DESE's Educational Vision and Strategic Objectives

BESE Update
October 29, 2024

Following up on Literacy Items from September

- Special Committee on Pandemic Recovery and Literacy report - follow up on recommendations in January.

- Literacy Launch's Partnership for Reading Success - Massachusetts (PRISM) Grants, district participation and targets coming in January.

- Literacy Launch's planning for statewide professional learning in evidence-based, culturally and linguistically sustaining early literacy knowledge and practices.

Focus on Strategic Objective 2: Deeper Learning

2.1 Select and skillfully implement high-quality and engaging **instructional materials** that support culturally and linguistically sustaining practices and foster deeper learning

2.2 Use the MTSS process to implement **academic supports and interventions** that provide all students, particularly students with disabilities and English learners, equitable access to deeper learning

2.3 **Reimagine the high school experience** so that all students are engaged and prepared for post-secondary success

2.4 Develop a coherent and **holistic range of programming** that is responsive to the needs and interests of diverse learners

Curriculum Data Dashboard

Focus on Strategic Objective 3: Diverse and Effective Workforce

3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

Accelerated Literacy Reviews in Educator Preparation

Registered Teacher Apprenticeship Program

Curriculum Dashboard

Erin Hashimoto-Martell, Associate Commissioner
Craig Waterman, Assistant Director of Instructional Policy
Center for Instructional Support

Agenda

1. Educational Vision, Strategic Objective 2

2. Collecting Curriculum-In-Use Information

3. Overview of the Curriculum Dashboard

Strategic Objective 2: Deeper Learning

DESE partners with districts, schools, and programs to promote **deeper learning** so that all students engage in **grade-level work** that is **real-world, relevant, and interactive**.

Districts, schools, and programs feel empowered and prepared to:

2.1 Select and skillfully implement high-quality and engaging **instructional materials** that support culturally and linguistically sustaining practices and foster deeper learning.

Strategic Objective 2: Deeper Learning

High-Quality curricular materials exhibit a coherent sequence of lessons that target learning of grade-appropriate skills and knowledge through instructional strategies that are well supported by research and other characteristics, such as engaging content and inclusive design.

Strategic Objective 2: Deeper Learning

CURATE Reports Available

• Digital Literacy & Computer Science (K-12)

• English Language Arts / Literacy (K-12)

• Mathematics (K-12)

• Science (6-12, K-5 coming soon)

• History / Social Science (9-12 coming soon)

Strategic Objective 2: Deeper Learning

- Archiving reports reviewed under older CURATE rubric versions

- Reviews and reports will focus more on evidence of program addressing MA priorities with instructional supports specific to:

  - Multilingual Learners & Linguistically Sustaining Practices

  - Culturally Sustaining Practices

  - Inclusive Practices

- Reports will have ratings for each criterion for standards alignment & classroom application, but not a single "overall" rating

HQIM & Curriculum-In-Use Information

CURATE
Signal Quality

Encourage
Adoption

Support Skillful
Implementation

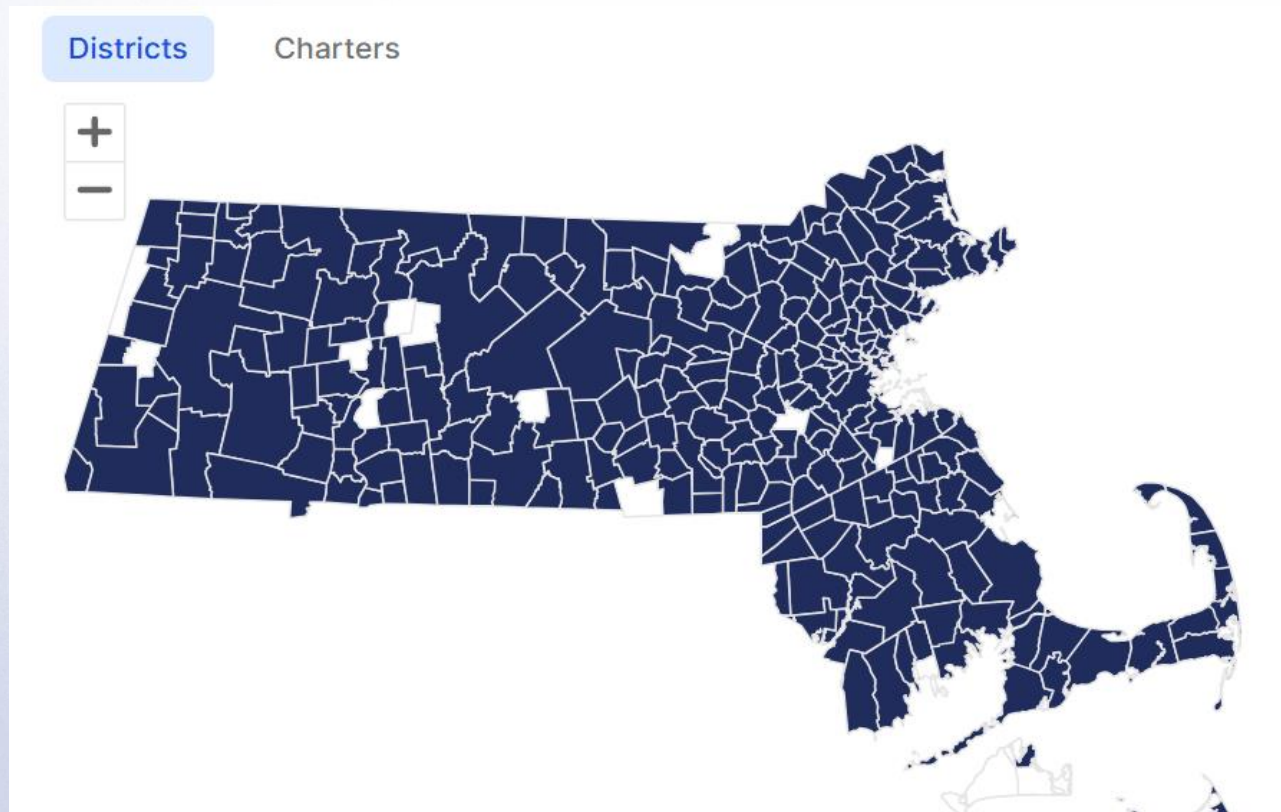**Invested over $50,000,000 in competitive grant funds to support schools and districts**

Curriculum
"Heat Maps"
2018

Curriculum
Published on
Profiles
2022

Curriculum
Dashboard
2024

Curriculum Dashboard

https://curriculumdashboard.mass.gov/

Three ways to view the data:

- District view
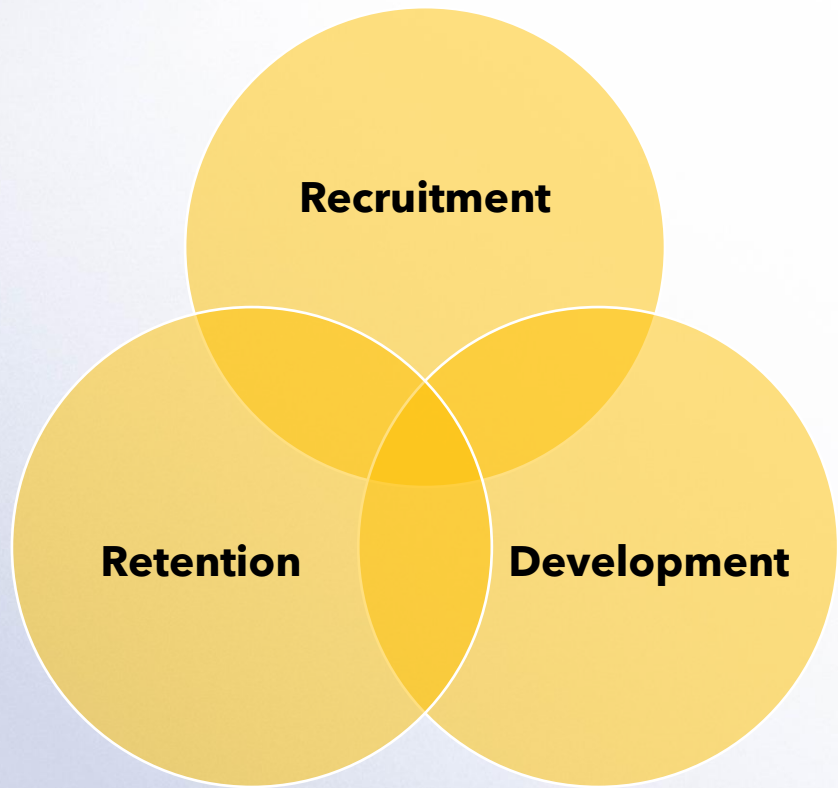- Curriculum view
- Explore view with more detailed filters

Accelerated Program Reviews for Early Literacy Registered Teacher Apprenticeships in MA

Erin Hashimoto-Martell, Associate Commissioner

Claire Abbott, Director of Educator Effectiveness

Lakia Baymon, Registered Teacher Apprenticeship Program Coordinator

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Strategic Objective #3: Diverse & Effective Workforce

Recruitment

Retention

Development

Develop and sustain a workforce that is diverse, culturally responsive, well-prepared, and committed to continuous improvement, so that all students have equitable access to effective educators.

Agenda

- Update: Accelerated Early Literacy Program Reviews
  - ➤Discussion

- Update: Registered Teacher Apprenticeship Program
  - ➤Discussion

Focus Areas of Mass Literacy Initiative

Mass Literacy Vision

Every student in Massachusetts will develop the language comprehension, fluent word reading, and writing skills needed **by the end of grade 1**, and will continue to increase literacy proficiency **through the end of grade 3**. Students will have affirming and enriching experiences with literacy.

- Guidance, Resources, Information
- High Quality Instructional Materials
- Professional Learning
- Funding
- Educator Preparation

![dese logo]

Special Committee on Pandemic Recovery & Literacy

Recommendations for Educator Preparation from 2024 Summary Report
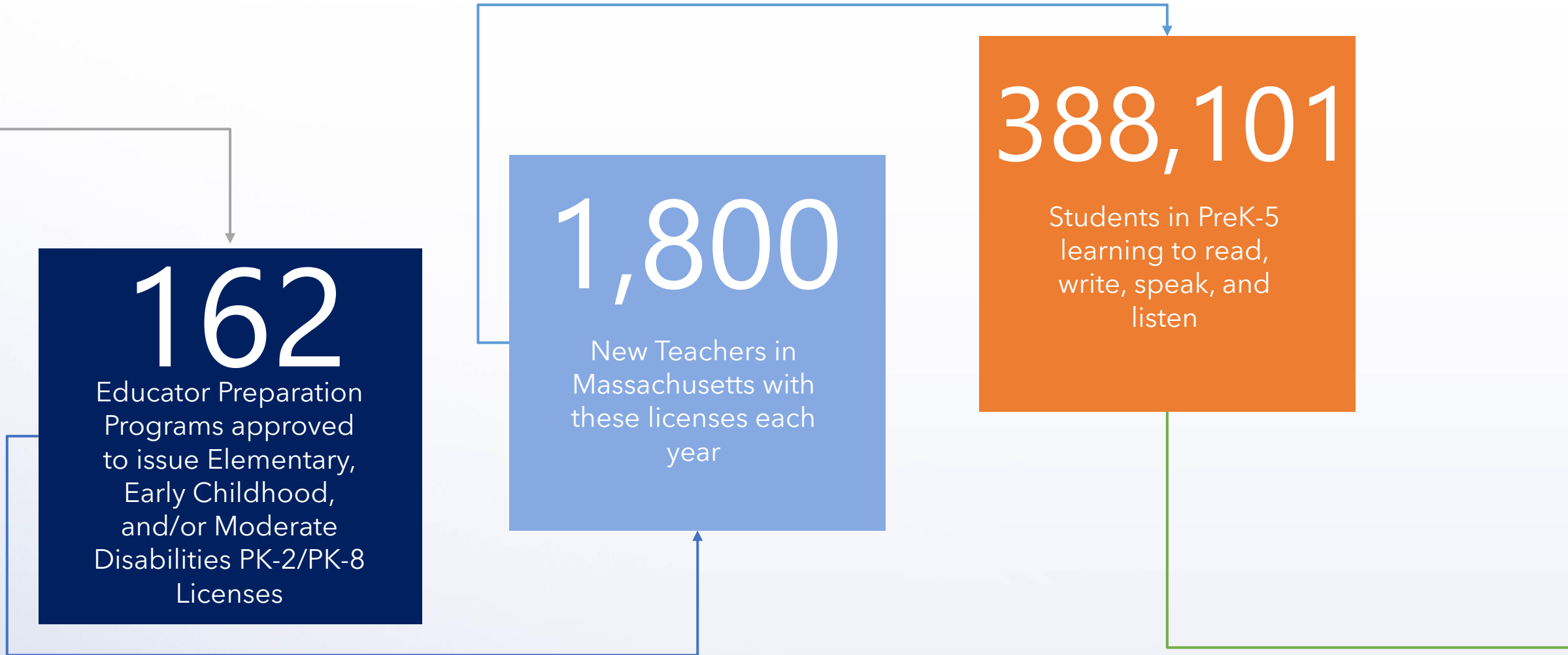
Maintain formal review criteria requiring that teachers be prepared in evidence-based literacy instruction

Review preparation program quality in both field-based experiences and coursework

Accelerate formal reviews of preparation programs

Support higher education faculty to meet new criteria

Explore changes to licensure regulations to strengthen expectations for administrator preparation

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162
Educator Preparation Programs approved to issue Elementary, Early Childhood, and/or Moderate Disabilities PK-2/PK-8 Licenses

1,800
New Teachers in Massachusetts with these licenses each year

388,101
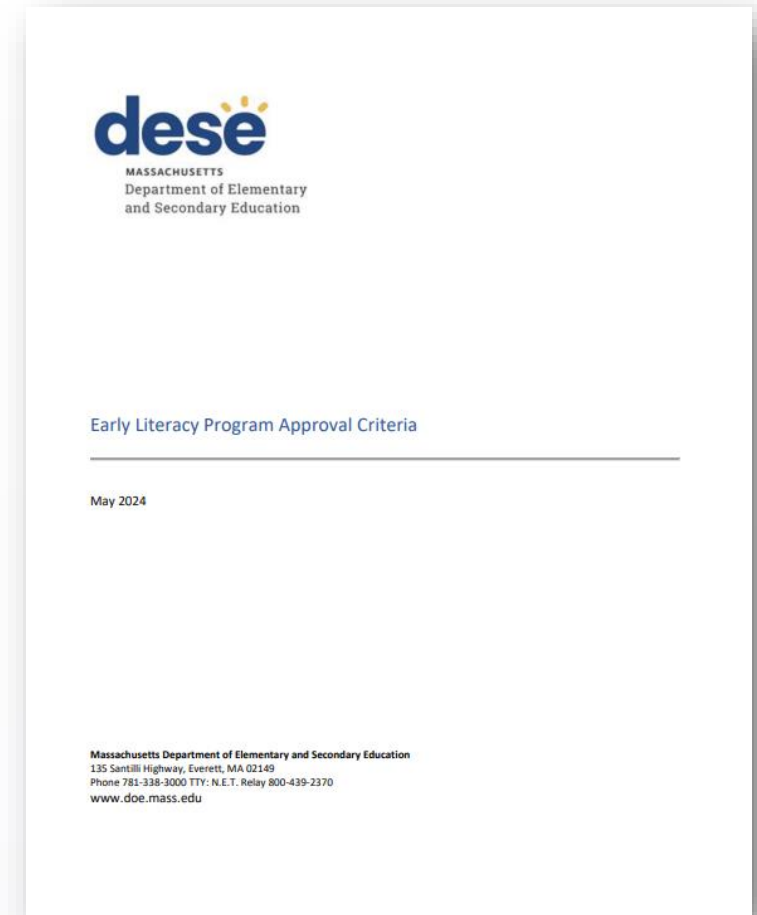Students in PreK-5 learning to read, write, speak, and listen

By SY2024-2025, all Early Childhood, Elementary, and Moderate Disabilities teacher candidates in Massachusetts will be prepared, through coursework and opportunities for practice and high-quality feedback, in evidence-based early literacy as outlined in the Mass Literacy Guide.

Program Approval Criteria

Professional Learning & Support

Accelerated Program Reviews

Early Literacy Program Approval Criteria

- Released in May 2024

- Set the expectations for evidence-based preparation in early literacy

- Comprehensive of all literacy knowledge and skills
  - Equitable Literacy Instruction
  - Language Comprehension
  - Foundational Skills
  - Reading Comprehension
  - Writing

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Early Literacy Program Approval Criteria

May 2024

Massachusetts Department of Elementary and Secondary Education
135 Santilli Highway, Everett, MA 02149
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

Ongoing Professional Learning & Supports

Formative Feedback Reviews

Professional Learning Communities for Ed Prep Faculty (hosted by The Reading Circuit)

Early Literacy Regional Consortia Grants for Districts and EPP Partners

Training Programs on Evidence-Based Early Literacy Instruction for Program Supervisors

Accelerated Literacy Program Reviews

SY2024-25
43 Programs

SY2025-26
32 Programs

SY2026-27
51 Programs

SY2027-28
36 Programs

Shortens timeline from 8 years to 4 years
(all literacy-specific program reviews will be completed by 2028)

Accelerated Literacy Program Reviews

- Individual programs will receive one of the following approval designations:
  - Approved with Distinction
  - Approved
  - Approved with Conditions → improvement plan
  - Probationary Approval → improvement plan + 1-3 year approval term
  - Not Approved

For more information, please visit the [Early Literacy in Educator Preparation webpage](#).

For questions, email: EducatorPreparation@mass.gov

Registered Teacher Apprenticeships in Massachusetts

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Registered Teacher Apprenticeship Program

A clear, articulated pathway for an aspiring educator to become a teacher at little to no cost and get paid to do so.

State Network Member

In MA, RTAP is the best of both worlds…

- Apprentice completes an **approved Initial licensure program** from an EPP

- Apprentice gains **hands-on experience** in a K-12 classroom under the guidance of a mentor teacher

- Apprentice can **"earn-and-learn"** as a full-time employee in an instructional role

- Improves **diversity, effectiveness,** *and* **retention** in local community schools

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Program Focus Areas

Educator Diversity   **Educator Pipeline**   **Educator Quality**

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Diversity Priority

Strategic Objective 3: Diverse and Effective Workforce

Percentage of diverse staff				
Group	SY2022-23	SY2023-24	SY2024-25	SY2025-26 (Target)
All staff	13.9%	14.9%	→	**17.9%**

Examples of ongoing and new initiatives:
- Alternative MTEL pilot
- Aspiring principal fellowship
- Regional licensure assistance centers
- **Registered Teacher Apprenticeship Program**

Pipeline Priority

Role-Specific Shortages

- Special education
- English as a Second Language
- Early Childhood
- Secondary STEM

Regional Shortages

- Most acute & persistent in Central and Western MA (vacancies most likely to persist into October)

Educator Quality Priority

Subject Matter Knowledge

(MTELs, Curriculum Frameworks)

Pedagogical Knowledge

(Professional Standards for Teaching, Standards of Effective Practice)

Culturally Responsive & Linguistically Sustaining Practices

(Professional Standards for Teaching, Standards of Effective Practice)

High quality mentorship & field-based experiences

(Mentor training, Preparation Program Requirements)

Key Elements of RTAPs in MA

Diversity	Provides **wrap-around supports** and a **pathway to licensure at little to no cost to apprentices**
	Embedded in local communities seeking to **close the gap between student and teacher demographics**
Pipeline	**Prioritizes high-need, hard-to-staff roles** (special education, ESL, early childhood, secondary STEM)
	Allows for **multiple entry points** (paraprofessionals, career changers, instructional aides)
Quality	Supported by **approved EPPs** committed to equity-driven preparation
	Aligned to all state **requirements for preparation and licensure**
	Job-embedded teaching and learning

Funding RTAPs

Commonly Covered Costs:

- Tuition & Fees
- Tutoring
- Wrap-Around Supports
- Licensure assessments – preparation and registration fees
- Childcare and transportation
- Licensure fees

Funding Sources:

- DESE Grant Program (years 1-3)
- Federal Grant Funding
- EOLWD Grant Funds
- Scholarship Programs (e.g., Pell Grants, Tomorrow's Teacher)
- WIOA Workforce Program Grants

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3-year Implementation Timeline

Year 1: SY2024-25

- Standards release
- RTAP Grant Program Launch
- Open program review & approval
- Mentor Training

Year 2: SY2025-26

- Cohort 1 Launch
- Mentor Training
- Open program review & approval
- Goal: 25-50 apprentices

Year 3: SY2026-27

- Cohort 2 Launch
- Mentor Training
- Open program review & approval
- Goal: 50-100 apprentices

Looking Ahead

➢ **Pre-Apprenticeships** → capturing the HS-to-College pathways

➢ **Community College Pathways** → providing an articulated pathway to teaching through community college

➢ **Registered Principal Apprenticeships**

For more information, please visit the DESE RTAP website.

For questions, email: EducatorApprenticeships@mass.gov

Advancing Student Learning: Potential New Initiatives

Since the September Board Meeting

- We conducted a deeper data analysis on the most recent 2024 results alongside historical data.

- The Advancing Student Learning Working Group met to discuss strategic staffing solutions and ways to leverage our highest-impact resources.

- Strategic Objective Leads, in partnership with DESE leadership, began a gap analysis to pinpoint areas for intensifying efforts in the coming year.

Looking Ahead

- The following slides outline potential initiatives and strategies—both new and ongoing—to accelerate student learning.

- These initiatives and strategies align with the statewide progress measures endorsed by BESE last fall.

- Designed with a forward-looking approach (FY26 and beyond).

Proposal to Intensify Efforts: Diverse and Effective Workforce

Diverse and Effective Workforce

Aligned Statewide Measure of Progress
- By 2026, the percentage of diverse staff in schools and districts will increase by at least 4 points to 17.9 percent.

Potential Solutions
- Through the RTAP program, recruit, select, and train a second cohort of registered teacher apprentices and continue the first cohort (up to 150 teacher apprentices).
- Train a cohort of teacher leaders/instructional coaches to be trained in evidence-based, culturally and linguistically sustaining instructional practices (up to 600 teacher leaders/instructional coaches).
- Provide training to a cohort of up to 80 aspiring principals and their mentor principals with a year of professional development that will increase the diversity and effectiveness of the principal pipeline.
- Provide one year of grants to up to 70 school districts to support efforts in recruiting and retaining diverse candidates.

Proposal to Intensify Efforts: Academic Support and Intervention

Academic Support and Intervention

Aligned Statewide Measure of Progress
- By 2026, the state will return to pre-pandemic levels (or higher) of the percentage of students meeting or exceeding expectations on the MCAS.
- By 2026, the state will return to pre-pandemic levels (or lower) of the percentage of students who are chronically absent.

Potential Solutions
- Provide one year of high dosage tutoring in literacy to up to 13,000 students in grade 1 resulting in a decrease in students categorized as significantly below benchmark from beginning of year to end of year as measured by the early literacy screener.
- Provide one year of high dosage tutoring in math to up to 10,000 students in grades 4-5 resulting in a decrease in students not meeting expectations as measured by the 2026 math MCAS exam.
- Provide one week of additional intensive instruction to up to 20,000 students in grades 3-12 resulting in an increase in the percentage of students meeting or exceeding expectations as measured by the 2026 MCAS exams.

Proposal to Intensify Efforts: High Quality Instructional Materials

High Quality Instructional Materials

Aligned Statewide Measure of Progress
- By 2026, the state will return to pre-pandemic levels (or higher) of the percentage of students meeting or exceeding expectations on the MCAS.
- By 2026, the state will return to pre-pandemic levels (or lower) of the percentage of students who are chronically absent.

Potential Solutions
- Facilitate up to 100 new adoptions of high-quality instructional materials with professional learning, resulting in an increase in the percentage of grade levels and content areas across the state with HQIM in place.

Proposal to Intensify Efforts: Literacy Launch

Literacy Launch

Aligned Statewide Measure of Progress
- By 2026, the state will return to pre-pandemic levels (or higher) of the percentage of students meeting or exceeding expectations on the MCAS.
- By 2027, the state will offer structured professional learning on evidence-based practices for literacy for all teachers and administrators with responsibility for early literacy.

Potential Solutions
- Provide professional development to 1,500 educators in evidence-based early literacy instruction.
- Award at least 40 communities with early literacy grants, enabling 150+ elementary schools and partner early childhood programs to replace outdated curriculum materials, train in-service teachers, and provide extra support to students who are struggling in reading.
- Review 14 educator preparation programs and provide program approval (or corrective action).

Proposal to Intensify Efforts: Reimagining High School

Reimagining High School

Aligned Statewide Measure of Progress
- By 2026, at least 85,000 high-school students will be enrolled in a designated high school college-and-career pathway or program (e.g., Career and Technical Education, including Chapter 74 and "After Dark" programs, Innovation Career Pathways, and Early College).
- By 2026, the state will return to pre-pandemic levels (or lower) of the percentage of students who are chronically absent.

Potential Solutions
- Provide grants to up to150-200 districts to employ strategies to increase college access including MyCAP implementation and FAFSA completion, resulting in an increase in MyCAP implementation and FAFSA completion rates.
- Provide grants to up to 50 districts to employ strategies to reduce the number of students dropping out, resulting in a decrease in dropout rates.
- Provide opportunities for up to 4,000 additional students to participate in CTE programs, Early College, and/or Innovation Career Pathways.

Thank you

Additional Slides

Early Literacy Review Process Overview

Launch → **Initial Inquiry** → **Follow-Up Inquiry** → **Determination**
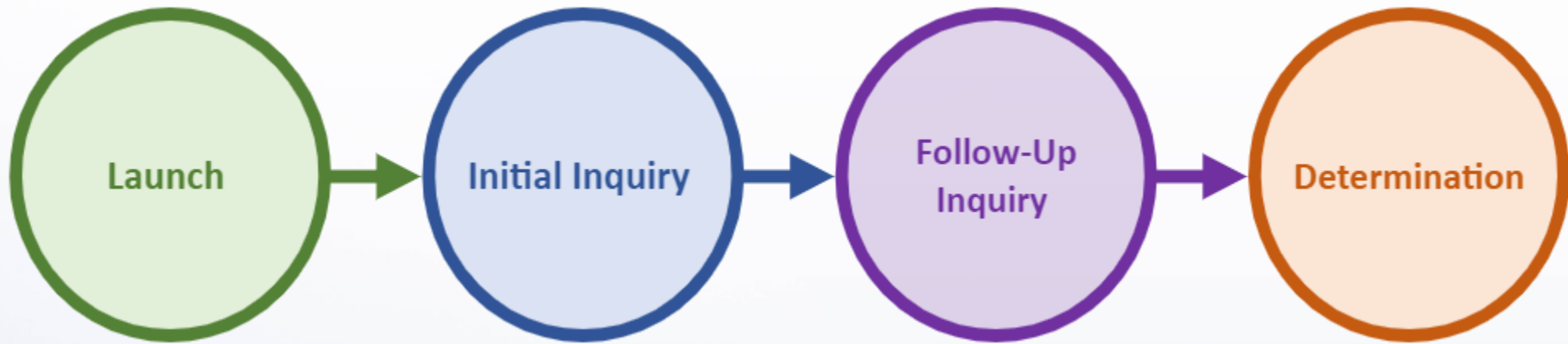
Submission of key materials, including:
- Candidate artifacts
- Program overview
- Required documents

- Course observations
- Surveys
- Focus Groups
- Interviews

- Submission of additional evidence to address gaps or inconsistencies
- Additional course and/or field-based experience observations

- Review of all collected evidence
- Determination of criterion-level ratings
- Determination of program approval