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| **2014 Ed Prep Field Feedback Survey**  **ESE Response** | ESE Star Logo |

The Massachusetts Department of Elementary and Secondary Education (ESE) conducted a survey of Sponsoring Organizations in May 2014 to assess the effectiveness of the work of the Educator Preparation Team during the 2013-2014 academic year. The survey was designed to collect data that would drive the Ed Prep Team’s efforts at continuous improvement. Since that time, the Ed Prep Team has worked to respond to trends and key learnings identified from the feedback. The response that follows highlights the specific actions, both planned and implemented, that ESE has taken to be increasingly effective in our efforts to guarantee high-quality preparation in the Commonwealth.

ESE will issue the survey again in June 2015 to assess our progress in the three main areas discussed below: Communication, Connectedness and Implementation of Key Initiatives.

This response should be seen as a companion document to the Results Report found at [www.doe.mass.edu/edprep/resources](http://www.doe.mass.edu/edprep/resources).

# Communication

The field was asked to rate the extent to which they communicated with the Ed Prep Team and the quality of those interactions. These data sets can be found on page 2 and 3 of the report.

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| **Data Trends &**  **Key Learnings** | **Less than 50% (45%) of respondents said they felt communication with the Ed Prep Team was always timely.**  **Less than 50% (44%) of respondent said they felt communication was always consistent throughout Ed Prep.** |

Prior to the results of the survey, the Ed Prep Team understood that our ability to communicate effectively and in a timely way required some additional attention; the data from the survey helped raise the urgency around that need.

There are several ways in which we have sought to improve in the area of communication this year:

* Channeled all technical assistance through one source, the [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu) inbox. By handling all inquiries from the field through a central repository we are able to ensure coverage; responses are no longer dependent on an individual’s availability because the inbox is monitored by a team. Through this system, we have made a commitment to responding to all requests within 48 hours.
* Established internal structures to ensure answers to questions are accurate and consistent.
  + *Weekly Technical Assistance Meetings*: All members of the Ed Prep team attend a mid-week meeting during which we address any technical assistance questions from the field that may fall outside the bounds of typical guidance. Through this meeting we are able to ensure that all team members are working off of shared knowledge and have access to a log of previous guidance.
  + *Facilitating licensure questions with a designated Ed Prep liaison from licensure:* We recognized that in order for our assistance to be consistent we needed to coordinate more intentionally with our licensure colleagues around licensure specific questions. Organizations can now email the [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu) and get direct guidance from the licensure office. By having this communication funneled through the ed prep inbox we are also able to identify and clarify any areas of overlap between preparation and licensure policies.

There are a few other ways we have worked to strengthen our communication:

* **Ed Prep Newsletter**: The quarterly newsletter is a central resource for the field in which updates, key developments, events, and everything Ed Prep can be accessed by the field.
* **Website Navigation:** The Ed Prep team maintains an up-to-date website and has recently organized the site to improve the accessibility and ease with which users can navigate.
* **Additional Advisories:** The Ed Prep Team identified advisories as a resource that needed to be added more frequently in order to assist with timely and consistent communication efforts. Some advisories added since June 2014 include: Variety of Fields, Add v. Dual Licensure, Needs Assessment.

\**All above mentioned items can be found on the* [*Ed Prep Resources Page*](http://www.doe.mass.edu/edprep/resources.html)*.*

# Connectedness

The field was asked to rate the extent to which they felt connected to key Ed Prep Intitiatives. These data sets can be found on page 5 of the report.

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| **Data Trends &**  **Key Learnings** | **Almost 20% of respondent were unaware of the new formal review process.**  **27% of respondents indicated they are unaware of Edwin Analytics.**  **29.5% of respondents were unaware of the NTEP grant.**  **44% of respondents were unaware of the CAEP Partnership.**  **32% of respondents said they were involved or invested in the PST revision.** |

The Ed Prep Team believes that the field’s active engagement in key ESE initiatives is vital to the success and sustainability of the work. We have taken specific steps in response to each data point outlined above and have been intentional in new endeavors to build in specific engagement goals.

New Review Process:

* [Posted all resources](http://www.doe.mass.edu/edprep/pr.html) pertaining to the review on the Ed Prep website. This includes [Toolkits](http://www.doe.mass.edu/edprep/toolkit/) for the 2014-2015, 2015-2016, and informal reviews as well as overview documents that articulate the rationale and context for the tools.
* Will be hosting two information sessions this spring (April & May) about the review process. These sessions have previously been open only to organizations with an upcoming review but will now be offered to anyone interested in additional information about the process.

Edwin Analytics:

* Launched an [Ed Prep Edwin webpage](http://www.doe.mass.edu/edprep/edwin/) with resources, instructions, and video tutorials.
* Hosted two webinars (November & December). Recordings of the webinar are available on the Edwin resource page.

NTEP Grant: The NTEP grant embodies several different initiatives and we learned through the feedback survey that the field did not necessarily associate all the discrete projects under the NTEP umbrella. To make this clearer we have:

* Created an [NTEP resource](http://www.doe.mass.edu/edprep/ntep.html) page on our website and provided an overview.
* Embedded an NTEP spotlight feature on the front page of every quarterly newsletter.

CAEP Partnership Agreement:

* We were not surprised by this data point as only 13 of the 81 Sponsoring Organizations in the state pursue National Accreditation. All 13 organizations that are directly impacted by the agreement have attended three in-person meetings and have directly informed the direction of the agreement.
* Once finalized we intend to announce and share the agreement with the entire field.

PST Revision:

* We are sponsoring a series of working groups to support organizations in aligning programs with the new standards. We selected the National Institute for Excellence in Teaching (NIET) as the consulting group to lead this work. The decision to bring NIET on board was strategic to ensure there was capacity to support the field and significantly increase the investment in the PST alignment work.
* 84% of eligible organizations have committed to participating in the alignment working groups in spring 2015.

# Implementation of Major Initiatives

For each of the major initiatives the field engaged in this year, the Ed Prep Team wanted to know the quality of several components related to implementation. These data sets can be found on page 6 of the report.

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| **Data Trends &**  **Key Learnings** | **96% of respondents said that the resources for formal reviews were proficient or exemplary.**  **Only 31% of respondents, when asked if the SEI/RETELL timelines were reasonable and appropriate, selected proficient or exemplary.**  **Overall, SEI/RETELL had the lowest ratings across the board.** |

The data in this section has had significant implications on our overall approach to the implementation of new initiatives. For example:

From the SEI/RETELL feedback, it was evident that we needed to be more aware of our implementation timelines and the impact they have on organizations and candidates. In support of this, we set an extended deadline for the new PST implementation. We doubled the length of the typical regulatory timeline, which is 18-months, allowing 36 months from the point of Board approval to full implementation.

Additional lessons learned from the SEI/RETELL initiative feedback was the concerns raised around the follow through on commitments and deadlines. The turnaround time of these reviews lagged significantly behind the field’s expectations and to address this for future and current reviews we have built internal systems to ensure we are able to meet deadlines as promised. We are encouraged by the results of these systems to date:

* We have delivered on every deadline established for the 2014-2015 and 2015-2016 formal reviews including delivering all reports within 60 days of the onsite visit.
* All informal reviews were reviewed and decisions issued within the 6-month approval window.

The Ed Prep Team has also worked to build on the positive results: specifically, we have been working to replicate the resources developed for the formal reviews and state annual report in other areas. The new Edwin Resources are a good example of this.

*The Educator Preparation Team at ESE appreciates the ongoing collaboration and partnership from Sponsoring Organizations in the state. The Ed Prep team recognizes that feedback from the field is an essential component of the work and is committed to using feedback to drive decisions and actions. We look forward to assessing the impact of the efforts outlined above through the 2015 Field Feedback Survey.*