

# 2018 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:

Merrimack College

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

cherneyi@merrimack.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	Yes	N/A	Yes
Fingerprint Check	Yes	Yes	N/A	Yes
Background Check	Yes	Yes	N/A	Yes
Minimum number of course/credits/semester hours completed	Yes	Yes	N/A	Yes
Minimum GPA	Yes	Yes	N/A	Yes
Minimum GPA in content area coursework	No	No	N/A	No
Minimum GPA in professional education coursework	Yes	No	N/A	No
Minimum ACT score	No	No	N/A	No
Minimum SAT score	No	No	N/A	No
Minimum basic skills test score	Yes	Yes	N/A	Yes
Subject area/academic content test or other subject matter verification	No	No	N/A	No
Recommendation(s)	Yes	Yes	N/A	Yes
Essay or personal statement	Yes	Yes	N/A	Yes
Interview	No	No	N/A	No
Other	No	No	N/A	No

#### 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?	3.21	3.47		3.47
What is the minimum required GPA for entry into the program?	3.0	3.0		3.0

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

#### 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?	3.4	3.47		
What is the minimum required GPA for exit from the program?	3.0	3.0		

#### (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	237	248
Unduplicated number of males enrolled	38	40
Unduplicated number of females enrolled	199	208
Number of students who opted not to disclose gender	0	0
Number of students per faculty member	8.17	8.6

**8. Enrollment by Ethnicity**

(Insert numerical value in each column)

	Initial Teacher Licensure Programs Only	All Educator Preparation Programs
Ethnicity undisclosed by student	20	20
Hispanic/Latino of any race	12	12

**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	2	2
Black or African American	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	225	225
Two or more races	1	1
Race undisclosed by student	20	20

**(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	29	60
Unduplicated number of males faculty and staff	9	14
Unduplicated number of females faculty and staff	20	58
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	0	0
Hispanic/Latino of any race	1	2

**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	27	59
Two or more races	1	1
Race undisclosed by faculty	0	0

**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).	135	135
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	6	6
Number of full-time equivalent adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff, including the Program Supervisor)	9	9
Number of students in supervised clinical experience during this academic year (including both Practicum and Practicum Equivalent and Pre-practicum)	362	362
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

**Goals: Describe your organization's progress on 2017-2018 goals.****To view your 2017 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 (2018-2019). Indicate with which [Domain](#) the goal is most closely aligned.**Next year you will be asked to report on your progress toward each goal.****15. Describe your organization's progress on prior year's goal #1**

In 2017/2018, the School of Education and Social Policy created a committee of key partners to meet regularly once per term. This group met twice in 2017/8 and provided feedback on pre-practicum experiences that our candidates need. SESP has also surveyed stakeholders, and met with key partner schools to deepen partnerships.

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

Faculty in 2017/8 created handbooks for undergraduate and graduate programs, reviewing all relevant policies for each group, with an eye to ensuring the quality of the teacher candidate experience. Student surveys, given each term to completers, were also implemented to monitor quality of instruction and TC preparation.

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

In 2017/8, the school hired two new faculty - one in Language Arts/Elementary Reading, the other in Mathematics education. Both are full-time tenure track positions.

**18. 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:**

Candidate

**Goal:**

To better support student achievement and careers, the Department will review current MTEL policies and current practices to help students pass these exams in a timely manner.

**19. 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:**

Instruction

**Goal:**

To fully develop and implement new program areas, such as the Adjustment Counseling and Digital Literacy and Computer Science programs.

**20. 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:**

Field-Based Experiences

**Goal:**

To develop, implement, and assess new pre-practica for each educator preparation program, including use of data to help inform program coursework.

**21. 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	26	10				12
Average number of practicum hours required for program completion	450	450				575

**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.**

**22. Change #1**

Select category from list

Change in practicum or pre-practicum requirement

**Essay**

Practicum requirement raised to 450 hours from 300 hours across teacher preparation programs.

**23. Change #2**

Select category from list

Addition or removal of program

**Essay**

Addition of proposed Adjustment Counseling and Digital Literacy programs.

**24. Change #3**

Select category from list

Addition or removal of program

**Essay**

Deletion of Spanish, French, Political Science middle school/high school programs, as well as Reading specialist program as part of DESE review process.

**26. 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: Isabelle Cherney

Please date here:

04/20/2018

27. During the 2016-2017 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.*

28. Institution/Program Type

Traditional (IHE-based)

29. 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:

30. 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 : 0%

Sophomore Year : 100%

Junior Year : 0%

Senior Year : 0%

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

At admission

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

No

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

Students will apply for program in sophomore year.

## **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.**

**34. 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>	22	Yes	Improved program	
-Moderate Disabilities	8	Yes	Addition of faculty member in area	
-Severe Disabilities	N/A	N/A		
-Early Childhood (PreK-2)	14	Yes		
-Speech / Language / Hearing Disorders	N/A	N/A		
<b>Mathematics (Total)</b>	5	Yes	Recruitment	
<b>Modern Foreign Languages (Total)</b>	0	No		Program to be eliminated as per DESE review
-Spanish	0	No		Program to be eliminated as per DESE review
-French	0	No		Program to be eliminated as per DESE review
-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		
<b>Science (Total)</b>	4	Yes	Good recruiting	
-Biology	3	Yes	Good recruiting	
-Physics	0	No	Few majors	
-Chemistry	1	Yes	Good recruiting	
-Earth Science	N/A	N/A		
-General Science	1	Yes	Good recruiting	
<b>Reading/English Language Arts (Total)</b>	5	Yes	Good recruiting	
-English/Language Arts	5	Yes	Good recruiting	
-Reading	0	No		Program slated for elimination
<b>ELL/TBE (Total)</b>	6	Yes	Good recruiting	
-ESL	6	Yes	Good recruiting	

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

Some areas above will be eliminated as part of DESE review process due to low enrollment.

**36. 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):

Three courses added in Moderate Disabilities to better meet needs of all students.

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

37. 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	

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

No

## Section 4: Use of Technology

38. 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):

Program encourages students to pursue Apple Teacher certification in technology coursework.

# Section 5: Teacher Training

39. 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		

40. 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	

41. 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)

Information on teaching students with disabilities included in curriculum coursework, including class on Exceptional learner.

42. 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)

All moderate disabilities teachers take coursework on exceptional learner, curriculum design, and assessment within special education context.

## 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 2016-17 academic year.

43. Practicum (Student Teaching) Placements

	District	# of Candidates Placed for Student Teaching in 16-17
1	Community+Day+Charter+Public+School++Gateway+(District)	10
2	Haverhill	8
3	Andover	8
4	North+Andover	8
5	Lynnfield	4

## 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.

## Supervising Practitioners

As outlined in [603 CMR 7.03 \(5\)](#), ESE is required to administer and publicly report survey data about the quality of educator preparation in the state. This requirement is intended to grant access to perceptions of teacher readiness in the Commonwealth to both preparation providers and the general public. Surveys are administered to four stakeholder groups:

Hiring Principals: Who hired a teacher candidate

Teacher Completers: Educators employed in a Massachusetts public school one year after program completion

Supervising Practitioners: Teachers who served as a supervisor to teacher candidate

Teacher Candidates: Teacher candidates at the point of preparation program completion

This year, we will collect Supervising Practitioners' contact information as part of the 2018 State Annual Report. To increase our survey response rates, we plan to issue the survey before the end of the school year in May, which is before all the CAP data is returned.

### Instructions for collection:

If your SO uses the CAP Online Platform: Please certify that all Supervising Practitioner name, contact, and MEPID are all correct for the 2017-2018 school year. Please also ensure that candidate name, MEPID, and practicum school and district are also correct. To easily check data, select the 'reports' link in the upper right corner menu and download the 2017-2018 report. For more information on how to run a report, see page 8 of the [CAP Online Platform User Guide \(all users\)](#). If you need to make modifications please do so in the CAP Online Platform. For more information on how to modify CAP records, please see page 15 of the [CAP Online Platform User Guide \(All users\)](#).

When you are ready to certify your data, please select the certification button below. ESE will then pull your data from the CAP Online Platform.

If your SO doesn't use the CAP Online Platform: Please upload the CAP data template through Survey Gizmo. You can find a copy of the template below. Your spreadsheet must include the following data:

Supervising Practitioner name

Supervising Practitioner email

Supervising Practitioner MEPID

Candidate Name

Candidate MEPID

Candidate practicum school and district

Please check data for accuracy before uploading the spreadsheet. Note: Please upload 2017-2018 CAP data.

### [CAP Import Template](#)

47. If your SO does not use the CAP Online Platform, please upload your data file below:

[Merrimack SPs 201718.xlsx](#)

48. By signing and dating, you are verifying the data in the CAP Online Platform is correct:

Supervising Practitioner name  
Supervising Practitioner MEPID  
Supervising Practitioner email  
Candidate name  
Candidate MEPID  
Candidate practicum school and district



Signature of: Isabelle Cherney

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

### 3. (untitled)

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## Section 6: Certification

49. 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: Isabelle Cherney

**50. Name and title of responsible representative for teacher preparation program**

Isabelle Cherney, Dean of Education and Social Policy

**51. Name of President/Chief Executive (or designee)**

Pres. Christopher E. Hopey

### 4. Thank You!

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Thank you for completing the 2018 State Annual Report.