

Office of Educator Effectiveness

MISSION. 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.

VALUES. We in the Office of Educator Effectiveness are committed to each and every student in the Commonwealth thriving through access to diverse and effective educators, **defined as educators who nurture and cultivate academic achievement, cultural and linguistic competence, sociopolitical awareness, and emotional intelligence.**

THEORY OF ACTION. *If* we are consistent over time in interrogating, creating, and implementing policies and practices in partnership with school communities and in alignment with this mission and our values,

then all students in MA public schools will have educators that **nurture and cultivate academic achievement, cultural and linguistic competence, sociopolitical awareness, and emotional intelligence,**

thereby contributing to disrupt 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.



Revisions to Program Approval

Our Goals for the Revisions to Program Approval

1. Revise expectations and process with two key foci: building a foundation of anti-racist practice and deepening expectations for evidence-based practices
2. Create a process that supports preparation programs to create the conditions for a more diverse and effective new educator workforce so that all students thrive
 - Effective educators: Educators who nurture and cultivate academic achievement, cultural and linguistic competence, sociopolitical awareness, and emotional intelligence

We believe this will contribute to disrupting systemic inequities and improving outcomes for all students, in particular for the Black, Indigenous, Latinx, Asian, and multiracial students who have been most harmed by our existing and historical education policies and practices.

Overview of Revisions to Program Approval

What's Changing?

- Emphasis on anti-racist practices
- Stronger connections to evidence-based practices (e.g., curricular literacy & early literacy instruction)
- Enhanced focus at the individual program level
- Criteria – making revisions to align with the foci above

What's Staying the Same?

- Emphasis on evidence of impact
- Connections to PK-12 school/district partnerships and expectations
- Domains (The Organization, Continuous Improvement, Partnerships, etc.)
- Involvement of external reviewers from both PK-12 and ed prep

What Is Outside the Scope of These Revisions (Though May Be Part of Other Updates)?

- Statutory requirements (i.e. MTEL)
- Regulatory requirements (e.g., PAL, requirements for licensure, requirements for student teaching hours/setting/supervisor, etc.)
- Other Guidelines (SMKs, PSTs, etc.)

Racial Equity Step-Back

EE Office completed a racial equity audit over a series of meetings, informed this plan and elevated need for Listening Tour

Content & Process Revisions

In collaboration with PAC/TAC and an Ed Prep Advisory Group, articulate expectations

Pre-Visit Support

Launch more specific pre-visit support for first cohort of organizations

Fall 2021

Spring 2022 – Fall 2022

Fall 2022- Spring 2023

Spring - Summer 2023

Summer 2023 - 2024

Fall 2024 & Beyond

Communication & Engagement

- Spring 2022 “Listening Tour”
- First sections of Guidelines posted for public comment
- Review years shared

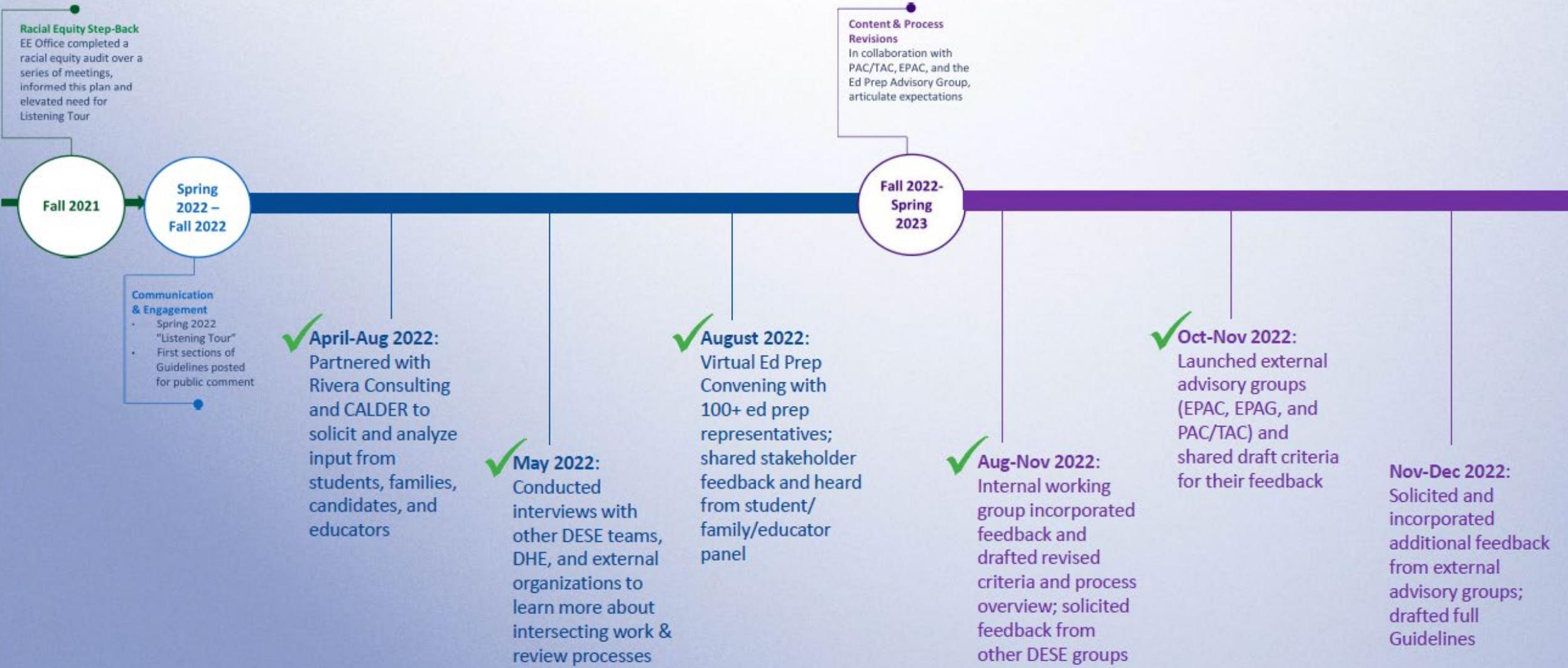
Technical Assistance

For all prep programs, to promote understanding of the new expectations and processes

Launch Revised Program Review

Begin conducting reviews with new process and expectations

Our Work To Date



Where the Work is Now

- ✓ Revised criteria across all domains and solicited multiple rounds of feedback from internal and external stakeholders
- ✓ Drafted an outline for the revised process which will:
 - Create a more efficient offsite process for SOs
 - “Flip” the offsite and onsite processes, with onsite visits happening earlier in the process
 - Separate the survey portion of stakeholder feedback from onsite focus groups, allowing more time for discussion and elaboration on examples
 - Be more transparent, with key information previously shared in TA calls available online
- ✓ Drafted revisions for all sections of the *Guidelines for Program Approval*

How We Got Here: Internal Collaboration

- ✓ Interviewed other offices & teams (Charter Schools, Public School Monitoring, District Review) to learn more about intersecting work and review processes
- ✓ Launched Review Revision sub-projects: PAC/TAC, Ed Prep Advisory Group, Process Buildout, Criteria Revisions, Technical Assistance, etc.
- ✓ Planned and delivered an Ed Prep Virtual Convening with 150+ in attendance, including a panel discussion amplifying diverse student, teacher, and parent voices
- ✓ Review Revision working group has met for 30+ hours since August to draft criteria and process outline
 - ✓ Shared drafts with larger team and built out timeline for implementation and support
 - ✓ Solicited feedback from the Center for Instructional Support on criteria
- ✓ Began collaborating with Office of Student & Family Support to plan family roundtables this winter

How We Got Here: Stakeholder Engagement

- ✓ Completed our Spring 2022 Listening Tour, and compiled that feedback with data collected through Family & Student Roundtables, IES Focus Groups, and analysis of VOCAL data to highlight key takeaways
- ✓ Launched our 3 external advisory groups, which will provide feedback on criteria and process revisions:

	Educational Personnel Advisory Council (EPAC)	Ed Prep Advisory Group (EPAG)	Principal/Teacher Advisory Cabinet (PAC/TAC)
Who	~12 representatives from organizations connected to different perspectives within the education workforce (SCOPE, MACTE, MASS, MSAA, MASPA, MTA, AFT, parent, student)	~8 representatives from ed prep programs from across the state; selected based on: <ul style="list-style-type: none"> • Commitment to racial equity demonstrated in their applications • Representation from a variety of types of programs (public/private, small/large, IHE/alternative, geographic location) 	~35 current educators from across the state, selected based on their commitment to racial equity demonstrated in their applications, including: <ul style="list-style-type: none"> • 6 school-level leaders • 3 paraeducators • 17 teachers • 3 instructional coaches
Lens	For most representatives, the revisions may not directly impact their work, but they can provide feedback and insight regarding how these revisions will connect with/support broader workforce goals and efforts	These revisions will directly impact their programs and the work they need to do to maintain approval. They will bring insight around how the expectations may be operationalized, how they intersect with ongoing efforts within their programs/institutions, and how they would support candidates' and PK12 students' experiences.	PAC/TAC members come with a variety of experiences and connections with ed prep. As current educators, all PAC/TAC members have a close understanding of how ed prep programs are currently preparing educators to provide excellent learning experiences for all students across MA.

Looking Ahead

Content & Process Revisions
In collaboration with PAC/TAC, EPAC, and the Ed Prep Advisory Group, articulate expectations

Fall 2022-
Spring 2023

Late Jan/ Early Feb 2023:
Release full Guidelines for Program Approval for public comment

February 2023:
3 Ed Prep Roundtables to hear feedback directly from prep

March 2023:
3 Family Roundtables to hear feedback directly from families

April 2023:
Analyze feedback from public comment and make any necessary revisions

Technical Assistance
For all prep programs, to promote understanding of the new expectations and processes

Spring -
Summer 2023

April & May 2023:
Info sessions to share more details for each domain, including criteria and sources of evidence
(all information shared and FAQs will be posted on our site)

Late Summer 2023:
“Bootcamp” for SOs in first two years with a deep dive into the process and evidence for formal review
(all information shared and FAQs will be posted on our site)

Pre-Visit Support
Launch more specific pre-visit support for first cohort of organizations

Summer 2023 -
2024

Launch Revised Program Review
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Fall 2024
& Beyond