

2019 MA Ed Prep State Annual Report

1. Your Organization

1. Data submitted in this report refers to two Annual Reporting requirements: the Massachusetts State Annual Report (SAR), which is collected pursuant to the regulations for Educator Licensure and Preparation Program Approval (603 CMR 7.00); and the Title II Report, which is collected pursuant to Section 205 of Title II of the Higher Education Opportunity Act.

Please select your sponsoring organization:

Stonehill College

2. Please enter your email address (A copy of your completed survey will be sent to this address once submitted.)

kmcnamara@stonehill.edu

2.

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.

3. 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	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	No	N/A	No	N/A
Minimum GPA	No	N/A	No	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	No	N/A	No	N/A
Recommendation(s)	Yes	N/A	Yes	N/A
Essay or personal statement	Yes	N/A	Yes	N/A
Interview	No	N/A	No	N/A
Other	No	N/A	No	N/A

4. (A1) Enrollment GPA

	UG-Initial	PB-Initial	UG-All Prep Programs	PB-All Prep Programs
What is the median GPA of students at admission to the program?	3.36	N/A	3.36	N/A
What is the minimum required GPA for entry into the program?	N/A	N/A	N/A	N/A

5. 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	Yes	N/A	Yes	N/A
Minimum GPA in professional education coursework	Yes	N/A	Yes	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	Yes	N/A	Yes	N/A

6. (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?	3.53	N/A	3.53	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.

7. Enrollment by Gender

(Insert numerical value in each column)

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Total number of students enrolled	210	210
Unduplicated number of males enrolled	19	19
Unduplicated number of females enrolled	191	191
Number of students who opted not to disclose gender	0	0
Number of students per faculty member	23	23

8. Enrollment by Ethnicity

(Insert numerical value in each column)

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Ethnicity undisclosed by student	5	5
Hispanic/Latino of any race	5	5

9. 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	3	3
Black or African American	1	1
Native Hawaiian or Other Pacific Islander	0	0
White	195	195
Two or more races	1	1
Race undisclosed by student	5	5

(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.

10. 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	10	10
Unduplicated number of males faculty and staff	2	2
Unduplicated number of females faculty and staff	10	10
Number of faculty who opted not to disclose gender	0	0

11. Faculty and Staff by Ethnicity

(Insert numerical value in each column)

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Ethnicity undisclosed by faculty	5	5
Hispanic/Latino of any race	0	0

12. 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	0	0
Asian	0	0
Black or African American	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	7	7
Two or more races	0	0
Race undisclosed by faculty	5	5

13. (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).	90	90
Average number of clock hours required by your program for the practicum (i.e., Practicum or Practicum Equivalent)	450	450
Number of full-time equivalent faculty supervising clinical experience during this academic year	8	8
Number of full-time equivalent adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff, including the Program Supervisor)	6	6
Number of students in supervised clinical experience during this academic year (including both Practicum and Practicum Equivalent and Pre-practicum)	61	61
Average hours/week practicum	30	30
Average number of weeks for practicum	15	15
Average number of clock hours required for mentoring/induction support	0	0

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

None

16. Describe your Organization's progress on prior year's goal #1

The following procedures were developed: A) Each academic year, syllabi for courses with multiple sections are reviewed and adjusted to ensure that each is consistent in terms of topics and placement requirements. This review includes key assignments and assessments in each course that are identified as essential and cannot be changed or eliminated without approval from chair. B) Professors teaching the same course collaborate formally over the semester to ensure consistency and discuss future adjustments.

17. Describe your Organization's progress on prior year's goal #2

The new SMKs were released later than expected so progress here was impacted. We will participate in the DESE SMK meeting and are establishing retreat times for late spring to realign key components of programs with the new SMKs.

18. Describe your Organization's progress on prior year's goal #3

Multiple meetings over the academic year have included:
 -Admissions office: Collaboration to develop procedures and processes for admissions especially to the new Graduate program
 -Human Resources: Collaboration on searches for two new faculty for the new licensure programs. Focus was on the College priority of diversifying the faculty membership.
 -PK/12 partners: Advisory meetings are scheduled to ensure input as we coordinate placements associated with coursework in the new licenses.

19. 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.

Field-Based Experiences

20. Goal #1:

Establish a continuous feedback system for collecting PK12 partner input regarding development of FBE and reporting the resulting changes to program back to the partners.

21. 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.

Instruction

22. Goal #2:

Implement newly established procedures for calibrating consistency across coursework and begin data collection to ensure these procedures are resulting in desired impact.

23. 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.

Instruction

24. Goal #3:

Realign the Elementary Education Licensure curriculum to reflect current changes in the field as well as align it to the new SMKs.

25. 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	41	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.

26. Change #1

Select category from list

No Substantial Changes Made

Essay

None

27. Change #2

Select category from list

No Substantial Changes Made

Essay

None

28. Change #3

Select category from list

No Substantial Changes Made

Essay

None

29. Progress on formal review findings (if applicable): If your SO was formally reviewed during 2017-18 and was issued any findings as a result, please provide a brief update on your progress towards addressing *each* finding below.

-CI4 – Goals articulated in the State Annual Report yield improvements to the Sponsoring Organization's educator preparation programs. Progress: Implemented regular meetings to review our formal data collection progress with an eye on securing information to adequately report progress on SAR goals.

-CAN1 – Systems to recruit and admit candidates result in the increased racial and ethnic diversity of completers in the workforce. Progress: College wide the focus has been on recruiting faculty and students with more diverse backgrounds. A member of the education department sits on the Committee that focuses the college's efforts on this goal.

-CAN2 - Admission criteria and processes are rigorous such that those admitted demonstrate success in the program and during employment in the licensure role. Progress: We have met regularly with Admissions re criteria for admission to the new graduate program.

-FBE2 – District partners are involved in the design, implementation, and assessment of field-based experiences. Progress: We have established a process to report the efforts the education department has made in implementing suggestions from our advisory meetings and surveys.

-FBE9 – Supervising Practitioners and Program Supervisors receive training, support and development from the SO that impacts candidate effectiveness. Progress: SP have been invited to campus to participate in training specific to the CAP process.

-FBE12 – Candidate readiness for the licensure role is measured using a performance assessment (e.g. Candidate Assessment of Performance) that is implemented consistently across/within programs and rigorously such that only candidates who are ready to make a positive impact for PK-12 students in the licensure role complete the program. Progress: We have participated in DESE programs and are utilizing the CAP resources provided. We meet monthly with PS and work to calibrate CAP progress documentation.

-INSc - Ensure content is differentiated by subject area and level of license Progress: Realign Early Childhood and Elementary Licensure programs re new SMKs. Continue to monitor new secondary licensure major to ensure students are receiving differentiated content

-INSd - Ensure content delivery is calibrated for consistency within programs (different instructors) Progress: The following procedures were developed: A) Each academic year, syllabi for courses with multiple sections will be reviewed and adjusted to ensure that each is consistent in terms of topics and placement requirements. This review includes key assignments and assessments in each course that are identified as essential and cannot be changed or eliminated without approval from chair. B) Professors teaching the same course will collaborate formally over the semester to ensure consistency and discuss future adjustments.

-INS2 - Ensure completers have the pedagogical skills (PST/ PSAL) to be effective in the licensure role. Progress: Department goals and benchmarks have been revised to be in alignment with the PST to provide for consistency in our language, program design/ sequence and assessment.

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

Please e-sign here:



Signature of: Kathleen McNamara, Director of Licensure, Placement & Supervision

Please date here:

04/29/2019

31. During the 2017-2018 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

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.

32. Institution/Program Type

Traditional (IHE-based)

33. 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:

No

TQP grant name or grant number, if applicable:

**34. 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 : 87%
 Sophomore Year : 10%
 Junior Year : 3%
 Senior Year : 0%

35. Indicate when students are formally admitted into your Initial Post-Baccalaureate licensure programs:

N/A

36. Do your Initial teacher licensure programs conditionally admit students?

No

37. Please provide any additional information about or exceptions to the admissions information provided above:

None

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 English learners. 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.

38. 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)
Special Education (Total)	7	Yes		
-Moderate Disabilities	N/A	N/A		
-Severe Disabilities	N/A	N/A		
-Early Childhood	7	Yes	Admissions Events and Advising Meetings with a focus on strengths of	

(PreK-2)	/	Yes	on strengtns or program and outcomes of our graduates	
-Speech / Language / Hearing Disorders	N/A	N/A		
Mathematics (Total)	1	Yes	Increased focus during NOYCE Events on recruitment and retention	
Modern Foreign Languages (Total)	2	No		Foreign language has made changes to their program to attract new majors. Also, continue to partner with the Foreign Language Dept around Advising so students can continue to balance the course requirements of this double major.
-Spanish	1	Yes		
-French	1	No		
-Chinese	N/A	N/A		
-Portuguese	N/A	N/A		
-Italian	N/A	N/A		
-German	N/A	N/A		
-Latin and/or Classical Humanities	N/A	N/A		
Science (Total)	2	No		
-Biology	1	No		Communicate with Science Dept to schedule courses at times that do not conflict with Education courses.
-Physics	N/A	N/A		
-Chemistry	1	No		Continue to meet with chair of Chemistry to increase interest in Chemistry Education.
-Earth Science	N/A	No		
-General Science	N/A	No		
Reading/English Language Arts (Total)	1	Yes		
- English/Language Arts	1	Yes	Advising, and quality field placements, as well as collaboration between Education and English Dept.	
-Reading	N/A	N/A		
ELL/TBE (Total)	N/A	N/A		
-ESL	N/A	N/A		

39. Provide any additional comments, exceptions and explanations below (max characters 256):

None

40. Assurances

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

	Yes	No	N/A
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	X		
Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom	X		
Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects			X
General education teachers receive training are prepared to provide instruction to children with disabilities	X		
General education teachers receive training are prepared to provide instruction to limited English proficient students	X		
General education teachers receive training are prepared to provide instruction to children from low-income families	X		
Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable	X		

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

Requirement for and monitoring of multiple placements that give candidates experiences with a range of diverse student populations.

Section 3: Statement and Designation as Low-Performing

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

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

Yes

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

	Yes	No	N/A
State	X		
NCATE		X	
TEAC		X	
Other		X	
CAEP		X	

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

No

Section 4: Use of Technology

42. Provide the following information about the use of technology in your teacher preparation program:

Does your program prepare teachers to:

	Yes	No
(A) integrate technology effectively into curricula and instruction	X	
(B) Use technology effectively to collect data to improve teaching and learning	X	
(C) Use technology effectively to manage data to improve teaching and learning	X	
(D) Use technology effectively to analyze data to improve teaching and learning	X	

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):

Required coursework (Assessment and Analysis) for all licensure candidates supports them to complete multiple assignments re: collecting, managing and analyzing data. During Curriculum development classes, students will embed appropriate technology in their planning.

Students are then required to complete multiple assignments during their practicum experience that has them produce artifacts showing competency in these areas.

Section 5: Teacher Training

43. Does your program prepare **GENERAL EDUCATION** teachers to:

	Yes	No	N/A
(A) teach students with disabilities effectively	X		
(B) participate as a member of individualized education program teams	X		
(C) teach students who are limited English proficient effectively	X		

44. Does your program prepare **SPECIAL EDUCATION** teachers to:

	Yes	No	N/A
(D) teach students with disabilities effectively			X
(E) participate as a member of individualized education program teams			X
(F) teach students who are limited English proficient effectively			X
Our organization does not prepare special education teachers			X

45. 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 (Edu209/213/214) provide license level specific information re teaching students with disabilities in General Education Classrooms. The English Language Learner Class (EDU207) provides students with the information required to work with students who are English Learners in general Ed classrooms. Students are required to do placements in classrooms that work with students from these specific populations.

46. 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

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 2017-18 academic year.

47. Practicum (Student Teaching) Placements

	District	# of Candidates Placed for Student Teaching in 17-18
1	Stoughton	6
2	Brockton	6
3	Easton	5
4	Avon	4
5	Whitman-Hanson	2

Curricular Materials

This section is optional. We'd like to understand how a range of MA stakeholders choose to use specific curricular materials in pre-service settings. By curricular materials, we mean any books, software, or other materials (e.g., unit plans) that define the series of major learning experiences students will have in a year or course (i.e., the curriculum). The [Massachusetts curriculum frameworks](#) provide learning standards and a framework for developing or selecting curricular materials, but they do not define curriculum on their own.

48. Please list the curricular materials candidates work with in their courses (e.g., Eureka Math, candidate-developed units). If different licensure programs use different curricula, please be sure to include all in your description below:

For Math curriculum they see:

- Envision 2.0 (in specific Placements)
- Connected Mathematics or CMP (in Class examples)
- Illustrative Mathematics tasks

For Science they see:

- STEMScopes (in specific placements)
- Mystery Science (in specific placements)

49. Using the list below, identify how your Sponsoring Organization determines which curricular materials candidates work with. You may select more than one:

- Candidates work with curricular materials selected by the district in which candidates complete their pre-practicum
- Candidates work with curricular materials selected by the districts in which candidates complete their practicum
- Candidates work with curricular materials used widely in districts across the state

50. To what extent are candidates taught explicitly to distinguish high-quality curricular materials from low-quality curricular materials?

A moderate extent

3. (untitled)

Section 6: Certification

51. I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Higher Education Opportunity Act, Title II and regulations for Educator Licensure and Preparation Program Approval (603 CMR 7.00).



Signature of: Kathleen McNamara, Director of Licensure, Placement & Supervision

52. Name and title of responsible representative for teacher preparation program

Kathleen M McNamara

53. Name of President/Chief Executive (or designee)

Rev John Denning

4. Thank You!

Thank you for completing the 2019 State Annual Report.