

**HOUSE . . . . . No. 681**

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**The Commonwealth of Massachusetts**

PRESENTED BY:

*Alice Hanlon Peisch*

*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 teacher preparation and certification.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Alice Hanlon Peisch</i>	<i>14th Norfolk</i>	<i>2/19/2021</i>
<i>Frank A. Moran</i>	<i>17th Essex</i>	<i>2/25/2021</i>
<i>David Paul Linsky</i>	<i>5th Middlesex</i>	<i>2/25/2021</i>
<i>Kimberly N. Ferguson</i>	<i>1st Worcester</i>	<i>2/26/2021</i>
<i>Paul F. Tucker</i>	<i>7th Essex</i>	<i>2/26/2021</i>
<i>Kate Lipper-Garabedian</i>	<i>32nd Middlesex</i>	<i>2/26/2021</i>
<i>Paul McMurtry</i>	<i>11th Norfolk</i>	<i>2/26/2021</i>
<i>Carol A. Doherty</i>	<i>3rd Bristol</i>	<i>2/26/2021</i>
<i>Andres X. Vargas</i>	<i>3rd Essex</i>	<i>2/26/2021</i>
<i>Steven Ultrino</i>	<i>33rd Middlesex</i>	<i>3/10/2021</i>
<i>Jacob R. Oliveira</i>	<i>7th Hampden</i>	<i>3/11/2021</i>
<i>Elizabeth A. Malia</i>	<i>11th Suffolk</i>	<i>3/16/2021</i>
<i>Tram T. Nguyen</i>	<i>18th Essex</i>	<i>3/30/2021</i>
<i>Jessica Ann Giannino</i>	<i>16th Suffolk</i>	<i>3/30/2021</i>

**HOUSE . . . . . No. 681**

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By Ms. Peisch of Wellesley, a petition (accompanied by bill, House, No. 681) of Alice Hanlon Peisch and others relative to teacher preparation and certification. Education.

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**The Commonwealth of Massachusetts**

\_\_\_\_\_  
**In the One Hundred and Ninety-Second General Court  
(2021-2022)**  
\_\_\_\_\_

An Act relative to teacher preparation and certification.

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

1           SECTION 1. Section 38G of chapter 71 of the General Laws, as appearing in the 2018  
2 Official Edition, is hereby amended by striking out, in line 270, the word “student” and replacing  
3 it with the following word: candidate.

4           SECTION 2. Section 38G of said chapter 71 of the General Laws is hereby further  
5 amended by striking out, in lines 273-275, the words, “The college or university or school  
6 district or other institution shall also provide the commissioner with a transcript of the student’s  
7 record,” and replacing it with the following:-

8           The approved program shall be evaluated by the commissioner on a regular basis to  
9 ensure that candidates are well prepared to meet the needs of all students in the commonwealth.  
10 Through this review, the commissioner shall meaningfully differentiate the performance of  
11 individual program providers based in part on program quality and outcomes of candidates once  
12 they are employed. The review shall include, but not be limited to program implementation of

13 best practices in reading instruction and the extent to which new teachers' effectiveness  
14 addresses persistent disparities in achievement. The commissioner shall annually publish data on  
15 these programs, including the current approval status.

16 SECTION 3. Section 38G of said chapter 71 of the General Laws is hereby further  
17 amended by inserting after the word "record" in line 275, the following paragraph:-

18 All applications for reviewing and approving preparation programs under this section  
19 shall be accompanied by a fee to be determined annually by the secretary of administration and  
20 finance under the provisions of section 3B of chapter 7. These fees shall be sufficient to allow  
21 the department to carry out the responsibilities outlined in this section.

22 SECTION 4. Section 38G of said chapter 71 of General Laws is hereby further amended  
23 by inserting after line 289 , the following paragraph:-

24 In addition to any other requirements of this section, the board shall require, as a  
25 provision of an administrator's or educator's initial certification, that all educators and  
26 administrators shall have training in strategies related to culturally responsive, anti-racist  
27 pedagogy and practices. Such training shall include, but not be limited to, background on the  
28 history of race in the United States, implicit bias, and antiracist pedagogy and practical  
29 experience in the application of these strategies across subject areas.

30 SECTION 5. Section 57A of chapter 71 of the General Laws is hereby amended by  
31 adding at the end thereof the following sentence:-

32 The commissioner shall annually publish data on which screening instruments are  
33 employed by each school district in the Commonwealth.

34 SECTION 6. Said chapter 71 of the General Laws is hereby amended by inserting after  
35 section 57A the following section:-

36 Section 57B. The department of elementary and secondary education, in consultation  
37 with the department of early education and care, shall issue guidelines to districts requiring  
38 screening protocols for reading for all students in grades K-3 using evidence-based screeners.  
39 The commissioner shall annually publish data on which screening instruments are employed by  
40 each school district in the Commonwealth to conduct reading screening.

41 SECTION 7. Section 1E of chapter 69 of the General Laws is hereby amended by adding  
42 at the end of the first paragraph the following sentence:-

43 Curricula selected to meet the curriculum frameworks for elementary literacy must be  
44 evidence-based.

45 SECTION 8. Notwithstanding any general law or special law to the contrary, the  
46 department of elementary and secondary education shall, subject to appropriation, develop and  
47 administer a one-year pilot program for teacher apprenticeship during which participants shall  
48 complete a paid teaching apprenticeship for a full school year in a high-needs district in the  
49 classroom with a highly proficient mentor teacher, as determined by the department of  
50 elementary and secondary education. As used herein, “high-needs” shall be defined as: schools  
51 or districts with a high percentage of low-income students and English learners, which may  
52 include schools or districts implementing turnaround plans

53 The Department of elementary and secondary education shall file a report with the clerks  
54 of the house of representatives and the senate and the joint committee on education no later than  
55 one year after the completion of the pilot on the outcome of the pilot program. The report shall

56 include, at a minimum, an evaluation of the impact of apprentices on student outcomes as  
57 compared to first year teachers not participating in the pilot and an assessment of the feasibility  
58 of expanding a full year teacher apprenticeship for all teacher candidates or all candidates in high  
59 needs districts.

60 SECTION 9. (a) The department of elementary and secondary education shall conduct a  
61 study and report on potential initiatives to incentivize diverse and highly effective educators to  
62 work in high needs schools and districts. “High-needs schools or districts,” as used herein, shall  
63 be a school or district with a high percentage of low-income students and/or English learners,  
64 which may include a school or district implementing a turnaround plan.

65 (b) Not later than January 1, 2022, the department of elementary and secondary education  
66 shall file a report, including any analysis, recommendations or proposed legislation, with the  
67 clerks of the senate and house of representatives and the chairs of the joint committee on  
68 education.

69 The report shall include, but not be limited to: (i) a survey of educator salaries across  
70 school districts; (ii) an assessment of potential incentives to attract novice educators to high  
71 needs districts; (iii) the feasibility of financial incentives for achieving National Board  
72 certification; (iv) the feasibility of establishing a master educator corps program, to be  
73 administered by the department, to incentivize educators that have achieved a certain level of  
74 mastery to transfer to high needs districts; (v) an assessment of a salary parity scale for any  
75 educators that have switched to high-needs districts; (vi) any other program, as determined by  
76 the department, to help meet the educator requirements of high needs districts; and (vii) an  
77 assessment of legislation necessary to achieve these objectives.