**Educator Preparation Provider**

## **Overview**

## The Educator Preparation Provider (EPP) serves as the related technical instruction (RTI) provider for registered teacher apprentices and is the entity authorized to endorse apprentices for licensure. RTAPs are operated through close partnership between a Massachusetts Local Education Agency (LEA) and an approved EPP with a shared goal of cultivating a highly diverse and effective workforce in the local community. While other community-based organizations may play key roles in program design and implementation, the LEA/EPP partnership is foundational with each playing a crucial and distinct role.

## The EPP is required to:

## Have existing DESE approval to operate as a sponsoring organization within Massachusetts

## Have existing DESE approval to endorse candidates for the specific license(s) offered by the RTAP

## Support cohorts of apprentices to progress through approved program, learn, and develop together

## Provide apprentices with a minimum of 150 hours of related technical instruction per year, as well as supervision and support for field-based experience requirements

## Offer all instruction and supervision to apprentices at little-to-no cost

The EPP will continue be held to all expectations outlined in the [Guidelines for Educator Preparation Program Approval](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/program-approval/) through periodic [Formal Reviews](https://www.doe.mass.edu/edprep/review/toolkit/formal/).

## **Educator Preparation Provider Contact Information**

Educator Preparation Provider:

Designee Name:

Designee Title:

Designee Email Address:

Designee Phone Number:

**DESE Approval**

Please complete the section below based on the most recent Informal or Formal Review.

## **Year of Approval: \_\_\_\_\_\_\_**

## **Overall Approval Determination**

Approved with Distinction  Approved  Approved with Conditions  Probationary Approval

**Organization Domain**

Exemplary  Proficient  Needs Improvement  Unsatisfactory

**Partnerships Domain**

Exemplary  Proficient  Needs Improvement  Unsatisfactory

**Continuous Improvement Domain**

Exemplary  Proficient  Needs Improvement  Unsatisfactory

**Candidate Domain**

Exemplary  Proficient  Needs Improvement  Unsatisfactory

**Field-Based Experiences Domain**

Exemplary  Proficient  Needs Improvement  Unsatisfactory

**Instruction Domain – Initial Teacher Programs\***

Exemplary  Proficient  Needs Improvement  Unsatisfactory

*\*If the licenses your proposed RTAP wishes to offer were split across multiple program groupings during DESE’s review, please duplicate the “Instruction Domain” section above and provide ratings for each relevant program grouping.*

# **Partner Selection**

Explain why this specific EPP is well-positioned to serve as the related technical instruction provider for the proposed RTAP.

*Response should not exceed 500 words.*

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# **Letter of Commitment and Memorandum of Understanding**

As part of the RTAP application process, LEAs must include a Letter of Commitment from the partner EPP documenting the intention to serve as the Related Technical Instruction provider, in accordance with all programmatic requirements outlined in the Work Process Schedule, including but not limited to:

* Related Instruction Provider must be an approved educator preparation provider within the Commonwealth of Massachusetts that is able to offer an approved pathway (degree or-non degree granting) by which Apprentices may obtain an Academic Teacher license at the Initial Level in the Commonwealth of Massachusetts.
* Apprentices will on-ramp into Related Technical Instruction at different entry points, at the direction of the approved Related Instruction Provider.
* Complete no less than 150 hours of related instruction per year.
* Complete a related instruction outline and program of study offered by an approved educator preparation provider within the Commonwealth of Massachusetts that is able to offer an approved pathway by which Apprentices may obtain an Academic Teacher license at the Initial Level in the Commonwealth of Massachusetts.
* Complete a related instruction outline that aligns with the required **Cross-Cutting Subject Matter Knowledge (SMK) Requirements** and established **SMK requirements** for the specific subject area or grade band that an Apprentice shall be completing as part of their apprenticeship program.
* A full list of currently established SMK requirements may be found within the [Subject Matter Knowledge (SMK) Guidelines](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/) published by the Department of Elementary and Secondary Education.
* Complete a related instruction outline and program of study aligned with the [**Guidelines for the Professional Standards for Teachers**](https://www.doe.mass.edu/edprep/resources/guidelines-advisories/teachers-guide/) **(PSTs)** that articulate the pedagogical and professional skills that all candidates should be introduced to, practice, or be able to demonstrate by the conclusion of their preparation.
* Complete an approved related instruction outline that allows the Apprentice to satisfy the requirements of earning endorsement in **Sheltered English Immersion (SEI)** (or equivalent), as outlined below.

Ultimately, and no later than 3 months prior to the start of the academic school year (i.e., late Spring), LEAs must establish a formal partnership with the EPP through a Memorandum of Understanding (MOU).

The MOU will serve as a legal agreement regarding roles and responsibilities, communication and collaboration structures, and data sharing parameters between the parties.

At a minimum, the MOU should document:

* **Partnership Agreements:**
  + **Roles and responsibilities**: Clearly define the roles and responsibilities of the LEA, EPP, and other partners, including overall program oversight, financial obligations, and journeyworker expectations.
  + **Communication Protocols:** Establish regular communication protocols, including designated points of contact for each party, meeting schedules and participants, and reporting requirements.
  + **Data sharing agreement**: Agree on data sharing and use between all relevant parties (including the LEA, EPP, and other partners such as research and evaluation entities) and ensure sufficient information is shared to support implementation and improvement.
  + **Conflict resolution procedures:** Establish a process for resolving disagreements among parties to minimize disruptions to the program and maintain focus on apprentice success.
* **Program Agreements:**
  + **Equity commitments:** Demonstrate a shared commitment to diversity, equity, and inclusion, with specific steps to recruit, support, and retain apprentices from underrepresented backgrounds, as well as an articulated commitment to programming that advances candidates’ ability to advocate for equity, justice, and liberty in their communities, and to empower students to do the same.
  + **Support for apprentices:** Specify how apprentices will be supported throughout the program, including access to trained journeyworkers, professional development opportunities, and necessary resources like instructional materials or technology.
  + **Financial Support:** Specify how apprentices will access necessary financial support that allows them to progress through the program at little to no cost.
  + **Completion requirements and licensure**: Acknowledge commitment to Massachusetts preparation and licensure requirements and any additional requirements set by the LEA and EPP.
* **Continuous Improvement Agreements:**
  + **Evaluation and accountability measures:** Outline methods for evaluating program effectiveness, including performance metrics, timelines, and responsibilities for collecting and analyzing data.
  + **Compliance and Reporting:** Ensure adherence to state and federal regulations, including requirements for funding, licensure, and program outcome reporting.
  + **Sustainability and long-term planning:** Include intention and proposed strategies for sustaining the program beyond initial implementation, such as securing long-term funding, maintaining staff support, and adapting to future needs.

☐ Letter of Commitment is attached

☐ Memorandum of Understanding is attached

### **Proposed RTAP Licenses**

**License(s)**

Identify the licenses that you wish to offer through the proposed RTAP by checking boxes in the table below. To be included, each license must be:

* Approved by DESE to move forward from the Intent to Submit and Needs Assessment stage
* Included in the EPP’s existing list of approved programs (exact field, grade span, type, and level)

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| **Licensure Area** | **Licenses** |
| **Early Childhood** | Early Childhood, PreK-2, Baccalaureate Early Childhood, PreK-2, Post-Baccalaureate |
| **English as a Second Language** | English as a Second Language, PreK-6, Baccalaureate English as a Second Language, PreK-6, Post-Baccalaureate English as a Second Language, 5-12, Baccalaureate English as a Second Language, 5-12, Post-Baccalaureate |
| **Secondary STEM** | Biology, 8-12, Baccalaureate Biology, 8-12, Post-Baccalaureate Chemistry, 8-12, Baccalaureate Chemistry, 8-12, Post-Baccalaureate Digital Literacy/Computer Science, 5-12, Baccalaureate Digital Literacy/Computer Science, 5-12, Post-Baccalaureate Earth and Space Science, 8-12, Baccalaureate Earth and Space Science, 8-12, Post-Baccalaureate General Science, 5-8, Baccalaureate General Science, 5-8, Post-Baccalaureate Health/Family and Consumer Science, All, Baccalaureate Health/Family and Consumer Science, All, Post-Baccalaureate Mathematics, 5-8, Baccalaureate Mathematics, 5-8, Post-Baccalaureate Mathematics, 8-12, Baccalaureate Mathematics, 8-12, Post-Baccalaureate Middle School Mathematics/Science, 5-8, Baccalaureate Middle School Mathematics/Science, 5-8, Post-Baccalaureate Physics, 8-12, Baccalaureate Physics, 8-12, Post-Baccalaureate Technology/Engineering, 5-12, Baccalaureate Technology/Engineering, 5-12, Post-Baccalaureate |
| **Special Education** | **Teacher of Students with Moderate Disabilities, PreK-2, Baccalaureate** **Teacher of Students with Moderate Disabilities, PreK-2, Post-Baccalaureate**  **Teacher of Students with Moderate Disabilities, PreK-8, Baccalaureate** **Teacher of Students with Moderate Disabilities, PreK-8, Post-Baccalaureate**  **Teacher of Students with Moderate Disabilities, 5-12, Baccalaureate**  **Teacher of Students with Moderate Disabilities, 5-12, Post-Baccalaureate**  **Teacher of Students with Severe Disabilities, PreK-2, Baccalaureate**  **Teacher of Students with Severe Disabilities, PreK-2, Post-Baccalaureate**  **Teacher of Students with Severe Disabilities, All, Baccalaureate**  **Teacher of Students with Severe Disabilities, All, Post-Baccalaureate**  **Teacher of the Deaf and Hard-of-Hearing, All,** Baccalaureate **Teacher of the Deaf and Hard-of-Hearing, All, Post-Baccalaureate** **Teacher of the Visually Impaired, All, Baccalaureate** **Teacher of the Visually Impaired, All, Post-Baccalaureate** |
| **Local Need\*** |  |

## *\* Other licenses may be added if local need was demonstrated during the Intent and Needs Assessment Stage.*

## **RTAP Target Population(s)**

Current high school student  No college  Some college  Bachelors degree

Paraprofessional  Career-changer

Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **RTAP Delivery Format(s)**

Main campus  Satellite campus  Hybrid  Online  LEA campus

## **Estimated RTAP Enrollment**

Outline target RTAP enrollment numbers for each proposed licensure area below. After the first year, please include the sum of apprentices you expect to be continuing from the prior year and new apprentices. Please note, these are estimates and are not binding.

**Licensure Area (required):**

Year 1 (2025-26):

Year 2 (2026-27):

Year 3 (2027-28):

**Licensure Area (if relevant):**

Year 1 (2025-26):

Year 2 (2026-27):

Year 3 (2027-28):

**Licensure Area (if relevant):**

Year 1 (2025-26):

Year 2 (2026-27):

Year 3 (2027-28):