



**Massachusetts Department of
Elementary and Secondary Education**

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Jeffrey C. Riley
Commissioner

MEMORANDUM

To: Massachusetts Sponsoring Organizations
From: DESE Office of Educator Effectiveness
Date: June 15, 2022
Subject: Update Regarding the Revisions to the Guidelines for Educator Preparation Program Approval

In [June](#) and [December 2021](#), we shared information with you regarding updates to the program approval guidelines and the development timeline. We are writing now with key updates regarding the *Guidelines for Program Approval* and review timelines, as well as information to register for the Summer 2022 Ed Prep Convening.

What guides our work. The Office of Educator Effectiveness is driven by our mission statement:

We work to create the conditions that support the preparation, development, and retention of a diverse and effective educator workforce so that all of our students thrive.

We define effective educators as those who nurture and cultivate academic achievement, cultural and linguistic competence, sociopolitical awareness, and emotional intelligence. In partnership with you, our colleagues in educator preparation, we believe that if we are consistent over time in adhering to this mission, we can work together to contribute to disrupting systemic inequities, in particular for Black, Latinx, Asian, Indigenous, and Multiracial students and educators who have been most harmed through existing and historical policies and practices. This mission has guided, and will continue to guide, decision-making regarding the program approval process.

In accordance with this mission, we are working to revise the program approval process to ensure that it is increasingly effective, efficient, consistent, and equity-driven. These revisions will elevate two key foci:

- **Building a foundation of anti-racist practice.** In alignment with our mission statement, our work continues to be driven by the question, “How are educator preparation efforts designed to break historical patterns of racial inequity, not by accident but by design?” Updated program approval expectations and processes will support our collective work

toward this goal. An example of this focus can be found in the revised [Guidelines for the Preparation of Administrative Leaders](#) that were finalized in September 2021.

- **Deepening instruction and program level-expectations.** With the updates to program approval, we are committed to a more explicit review of instructional programming with a specific emphasis on the development of curricular literacy, evidence-based practices (e.g., evidence-based early literacy), and administrator preparation.

Our work to finalize how these foci are reflected in the expectations and processes described in the Guidelines for Program Approval will continue over the coming months. This memo serves as an update on our work to date.

Key Updates

Summer 2022 Ed Prep Convening

Please [register](#) for the Summer 2022 Ed Prep Virtual Convening which will take place via Zoom on August 23, 2022 from 9am-3pm. This convening will be an opportunity to learn more about the vision for the program approval revisions, hear takeaways and recommendations from the Spring 2022 Listening Tour, and engage with vendors supporting your efforts in evidence-based early literacy and implementation of the *Guidelines for the Preparation of Administrative Leaders*. We recommend sharing this registration link with relevant members of your Sponsoring Organization's leadership and faculty. A more detailed agenda will follow in July.

Guidelines for Program Approval

The Guidelines for Program Approval will be updated in phases over the next year, as outlined on the [Program Approval Guidelines Updates webpage](#). The first sections of the Guidelines are **now posted for public comment through August 31, 2022**. We hope to hear from a robust group of stakeholders from both educator preparation programs and K12 schools and districts during the public comment period. These sections include:

- Program Approval Overview and DESE Role
- National Accreditation & State Approval
- Informal Review
- Interim Review of Approved Programs
- Approval Determinations
- Status Designations
- Appendix C: Program Approval Standards and Domain Crosswalk
- Appendix D: Continuous Improvement Cycle
- Appendix E: Delivery Models

We believe that stakeholder engagement is the bedrock of developing a more effective, efficient, consistent, and equity-driven program approval process, and we are committed to grounding revisions to these and the remaining sections of the Guidelines in stakeholder feedback. The remaining sections of the Guidelines for Program Approval will be revised throughout the 2022-2023 academic year in partnership with advisory groups representing both K12 educators and educator preparation programs.

Review Timelines

The new formal approval cycle will launch in Fall 2024. Based on feedback about the current process and our efforts to ensure that the revised program approval process is more efficient, the revised model will streamline the offsite submission process, particularly in advance of the onsite visit. While the specific details of this shift will be determined during the 2022-2023 academic year, this will ensure that there is ample time to prepare for formal review for those Sponsoring Organizations in early cohorts.

The anticipated academic year for each Sponsoring Organization's next review is listed below. These timelines were determined based on the year of the Sponsoring Organization's most recent review and their current Approval designation. Cohort A will span two years to support the roll-out of a revised process; the remaining cohorts will be reviewed within one academic year. For all Sponsoring Organizations, approval will be extended to your next review year. If your organization requires an updated approval letter documenting this extension, please email educatorpreparation@mass.gov.

Sponsoring Organization	Cohort	Anticipated Review Year
ACCEPT Collaborative	C	2027-2028
American International College**	TBD	TBD
Anna Maria College	D	2028-2029
Assumption College	G	2031-2032
Bay Path College	F	2030-2031
Berklee College of Music	A – Year 2	2025-2026
Boston College	C	2027-2028
Boston Public Schools	A – Year 2	2025-2026
Boston Teacher Residency	B	2026-2027
Boston University	A – Year 1	2024-2025
Brandeis University	D	2028-2029
Bridgewater State University	G	2031-2032
Cambridge College	D	2028-2029
Catherine Leahy Brine Educational Consultants, Inc.	A – Year 2	2025-2026
Charles Sposato Graduate School of Education	A – Year 1	2024-2025
City on a Hill Charter School	A – Year 2	2025-2026
Clark University	D	2028-2029
Collaborative for Educational Services	A – Year 1	2024-2025
College of the Holy Cross	B	2026-2027
Curry College	F	2030-2031
Eastern Nazarene College	B	2026-2027
Elms College	G	2031-2032
Emerson College	E	2029-2030
Emmanuel College	F	2030-2031
Endicott College	F	2030-2031

Sponsoring Organization	Cohort	Anticipated Review Year
Fitchburg State University	F	2030-2031
Framingham State College	G	2031-2032
Francis W. Parker Charter Essential	E	2029-2030
Gordon College	G	2031-2032
Harvard Graduate School of Education	B	2026-2027
Lasell College	G	2031-2032
Lesley University	E	2029-2030
Longy School of Music at Bard College**	TBD	TBD
Massachusetts Association of School Superintendents (M.A.S.S.)	F	2030-2031
Massachusetts College of Art	C	2027-2028
Massachusetts College of Liberal Arts*	E	2029-2030
Massachusetts School Administrators' Association	E	2029-2030
Merrimack College	E	2029-2030
MGH Institute of Health Professions	D	2028-2029
Montserrat College	D	2028-2029
Mount Holyoke College	G	2031-2032
Newton	B	2026-2027
Northeastern University	A – Year 1	2024-2025
Regis College*	G	2031-2032
Salem State University	E	2029-2030
Shady Hill	E	2029-2030
Simmons University	F	2030-2031
Smith College	B	2026-2027
Springfield College	D	2028-2029
Stonehill College	D	2028-2029
Teach for America	G	2031-2032
Teach Western Mass	A – Year 2	2025-2026
Teachers 21**	TBD	TBD
Tufts University	C	2027-2028
UMass/Amherst	A – Year 1	2024-2025
UMass/Boston	F	2030-2031
UMass/Dartmouth	E	2029-2030
UMass/Lowell	C	2027-2028
Wellesley College	D	2028-2029
Western New England University*	E	2029-2030
Westfield State University	C	2027-2028
Wheaton College	D	2028-2029

Sponsoring Organization	Cohort	Anticipated Review Year
Worcester Polytechnic Institute	B	2026-2027
Worcester State University	G	2031-2032

** For Sponsoring Organizations that underwent formal review during the 2021-2022 academic year and have not yet received an updated approval designation as a result of that review, these timelines indicate the anticipated review year if your organization is granted full Approval. The approval letter your organization receives at the conclusion of the review process will indicate any changes to this approval period.*

*** These Sponsoring Organizations will undergo review before the revisions to the program approval process go into effect; their timeline will be communicated at the conclusion of that review.*

We understand that change can bring feelings of uncertainty and upheaval, especially in the context of the ongoing pandemic. We hope that the above information and timelines, as well as our commitment to ongoing transparency and stakeholder engagement related to these updates, is helpful to you in planning for the next formal review. In addition to the various engagement opportunities taking place throughout this Spring and next year to inform the revisions, we will be providing technical assistance regarding the changes to the program approval process over the next two years. The specific content and timelines for this assistance will be provided in Summer and Fall 2022.

We deeply believe that by partnering together, we can ensure that we develop an effective, efficient, and consistent process that allows us to center racial equity and deepen program level-expectations that will most benefit students. We have confidence that this revised process will also allow us to elevate the practices your organizations engage in to develop effective, anti-racist educators while also working towards the systemic changes necessary to benefit students and the future educators of Massachusetts.

In partnership,

The Office of Office of Educator Effectiveness