SPOTLIGHT: 2015 Field Feedback Survey

For the last two years, the Educator Preparation Team has issued an annual survey to all Sponsoring Organizations in order to assess the quality of our engagement with the field, improve the efficacy of our efforts and to inform planning for future work. As was the case with the 2014 survey, the 2015 data has provided invaluable insight. The data has shaped our approach to the work in 2015-16 as well as helped to focus our efforts where they are most needed.

Specifically, there are two themes that continue to resonate in the feedback from these surveys: (1) ESE needs better, more efficient data systems and (2) the field values timeliness, consistency and the overall quality of communication provided by the Ed Prep Team.

With regards to the first, the Ed Prep Team has shifted priorities, capacity and resources to accomplish the following in 15-16:

• Deploy a significantly improved Early ID system that decreases the burden of real-time data entry for providers and provide resources and assistance to ensure a smooth transition.
• Implement a more streamlined mechanism for the State Annual Report, limiting responses to only fields that are applicable to the organization and in a way that assures fewer technical glitches.
• Build an interactive platform that facilitates implementation of the Candidate Assessment of Performance and seamless data collection.

On the communication front, we continued to be bolstered by the positive feedback we have received about the overall quality of communication with the Ed Prep Team. This year we saw increases in the usefulness, consistency and timeliness of communication – all areas we were intentionally working to improve. There are few points worth noting going into 15-16 relative to communication:

• All communication will continue to be filtered through edprep@doe.mass.edu. While we can certainly appreciate the desire to have an individual person to call when something comes up, the implications of this on overall team efficiency and consistency of communication are significant. We have found that most inquiries are best served when they are handled through this central point. In fact, when asked to describe the most effective interaction with the Ed Prep Team in 2014-15, respondents most frequently mentioned the Ed Prep inbox.
• In terms of timeliness, the Ed Prep team commits to responding to inquiries within 72 hours. In many cases our turnaround time is far less. If we don’t have an answer right away, we will work to find one, providing you with a timeline for an expected response. We will work to accommodate particularly urgent requests on an as needed basis. Please recognize that we may not always be positioned to abide by a shortened timeline and plan proactively.

Thank you to all individuals who provided feedback this year. We are grateful for your continued support and partnership in this work.
**CAP Happenings**

During the 2015-2016 academic year, we’re dedicating an entire section of our quarterly Newsletter to updates and resources in support of the successful pilot and implementation of the Candidate Assessment of Performance (CAP). Stay tuned!

The *Candidate Assessment of Performance Guidelines* were released in late June. During the 2015-2016 academic year, ESE expects Sponsoring Organizations to begin preparing for full implementation of CAP by piloting CAP with at least 10 candidates this year. See the [pilot memo](#) for additional specifics about expectations.

CAP will replace the current Pre-service Performance Assessment (PPA) as a requirement for program completion from all teacher preparation programs beginning in the 2016-17 academic year.

**CAP Implementation & Deepening PK-12 Partnerships**

In support of some of the shifts required in implementing CAP, ESE has begun communicating with districts/schools about the advantages of working with preparation providers in this important initiative. In early September, we released a [memo to all superintendents and district administrators](#) to set the stage for their engagement. We are encouraging providers who have not already communicated with their partners to use this memo as a starting point for conversations with districts.

Additionally, in November we are planning a series of regional convenings with districts to introduce CAP alongside information about the 2015 *Guidelines for Induction and Mentoring*, two areas that are ripe for integration. Please be on the lookout for a forthcoming invitation to participate in these sessions. It will be a valuable opportunity to deepen collaboration and alignment with your regional partners.

**Professional Standards for Teachers (PSTs)**

CAP is an assessment of candidate readiness as measured relative to the [Professional Standards for Teachers](#). While piloting CAP, Sponsoring Organizations are simultaneously installing the 2014 PSTs into their preparation programs. Like CAP, the 2014 PSTs must be fully implemented in all teacher preparation programs beginning September 1, 2016. Many organizations have initiated significant redesign efforts and are strategically implementing program changes to ensure that candidates at all points in their programs enter the workforce increasingly prepared in alignment with the standards.

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**CAP Resources**

[doe.mass.edu/edprep/cap](https://doi.mass.edu/edprep/cap)

**NEW:**

- **CAP Overview Webinar**
- **CAP FAQ** (updated 8/25/2015)

**FORTHCOMING:**

- [See recent memo about release of training materials](#)
- [Reading Specialist Cover Sheet Form (Fall 2015)](#)

**CAP Calendar**

**SEPTEMBER 2015**

- **CAP Tutorial Released**

**OCTOBER 2015**

- **Skill Development Workshops**
  - **ESE Office Hours**
    - Friday, 10/16 2:30 – 4:30pm @ Worcester State
    - Thursday, 10/22 2:30 – 4:30pm @ ESE Offices, Malden
    - Tuesday, 10/27 10:00 – 12:00pm @ Bridgewater State

**NOVEMBER 2015**

- **Audio Deep Dives**
- **Regional Induction & Mentoring/CAP Meetings with District partners**

**DECEMBER 2015**

- **First CAP Implementation feedback survey issued**
Elevate Preparation: Impact Children (EPIC) Grant Proposal

On September 11th ESE submitted a new proposal to the Gates Foundation in support of deepening and accelerating the transformational educator preparation efforts currently underway in the Commonwealth.

With support from this funding opportunity, ESE will be able to add significant capacity to our team and strategically invest in projects that are likely to strengthen preparation across the state for years to come. Specifically, major areas of funding will be directed towards:

• Deepening and extending the quality of field-based experiences.
• Promoting and supporting data-driven analysis and continuous improvement.
• Integrating the efforts of providers and partners to meet the increasing demands for human capital in the PK-12 sector.

Some key projects included in the proposal that support these different goals include:

• Providing robust and direct support for CAP implementation
• Building additional Edwin Analytics Reports
• Developing regulations for the Pre-Practicum experience
• Embedding mixed-reality simulations in coursework
• Coordinating regional induction institutes

We expect to hear about the award in October and will communicate next steps once we are notified of the outcome.

Performance Assessment for Leaders

As we transition from the Field Trial to full implementation, we were pleased to have over 400 Principal candidates complete all four tasks as part of the Field Trial and over 450 candidates who completed two or three tasks. We have updated resources (based on the Field Trial), such as the Administrative Guide for Leadership Preparation Programs and the Candidates Assessment Handbook, and they are now available on ma-pal.com.

For more information, please visit ma-pal.com or the Department’s PAL website, www.doe.mass.edu/pal. If you have questions or have feedback regarding PAL, please email: PAL@doe.mass.edu.

CAEP Agreement

ESE is pleased to announce that we are in the final stages of establishing a partnership agreement with the national accrediting agency the Council for the Accreditation of Educator Preparation (CAEP). Below is a brief outline of the major tenets of the agreement:

• Three year agreement (October 2015 – December 2018)
• All currently accredited organizations scheduled for review during the period of the agreement are granted 2 year extensions of their existing NCATE/TEAC status. They will undergo state review as planned.
• ESE and a selected advisory group from the field will audit the CAEP process in 2017 prior to establishing a new agreement.

ESE is particularly grateful for the ongoing communication and support from the Commonwealth Deans and the Department of Higher Education during the development of this agreement. Once finalized, the agreement will be available at http://www.caepnet.org.

Formal Reviews

ESE has recently completed the 2014-2015 cohort of formal reviews. This was the first year of fully implementing a new evidence-based review process and for holding organizations accountable to the rigorous expectations outlined in the 2012 Program Approval Standards. Overall, we were incredibly pleased with the efficacy and efficiency of the review process. There are, of course, improvements that we anticipate making but overall we anticipate a largely consistent mechanism for executing formal reviews in the Commonwealth in the next few years.

Later this fall, ESE will be publishing the aggregated results of the review process to elucidate trends in both strengths and areas for improvements relative to the 10 organizations evaluated in 14-15. This culminating report will also share efficacy data collected about ESE’s implementation of the process to ensure ongoing transparency.

Finally, based on lessons learned during the first implementation, ESE has revised the review criteria and updated the Program Approval Guidelines to ensure increased clarity. These updates are not significant departures from the current policies or expectations. Updates to the Program Approval Guidelines and review criteria will be released in late November.
Ed Prep Data Collection, Dissemination & Use

Program Surveys

Over the last two years, ESE has been working with the support of the field to develop a suite of surveys designed to collect stakeholder feedback about their experience with preparation. The final set of surveys were piloted this past spring and a last round of item analysis is currently underway. All Sponsoring Organizations can expect to receive the data from these pilot surveys by early October. Pilot survey data is for internal use and will not be shared publicly. Following the first full implementation this coming spring, data will be published annually on the public profiles and embedded as an output measure in reviews.

EARLY ID

In response to feedback from the field, the Educator Preparation Team has been working to streamline and simplify the Early ID system. We are pleased to announce that we anticipate deploying significant system enhancements later this fall. Some key updates include:

- Ability to advance candidates, individually or in bulk, from point of enrollment through to program completion via a single screen dramatically decreasing the number of “clicks” required to process candidates through the system.
- A simplified SEI Endorsement process
- Easier data entry editing
- Professional program candidates no longer have to be entered as non-practicum coursework completers.

As soon as a launch date is confirmed, we will communicate with the field. Prior to the release, Sponsoring Organizations may continue to enroll and endorse candidates in the way you are accustomed. Alternatively, organizations may opt to hold off on regularly scheduled fall enrollment data entry until the upgraded system is in place. See the memo sent to all ESE Ed Prep Contacts on September 2, 2015 for more details.

EARLY ID Data Tips & Reminders

- Moving forward, Sponsoring Organizations will not be able to edit candidate enrollment/completer data compiled for the State Annual Report. It will pull directly from Early ID.
- The data is reported annually by the academic year, the reporting year is September 1 to August 31 of each year.
- Remove candidates who are no longer enrolled in your programs.
- You can run Edwin Analytics reports to review data currently reflected in Early ID.

Edwin Analytics

This past year, ESE has been working to increase the resources, support, and usage of Edwin Analytics, a data reporting tool that provides access to a longitudinal set of information about candidates and completers. As you can see from the chart to the right, the number of reports being run on a monthly basis has increased significantly. So has overall usage: prior to the 2014-2015 year just 18 organizations had run a report. That number jumped to 49, or approximately 70% of providers in the state during the 2014-2015 year. We have collected valuable feedback about the limitations and strengths of Edwin Analytics and are hopeful about the addition of new reports as well as the modification of existing reports in the coming years. You can expect the 2014-2015 updated employment and evaluation data in Edwin in January 2016.
**Frequently Asked Questions**

**Q:** We want to update the information on our ESE Public Profile, who do we notify of changes that need to be made?

**A:** All Sponsoring Organizations have the ability to manage several components of the profiles, including contact information, characteristics and vision statement of your educator preparation programs, and a list of district partners. Additionally, all organizations may add context to ESE provided data. For instance, on the Ed Prep Students tab under Employment, SOs may help interpret the data and add additional information you would like to make the public aware of, including potentially links to additional information sources. A detailed overview about updating your information via the Directory Administrator functionality provided to each contact can be found on the resources page of our website.

**Q:** We want to make changes to our currently approved SEI course, how do we go about notifying ESE of those updates.

**A:** Given ongoing engagement and oversight with the Department of Justice, all previously reviewed coursework that has been deemed by ESE to be in alignment with the requirements should remain in place. If you are adding material to the syllabi, without removing content from the originally reviewed course, you may do so with no additional requirement to notify ESE. The Educator Preparation Team is working with the Office of English Language Acquisition and Academic Achievement (OELAAA) in consultation with our legal office to coordinate a process for receiving revision requests moving forward.

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**Massachusetts Equity Plan**

The Equity Plan aims to ensure that all students - particularly low income and minority students - have equal access to excellent teachers and principals. It is a response to the US Education Department's Excellent Educators for All initiative.

The plan does not call for redistribution of teachers, but rather focuses on increasing students' experiences with quality teachers through approaches such as increasing overall teacher effectiveness, reducing teacher turnover, and hiring qualified, effective new teachers. Educator preparation is a key lever in the Equity Plan.

**Inclusive Practice Guidebook**

Created by Massachusetts educators, the Educator Effectiveness Guidebook for Inclusive Practice includes tools for districts, schools, and educators that align to the MA Educator Evaluation Framework and promote evidence-based best practices for inclusive instruction following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

ESE is looking to partner with educators at the classroom, school, and district levels to provide feedback throughout the 2015-16 school year on the usefulness and impact of the tools included in the Guidebook. You can find more information about the program here.

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**Subscribe: Teachers’ Top Three**

Teachers’ Top Three is a direct communication from ESE to teachers. Every other week, we'll highlight resources and information relevant to teachers’ work, reflection pieces written by current teachers, and upcoming opportunities to engage with ESE. We keep it short and to the point—selecting the top three items we think teachers will find most interesting.

Share with your candidates and completers or subscribe yourself!