
Stakeholders

These *Guidelines* have been developed with two audiences in mind: Sponsoring Organizations and School Districts. ESE expects these key stakeholder groups to engage in deliberate and collaborative discussions when assessing the effectiveness of current programs or when developing and assessing new educator preparation programs.

Sponsoring Organizations

Educator preparation programs are approved by ESE for the primary purpose of supplying the Commonwealth of Massachusetts with educators who can meet the requirements of MA licensure to teach and lead effectively in any public school, including those with diverse student populations.

Responsibility for the delivery and effectiveness of educator preparation programs should not rest solely on one department or individual in an organization. The effectiveness and preparation of educators should be recognized as a responsibility shouldered by all who are involved in the delivery of educator preparation programs.

- For Institutions of Higher Education, faculty from arts and sciences departments, together with faculty from the education department, are expected to communicate on a regular basis, sharing best practices while creating and maintaining systems to collect and review programmatic data in support of continuous growth.
- For alternative preparation programs, ongoing communication among those that design and deliver educator preparation programs and those providing content/coursework, is essential to ensuring that programs reflect current regulatory requirements.

School Districts

With the adoption of the most recent *Regulations for Educator Licensure and Preparation Program Approval* comes an increased commitment to and requirement that educator preparation programs work in partnership with districts and schools to support their needs. These partnerships can no longer be defined solely as placements where candidates complete their practicum, and instead must be thought of as opportunities to develop deep, symbiotic relationships that inform the effectiveness of educator preparation programs while supporting the needs of school districts.

Sponsoring Organizations are responsible for effectively managing the partnership and responding to the needs of individual schools/districts. In order to do this, they will rely on PK-12 support and engagement to ensure that candidates have a seamless experience as they transition through the pipeline from preparation to employment. The 2012 Program Approval standards and the shifts they embody provide an opportunity for districts to reinvest in educator preparation.

To better understand the extent and outcomes of a partnership between providers and PK-12 districts, ESE will seek district/school feedback on the quality of preparation provided to candidates in two ways: (1) a Partner Survey issued to district contacts for any provider currently undergoing review and (2) an annual survey to all hiring principals/superintendents to

gain a measure of individual completer performance once employed. District participation in these two evidence-collection mechanisms is crucial in ensuring that statewide and individual provider improvement efforts are aligned to district needs.

Examples of ways in which Sponsoring Organizations and Districts might partner:

- Consistently and openly sharing data, such as: number and type of district employment openings and corresponding program completers; data addressing completers' impact on PK-12 students; or PK-12 district projections of vacancies
- Seeking to align the diversity of PK-12 students in partner districts/schools with processes for recruitment and admissions; seeking together to increase the racial and ethnic and linguistic diversity of teacher and administrator candidates to better reflect the diversity of the students
- Advancing approaches that feature shared responsibility for induction between hiring districts and preparation providers. This could include setting shared goals with agreed-upon, measurable outcomes for new educators to align the processes for preparing candidates with those of onboarding, training, and developing new educators. For more information, see the [Guidelines for Induction and Mentoring Programs](#).
- Collaboratively designing coursework, field-based experiences, and feedback aligned with candidates' performance assessments based on identified needs of PK-12 districts and schools
- Collaboratively identifying and selecting candidates for programs who meet PK-12 partner needs
- Implementing a cohort model to prepare educators for the unique needs of a partner district
- Facilitating in-depth/year-long field-based experiences
- Providing opportunities for exemplary PK-12 educators to teach in preparation programs
- Supporting opportunities for preparation-program faculty to work in schools/districts
- District/School leaders serving on advisory boards/committees, to participate in the design and program evaluation process that SO's must engage in continuously
- Establishing formal leadership opportunities and recognition for individuals who serve as Supervising Practitioners