

**HOUSE . . . . . No. 548**

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**The Commonwealth of Massachusetts**

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PRESENTED BY:

*Alice Hanlon Peisch*

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*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.

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PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Alice Hanlon Peisch</i>	<i>14th Norfolk</i>	<i>1/17/2023</i>

**HOUSE . . . . . No. 548**

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

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**The Commonwealth of Massachusetts**

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