**Early Literacy Interim Review Process Info Session**

November 20, 2024

**Powerpoint Slides:** [**https://www.doe.mass.edu/edprep/resources/2024-1120info-session-slides.pdf**](https://www.doe.mass.edu/edprep/resources/2024-1120info-session-slides.pdf)

**Resources Shared:**

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| Slide 8 | Mass Literacy: <https://www.doe.mass.edu/massliteracy/> |
| Slide 9 | Literacy Launch: <https://www.mass.gov/info-details/literacy-launch-reading-success-from-age-3-through-grade-3> |
| Slide 10 | Early Literacy in Ed Prep: <https://www.doe.mass.edu/edprep/resources/early-literacy.html> |
| Slide 12 | Formal Review Toolkit: <https://www.doe.mass.edu/edprep/review/toolkit/formal/> |
| Interim Review page: <https://www.doe.mass.edu/edprep/resources/accelerated-early-literacy.html> |
| Slide 15 | SMK and Matrices Page: <https://www.doe.mass.edu/edprep/review/toolkit/matrices.html> |

**Session Q & A**

**Interim Review Timeline and Components**

***When is my organization up for review?***

The timeline for Early Literacy Reviews can be found on the [Accelerated Early Literacy Program Review and Approval](https://www.doe.mass.edu/edprep/resources/accelerated-early-literacy.html) webpage.

***How does the 15-month timeline work relative to the year listed on the timeline?***

As an example, for organizations listed as having their interim review in 2025-2026:

* November 2024: Official notification was sent
* March 2025: Launch session
* April-June 2025: Surveys are open
* September-December 2025: Focus groups scheduled
* By June 30, 2026: Final report and approval determination sent

***Can more than one member of SO attend the launch meeting?***

Yes! For both the formal review (with an in-person launch meeting) and the interim (a virtual launch meeting), we encourage organizations to send multiple people with the review designee.

**Formal Review**

***Can those of us who will have our review happen at the same time as our formal review see the toolkit now?***

Yes! The full formal review toolkit is available [here](https://www.doe.mass.edu/edprep/review/toolkit/formal/). The Planning Guides now reflect how the early literacy components will be integrated into each step of the review process.

***If we are having the Early Lit review during our formal review, will the focus groups for early lit programs be longer?***

Yes, we will have separate focus groups for early literacy program stakeholders that are extended to allow us to discuss both the Program Approval Criteria and the Early Literacy Criteria.

**Evidence Used in Review**

**Evidence for Programmatic Changes**

***Our organization has recently made changes to \_\_\_\_\_. These changes may not be reflected in course observations/candidate artifacts/survey or focus group participants. How will this impact the review?***

We are glad your organization has been making continuous improvements! In all reviews, we fully anticipate that some of the candidates/completers we hear from or other evidence we collect may not reflect the most recent changes to programs. One benefit of the “flipped” process is that we will be able to share any gaps or inconsistencies in that evidence at the beginning of the Follow-Up Inquiry. That gives your team the opportunity to share how you have already taken steps to address those and how you will know if your actions are working.

**Candidate Artifacts**

***Will DESE provide more information about the candidate artifacts required?***

Detailed information about the candidate artifacts reviewed during the formal review process can be found in [the Launch Stage Planning Guide](https://www.doe.mass.edu/edprep/review/toolkit/formal/). For the interim review process, the random sample will include only completers of the relevant programs. We will only request artifacts from candidates’ practicum and CAP, which are listed in the rows for FBE 5 and FBE 6 in the formal review planning guide.

***How will early literacy candidate artifacts be identified for the formal review?***

For the formal review, DESE will over-sample from the early literacy programs when the random sample of recent completers is identified.

**Course Observations**

***Will the observation protocol be shared?***

Yes. The observation protocol will be piloted for this year’s reviews. Once we have finalized it, it will be posted with other interim review toolkit materials.

***What types of observations are part of the interim review process?***

DESE will conduct observations of coursework provided to candidates for all early literacy programs during formal or interim reviews. Typically, three observations will be conducted, though this may vary depending on the number of programs, number of courses with early literacy content, and number of sections for those courses. Whenever possible, we will align these observations with the Initial Inquiry stage of the process.

Based on the evidence collected in the Launch and Initial Inquiry stages, DESE may request additional observations of coursework and/or observations of candidates’ field-based experiences. The details of these requests will be dependent upon the evidence gathered and we will work with the sponsoring organization to identify appropriate observations to address that evidence.

***What if our instructors’ collective bargaining agreement has limitations on course observations?***

Because the specific information in collective bargaining agreements related to course observations vary across and, in some cases, within organizations, DESE will collaborate with the organization to identify appropriate steps following the notification of formal or interim review. In all cases, this will provide at least ten months prior to the initial inquiry, when course observations are expected to occur.

**State-Collected Data**

***What state-collected outcome data will you use related to early literacy criteria?***

For the Early Literacy Criteria, we will consider MTEL data from the relevant programs. Given our data thresholds, many programs will not have data available or data may need to be aggregated across multiple years to meet the threshold. A range of factors also impact MTEL results, and the data is a lagging indicator of changes that the organization may have made to address the Early Literacy Criteria, so that evidence will be weighted less heavily compared to evidence that can be more directly tied to the criteria.

**Approval Determinations**

***How do the program-specific approval determinations for interim reviews work****?*

The *Guidelines for Educator Preparation Program Approval* grant DESE the authority to issue program- and organization-level approval determinations. Given the more intensive review of early literacy programs, DESE will have sufficient evidence to make distinct program-level determinations during the formal and interim reviews of those programs. During the formal review, program-level criterion and domain ratings, along with organization-level ratings in the Organization, Continuous Improvement, Partnerships, Candidate, and Field-Based Experiences domains, will inform the SO’s overall approval determination. During the early literacy interim reviews, given the narrow scope of the evidence collected, only program-specific criterion, domain, and approval determinations will be made.