



# 2016 MA Ed Prep State Annual Report

## Section 1: Program Information

All Sponsoring Organizations are required to complete questions in Section 1.

**Directions:** Follow prompts to enter data. Please do not leave anything blank.

### ADMISSION Information

(A1) For each element listed below, indicate if it is required for **ADMISSION** into any of your Initial licensure program(s) at either the undergraduate (UG-Initial) or post-baccalaureate (PB-Initial) level, and if it is required for ANY of your educator preparation programs at either the undergraduate (UG-all progs) or post-baccalaureate (PB-all progs) level.

Choose N/A if this element does not apply to your program(s). \*

	UG-Initial	PB-Initial	UG-All Prep Programs	PB-All Prep Programs
Transcript	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>
Fingerprint Check	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Background Check	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Minimum number of course/credits /semester hours completed	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Minimum GPA	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Minimum GPA in content area coursework	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Minimum GPA in professional education coursework	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Minimum ACT score	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Minimum SAT score	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Minimum basic skills test score	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Subject area/academic content test or other subject matter verification	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Recommendation(s)	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>
Essay or personal statement	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>	<input type="text" value="Yes"/>	<input type="text" value="N/A"/>
Interview	<input type="text" value="No"/>	<input type="text" value="N/A"/>	<input type="text" value="No"/>	<input type="text" value="N/A"/>
Other	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>

### (A1) Enrollment GPA \*

	UG-Initial	PB-Initial	UG-All Prep Programs	PB-All Prep Programs
admission to the program?	<input type="text" value="Save and continue later"/>	<input type="text" value="Save and continue later"/>	<input type="text" value="Save and continue later"/>	<input type="text" value="Save and continue later"/>

	UG-Initial	PB-Initial	UG-All Prep Programs	PB-All Prep Programs
What is the minimum required GPA for entry into the program?	None	n/a	None	n/a

**COMPLETION Information**

(A2) For each element listed below, indicate if it is required for **EXIT** from any of your Initial licensure program(s) at either the undergraduate (UG-Initial) or post-baccalaureate (PB-Initial) level, and if it is required for ANY of your educator preparation programs at either the undergraduate (UG-all progs) or post-baccalaureate (PB-all progs) level.

Choose N/A if this element does not apply to your program(s). \*

	UG-Initial	PB-Initial	UG-All Prep Programs	PB-All Prep Programs
Transcript	Yes	N/A	Yes	N/A
Fingerprint Check	No	N/A	No	N/A
Background Check	No	N/A	No	N/A
Minimum number of course/credits /semester hours completed	Yes	N/A	Yes	N/A
Minimum GPA	Yes	N/A	Yes	N/A
Minimum GPA in content area coursework	No	N/A	No	N/A
Minimum GPA in professional education coursework	No	N/A	No	N/A
Minimum ACT score	No	N/A	No	N/A
Minimum SAT score	No	N/A	No	N/A
Minimum basic skills test score	No	N/A	No	N/A
Subject area/academic content test or other subject matter verification	Yes	N/A	Yes	N/A
Recommendation(s)	No	N/A	No	N/A
Essay or personal statement	No	N/A	No	N/A
Interview	No	N/A	No	N/A
Other	No	N/A	No	N/A

**(A2) EXIT GPA \***

	UG-Initial	PB-Initial	UG-All Prep Programs	PB-All Prep Programs
What is the median GPA of students at exiting the program?	3.62	n/a	3.62	n/a
What is the minimum required GPA for exit from the program?	3.0	n/a	3.0	n/a

**(B) CANDIDATE DEMOGRAPHICS**

Provide the number of candidates **ENROLLED** in the preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Save and continue later

**Enrollment by Gender**

(Insert numerical value in each column) \*

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Total number of students enrolled	230	230
Unduplicated number of males enrolled	25	25
Unduplicated number of females enrolled	205	205
Number of students who opted not to disclose gender	0	0
Number of students per faculty member	29	29

**Enrollment by Ethnicity**

(Insert numerical value in each column) \*

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Ethnicity undisclosed by student	7	7
Hispanic/Latino of any race	3	3

**Enrollment by Race**

(Insert numerical value in each column) \*

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
American Indian or Alaska Native	0	0
Asian	2	2
Black or African American	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	215	215
Two or more races	3	3
Race undisclosed by student	7	7

**(C) FACULTY DEMOGRAPHICS**

Provide the number of **FACULTY AND STAFF** in the preparation program in the following categories. Note that you must report on the number of faculty by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of faculty enrolled.

**Faculty and Staff by Gender**

(Insert numerical value in each column) \*

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Total full-time equivalent of faculty and staff	8	8
Unduplicated number of males faculty and staff	2	2
Unduplicated number of females faculty and staff	7	7
gender	0	0

Save and continue later

**Faculty and Staff by Ethnicity**

(Insert numerical value in each column) \*

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Ethnicity undisclosed by faculty	<input type="text" value="0"/>	<input type="text" value="0"/>
Hispanic/Latino of any race	<input type="text" value="0"/>	<input type="text" value="0"/>

**Faculty and Staff by Race**

(Insert numerical value in each column) \*

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
American Indian or Alaska Native	<input type="text" value="0"/>	<input type="text" value="0"/>
Asian	<input type="text" value="1"/>	<input type="text" value="1"/>
Black or African American	<input type="text" value="0"/>	<input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="0"/>	<input type="text" value="0"/>
White	<input type="text" value="7"/>	<input type="text" value="7"/>
Two or more races	<input type="text" value="0"/>	<input type="text" value="0"/>
Race undisclosed by faculty	<input type="text" value="1"/>	<input type="text" value="1"/>

**(D) Provide the following information about SUPERVISED CLINICAL EXPERIENCE (Field-Based Experiences).** \*

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Average number of clock hours required by your program prior to the practicum (i.e., Pre-practicum hours in a classroom setting).	<input type="text" value="90"/>	<input type="text" value="90"/>
Average number of clock hours required by your program for the practicum (i.e., Practicum or Practicum Equivalent)	<input type="text" value="450"/>	<input type="text" value="450"/>
Number of full-time equivalent faculty in supervising clinical experience during this academic year	<input type="text" value="9"/>	<input type="text" value="9"/>
Number of full-time equivalent adjunct faculty in supervising clinical experience during this academic year (IHE and PreK-12 staff, including the Program Supervisor)	<input type="text" value="6"/>	<input type="text" value="6"/>
Number of students in supervised clinical experience during this academic year (including both Practicum and Practicum Equivalent and Pre-practicum)	<input type="text" value="66"/>	<input type="text" value="66"/>
Average hours/week practicum	<input type="text" value="30"/>	<input type="text" value="30"/>
Average number of weeks for practicum	<input type="text" value="15"/>	<input type="text" value="15"/>
Average number of clock hours required for mentoring/induction support	<input type="text" value="0"/>	<input type="text" value="0"/>

Please provide any additional information about or description of the **SUPERVISED CLINICAL EXPERIENCE**.

Save and continue later

To view your 2015 goals:

- Go to [ESE's public profiles page](#)
- Select "Ed Prep Provider (EPPP)"
- Select your Sponsoring Organization
- On the left side of the screen- click "Annual Goals"

Describe up to **THREE GOALS** for the upcoming year (2016-17). Indicate with which [Domain](#) the goal is most closely aligned.

Next year you will be asked to report on your progress toward each goal.

Describe your organization's progress on prior year's goal #1 \*

We have developed and submitted the plan to DESE; implementation is on schedule.

Describe your organization's progress on prior year's goal #2 \*

SMK regulations were delayed but we have outlined changes that would need to be made. Changes were made to content of specific courses to strengthen program as well as support alignment.

Describe your organization's progress on prior year's goal #3 \*

N/A

**Upcoming year goal #1:** Identify an improvement goal for your organization's educator preparation programs and indicate with which Domain it is most closely aligned. \*

[Domain Area:](#)

Instruction

Goal:

Continue to align licensure programs with revised SMKs.

**Upcoming year goal #2:** Identify an improvement goal for your organization's educator preparation programs and indicate with which Domain it is most closely aligned. \*

[Domain Area:](#)

Field-Based Experiences

Goal:

Revise data collection tools used to solicit feedback from supervising practitioners (pre-prac and prac) regarding licensure candidate's level of proficiency in meeting the professional standards for teachers.

Save and continue later

**Upcoming year goal #3:** Identify an improvement goal for your organization's educator preparation programs and indicate with which Domain it is most closely aligned. \*

Domain Area:

Partnerships

Goal:

Improve the way we solicit input from pre-practicum and practicum partner districts.

**Program and Practicum Completion:**

Insert numerical value in each column (Write N/A if appropriate) \*

	Teacher, Initial, Baccalaureate	Teacher, Initial, Post-Baccalaureate	Teacher, Professional	Specialist Teacher, Initial	Administrator, Initial	Professional Support, Initial
Average number of courses required for program completion	40	n/a	n/a	n/a	n/a	n/a
Average number of practicum hours required for program completion	450	n/a	n/a	n/a	n/a	n/a

**Substantial Changes:** Describe up to three substantial changes to your educator preparation programs over the past year. Select the change category that best describes each change. If no substantial changes were made, select that option from the drop down menu.

**Change #1**

Select category from list \*

No Substantial Changes Made

Essay

**Change #2**

Select category from list \*

No Substantial Changes Made

Essay

Save and continue later

**Change #3**

Select category from list \*

No Substantial Changes Made

Essay

**Progress on formal review findings (if applicable):** If your SO was formally reviewed during 2014-15 and was issued any findings as a result, please provide a brief update on your progress towards addressing *each* finding below.

N/A

**Enrollment/Completion Data Verification**

All Sponsoring Organizations must verify their candidate enrollment and completion date. To do so, please follow the directions outlined in the Verifying Enrollment & Completion Data Advisory.

All data is pulled directly from information entered by your organization into Early ID. If the data within the report is inaccurate, you may correct those errors by making necessary changes in Early ID. If changes are made in Early ID, they will update automatically and be reflected the next time you run the Ed Prep- SAR/Title II report.

In most cases, any inaccurate data can be corrected using the Early ID. There are two exceptions:

- 1. Program Completers:** If you incorrectly endorsed a candidate for a program that they did not in fact complete, ESE must manually remove them. Before submitting names of candidates that must have their endorsements removed, please verify data for all programs. This will allow you to submit the names of all candidates at once rather than in one off requests and will ultimately help streamline the process for ESE. Please email edprep@doe.mass.edu.
- 2. Candidates that have EXITED the program:** While this is also something you can manage directly in Early ID, for purposes of accurate reporting ESE will also manually remove these candidates on your behalf for this reporting cycle. There are several advantages of having ESE remove exited candidates for you:
  - We recognize that given the relatively new data entry requirements associated with Early ID, organizations may not have been consistently removing candidates on a timely basis. As a result, there may be many individuals that need to be removed and it will be more efficient to do so in bulk.
  - Currently in Early ID, there is no ability to select an exit date when removing a candidate from the program. This means that even if you exit a candidate now, they will still show up as having been enrolled during the 14-15 year. ESE is working to add this feature to Early ID moving forward but will need to process exits for the 14-15 retroactively. If you need candidates "exited" from your program, **you must notify ESE by March 24th**. See the advisory for more details.

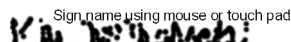
**By signing and dating, you are verifying the program data in the Ed Prep- SAR/Title II report is accurate. \***

Please e-sign here: \*



Save and continue later

Sign name using mouse or touch pad



Signature of Kathleen M McNamara

Please date here:

4/27/16



During the 2014-2015 year, was your organization **approved** to offer INITIAL TEACHER licensure programs?

*Note: even if you did not enroll or complete candidates from these programs you are still required to answer "yes" below. Organizations that offer only professional or administrative leadership programs should answer "no" \**

 Yes

 No

## Section 2: Goals and Assurances

*Sections 2-6 of the Annual Report only need to be completed by SOs reporting on Initial teacher licensure programs for Title II. If your SO is not approved to offer Initial teacher licensure programs you do not need to complete this section.*

**Institution/Program Type \***

**Indicate if your institution is a member of a Teacher Quality Partnership (TQP) grant:**

Indicate if your institution is a member of a Teacher Quality Partnership (TQP) grant:

 Yes

 No

TQP grant name or grant number, if applicable:

**What percentage of candidates are formally admitted into your Initial teaching licensure program(s)?**

(Use whole numerals only, totaling no more than 100%)

(Baccalaureate Programs only) \*

Freshman Year

Sophomore Year

Junior Year

Senior Year

**Indicate when students are formally admitted into your Initial Post-Baccalaureate licensure programs: \***

**Do your Initial teacher licensure programs conditionally admit students? \***

Save and continue later



N/A

**Annual Goals**

All Sponsoring Organizations that enroll students receiving Federal assistance under this Act (Title II), including traditional IHE-based programs, and those that offer any ongoing professional development or alternative routes to state licensure, shall set **Annual Quantifiable Goals** for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. Sponsoring Organizations that do not have a teacher preparation program in one or more of the areas listed below can enter N/A for the area(s) in which the SO does not have that program.

**Teacher shortage areas (current year) \***

	Goal for number of completers (insert numerical value)	Goal met	Description of strategies used to achieve goal ( max characters 128 )	Description of steps to improve performance in meeting goal or lessons learned in meeting goal (max characters 256 )
<b>Special Education (Total)</b>	6	Yes		
-Moderate Disabilities	0	N/A		
-Severe Disabilities	0	-- Please Select --		
-Early Childhood (PreK-2)	6	Yes	advising, NOY	
-Speech / Language / Hearing Disorders	0	N/A		
<b>Mathematics (Total)</b>	4	Yes		continue collaboratiuon
<b>Modern Foreign Languages (Total)</b>	2	No		collaboration with FL
-Spanish	1	Yes		collaboration with FL
-French	1	No		collaboration with FL
-Chinese	0	N/A		
-Portuguese	0	N/A		
-Italian	0	N/A		
-German	0	N/A		
-Latin and/or Classical Humanities	0	N/A		
<b>Science (Total)</b>	2	No		Meetings with Chem and
-Biology	1	No		
Save and continue later				
-Physics	0	N/A		

	Goal for number of completers (insert numerical value)	Goal met	Description of strategies used to achieve goal ( max characters 128 )	Description of steps to improve performance in meeting goal or lessons learned in meeting goal (max characters 256 )
-Chemistry	<input type="text" value="1"/>	<input type="text" value="No"/>	<input type="text"/>	<input type="text"/>
-Earth Science	<input type="text" value="0"/>	<input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>
-General Science	<input type="text" value="0"/>	<input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>
<b>Reading/English Language Arts (Total)</b>	<input type="text" value="2"/>	<input type="text" value="Yes"/>	<input type="text"/>	<input type="text" value="We have exceeded the"/>
-English/Language Arts	<input type="text" value="2"/>	<input type="text" value="Yes"/>	<input type="text"/>	<input type="text"/>
-Reading	<input type="text" value="0"/>	<input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>
<b>ELL/TBE (Total)</b>	<input type="text" value="0"/>	<input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>
-ESL	<input type="text" value="0"/>	<input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>

Provide any additional comments, exceptions and explanations below (max characters 256): \*

### Assurances \*

Select yes, no or N/A for each statement certifying that your institution is in compliance with the following assurances:

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends	<input type="text" value="Yes"/>
Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	<input type="text" value="Yes"/>
Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects	<input type="text" value="N/A"/>
General education teachers receive training are prepared to provide instruction to children with disabilities	<input type="text" value="Yes"/>
General education teachers receive training are prepared to provide instruction to limited English proficient students	<input type="text" value="Yes"/>
General education teachers receive training are prepared to provide instruction to children from low-income families	<input type="text" value="Yes"/>
Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable	<input type="text" value="Yes"/>

Describe your institution's most successful strategies in meeting the assurances listed above (insert text below max characters 256): \*

Save and continue later

## Section 3: Statement and Designation as Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. \*

(A) Is your teacher preparation program currently approved or accredited?

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

TEAC

Other

(B) Is your teacher preparation program currently under a designation as low-performing by the state?

## Section 4: Use of Technology

Provide the following information about the use of technology in your teacher preparation program: \*

Does your program prepare teachers to:

(A) integrate technology effectively into curricula and instruction

(B) Use technology effectively to collect data to improve teaching and learning

(C) Use technology effectively to manage data to improve teaching and learning

(D) Use technology effectively to analyze data to improve teaching and learning

Provide a description of how your program prepares teachers to **INTEGRATE TECHNOLOGY** effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include planning activities and a timeline if any of the four elements listed above are not currently in place (insert text below max characters 256):

A number of course assignments (both before and during final practicum) require students to use technology to analyze assessment data to improve instruction.

## Section 5: Teacher Training

Does your program prepare **GENERAL EDUCATION** teachers to: \*

(A) teach students with disabilities effectively

(B) participate as a member of individualized education program teams

(C) teach students who are limited English proficient effectively

Does your program prepare **SPECIAL EDUCATION** teachers to: \*

(D) teach students with disabilities effectively

(E) participate as a member of individualized education program teams

Save and continue later

(F) teach students who are limited English proficient effectively

Our organization does not prepare special education teachers

Provide a description of how your program prepares **GENERAL EDUCATION** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the six elements listed above are not currently in place. **(Insert text below max characters 256) \***

Specific courses address these topics with appropriate assignments and students are required to be in placements with ELL and special Education students.

Provide a description of how your program prepares **SPECIAL EDUCATION** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the six elements listed above are not currently in place. **(Insert text below max characters 256) \***

N/A

### Student Teaching Placements

This section is optional. In order for ESE to better support the field in coordinating partnerships, we are seeking to collect data on student teaching placements in Massachusetts districts (this may include candidates that are also teachers of record). This data will help set a baseline for conversations with districts both statewide and individually. Your willingness to enter and share the data is greatly appreciated.

Below, please indicate the top five districts you placed student teachers in during the 2014-2015 academic year.

#### Practicum (Student Teaching) Placements

	District	# of Candidates Placed for Student Teaching in 14-15
1	Brockton	10
2	Stoughton	8
3	Canton	4
4	Avon	4
5	Whitman-Hanson	3

You will be asked to certify your report on the next page. Before doing so, please remember to print a copy of this survey.

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33%

[Save and continue later](#)