HOUSE DOCKET, NO. 225 FILED ON: 1/12/2015

HOUSE . . . . . No. 372

The Commonwealth of Massachusetts

PRESENTED BY:

Sean Garballey

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act relative to teaching excellence.

PETITION OF:

NAME:	DISTRICT/ADDRESS:
Sean Garballey	*23rd Middlesex*
Frank I. Smizik	*15th Norfolk*

HOUSE DOCKET, NO. 225 FILED ON: 1/12/2015

HOUSE . . . . . No. 372

By Mr. Garballey of Arlington, a petition (accompanied by bill, House, No. 372) of Sean Garballey and Frank I. Smizik for legislation to implement a validated common core of professional teaching knowledge. Education.

[SIMILAR MATTER FILED IN PREVIOUS SESSION
SEE HOUSE, NO. *396* OF 2013-2014.]

The Commonwealth of Massachusetts

In the One Hundred and Eighty-Ninth General Court
(2015-2016)

An Act relative to teaching excellence.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. The General Court finds that, in our current education system, the ten processes that are designed to support educator quality are frequently disconnected, undermining their collective capacity to support and sustain educator excellence, and depleting resources from schools; and further finds that when the components of this system are organized to align with one another and with a common, research-based, field-tested core of professional knowledge, the cumulative effect is a more effective, unified and efficient system. That system will produce high expertise teaching for more students, resulting in their improved achievement. Therefore, the Department of Elementary and Secondary Education may conduct a study and issue a report as to best implement this educational system, and finds that the passage of this act is necessary to address the problem of lack of continuity and connection by encouraging adoption of a validated

common core of professional teaching knowledge that impacts all the levers of influence on teacher quality and expertise in a coordinated and sustainable manner.