

HOUSE No. 549

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 educator diversity.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Alice Hanlon Peisch</i>	<i>14th Norfolk</i>	<i>1/17/2023</i>
<i>Manny Cruz</i>	<i>7th Essex</i>	<i>1/23/2023</i>
<i>Mindy Domb</i>	<i>3rd Hampshire</i>	<i>1/25/2023</i>
<i>Lindsay N. Sabadosa</i>	<i>1st Hampshire</i>	<i>1/25/2023</i>
<i>Tram T. Nguyen</i>	<i>18th Essex</i>	<i>1/25/2023</i>
<i>Brian W. Murray</i>	<i>10th Worcester</i>	<i>1/25/2023</i>
<i>Christine P. Barber</i>	<i>34th Middlesex</i>	<i>1/26/2023</i>
<i>David Paul Linsky</i>	<i>5th Middlesex</i>	<i>1/27/2023</i>
<i>Frank A. Moran</i>	<i>17th Essex</i>	<i>1/27/2023</i>
<i>Jack Patrick Lewis</i>	<i>7th Middlesex</i>	<i>1/27/2023</i>
<i>Steven Owens</i>	<i>29th Middlesex</i>	<i>1/27/2023</i>
<i>Samantha Montaño</i>	<i>15th Suffolk</i>	<i>1/27/2023</i>
<i>Vanna Howard</i>	<i>17th Middlesex</i>	<i>2/1/2023</i>
<i>Tackey Chan</i>	<i>2nd Norfolk</i>	<i>2/2/2023</i>
<i>Joseph W. McGonagle, Jr.</i>	<i>28th Middlesex</i>	<i>2/2/2023</i>
<i>Carol A. Doherty</i>	<i>3rd Bristol</i>	<i>2/8/2023</i>
<i>Kevin G. Honan</i>	<i>17th Suffolk</i>	<i>2/8/2023</i>
<i>Thomas M. Stanley</i>	<i>9th Middlesex</i>	<i>2/8/2023</i>

<i>Rodney M. Elliott</i>	<i>16th Middlesex</i>	<i>2/8/2023</i>
<i>Tricia Farley-Bouvier</i>	<i>2nd Berkshire</i>	<i>2/8/2023</i>
<i>Sal N. DiDomenico</i>	<i>Middlesex and Suffolk</i>	<i>2/13/2023</i>
<i>Adrian C. Madaro</i>	<i>1st Suffolk</i>	<i>2/14/2023</i>
<i>Kate Lipper-Garabedian</i>	<i>32nd Middlesex</i>	<i>3/8/2023</i>
<i>Shirley B. Arriaga</i>	<i>8th Hampden</i>	<i>3/8/2023</i>
<i>Sean Garballey</i>	<i>23rd Middlesex</i>	<i>3/22/2023</i>
<i>Brandy Fluker Oakley</i>	<i>12th Suffolk</i>	<i>3/22/2023</i>
<i>Jay D. Livingstone</i>	<i>8th Suffolk</i>	<i>3/22/2023</i>
<i>Natalie M. Blais</i>	<i>1st Franklin</i>	<i>3/22/2023</i>
<i>Tommy Vitolo</i>	<i>15th Norfolk</i>	<i>3/22/2023</i>
<i>Jacob R. Oliveira</i>	<i>Hampden, Hampshire and Worcester</i>	<i>3/22/2023</i>
<i>Natalie M. Higgins</i>	<i>4th Worcester</i>	<i>3/22/2023</i>
<i>Christopher Hendricks</i>	<i>11th Bristol</i>	<i>3/22/2023</i>
<i>Christopher J. Worrell</i>	<i>5th Suffolk</i>	<i>3/27/2023</i>
<i>Rebecca L. Rausch</i>	<i>Norfolk, Worcester and Middlesex</i>	<i>4/12/2023</i>
<i>Patricia A. Duffy</i>	<i>5th Hampden</i>	<i>4/12/2023</i>
<i>Carlos González</i>	<i>10th Hampden</i>	<i>4/12/2023</i>
<i>Smitty Pignatelli</i>	<i>3rd Berkshire</i>	<i>4/12/2023</i>
<i>Jennifer Balinsky Armini</i>	<i>8th Essex</i>	<i>4/12/2023</i>
<i>Simon Cataldo</i>	<i>14th Middlesex</i>	<i>4/12/2023</i>
<i>Carmine Lawrence Gentile</i>	<i>13th Middlesex</i>	<i>4/12/2023</i>
<i>Russell E. Holmes</i>	<i>6th Suffolk</i>	<i>7/3/2023</i>
<i>John J. Mahoney</i>	<i>13th Worcester</i>	<i>7/3/2023</i>

HOUSE No. 549

By Representative Peisch of Wellesley, a petition (accompanied by bill, House, No. 549) of Alice Hanlon Peisch and others relative to educator diversity. Education.

The Commonwealth of Massachusetts

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

An Act relative to educator diversity.

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. (a) The department of elementary and secondary education shall, in
2 consultation with relevant stakeholders, implement a 5-year pilot program to develop a process
3 for granting educator certification that may be used as an alternative to the testing requirements
4 in section 38G of chapter 71 of the General Laws. The program shall allow candidates for
5 certification to earn an initial preliminary certification that may lead to permanent certification
6 after 4 years of teaching experience during which the candidate for licensure demonstrates
7 teacher proficiency as measured by student growth scores and other factors, as determined by the
8 department.

9 (b) The alternative certification process may allow for waiver of not more than 1 of the 2
10 testing requirements pursuant to said section 38G of said chapter 71, per candidate, and shall
11 include consideration of factors including, but not limited to, whether a candidate has: (i)
12 obtained certification in another state approved by the department; (ii) demonstrated an impact
13 on student growth when working as a certified educator outside the state; (iii) completed a

14 satisfactory portfolio of items that may include student feedback or competency-based projects;
15 or (iv) obtained a master's degree or doctorate from an accredited institution, provided that the
16 advanced degree relates to the content area for which the individual is seeking certification.

17 (c) The department shall limit the hiring of candidates alternatively certified pursuant to
18 this section to those public school districts and charter schools that the department certified as
19 having demonstrated 1 of the following characteristics: (i) a demographic disparity between the
20 district's student population and its teaching workforce; (ii) a shortage of teachers to serve
21 English language learners; or (iii) a critical need, as defined by the department, to fill teacher
22 vacancies. The department shall not allow any district to fill more than 10 per cent of its total
23 teaching positions with educators alternatively certified.

24 (d) The department may use the results of the alternative assessment pilot authorized by
25 subsection (e) of 603 CMR 7.04 to inform the development of the alternative licensure process
26 required by this section.

27 (e) The department shall conduct a comprehensive evaluation of the pilot program and
28 the use of the alternative certification process during the pilot period. The evaluation shall
29 include: (i) a measurement of student impacts as measured by student growth and other factors;
30 (ii) an assessment of progress made in diversifying the educator workforce, including data on the
31 demographics of participants, hiring rates and demographics of the districts and schools where
32 candidates were hired, aggregated evaluation ratings and retention rates; and (iii) an assessment
33 of the impacts on candidates of diverse backgrounds.

34 SECTION 2. (a) Notwithstanding any general or special law to the contrary, each school
35 district, as defined in section 2 of chapter 70 of the General Laws, and each charter school, as

36 defined in section 89 of chapter 71 of the General Laws, shall establish a diversity plan that
37 conforms with the guidelines established by the department of elementary and secondary
38 education pursuant to subsection (b). In establishing the guidelines, the department shall consult
39 with organizations representing relevant stakeholders. Such plans shall set forth specific goals
40 and timetables for achievement. The plans shall comply with all applicable state and federal laws
41 and shall be updated after 3 years.

42 (b) To promote a racially and ethnically diverse educator workforce, the department of
43 elementary and secondary education shall:

44 (i) establish guidelines for diversity plans that shall include, but not be limited to, the
45 following goals: (A) identify and eliminate discriminatory barriers to hiring and learning in a
46 school or district; (B) remedy the effects of past discriminatory practices; (D) identify, recruit
47 and hire employees who are members of under-represented groups; (E) develop, promote and
48 retain employees who are members of under-represented groups; and (F) ensure equal
49 opportunity in employment for educators. In developing these guidelines, the department shall
50 consult with experts and school leaders from public schools or school districts that have
51 experienced significant increases in hiring and retaining racially and ethnically diverse
52 educators;

53 (ii) establish a process for reviewing diversity plans based on clearly defined criteria. A
54 public school district or charter school shall amend any plan deemed not to conform with the
55 requirements of this section. A public school district or charter school shall be deemed to have
56 satisfied the requirements of this section if it has prioritized diversity in its 3-year plan required

57 by section 1S of chapter 69 of the General Laws or in any other strategic plan developed by the
58 district;

59 (iii) establish periodic reporting requirements for public school districts and charter
60 schools concerning the implementation of their diversity plans and all actions taken to ensure
61 compliance with this section and applicable state and federal laws. These reporting requirements
62 shall be incorporated into existing reporting mechanisms and schedules where feasible;

63 (iv) assist public school districts and charter schools in complying with their diversity
64 plans and applicable federal and state laws; and

65 (v) require approved educator preparation programs to implement diversity plans to
66 increase the racial and ethnic diversity of program completers. These plans shall be required as
67 part of the educator preparation program approval process and the department shall make each
68 program's plan publicly available. The department shall establish guidelines for educator
69 preparation program diversity plans.

70 (c) The board of elementary and secondary education shall review compliance with these
71 diversity plans and policies on a regular basis and may provide further recommendations
72 regarding educator diversity.

73 SECTION 3. Section 18 of Chapter 74, as appearing in the 2018 Official Edition, is
74 hereby amended by striking the first paragraph and inserting in place thereof the following
75 paragraph:-

76 The state board shall establish basic competency-based vocational-technical teacher
77 training standards which shall serve as the fundamental, pedagogical requirements for beginning

78 vocational-technical instructors. The board shall further require that all persons seeking to meet
79 the board's requirements shall have successfully passed performance and written tests in areas as
80 determined by the board or shall have satisfied alternative measures of proficiency established by
81 the board and shall have successfully completed an approved seminar on teaching skills and
82 methods.

83 SECTION 4. (a) Notwithstanding any general or special law to the contrary, each school
84 district, as defined in section 2 of chapter 70 of the General Laws, and each charter school as
85 defined in section 89 of chapter 71 of the General Laws, shall have a diversity, equity and
86 inclusion officer or shall establish a diversity team, referred to in this section as a diversity
87 officer or team. The role and responsibilities of a diversity officer or team may be assigned to an
88 existing school employee or existing school entity. Diversity officers and teams shall report
89 directly to the superintendent. Diversity officers and teams shall coordinate their school district
90 or school's compliance with the requirements of this section and applicable federal and state
91 laws.

92 (b) Each school district and charter school shall establish a process for advising the
93 school committee or board of trustees on matters of diversity, equity and inclusion in the school
94 district. The process may include establishing an educator diversity council consisting of
95 educators, administrators and students, which shall meet regularly with the superintendent or the
96 diversity officer or team and the school committee or board of trustees. The school committee or
97 board of trustees may appoint 1 of its members to serve as an ex-officio member of the educator
98 diversity council.

99 (c) Pursuant to guidelines established by the department of elementary and secondary
100 education, all superintendents, school committee members, boards of trustees, district leaders,
101 principals and school district employees shall complete a diversity and implicit bias training
102 course, the frequency of which shall be established by the department.

103 SECTION 5. (a) Notwithstanding any general or special law to the contrary, the
104 department of elementary and secondary education shall set measurable educator diversity goals
105 for the commonwealth and shall collect and report publicly statewide educator diversity data.
106 The data shall be reported in an online dashboard established in consultation with the board of
107 elementary and secondary education. The data shall include, but not be limited to, (i) the number
108 of educators hired and retained who meet the department's educator diversity goals; (ii) racial
109 demographics of educators who complete Massachusetts state educator preparation programs,
110 and (iii) teacher qualification data from school and district report cards. The department shall
111 report on the success of the 5-year pilot program developed pursuant to section 1, diversity plans
112 implemented pursuant to section 3 and the diversity, equity and inclusion officers or diversity
113 teams implemented pursuant to section 4. The department shall report annually to the board of
114 elementary and secondary education on state educator diversity data and goals. The department
115 shall also submit a report on the state of educator diversity to the clerks of the house of
116 representatives and the senate not later than June 30.

117 (b) Each public school district and charter school shall collect and report educator
118 diversity data publicly in a manner prescribed by the department; provided, that the department
119 shall utilize existing reporting mechanisms and schedules to collect educator diversity data and
120 outcomes and shall annually present both to the school committee or board of trustees. The data

121 reported pursuant to this paragraph shall include information regarding the achievement of goals
122 set pursuant to clause (i) of subsection (b) of section 3.

123 SECTION 7. The department of elementary and secondary education shall establish an
124 educator diversity grant program, subject to appropriation, which shall provide grants to assist
125 public schools and districts with the establishment of programs to increase educator diversity.
126 Grant funds may be used for purposes including but not limited to the development, in
127 collaboration with institutions of higher education, of in-house teacher residency programs or
128 pathways focused on recruiting, developing, and supporting educators who are members of
129 under-represented groups. This grant program will also support other promising practices to
130 increase the recruitment and retention of diverse educators. The department shall periodically
131 report to the joint committee on education and the house and senate committees on ways and
132 means on the impact of the grant program, including the expenditure of funds by schools and an
133 analysis of the types of programs or initiatives created by said funds.