growth as they relate to ESE's [Program Approval Criteria](#). More specifically, we produced this report so that:

- SOs that underwent review in 2015-2016 can see how their individual results fit into the cohort of SOs that participated in review.
- Other SOs not under review can observe trends and begin to prepare more effectively relative to their own practices.
- Interested stakeholders can understand the field of educator preparation in Massachusetts.

It is important to note that this report is not designed to be representative of all SOs in the state. This is a summary report of those that participated in review.¹ Therefore, our conclusions in this report should not be generalized to all SOs in the Commonwealth. Additionally, in an effort to ensure that SOs are able to focus primarily on making improvements as a result of the review, we do not provide individual organization data. We share results only in the aggregate.

2015-2016 REVIEW HIGHLIGHTS

- * In 2013-14, Sponsoring Organizations (SOs) that underwent formal review produced 569 educators, which represents 9% of the total number of educators produced that year by all SOs (n=6,032).
- * Six SOs were Approved and three were Approved with Conditions.
- * SOs were most proficient in the Candidate Domain and needed the most improvement in the Continuous Improvement and Field-Based Experiences Domains.
- * All SOs met 23% of all criteria (this represents nine out of 40 organizational level criteria). The number of findings SOs received ranged greatly.
- * On average, a single SO received 8 findings.
- * External reviewers felt highly confident in the consistency and efficacy of the review process based on the 2015-2016 Formal Review Evaluation Survey results.
- * SOs who underwent review in 2015-2016 felt the review process improved the overall quality of their educator preparation programs.

¹ In the 2015-2016 cycle of formal reviews, 11 Sponsoring Organizations (SOs) were scheduled for formal review. Of those 11 SOs, three decided to expire all programs prior to completing the process. In addition, one SO underwent review according to partnership agreements with national accreditation agencies. Finally, one SO that was part of the 2014-2015 formal review cycle was scheduled for review in 2015-2016 because their onsite visit was cancelled due to a snowstorm. Their data is included in this year's Culminating Report. *As a result, this report primarily provides data on nine SOs.*

Major Takeaways

The majority of Sponsoring Organizations under review in 2015-2016 are meeting the rigorous expectations outlined by the state and are serving candidates well.

- 6 were **Approved**.
- 3 were **Approved with Conditions**.

Table 1.1: Approval Statuses of Sponsoring Organizations under review in 2015-2016

Sponsoring Organization	Approval Status
Boston Teacher Residency	Approved
Catherine Leahy Brine*	Approved
College of the Holy Cross	Approved
Eastern Nazarene College	Approved with Conditions
Harvard Graduate School of Education	Approved
Newton Teacher Residency	Approved
Nichols College	N/A - Expired
Smith College	Approved
Worcester Polytechnic Institute	Approved with Conditions
UMass Boston** (TEAC)	Approved with Conditions
Cambridge Public Schools	N/A - Expired
MA School of Professional Psychology	N/A - Expired

*-This program was part of the 2014-15 review cohort but underwent review in 2015-16 after a blizzard cancelled their onsite visit. Their data appears in this Culminating Report.

**-this program underwent review according to partnership agreements with national accreditation agencies.

Sponsoring Organizations (SOs) received the most proficient in the area of the Candidate.

The Candidate domain had the most proficient ratings across the five organizational level domains. There were two key areas of strength in this domain. All SOs met the state's expectations for providing effective advising and career development. Candidates and completers confirmed the systems and structures that SOs have in place for advising are effective and support candidate employment upon completion.

- 89% of SOs (n=9) received a rating of Proficient in the Candidate domain.
- 11% of SOs (n=9) received a rating of Needs Improvement in the Candidate domain.

Sponsoring Organizations (SOs) were most often found to need improvement in the areas of Continuous Improvement and Field-Based Experiences.

The Regulations and Program Approval Standards of 2012 raised expectations for SOs to continuously improve and to provide a rigorous and robust field-based experience for their candidates. For the Continuous Improvement domain, ESE found that many SOs have the basic systems and infrastructures to support the use of data in strategic decision making but require additional improvement to act on feedback received from stakeholders and use internal and external evidence to inform strategic decisions.

- 44% of SOs (n=9) received a rating of Unsatisfactory or Needs Improvement in the Continuous Improvement domain.

For the Field-Based Experiences domain, ESE found that many SOs need improvement relative to identifying, training, supporting, and evaluating Supervising Practitioners. This work is particularly important because

Supervising Practitioners play a critical role in the evaluation of candidates through the [Candidate Assessment for Performance \(CAP\)](#).

- 44% of SOs (n=9) received a rating of Unsatisfactory or Needs Improvement in the Field-Based Experiences domain.

The majority of Sponsoring Organizations did not meet expectations for the training, support and development of Supervising Practitioners and Program Supervisors.

- This was the most common finding. 89% of SOs received a finding² on the criterion: “Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness” in the Field-Based Experiences Domain.

ESE identified a common trend that the training for Supervising Practitioners focused on logistics (e.g., paperwork expectations) rather than skill development that could be linked directly to improving candidate practice.

ESE implemented a review process that is efficient, effective, and consistently rigorous.

In general, the external reviewers and SOs who participated in the review agreed that the state has a process that is efficient, effective and consistently rigorous:

- 63% of SOs (n=8³) that participated in review agreed that the Ed Prep formal review process generated conversations about quality educator preparation at their organization.
- 75% of SOs (n=8) agreed that their organization will better prepare educators as a result of engaging in the Formal Review Process.
- 84% of reviewers (n=31) felt highly confident that the review process implemented at the SO they reviewed was consistent with the others in the state. No reviewers expressed low confidence in either the consistency or efficacy of the review process.

“I believe ESE has put together effective protocols which require a certain level of consistency at the various reviews, even with different reviewers making ratings.”

-Ed Prep Reviewer

Overall, results from the second year of the updated formal review process indicate that ESE continues to make progress in implementing a review process that balances the expectation of improvement and the requirement of accountability across the state. When comparing the results of the 2015-2016 formal review cycle to the 2014-2015 cycle, ESE finds many similarities.⁴ For example, the review continues to differentiate performance as roughly one third of programs received an overall determination rating of Approved with Conditions (same as [formal review cycle 2014-2015](#)). In both years, several SOs had not yet implemented robust systems to monitor their own self-efficacy and make program improvements. Additionally, many had not yet implemented high quality training of Supervising Practitioners.

This year, SOs met many criteria in the Organization, Partnership and Candidate domains, indicating that SOs are meeting the high expectations passed by the Board of Elementary and Secondary Education in 2012.

² Findings are areas of concern that require corrective action. Findings impact an SO’s overall approval status.

³ This survey does not include one Sponsoring Organization that was part of the 2014-2015 formal review cycle that underwent review in 2015-2016 due to inclement weather.

⁴ The purpose of the 2015-2016 Culminating Report is to detail trends in the 2015-2016 formal review cycle. As such, this report does not do a detailed comparison between this year and last year. ESE wanted to include a few commonalities across the two review cycles in the Executive Summary.

Additionally, this year many more SOs received one or more commendations. Fifty percent of SOs (n=9) received a commendation this year, in comparison to about 30% (n=7) last year. This indicates that more SOs are demonstrating evidence of impact for the review criteria.

ESE is directing support to organizations through [Elevate Children: Impact Preparation](#) (EPIC) to address some of the areas of improvement identified in this report. For example:

- ESE is building out additional [Edwin Analytics Reports](#), administering and disseminating [stakeholder perception surveys](#), and building a data system that synthesizes state data points to provide actionable feedback to SOs for continuous improvement. While this will give SOs more and better access to data, it will still require that SOs use the data and information to drive improvement within their organization.
- ESE is supporting CAP implementation by providing additional [training materials](#), support, and technical assistance to 11 SOs.
- ESE is creating a Supervisor Certification mechanism that will guide SOs in providing training and support to supervisors.
- ESE plans to build out expectations for pre-practicum experiences to ensure that all candidates build to readiness in the licensure role.
- ESE will support the use of Mixed-Reality Simulations to provide teacher candidates additional time and opportunities outside of their practice to practice their pedagogical skill and receive feedback.

Questions about the information contained in the report should be directed to ESE's Educator Preparation Team at edprep@doe.mass.edu.

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2. Cohort Background Information

The information below provides background on each Sponsoring Organization (SO) under review during the 2015-2016 formal review cycle. This data provides an incomplete picture of each SO and is included here only to provide context for the reviews.

Organization Type



Out of the 12 Sponsoring Organizations (SOs) originally scheduled for review, eight are Institutions of Higher Education and four are alternative providers.

In this cycle, the majority of SOs fell into the category of Institutes of Higher Education. This is consistent with the teacher preparation landscape in the state overall as about 30% of programs in the state are alternative providers. Regardless, all SOs are held to the same standards and go through the same review process (see [Appendix A](#) for details about the review process).

Completion and Employment Rates



In 2013-14, Sponsoring Organizations (SOs) that underwent formal review produced 569 educators, which represents approximately 9% of the total number of educators produced that year by all SOs (n=6,032).

Table 2.1: Number of Completers and Employment Rates in Massachusetts Public Schools for SOs under Review, 2013-2014

Sponsoring Organization	Number of Completers	Employment Rate
Boston Teacher Residency	49	95.9%
Catherine Leahy Brine	119	91.6%
College of the Holy Cross	5	-
Eastern Nazarene College	41	61.0%
Harvard Graduate School of Education	97	30.9%
Newton Teacher Residency	3	-
Nichols College	0	-
Smith College	29	24.1%
Worcester Polytechnic Institute	3	-
UMass Boston* (TEAC)	223	74.0%
Cambridge Public Schools	0	-
MA School of Professional Psychology	0	-
Total:	569	68.6%⁵

⁵ This employment rate was calculated using only data from SOs that have an employment rate listed in Table 2.1.

Type of Programs



Sponsoring Organizations (SOs) varied in size in terms of licensure types and fields. The number of programs ranged from one to 84. Most programs under review were initial teacher licensure programs.

Table 2.2 and

Table 2.3 show the number of programs, licensure types and licensure fields for each SO. It is important to note that these are the number of programs each SO had at the beginning of the review. It does not account for new or expired programs.

Table 2.2: Licensure Types of Programs at SOs at the Beginning of the Review, 2013-2014

Sponsoring Organization	# Initial ⁶	# of Professional	Total
Boston Teacher Residency	11	0	11
Catherine Leahy Brine	44	26	70
College of the Holy Cross	18	0	18
Eastern Nazarene College	34	0	34
Harvard Graduate School of Education	41	0	41
Newton Teacher Residency	2	0	2
Nichols College	7	0	7
Smith College	48	0	48
Worcester Polytechnic Institute	9	0	9
UMass Boston* (TEAC)	62	22	84
Cambridge Public Schools	19	0	19
MA School of Professional Psychology	1	0	1
Totals:	296	48	344

Table 2.3: Licensure Field of Programs at SOs at the Beginning of the Review, 2013-2014

Sponsoring Organization	# of Teacher	# of Admin	# of Support Staff	# of Specialist	Total
Boston Teacher Residency	11	0	0	0	11
Catherine Leahy Brine	70	0	0	0	70
College of the Holy Cross	18	0	0	0	18
Eastern Nazarene College	30	3	0	1	34
Harvard Graduate School of Education	34	3	3	1	41
Newton Teacher Residency	2	0	0	0	2
Nichols College	7	0	0	0	7
Smith College	48	0	0	0	48
Worcester Polytechnic Institute	9	0	0	0	9
UMass Boston* (TEAC)	74	5	4	1	84
Cambridge Public Schools	19	0	0	0	19
MA School of Professional Psychology	0	0	1	0	1
Total	322	11	8	3	344

⁶ The numbers in Table 2.2 and

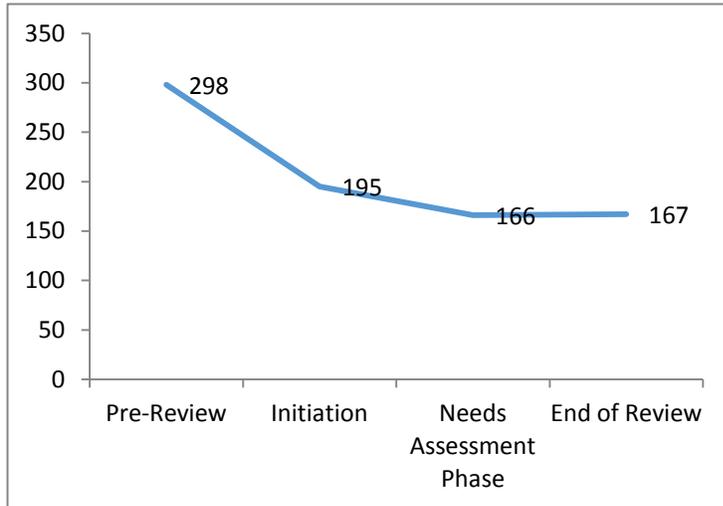
Table 2.3 may or may not reflect Variety of Fields groupings, which include multiple programs within a grade band. See the [Variety of Fields](#) advisory for more information. As a result, these numbers are higher than those included in Needs Assessment table

Number of Programs



Because of triggers built into the review, there was a 44% decrease (from 298 to 167) in the number of programs under review in the 2015-2016 formal review cycle.

Chart 2.1: Needs Assessment Phase, Formal Review, 2015-2016



The sharpest decrease in the number of programs reviewed at each Sponsoring Organization (SO) occurred during the Initiation phase of the review (see Chart 2.1). At this phase, ESE requires that SOs assess the breadth and depth of their program offerings, particularly for largely dormant programs. SOs then choose which program(s) to expire or attempt to demonstrate a need for. Through this process, SOs opted to discontinue 103 programs that were either low or zero-enrollment.

During the [Needs Assessment](#) phase, SOs must demonstrate state-specific need for the program as well as the ability to meet that need. This process not only preserves the SO's capacity to ensure program vitality, but also preserves the state's capacity to review programs and to ensure that programs have the necessary capacity to produce effective educators. Please see the [Needs Assessment Policy Advisory](#) for more information. Twenty-nine programs were discontinued at this phase.

ESE approved one new program during the formal review in 2015-2016, resulting in a total of 167 programs included as part of the review.

3. Summary Judgments

Overall Approval Status



The majority of Sponsoring Organizations received an overall determination rating of Approved. Overall, six SOs were Approved and three were Approved with Conditions.

Table 3.1: Overall Approval Status, Disaggregated, Formal Review 2015-2016

Sponsoring Organization	Approval Status
Boston Teacher Residency	Approved
Catherine Leahy Brine	Approved
College of the Holy Cross	Approved
Eastern Nazarene College	Approved with Conditions
Harvard Graduate School of Education	Approved
Newton Teacher Residency	Approved
Nichols College	N/A - Expired
Smith College	Approved
Worcester Polytechnic Institute	Approved with Conditions
UMass Boston* (TEAC)	Approved with Conditions
Cambridge Public Schools	N/A - Expired
MA School of Professional Psychology	N/A - Expired

Sponsoring Organization Expirations

While under the process of review, three Sponsoring Organizations (SOs) decided to no longer endorse candidates for licensure in Massachusetts and formally ceased operation. Those SOs are Nichols College, Cambridge Public Schools, and MA School of Professional Psychology. Each SO makes the decision to expire approval if expiring before the review process is conducted. Cambridge Public Schools expired prior to the Needs Assessment phase. Nichols College expired after the Needs Assessment phase. MA School of Professional Psychology still operates their one program which is approved by the National Association of School Psychologists. Candidates in this program can work directly with licensure to obtain their license.

ESE Approval & National Accreditation

The Council for the Accreditation of Educator Preparation (CAEP) is the recently consolidated body governing national accreditation in the U.S. However, in the 2015-2016 academic year, there was one SO that pursued national accreditation according to the state's 2009 partnership agreement with the Teacher Education Accreditation Council (TEAC) – UMass Boston (UMB). Under this partnership agreement, the majority of programs, particularly those in teacher education, were not evaluated under the state review process. In support the provision of the partnership agreement which asserts, “if verifiable evidence does not meet Massachusetts requirements, ESE reserves the right to collect and review additional documentation,” ESE conducted a concurrent visit alongside the TEAC review to evaluate state-specific criteria. ESE worked closely with UMB and TEAC to conduct reviews in accordance with the partnership agreement, while also supporting the changing context in the state (revised 2012 state standards for program approval) and TEAC (transition to CAEP). For UMB, program

approval decisions were informed by the results of both the state review as well as those reflected in the TEAC audit team report and the TEAC Accreditation Council's decisions.

Although ESE did not evaluate all teacher education programs, they were able to collect enough evidence to inform the five organizational domains. As a result, UMB is included in the trend analysis in this report.

Domain Ratings

Domains are the major categories upon which Sponsoring Organizations (SOs) are evaluated. There are five domains that are assessed at the organization level.⁷

- **The Organization (ORG):** *Is the organization set up to support and sustain effective preparation?*
- **Partnerships (PAR):** *Is the organization meeting the needs of the PK-12 system?*
- **Continuous Improvement (CI):** *Is the organization engaging in continuous improvement efforts that result in better prepared educators?*
- **The Candidate (CAN):** *Is the candidate's experience in the program contributing to effective preparation?*
- **Field-Based Experiences (FBE):** *Do candidates have the necessary experiences in the field to be ready for the licensure role?*



Sponsoring Organizations are most proficient in the Candidate domain and needed the most improvement in the Continuous Improvement and Field-Based Experiences domains.

The Candidate domain sets expectations for programmatic features such as recruitment, admission, advising, and identifying candidates at-risk. Almost all SOs received a Proficient rating in this domain. This data indicates that candidates are generally having positive experiences in programs that are contributing to their effectiveness in the licensure role.

However, four SOs received a rating of Needs Improvement or Unsatisfactory in the Continuous Improvement and Field-Based Experiences domains.

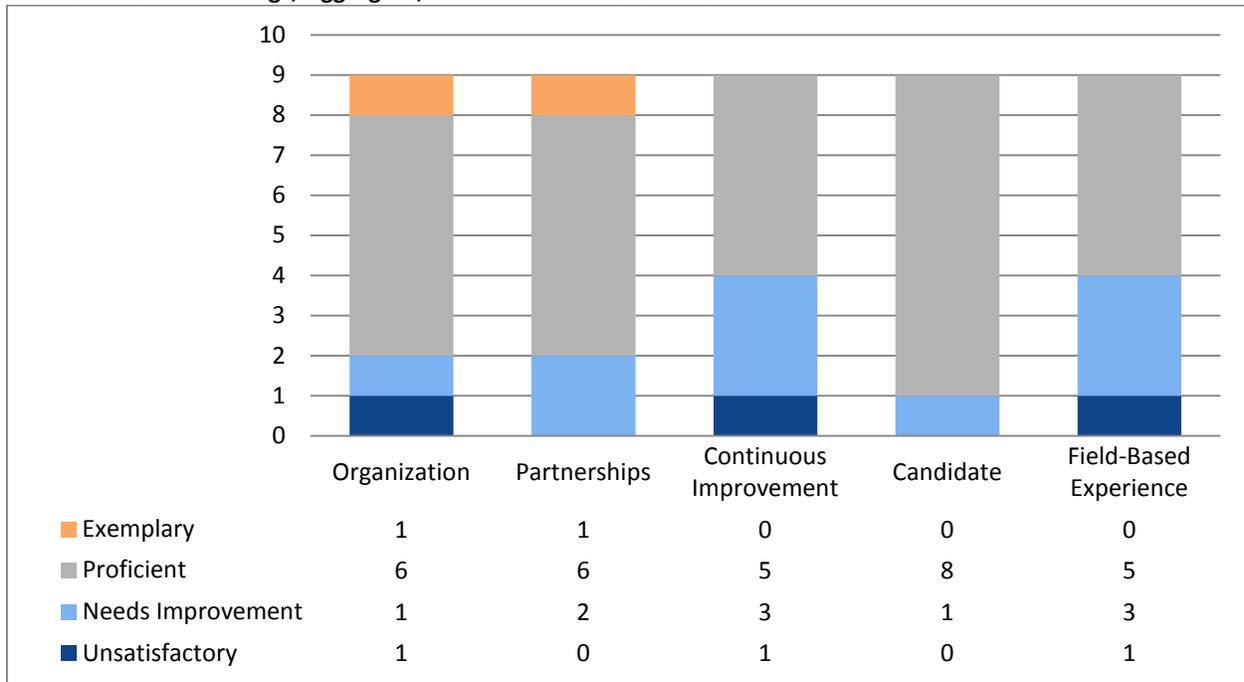
The Continuous Improvement domain sets expectations for programmatic features such as the ongoing and consistent use of internal and external evidence and the solicitation and implementation of stakeholder feedback. SOs that received a rating of Needs Improvement or Unsatisfactory do not yet have the systems and structures in place to support and sustain ongoing continuous improvement efforts. Some SOs have taken steps to create continuous improvement structures as a result of ESE's heightened expectations in this area, but they have not yet seen the impact of those efforts. For example, some SOs began to survey stakeholders but had not yet integrated findings from those surveys into the programmatic features.

The Field-Based Experiences domain sets expectations for programmatic features such as the structure of the practicum, the supervision, and the placement process. ESE's data indicates that many SOs who received a low rating in this domain need to improve their support of Supervising Practitioners, who are crucial to their candidates' field-based experiences. Many SOs do not provide adequate training to Supervising Practitioners to prepare them to be effective in their role. Likewise, many SOs lack systems to monitor Supervising Practitioners to ensure they are effective.

The following bar graph shows overall domain ratings in the aggregate by domain for nine SOs.

⁷ See [Appendix A](#) for more details about the review process and expectations used to evaluate providers.

Chart 3.1: Domain Ratings, Aggregate, Formal Review 2015-2016



Criteria Ratings

Commendations

During the 2015-2016 reviews, ESE awarded 14 commendations to Sponsoring Organizations (SOs). Commendations are reserved for truly exceptional, innovative or outstanding practices and are awarded at the criterion level. A commendation also requires compelling evidence, particularly evidence of impact associated with the criteria. We highlight three of the practices that received commendations below.



Commendation Spotlight: *Supervising Practitioners at Newton Teacher Residency*

Criteria: Supervising Practitioner qualifications meet regulatory requirements set forth in 603 CMR 7.02 and in Guidelines for Program Approval.

The Newton Teacher Residency gives teacher licensure candidates a full year of guided practice in the classroom, during which each candidate is paired with a mentor teacher. NTR mentor teachers are selected through a rigorous application process. Applicants must have professional status and must have at least two years of experience teaching “pedagogically challenging students,” defined as those who are on Newton’s lowest academic level, ELLs, or students at risk of dropping out. The heart of the NTR faculty application is an annotated fifteen to twenty minute video of the applicant teaching. The applicant describes the learning objective of the taped lesson, explains why they designed the lesson as they did, and analyzes the video clip in terms of student learning to describe what went well, what didn’t, and what changes they would consider for next time. The application process ensures that only those teachers who have broad experience and are seriously interested in training the next generation of teachers are considered to become NTR faculty. More importantly, the application process ensures that NTR faculty are not just excellent teachers – they are strong teachers who can actually explain what they’re doing and why. This makes them strong coaches, who model the kind of reflection on practice and constant improvement that we expect our graduates to demonstrate. –*Newton Teacher Residency*



Commendation Spotlight: *Diverse candidate pool at Harvard Graduate School of Education*

Criteria: Admission process supports the selection of a diverse candidate pool.

HGSE encourages selection of a diverse cohort of students who will ultimately build and lead more diverse, equitable and inclusive schools and organizations. One of our core focus areas is that transformative educators and school leaders must have a deep understanding of the issues of race and how race matters, no matter the school setting or demographics of the setting. We firmly believe that the educational experience here is strengthened by the differences among us.

Admissions proactively reaches out to applicants through numerous online and face-to-face forums, including focused events for prospective students of color. The office recently launched a video titled “HGSE: Find Yourself Here,” which features current students from diverse backgrounds sharing their own experiences. In addition, student and alumni admissions ambassadors play critical roles in making personal connections with applicants. Current students’ lived experiences are important in messaging to potential applicants that HGSE is authentically welcoming, that their experiences and insights are valued, and that issues of race and color will be addressed.

Evaluation of applicants’ materials involves a holistic review process, where committees look not only at academic credentials and standardized tests, but also carefully consider applicants’ lived experiences and commitment to equity and social justice. *—Harvard Graduate School of Education*



Commendation Spotlight: *Responsiveness to district needs at Boston Teacher Residency*

Criteria: Sponsoring Organization responds to district/school needs through focused recruitment, enrollment, retention, and employment (e.g., placement agreement with local district) efforts.

Boston Teacher Residency was founded in 2002 to meet the specific hiring needs of the Boston Public Schools. BPS faced a shortage of teachers prepared to teach math, science, Special Education and ESL in an urban setting, and a shortage of teachers of color. To meet these criteria, BTR employs a targeted recruitment strategy, and nurtures a candidate pipeline, continually informed by BPS needs. BTR’s program design equips teachers with the skills and competencies necessary for success in BPS. For example, because 20% of students have IEPs, residents work towards dual licensure in Special Education. Residents also receive SEI training. Additionally, BTR coursework incorporates the current BPS curriculum and pedagogical approach. To support graduates, and thus, retain teachers, BTR provides induction coaching and support during the first three years of service. To maintain alignment with district needs, BTR surveys host principals and teachers and gathers feedback from graduates and coaches on an ongoing basis. Program results have been strong and consistent. 71% of BTR grads placed in BPS still teach in BPS in year 6, compared to 50% of BPS teachers. Of 635 new teachers prepared, 55% of secondary graduates teach math or science and 49% are people of color. *—Boston Teacher Residency*

Criteria Met



All Sponsoring Organizations met 23% of all criteria (this represents nine out of 40 organizational level criteria).

In the 2015-2016 formal review cycle, all Sponsoring Organizations (SOs) met nine criteria. The nine criteria spanned across four domains – Organization, Partnerships, Candidate, and Field-Based Experiences.

In the Organization domain, all SOs met the state’s expectations relative to having sufficient authority to carry out decision-making, ensuring that all candidates have access to resources, and employing faculty that have current content knowledge and experience in the content area they teach.

Table 3.2: Met Criteria: Organization Domain

Domain	Criteria
Organization	Organizational structure demonstrates sufficient capacity to carry out responsibility and decision-making for educator preparation programs.
Organization	All candidates, regardless of program or delivery model, have equitable and consistent access to resources.
Organization	Faculty/instructors have current knowledge and experience in the content they teach.

In the Partnerships domain, all SOs met the state’s expectations for involving partners (from PK-12 districts) in their continuous improvement process. To receive a “criteria met” rating, partners from every SO provided specific examples where their feedback was incorporated into programmatic features.

Table 3.3: Criteria Met: Partnerships Domain

Domain	Criteria
Partnerships	Partners make contributions that inform Sponsoring Organization’s continuous improvement efforts.

In the Candidate domain, all SOs met the state’s expectations for providing effective advising and career development. Candidates and completers confirmed the systems and structures that SOs have in place are effective and support candidate employment upon completion.

Table 3.4: Criteria Met: Candidate Domain

Domain	Criteria
Candidate	Structures and processes ensure that candidates receive effective advising throughout the program.
Candidate	Career development and placement services support candidate employment upon completion.

In the Field-Based Experiences domain, all SOs met the state’s expectations for practicum hours, completion of a pre-service performance assessment, and providing candidates with field-based experiences with diverse learners.

Table 3.5: Criteria Met: Field-Based Experiences Domain

Domain	Criteria
Field-Based Experiences	Practicum hours meet regulatory requirements as per 603 CMR 7.04 (4)
Field-Based Experiences	Completion of Pre-Service Performance Assessment evaluates and indicates candidates have documented evidence in support of candidate readiness for the licensure role.
Field-Based Experiences	Field-based experiences are in settings with diverse learners (e.g., students from diverse ethnic, racial, gender, socioeconomic, and exceptional groups).

Diversity Criteria

The [Massachusetts Advocates for Diversity in Education \(MADE\) Taskforce](#) advised ESE to “increase the transparency and accountability of preparation program efforts to diversify their enrollment and program completion.” In accordance with this recommendation, ESE publishes results of reviews pertaining to diversity criteria. For the criteria of “**Recruitment efforts yield a diverse candidate pool,**” ESE gave two commendations, two “criteria met” ratings, and five findings in this area.

Specific demographic information for each provider can be found in [ESE Profiles](#).

Findings



There was a wide range in the number of findings given to a single Sponsoring Organization. On average, a single SO received eight findings.

Findings are areas of concern that require corrective action. Findings impact an SO’s overall approval status. SOs received the following four findings with the most frequency:

Chart 3.2: Most Common Findings, Formal Review, 2015-2016

Domain	Criteria	Frequency
Field-Based Experiences	Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.	8 of 9 SOs did not meet this criteria
Continuous Improvement	SO acts on feedback solicited from internal and external stakeholders (including candidates, graduates, district and school personnel and employers) in continuous improvement efforts.	5 of 9 SOs did not meet this criteria
Continuous Improvement	The consistent and ongoing use of internal and external evidence, including ESE data, informs strategic decisions that impact the SO, the education programs, candidates and employing organizations.	5 of 9 SOs did not meet this criteria
Candidate	Recruitment efforts yield a diverse candidate pool.	5 of 9 SOs did not meet this criteria

The most commonly given findings corroborate the domains that need to most improvement (Continuous Improvement and Field-Based Experiences). Most SOs under review in 2015-2016 did not meet expectations related to providing training for Supervising Practitioners and Program Supervisors. ESE addresses the need for support in this area by providing SOs with [training modules](#) for Supervising Practitioners and Program Supervisors that connect to supervising in Massachusetts (e.g., how to implement the Candidate Assessment for Performance (CAP)). In addition, ESE provides an [Online Calibration Training Tool](#) to promote a shared understanding of high quality practice and feedback within and across Massachusetts public schools and SOs. The tool uses videos of classroom instruction to simulate brief, unannounced observations. Finally, ESE administers surveys to several key stakeholders of an SO, including Supervising Practitioners. The survey asks Supervising Practitioners to rate the quality of training received. This information gives SOs an annual indication of how their Supervising Practitioners perceive their training. All survey protocols are found [here](#).

4. Evaluation of the Efficiency, Efficacy, and Consistency of the Process

In building and implementing a new system of review and accountability in the Commonwealth, ESE articulated three principles around which the process would be built. ESE makes decisions about the review process in support of one or more of these principles. The principles require ESE to deploy a review system that is:

- **Consistent:** within and across organizations both in terms of execution as well as the calibration of results.
- **Effective:** builds a solid evidentiary base for decision-making and appropriately differentiates within and among organizations.
- **Efficient:** streamlined, targeted and systematic; any investment of efforts leads to improved outcomes

ESE measures our own efficacy as it relates to these three areas. At the conclusion of the review process, ESE surveys all Sponsoring Organizations (SOs) who participated as well as the external reviewers who assisted in carrying out the review. We are committed to continually improving the Formal Review Process for SOs. The following sections outline the findings of the 2015-2016 formal review evaluation survey.

Formal Review Consistency

Reviewers



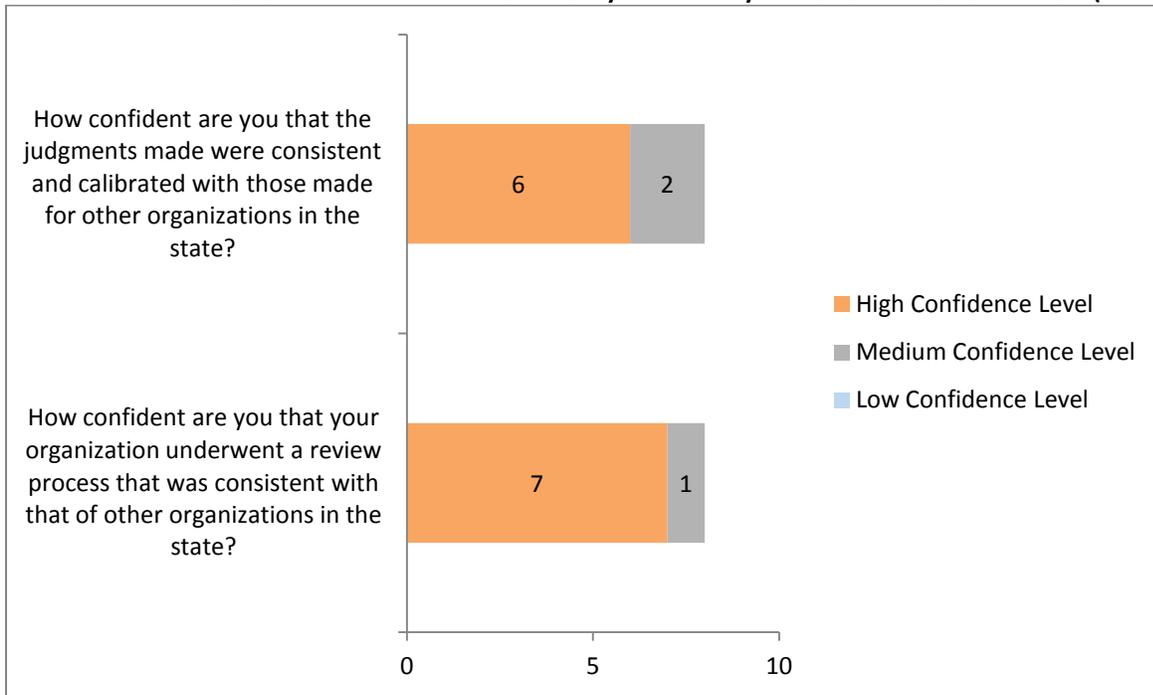
External reviewers felt highly confident in the consistency and efficacy of the review process based on the 2015-2016 Formal Review Evaluation Survey.

In implementing the 2015-2016 formal reviews, ESE relied greatly on the strength of individuals selected to serve as reviewers. Approximately half of the volunteer reviewer cohort were teachers or administrators from the PK-12 sector. The others were representatives from Sponsoring Organizations (SOs). Across all reviews, reviewers were highly favorable about their experience:

- Approximately 87% of reviewers (n=31) were highly confident that the judgments made by the review team were consistent and calibrated with those made for other SOs in the state.
- 97% of reviewers (n=31) said they felt highly confident in the judgments made during the review.

“There were checks and counter-checks throughout the process. The judgments were backed by articulated evidence” ~Ed Prep Reviewer

Chart 4.1: External Reviewers Evaluation of Consistency and Efficacy of the Formal Review Process (n=31)



Sponsoring Organizations

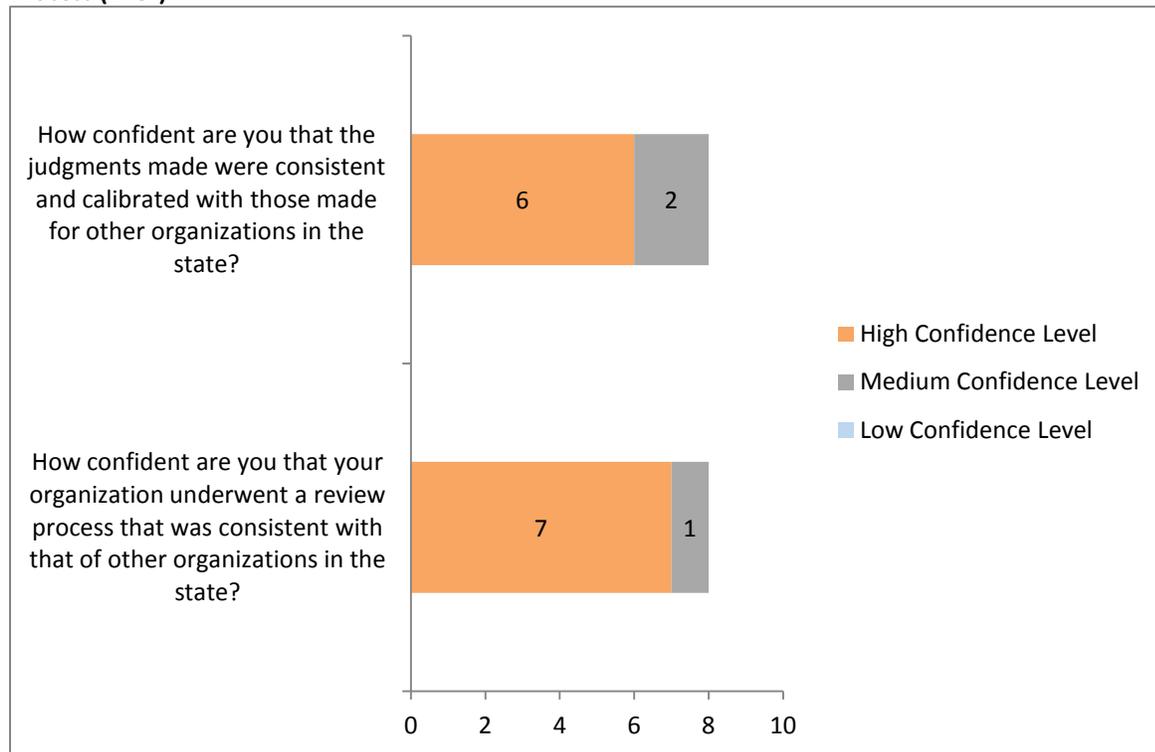


Overall, Sponsoring Organizations (SOs) felt highly confident about the consistency and efficacy of the Formal Review Process.

Approximately 88% of SOs (n=8) felt highly confident that the judgments made were consistent and calibrated with those made for other SOs in the state. This indicates to us that there are sufficient structures in place within the process that make it evident that ESE is executing the reviews consistently across providers.

We found a similar pattern for the question about the overall consistency of the review process itself (Chart 4.2). Approximately 75% of SOs (n=8) were highly confident that the review process was consistent with that of other SOs in the state. While the majority of survey respondents were highly confident, there were individual cases of SOs expressing medium confidence in the consistency of the process across SOs.

Chart 4.2: Sponsoring Organizations under Review’s Evaluation of Consistency and Efficacy of the Formal Review Process (n=8⁸)



Formal Review Efficacy

Sponsoring Organizations



SOs who underwent review in 2015-2016 felt the review process improved the overall quality of their educator preparation programs.

- 75% (n=8) of Sponsoring Organizations (SOs) agreed that the information contained within the review report would inform continuous improvement efforts within the organization.
- 75% agreed that their SO will better prepare educators as a result of engaging in the Formal Review process.
- 81% agreed that the judgments made in the report were based on evidence.
- 75% agreed that the criteria used to evaluate SOs articulated important aspects/components that are important to consider in the effective preparation of educators.
- 63% agreed that the Formal Review process generated conversations about quality educator preparation at their respective organization.

In comments, three SOs noted that small sample sizes recruited for the onsite portion of the review are a challenge. ESE entrusts stakeholder recruitment to SOs because they know their stakeholders best. ESE posts its onsite guidelines in a [toolkit](#) so SOs undergoing review will have a general sense of who reviewers will want to talk to onsite. SOs receive their onsite dates at the launch meeting, which gives

⁸ This survey does not include one SO that was part of the 2014-15 formal review cycle that underwent review in 2015-16 due to inclement weather.

them 12+ months to prepare for the visit. In addition to onsite focus groups, ESE will begin to use [surveys of stakeholders](#) in the review process to gain a more representative sample.

Overall, the majority of SOs stated that the process was transparent, supportive of their efforts, and was ultimately a productive experience.

Focus Group Participants (Candidates and Completers)

In the 2015-2016 reviews, approximately 211 candidates and completers participated in focus groups across nine SOs. At the end of each focus group, ESE asks participants to rate the experience of participating in the focus group. After analyzing this efficacy data for candidates and completers (the largest stakeholder group interviewed during onsite visits that generates evidence of impact), we found that:

- 82% of candidates and completers (n=211) agreed that during the focus group, they were asked to consider aspects of their experience that are important in preparing effective educators.
- 89% of candidates and completers (n=212) agreed that during the focus group, they were able to share feedback that reflects their experience with this organization.

Formal Review Efficiency

ESE is developing a more efficient system by focusing the review on expectations and required evidence from the Sponsoring Organization (SO). This efficiency is most evident in the use of ESE's [Worksheets](#) that allow SOs to provide evidence of how they are meeting the criteria. Only 38% of SOs that underwent review in 2015-2016 (n=9) agreed that the worksheets helped generate specific evidence in support of the review criteria. Based on open-ended comments, about half of the SOs had one person draft the entire offsite submission and then solicited input from colleagues. The other half had different members of the SO draft different sections and then worked to create a unified voice throughout the folio. Based on this feedback, ESE has updated the worksheets with clearer directives and prompt language.

The efficiency of the review process depends heavily on the Formal Review timeline, which lays out all major deadlines for the yearlong review process. ESE's commitment to SOs undergoing review is that ESE will meet all deadlines. In this cycle, ESE delivered as promised on 92% of all deadlines. ESE found that most of the missed deadlines occurred during the report writing phase because of the two month turnaround from onsite visit to report draft. As a result, ESE has increased the amount of time elapsed between onsite visit and the report draft to ensure a high quality product that is delivered on time.

Time & Cost Estimates

ESE asked external reviewers and Sponsoring Organizations (SOs) that participated how long it took to prepare for the review.

SOs had a hard time pinpointing the amount of hours it took to prepare. All SOs who responded to the poll (n=4) reported a range from 50 to 200 hours.

Similarly, the costs incurred as a result of the onsite review also varied greatly. Estimates ranged from \$400 to \$4,000, but the median estimate was \$2,425. It is not clear from the responses what accounted for different estimates in either cost or time.

ESE continues to monitor the amount of time for conducting reviews. It is our goal that program reviews do not detract from an SO's efforts to effectively prepare educators and instead enhance and improve those outcomes.

5. Conclusion

Based on the results of the second implementation of the formal review process, ESE is well positioned to broadly support areas of improvement for Sponsoring Organizations (SOs) across the state. Although the review closely evaluates a small subset of SOs in the state in a given year (roughly 10% of SOs undergo Formal Review each year), ESE provides support to all SOs in the state.

The second implementation of the review process has also confirmed the efficacy, efficiency, and consistency of the process. At the same time, ESE remains committed to our own continuous improvement and continues to use feedback from stakeholders to improve the process. For example:

- Review Criteria: Updates to the Review Criteria and, by extension, the worksheets and evaluation tools, can be found at www.doe.mass.edu/edprep/pr.html
- Onsite Reviews: Adjustments to the organization and timing of onsite visits to support SOs in securing focus group participants, particularly candidates and completers. For example, all focus groups with Supervising Practitioners, candidates, and completers are scheduled in the afternoon to take place after school.
- Inclusion of new data points to provide more metrics for decision making, including Educator Evaluation ratings.
- Further support through the [Elevate Preparation: Impact Children \(EPIC\)](#) initiative.

6. Appendix A: Review Context

Standards and Process

Standards

The Department of Elementary and Secondary Education (ESE) conducted the 2015-2016 formal review in accordance with the regulations outlined in [603 CMR 7.00](#) and the Massachusetts Department of Elementary and Secondary Education's (ESE) [Guidelines for Program Approval](#). New standards for program approval were passed in June 2012, which elevated expectations for review and approval in the Commonwealth. Several key shifts articulated by the 2012 Program Approval standards are worth noting as context for this report:

- **Expectation of Impact:** Providers are required to demonstrate the impact of their preparation programs through the outcomes-based review. Although the process examines the practices that a provider uses to prepare educators, evidence of program impact is weighted more heavily during the evaluation. The review process also considers evidence of outcomes. Evidence of outcomes may include information collected and reported by the Sponsoring Organization (SO), but always includes state-reported output measures. For the 2015-2016 review cycle, these state-reported output measures included:
 - Completer totals
 - Employment data (placement overall and by district as well as retention data)
 - MTEL data (pass rates)

These output measures are also published on ESE's [public profiles](#). Future reviews will include additional state-reported output measures, including results from program surveys and evaluation ratings, as they become available.

- **Emphasis at the Organizational Level:** In Massachusetts, approval is granted to an SO, then to discrete licensure programs. The authority granted to providers is significant in terms of both scope and duration; this means the Commonwealth places a great responsibility in SOs to maintain and improve high-quality programs during the period of approval⁹. As a result, the summative evaluation that is the formal review seeks to ensure that there are systematic and structural elements in place at the organizational level, providing greater assurances that all programs are producing effective educators during the term of approval.

ESE has distilled the overarching expectations outlined in the 2012 Program Approval Standard into a set of concrete, actionable criteria. These criteria (see [Appendix B](#)), which are organized into larger categories called domains, are the foundation of the evaluation conducted by ESE. They are descriptive of expectations, not prescriptive of approach.

The Program Approval standards are placed into six categories, called domains, five of which are evaluated at the organizational level: The Organization, Partnerships, Continuous Improvement, The Candidate, and Field-Based Experiences. One is evaluated at the program level: Instruction. The table below articulates the essential question(s) associated with the criteria in each domain area.

⁹ Period of approval is seven years, unless the program ceases to meet requirements. Under 603 CMR 7.03(6) "The Department may conduct an interim review of an approved preparation program on an as-needed basis."

Chart 6.1: Domain Guiding Questions

Organization	Is the organization set up to support and sustain effective educator preparation programs?
Partnerships	Is educator preparation from your organization meeting the needs of the PK-12 system?
Continuous Improvement	Is your organization driven by continuous improvement efforts that result in better prepared educators?
The Candidate	Is the candidate's experience throughout the program contributing to effective preparation?
Field-Based Experiences	Do candidates have the necessary experiences in the field to be ready for the licensure role?
Instruction	Do candidates have the necessary knowledge and skills to be effective educators?

Process

In order to uphold the rigor articulated in the 2012 standards, ESE has built an improved [formal review process](#). The 2015-2016 review year was the first full implementation of this process. In the design and development of the process, ESE sought to ensure that it is effective, efficient and consistently rigorous. The ultimate goal is that the review process builds a solid-evidence base for decision-making. Several integrated features of the system help achieve this goal, including:

- [Evaluation Tools & Criteria](#) – The Review Evaluation Tool is the centerpiece of ESE's review system. It makes explicit the criteria against which Sponsoring Organizations are evaluated and guides the review team through the collection, analysis and evaluation of the evidence-base. The [Eval Tool Overview](#) provides the most comprehensive discussion of the development and planned implementation of the review process.
- [Review Toolkit](#) – The Toolkit provides instructions and materials for each phase of the review. It ensures that the process is streamlined and consistent.
- [Elite cohort of Reviewers](#) –ESE recruited, selected and trained an experienced group of educators to support the evaluation of Sponsoring Organizations.

The evidence base is comprised of three types of evidence (offsite, outputs, and onsite) that fit into a larger hierarchy. As Chart 6.2 below indicates, evidence of impact is weighted more heavily than evidence of plans or inputs.

Chart 6.2: Hierarchy of Evidence

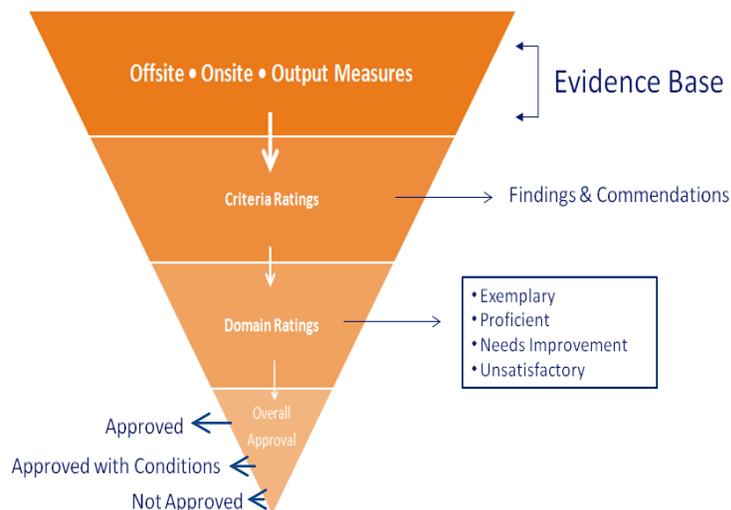


The evidence collected offsite (including the analysis of state output measures) as well as during the onsite portion of the review is evaluated based on the criteria according to the scale in the graphic below.

Rating	Evidence Label	Evidence Description
4	Compelling	Irrefutable evidence that criteria is being met consistently; or, sufficient evidence that while criteria is being met throughout organization, one or more areas (i.e., programs) presents evidence above and beyond criteria
3	Sufficient	Clear, convincing evidence demonstrating criteria is being met
2	Limited	Evidence inconsistently supports criteria; gaps within evidence exist; evidence is weakly linked to criteria
1	Insufficient	Inadequate evidence was found in support of the criteria

Decision-making and Approval Statuses

Decisions and recommendations occur at several different levels within the process.



Criteria Ratings: During the review, an individual reviewer’s summative criteria ratings are challenged and corroborated by the entire review team. The review team, under the guidance of the ESE Ed Prep Specialist, must work towards agreement for each finding and/or commendation cited in the report. ESE reserves the right to change a criterion rating based on an in-depth understanding of regulatory requirements or in order to maintain consistency across reviews. Criteria recommendations result in:

- *Commendation:* Commendations are reserved for truly exceptional, innovative or outstanding practices.
- *Finding:* Findings are areas of concern that require corrective action. Findings impact an SO’s overall approval status.

Domain Recommendations: Once the review team has rated all criteria in a domain, the team will make an overall recommendation weighing the cumulative impact and significance of the findings and

commendations within that domain. Domain recommendations result in one of the following descriptions:

- *Exemplary*: The Exemplary level represents the highest level of performance. It exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on a domain that is of such a high level that it could serve as a model for other providers in the organization, state, or nation.
- *Proficient*: Proficient is the expected, rigorous level of performance for SOs. It is a demanding but attainable level of performance.
- *Needs Improvement*: SOs whose performance on a domain is rated as Needs Improvement may demonstrate inconsistencies in implementation or weaknesses in a few key areas. They may not yet have fully developed systems to provide preparation in an effective way.
- *Unsatisfactory*: SOs whose performance on a domain is rated as Unsatisfactory is significantly underperforming as compared to the expectations.

Approval Determinations: Once all domain recommendations have been determined, the review team again weighs the cumulative impact and significance of all the domain ratings on a Sponsoring Organization's ability to effectively prepare educators and recommends one of the following approval determinations:

- *Approved*: A program that has been granted formal approval is recognized by the state to have met all standards for preparing effective educators in Massachusetts. Approved programs are authorized by the state to endorse candidates for licensure with full reciprocity benefits.
- *Approved with Conditions*: Approval with conditions may be granted after a formal or informal review. Sponsoring Organizations who have demonstrated overall program readiness and commitment to improvement, despite findings in a report, will be granted approval with conditions.
- *Not Approved*: Approval will not be granted if findings outlined in either a formal or informal review are determined to be significant. Therefore, neither full approval nor approval with conditions is granted.

Appendix B: 2015-2016 Program Approval Criteria List

The criteria used to evaluate Sponsoring Organizations are listed below. For a detailed overview of how these criteria were developed and how they will be used during the review, please see the Review Evaluation Overview located at <http://www.doe.mass.edu/edprep/toolkit/>.

Domain: The Organization

Leadership

- Organizational structure demonstrates sufficient capacity to carry out responsibility and decision-making for educator preparation programs.
- Systems/structures that support collaboration within departments and across disciplines improve candidate preparation.

Resources

- Budgets supports ongoing educator preparation program sustainability and allocate resources according to organizational goals.
- All candidates, regardless of program or delivery model, have equitable and consistent access to resources.

Faculty and Staff

- Recruitment, selection and evaluation processes result in the hiring and retention of effective faculty/instructors and staff.
- Faculty/instructors and staff engage in professional development and work in the field that has clear application to preparing effective educators.
- Faculty/instructors have current knowledge and experience in the content they teach.

Domain: Partnerships

- Partners make contributions that inform Sponsoring Organization's continuous improvement efforts.
- Partnerships improve experience for preparation candidates and outcomes for PK-12 students.
- Sponsoring Organization responds to district/school needs through focused recruitment, enrollment, retention, and employment (e.g., placement agreement with local district) efforts.
- Sponsoring Organizations evaluate partnerships on an ongoing basis, sustain those that are effective and take steps to improve those that are not.

Domain: Continuous Improvement

- Resources and infrastructure (e.g., staff, technology, committees, etc.) support and sustain ongoing continuous improvement efforts.
- Faculty/instructors and staff contribute to a Sponsoring Organization's continuous improvement efforts.
- The consistent and ongoing use of internal and external evidence, including ESE data, informs strategic decisions that impact the SO, the education programs, candidates and employing organizations.
- SO acts on feedback solicited from internal and external stakeholders (including candidates, graduates, district and school personnel and employers) in continuous improvement efforts.
- Yearly State Annual Report establishes goals in alignment with the continuous improvement process.
- Strategic plan includes activities, timelines and supports for meeting educator preparation programs' annual goals.

Domain: The Candidate

Recruitment

- Recruitment efforts yield a diverse candidate pool.

Admission

- Admission criteria and processes are rigorous such that those admitted demonstrate success in the program and during employment in licensure role.
- Admission process supports the selection of a diverse candidate pool.
- Admission criteria for post-baccalaureate candidates verify content knowledge upon entrance to the program.

Advising

- Structures and processes ensure that candidates receive effective advising throughout the program.
- Career development and placement services support candidate employment upon completion.
- Candidates at-risk of not meeting standards are identified throughout the program (in pre-practicum, during coursework, and while in practicum) and receive necessary supports and guidance to improve or exit.
- Candidates are knowledgeable about the requirements for licensure.
- Waiver policy ensures that academic and professional standards of the licensure role are met.
- Candidates are endorsed for the approved program of study completed.

Domain: Field-Based Experiences

Structure

- Practicum hours meet regulatory requirements as per [603 CMR 7.04 \(4\)](#)
- District partners are involved in the design, implementation and assessment of field-based experiences.
- Responsibilities in field-based experiences build to candidate readiness for full responsibility in licensure role.
- Candidates participate in field-based experiences that cover the full academic year.
- Field-based experiences are embedded in program coursework.

Supervision

- Supervising Practitioner qualifications meet regulatory requirements set forth in [603 CMR 7.02](#) and in [Guidelines for Program Approval](#).
- Program Supervisors provide consistent guidance, support and feedback to candidates in the practicum.
- Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness.
- Sponsoring Organization monitors candidate experiences with individual Supervising Practitioners and Program Supervisors, continuing those relationships that are effective and discontinuing those that are ineffective.
- Completion of Pre-Service Performance Assessment evaluates and indicates candidates have documented evidence in support of candidate readiness for the licensure role.
- Practicum agreements and meetings between candidate, Program Supervisor and Supervising Practitioner are documented in candidate files.

Placement

- SO secures and/or verifies placement(s) that meet regulatory requirements and SO's expectations for all candidates.
- Field-based experiences are in settings with diverse learners (e.g., students from diverse ethnic, racial, gender, socioeconomic, and exceptional groups).

Domain: Instruction (evaluated per program)

Design

- Program of Study meets regulatory requirements for applicable licenses set forth in [603 CMR 7.03 \(3\) \(a\) and \(b\)](#) and [7.04 \(2\) \(c\) 5. b. i. or c. i.](#)
- Program of Study addresses all SMK requirements set forth in [603 CMR 7.06](#), [7.07](#), [7.09](#), and [7.11](#) at the appropriate licensure level (if applicable).
- Program of Study addresses all Professional Standards set forth in [603 CMR 7.08](#) or [7.10](#) at the appropriate licensure level (if applicable).
- Course descriptions clearly state what candidates will know or be able to do by the end of the course.
- Program design results in a coherent program of study such that connections among and between courses are evident.
- Program of Study is sequenced to support the increased depth of skills and knowledge acquired and applied over time.
- Content is differentiated by subject area and level of licensure being sought.

Delivery

- Content delivery is calibrated for consistency within programs (e.g., different instructors of same course, in satellites, online, etc.).
- Candidate understanding and application of MA Curriculum frameworks is an embedded expectation in preparation coursework.
- Faculty/instructors model effective pedagogical and content practices of discipline.
- Faculty/instructors model practices and strategies to meet the needs of diverse learners.

Assessment

- Faculty/instructors use course formative and summative assessment data to target areas of candidate need.
- Courses assess what candidates know or are able to do by the end of each course.
- Candidates receive targeted feedback linked to appropriate SMK and/or Professional Standards (i.e., Professional Standards for Teachers) that improves their practice.