



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Worcester State University
Educator Preparation Program
Worcester, MA
July 2024 (*report updated August 2026*)

ACTION

Based on examination of the case record, including the program's self-study and the AAQEP review team's report, the AAQEP Accreditation Commission makes the following determination regarding the educator preparation program at Worcester State University:

	ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years.	
X	ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of seven years with the notations specified below.	August 2026 Update: The identified condition has been removed, and a new concern and observation have been attached.
	INITIAL ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years.	
	INITIAL ACCREDITATION WITH NOTE - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a nonrenewable term of five years with the notations specified below.	
	PROBATIONARY ACCREDITATION - The Accreditation Commission finds that the program meets all AAQEP standards and is accredited for a term of two years, but conditions specified below represent a potential threat to the provider's ability to meet one or more standards.	
	DO NOT ACCREDIT - The Accreditation Commission finds that the program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.	

	DISCLAIMER OF DECISION - The Accreditation Commission finds that the evidence available to it is insufficient to sustain an affirmative or adverse decision.
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TERM

The accreditation term takes effect immediately and lasts through **June 30, 2031**, or until Worcester State University ceases to be a member in good standing of AAQEP, whichever is earlier. Annual Reports are due at the end of each calendar year, with the first report being due December 31, 2025. In addition, a focused report addressing the condition on Aspect 3e (see below) is due no later than July 11, 2026. Please refer to AAQEP's [substantive change policy](#) for guidance on other program changes that must be reported.

RATIONALE

July 2024 action: The Commission evaluated the program's evidence for each AAQEP standard and determined that all four standards are met. The program prepares candidates to work effectively as professional educators who can adapt to different contexts and continue to grow professionally. Worcester State University maintains program quality by reviewing evidence and making revisions to benefit candidates; it continues to strengthen its assessment system. The program engages with stakeholders and partners and works together with them to strengthen the P-20 education system and to provide services to students in partner schools.

August 2026 action: In response to the condition on Aspect 3e issued in July 2024, Worcester State University prepared a focused report on the systematization of its assessment system and investigations of data quality characteristics for locally developed measures. The Commission evaluated this focused report and determined that the provider has made sufficient progress in these investigations to warrant removal of the condition. The Commission also attached two new notations to this decision: an observation to acknowledge the provider's efforts on this work thus far and a concern that some elements of the provider's assessment system need further development.

STANDARDS REPORT

The Commission has made the following determinations regarding the AAQEP standards based on its review of the program's outcomes, documentation of capacity, assessment system, quality control system, plans for development, and other evidence as reviewed and supplemented by the review team:

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	

2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Concerns are minor problems or shortcomings related to one or more aspects of a standard and must be addressed in the provider's next Annual Report(s). *Conditions* are more significant problems that threaten to undermine one or more of the standards and may result in a shorter accreditation term or require resolution before accreditation takes effect.

Standard	Notation	Remedy and timeline
3	<p>July 2024 Condition: The Commission notes a condition with regard to the implementation of an effective quality assurance system. The collection, analysis, and sharing of assessment data needs to be systematized in a way that supports an effective quality assurance system.</p> <p>This notation pertains to Aspect 3e, which addresses the program's engagement in continuous improvement through an effective quality assurance system.</p>	<p>Within two years (no later than July 11, 2026), a report must be provided to the Commission detailing plans to and progress toward:</p> <ol style="list-style-type: none"> 1. identification or creation of assessment instruments that provide evidence for each aspect of Standards 1 and 2; 2. results of purposeful investigation of validity (beyond face validity), reliability, and fairness for internally designed instruments and rubrics; and 3. systematic collection of, analysis of, reflection on, and action on candidate-level assessment data stemming from the internally designed instruments, disaggregated by program.

		<p>The plan must include a timeline for implementation across the remaining years of the accreditation term.</p> <p>August 2026 Update: The identified condition has been removed.</p>
3	<p>August 2026 Concern: The Commission notes a concern regarding the provider's assessment system: The purposeful investigation of data quality (reliability, validity, and fairness) needs continued work and development.</p> <p>This notation pertains to Aspect 3e, which addresses the program's engagement in continuous improvement through an effective quality assurance system.</p>	<p>The provider needs to develop and implement processes for ongoing investigations of data quality (e.g., validity, reliability, and fairness) of the measures in its assessment system.</p> <p>The provider also needs to demonstrate how it systematically collects, analyzes, reflects on, and acts on assessment data stemming from its internally designed instruments, disaggregated by program.</p> <p>AAQEP staff will maintain contact with the program as it addresses the identified concern; progress regarding this work will be documented in Annual Reports.</p>

OBSERVATIONS, COMMENTS, AND COMMENDATIONS

Observations offer a perspective or a suggestion that is nonevaluative. *Comments* call attention to a program strength or success that is noteworthy but not so significant or pervasive as to warrant citation as a commendation. *Commendations* are awarded when evidence shows outstanding preparation and performance on one or more aspects of a standard or the standard as a whole.

Standard	Notation
2, 4	<p>July 2024 Comment: The Commission recognizes the work of WSU, Worcester Future Teachers, and the Advancement Via Individual Determination program supervising teachers and teacher candidates to support students in the Worcester Public Schools.</p>

	This notation pertains to Aspect 2a (completer relationships with communities and families/caregivers), Aspect 4a (partnering to support high-need schools and reduce disparities in educational outcomes), and Aspect 4b (addressing workforce needs and diversification through candidate recruitment and support).
3	<p>July 2024 Comment: The Commission notes the program's commitment to quality clinical experiences in effective partnerships with the local public schools through the creation of the successful Clinical Professor Model. The commitment is evidenced by WSU's financial support of this partnership and of positions for two public school teachers who serve as Education Department faculty.</p> <p>This notation pertains to Aspect 3b (effective clinical partnerships) and Aspect 3f (capacity for quality including staffing, resources, operational processes, and institutional commitment).</p>
3	<p>July 2024 Observation: Attrition in the Early Childhood program is high in large part due to low pass rates on the relevant licensure examination; efforts are in progress to support candidates' successful passage of exams.</p> <p>This notation pertains to Aspect 3d (admission and monitoring processes linked to candidate success).</p>
3	<p>August 2026 Observation: The Commission affirms that the program has worked toward improving its internal quality assurance system, including the development of a common rubric for lesson planning across programs, the creation and implementation of new surveys, and the acquisition of the assessment data management platform to support the systematic collection of data.</p>

SCOPE OF ACCREDITATION

This action for the educator preparation program includes the following:

Degree granted by the institution or organization (or nondegree program of study)	Certificate, License, Endorsement, or Other Credential granted by the Massachusetts Department of Elementary and Secondary Education
<i>Programs that lead to initial teaching credentials</i>	
Bachelor of Arts	<ul style="list-style-type: none"> English, 5-12 History, 5-12 World Language-Spanish, 5-12

Bachelor of Science	<ul style="list-style-type: none"> • Biology, 8-12 • Chemistry, 8-12 • Early Childhood, PreK-2 • Earth and Space Science, 8-12 • Elementary, 1-6 • General Science, 5-8 • Health/Family and Consumer Science, All Levels • Mathematics, 5-8 • Mathematics, 8-12
Postbaccalaureate	<ul style="list-style-type: none"> • Biology, 8-12 • Chemistry, 8-12 • Early Childhood, PreK-2 • Earth and Space Science, 8-12 • Elementary, 1-6 • English, 5-12 • English as a Second Language, PreK-6 • English as a Second Language, 5-12 • General Science, 5-8 • Health/Family and Consumer Science, All Levels • History, 5-12 • Mathematics, 5-8 • Mathematics, 8-12 • Moderate Disabilities, PreK-8 • Moderate Disabilities, 5-12 • Reading, All Levels • World Language-Spanish, 5-12
Master of Education	<ul style="list-style-type: none"> • Biology, 8-12 • Chemistry, 8-12 • Early Childhood, PreK-2 • Earth and Space Science, 8-12 • Elementary, 1-6 • English, 5-12 • English as a Second Language, PreK-6 • English as a Second Language, 5-12 • General Science, 5-8 • Health/Family and Consumer Science, All Levels • History, 5-12 • Mathematics, 5-8 • Mathematics, 8-12 • Moderate Disabilities, PreK-8

	<ul style="list-style-type: none"> • Moderate Disabilities, 5-12 • Reading, All Levels • World Language-Spanish, 5-12
<i>Programs that lead to additional or advanced credentials</i>	
Master of Education in Educational Leadership & Administration	<ul style="list-style-type: none"> • Principal/Assistant Principal, PreK-8 • Principal/Assistant Principal, 5-12
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>	
Education Specialist in School Psychology	School Psychologist, All Levels (Initial)
Education Specialist in Curriculum & Instruction	N/A
Education Specialist in Secondary Education	N/A
Master of Education	N/A
Master of Education in Elementary Education	N/A
Master of Education in English as a Second Language	N/A
Master of Education in Early Childhood Education	N/A
Master of Education in Secondary Education	N/A
Master in Education in Middle School Education	N/A
Master of Education in Reading Specialist	N/A
Master of Education in School Leadership & Administration	N/A

NOTE: Accreditation actions are based on examination of the case record, including the provider's self-study and the AAQEP review team's report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.