

HOUSE No. 548

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>1/17/2023</i>

HOUSE No. 548

By Representative Peisch of Wellesley, a petition (accompanied by bill, House, No. 548) of Alice Hanlon Peisch relative to teacher preparation and certification. Education.

The Commonwealth of Massachusetts

**In the One Hundred and Ninety-Third General Court
(2023-2024)**

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 of education shall meaningfully differentiate the
11 performance of individual program providers based in part on program quality and outcomes of
12 candidates once they are employed. The review shall include, but not be limited to program

13 implementation of evidence-based preparation in the five research-based areas in reading
14 instruction, i.e., phonemic awareness, phonics, fluence, vocabulary, and comprehension, and the
15 extent to which new teachers' effectiveness addresses persistent disparities in achievement. The
16 commissioner shall annually publish data on these programs, including the current approval
17 status, enrollment, demographics of candidates, areas of licensure being pursued and
18 employment rate of graduates.

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

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

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

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

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

35 The commissioner shall annually publish data on which screening instruments are
36 employed by each school district in the Commonwealth, including but not limited to grades Pre-
37 K-3 literacy screening assessments and whether the screening instruments are approved by the
38 department of elementary and secondary education.

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

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

46 Each district shall, at least twice per year, assess each student's reading ability and
47 progress in literacy skills from kindergarten through at least third grade, using a valid,
48 developmentally appropriate screening instrument approved by the department of elementary and
49 secondary education. Consistent with section 2 of chapter 71B of the general laws and the
50 Department's dyslexia and literacy guidelines, if such screenings determine that a student is
51 significantly below relevant benchmarks for age-typical development in specific literacy skills,
52 the school shall determine which actions within the general education program will meet the
53 student's needs, including differentiated or supplementary evidence-based reading instruction
54 and ongoing monitoring of progress. Within 30 school days of a screening result that is
55 significantly below the relevant benchmarks, the school shall inform the student's parent or

56 guardian of the screening results and the school's response and shall offer them the opportunity
57 for a follow-up discussion.

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

60 Curricula selected to meet the curriculum frameworks for elementary literacy must be
61 evidence-based and include instruction in the five research-based areas in reading instruction,
62 i.e., phonemic awareness, phonics, fluence, vocabulary, and comprehension

63 SECTION 8. Notwithstanding any general law or special law to the contrary, the
64 department of elementary and secondary education shall, subject to appropriation, develop and
65 administer a 2-year pilot program, in partnership with a college or university or school or district
66 or other institution offering an approved preparation program pursuant to Section 38G of Chapter
67 71 of the General Laws, for teacher apprenticeship during which participants shall complete a
68 paid teaching apprenticeship for two full school years in a high-needs district in the classroom
69 with a highly proficient mentor teacher, as determined by the department of elementary and
70 secondary education using factors including but not limited to recent evaluation ratings, student
71 growth data and demonstrated evidence-based practices. As used herein, "high-needs" shall be
72 defined as: schools or districts with a high percentage of low-income students and English
73 learners, which may include schools or districts implementing turnaround plans. The program
74 shall provide sufficient funds to candidates to support earning a competitive wage, including but
75 not limited to support for childcare, transportation, textbooks and other core expenses, to ensure
76 a diverse cohort are able to fully participate.

77 In administering the pilot program, the department of elementary and secondary
78 education shall promulgate regulations defining the apprenticeship and the target candidates to
79 be admitted to the program.

80 The Department of elementary and secondary education shall file a report with the clerks
81 of the house of representatives and the senate and the joint committee on education no later than
82 one year after the completion of the pilot on the outcome of the pilot program. The report shall
83 include data on the demographics of participants, licensure pass rates on the MTEL and hiring
84 rates and an assessment of the feasibility of applying for status as a United States Registered
85 Apprenticeship. The department of elementary and secondary education shall file a report with
86 the clerks of the house of representatives and the senate and joint committee on education no
87 later than three years after the completion of the pilot that includes, at a minimum, an evaluation
88 of the impact of apprentices on student outcomes as compared to teachers not participating in the
89 pilot using student growth measures and an assessment of the feasibility of expanding to a two-
90 year teacher apprenticeship for all teacher candidates or all candidates in high needs districts.

91 SECTION 9. (a) The department of elementary and secondary education shall conduct a
92 study and report on potential initiatives to incentivize diverse and highly effective educators to
93 work in high needs schools and districts, including incentives to recruit new and diverse teachers
94 to high-needs schools and policies or practices to retain diverse and effective teachers currently
95 teaching in high-needs schools. "High-needs schools or districts," as used herein, shall be a
96 school or district with a high percentage of low-income students and/or English learners, which
97 may include a school or district implementing a turnaround plan.

98 (b) Not later than January 1, 2024, the department of elementary and secondary education
99 shall file a report, including any analysis, recommendations or proposed legislation, with the
100 clerks of the senate and house of representatives and the chairs of the joint committee on
101 education.

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