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The Massachusetts Board of Elementary and Secondary Education

Board Documents - October 30, 2007

Regular Meeting Agenda
 Massachusetts Board of Education
 Randolph High School
 70 Memorial Pkwy.
 Randolph, MA 02368
 Tuesday, October 30, 2007
 8:30 a.m.

Comments from the Chairman
Comments from the Commissioner
Statements from the Public

Routine Business:

Approval of the Minutes of the September 27, 2007 Regular Meeting and September 26, 2007 Special Meeting - Vote

Items for Discussion and Action:

1. [Presentation by Randolph School Officials](#) - **Discussion**
2. [MassCore \(Recommended High School Core Program of Studies for College- and Career-Readiness\)](#) - **Continuing Discussion**
3. [Board of Education Budget Proposal for FY 2009](#) - **Initial Discussion**
4.   Supports for Students - **Continuing Discussion**
5. [Commissioner's Recommendations on 15 Underperforming Schools](#) - **Discussion**
6. [Amendments to Regional School District Regulations \(603 CMR 41.00\): Commissioner's Operation of Regional Districts in Emergency Circumstances](#) - **Discussion and Vote**
7. Charter Schools

1. Renewals for Four Schools ([Abby Kelley Foster](#), [Foxborough Regional](#), [Mystic Valley Regional](#), and [Sturgis](#)) - **Discussion and Vote**

2. [Charter Amendment for Uphams Corner Charter School](#) - **Discussion and Vote**
3. [Approval of Extended Loan Term for Abby Kelley Foster Charter Public School](#) - **Discussion and Vote**
8. [Advisory Council Appointments](#) - **Discussion and Possible Vote**
9. Approval of Grants - **Vote**

Other Items for Information:

10. Education-Related News Clippings
11.   Massachusetts Education Research Brief: "Supply and Demand of STEM Workers in Massachusetts"
12. Report on Randolph Public Schools by Office of Educational Quality and Accountability (EQA)
13. [FY07 Annual Report on Educator License Revocations and Limitations](#)
14.   FY07 Annual Reports from Board of Education Advisory Councils
15. [Directions](#)

Briefing

The Board's ad hoc committee on public comment will meet at Randolph High School following the October 30 regular meeting at 1:00 p.m.

There will be a special meeting of the Board of Education to continue discussion of the budget proposal for FY 2009 on Thursday, November 1, 2007 at 2:00 p.m. at the Board of Higher Education, One Ashburton Place, Room 1401.

last updated: October 29, 2007

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The Massachusetts Board of Elementary and Secondary Education

Randolph

To: Members of the Board of Education

From: Jeffrey M. Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

The October 30th Board of Education meeting is being held in Randolph to call attention to the fiscal difficulties that this school district and others are experiencing. Rising costs and the unpredictability of state aid in recent years have led many districts to reduce services. Randolph has closed schools, laid off teachers, eliminated school transportation, increased class sizes and imposed fees for athletics. Several attempts to pass Proposition 2 1/2 overrides have failed.

At the request of Board Chairman Paul Reville, the Department of Elementary and Secondary Education has begun a study to identify the causes of budgetary problems in Randolph and other struggling communities around the state. Our main concern is the impact of the cutbacks on the students in these districts. We are studying the data and will consult with local officials in districts that have been particularly affected as well as with the superintendents', school committees', and business managers' associations. Fundamentally, we need to ensure that districts are equipped, financially and otherwise, to meet the demands placed on them by both state and federal law.

Not surprisingly, Randolph's problems go beyond financial challenges. In this month's packet is a report on Randolph from the Educational Management Audit Council (EMAC) and the Office of Educational Quality and Accountability (EQA), pointing to some significant performance problems. The district is also listed as "in need of improvement" for subgroup performance in both English and Math. At a future Board meeting, we will discuss the EMAC/EQA report and possible next steps. This month, however, the Board's focus will be on Randolph's finances. We have invited Superintendent Richard Silverman to assemble a panel of school and community leaders to address the Board briefly with their perspectives about the nature, origins and consequences of the current financial difficulties.

The discussion at this month's meeting is an important step in determining what the Board and Department can do to assist Randolph and other communities in similar situations. This discussion, as well as the study that the

Department is conducting, will help to inform our FY09 budget proposal.

  **Data Points on Randolph**

last updated: October 26, 2007

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The Massachusetts Board of Elementary and Secondary Education

MassCore Continuing Discussion

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

The purpose of this memorandum is to continue the Board's discussion of MassCore and, based upon your feedback, make modifications if necessary. I then plan to bring MassCore back for a vote in November.

MassCore is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities students should complete before graduating from high school. In proposing MassCore to the Board, I am keenly aware that with increased national and international competition, more will be expected of our high school students in the future. Simply stated, our high school students must be prepared to compete with students across the globe. The development of MassCore has been informed by the Education Trust and Achieve along with research conducted by the United States Department of Education. The research findings are similar - the single best predictor of success in college is the courses students take in high school.

Spring 2006-2007 Background

In spring 2006, Chancellor Patricia Plummer and I convened an advisory committee to recommend a program of studies that most, if not all, students would take in high school. The committee was comprised of representatives from public and private higher education including college admissions officials, business and industry representatives, superintendents, middle and high school administrators, high school guidance counselors, and students. Regional focus groups and meetings with the mathematics and science state advisory committees were conducted to advise the Department in the development of the MassCore draft.

In March 2007, the Board was provided with a draft of MassCore that included four units of English and mathematics, three units of lab-based science, three units of history and social science, and two units of the same

foreign language and six units of additional core courses. The recommended program of studies included a list of additional learning opportunities that students could take in high school to enhance their college and career readiness. At that meeting, I reported on a high school survey conducted by Department staff to ascertain the percentage of students in the Class of 2006 who had completed the "courses and units in the draft MassCore program of studies." Seventy-nine high schools completed the survey (23%) and, based upon the results, about 70% of the graduates in the Class of 2006 completed the proposed high school program of studies. In the urban high schools responding to the survey (15), approximately 45% of the graduates completed the proposed program of studies. This contrasts to 80% in suburban high schools. While the survey sample was less than 25% of the high schools in Massachusetts, the results point to a significant course-taking gap between students in urban and suburban high schools.

At the April Board of Education meeting, Michael Cohen, President of Achieve, provided the Board with a national perspective on state graduation requirements as well as an update on a number of initiatives as part of our state's participation in the American Diploma Project (ADP) Network. Mr. Cohen gave a brief overview of various state approaches to help increase high school student expectations and college and career-readiness rates and he stated his support of our state's approach.

At the June meeting, Board members were provided with a summary of comments the Department has received since MassCore was sent out for public comment. During the public comment period, the Department received more feedback on MassCore (over 2,000 comments) than on any previous issue.

Actions Since Spring

Since the June Board meeting, I have met with representatives from the Massachusetts Cultural Council, Massachusetts Association of Vocational Administrators (MAVA), and the CARE for Youth Coalition. CARE for Youth is a statewide coalition that supports comprehensive health education. The Massachusetts Cultural Council advocated for including the Arts in MassCore. Similarly, the CARE for Youth Coalition promoted Health as a core subject. We also heard from the Board's advisory councils on the Arts and Health with similar recommendations. MAVA requested that additional consideration be given in MassCore to the unique mission of career and technical education. Approximately 14% of the state's high school students are enrolled in a career and technical education program of study. In addition to meeting with the three organizations, Chancellor Plummer and I reconvened the MassCore committee on September 28. The purpose of the meeting was to review the public comment and high school survey results as well as to propose additional revisions or adjustments if needed before returning to the Board in October.

The committee recommended that science should remain at three units. Representatives from the business community strongly endorsed the inclusion of technology/engineering in MassCore as a core subject. Members expressed the need to increase the number of high school and college graduates with strong technology/engineering skills to help grow the state's economy. Many committee members expressed support for the Arts and Health in MassCore, but did not suggest a prescribed minimum number of units.

After considering the public input, high school survey results, and meetings with various advocacy groups and the MassCore advisory committee, I am proposing the following changes to the initial draft of MassCore  .

1. In order to clarify the term "unit," we have added the following definition: A unit is a full year of academic study or its equivalent in a specific subject.
2. The Arts have been added as a core subject.
3. Because of the additional time needed to develop technical skills, some students who major in a Career and Technical Education (CTE) program may have difficulty in scheduling more courses. As a result, CTE students may opt out of taking a foreign language or the arts units and still fulfill MassCore.

In developing MassCore, we have been mindful that the proposed course of study should be flexible enough to allow school districts to establish additional graduation requirements and enable students to select a pathway tailored to their respective interests, and educational and career goals. We are relying on high schools to ensure that the courses they offer are rigorous, engaging and based upon appropriate Massachusetts high school level standards.

last updated: October 26, 2007

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The Massachusetts Board of Elementary and Secondary Education

Preliminary Discussion of the FY2009 Budget Proposal

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

Chapter 69 § 1A of the Massachusetts General Laws directs the Commissioner to propose a budget reflecting the Board's goals and objectives to the Board for discussion, approval, and submission to the Legislature and the Secretary of Administration and Finance. My preliminary recommendations for the FY2009 budget are on the attached two-page summary of all the Department's state accounts, along with appropriated levels for fiscal years 2007 and 2008 and the Board's request to the Legislature for 2008. I have also attached a brief description of each line item with appropriation levels for the last four years.

To help inform your discussion, I have organized the budget line items around four priority areas: support for students; support for educators; support for schools and districts, and state leadership. The attached document, "Proposed priority areas," explains each area in more depth. In this memo, I have highlighted our priorities for additional funding in FY09 within each area.

As you are reviewing the budget, recall that 95 percent of the Department's budget is accounted for by formula-funded local aid to schools and districts, including Chapter 70 local aid, the special education circuit breaker account, transportation assistance, and reimbursements to districts for charter school tuition. These outlays are based heavily on student data collected by the Department in early October and not available in time for this memo. We hope to have a preliminary estimate of all these figures in time for the Board's special meeting on the budget on November 1 and more up-to-date estimates for the November 27 Board discussion and subsequent vote.

Support for Students

Closing the achievement gap and challenging all students to proficiency and beyond requires a constellation of academic and school- and community-based supports so that all students are able to take full advantage of learning opportunities. To support this work, I am proposing substantial increases in several related programs.

- *Student supports to close the achievement gap:* Academic expectations for the classes of 2010 and beyond have increased substantially, and many students will require additional academic support to meet these expectations. An appropriation of \$43.2 million (\$35 million over FY08) would allow us to expand student academic support in two ways: to assist high school students in reaching the new science standard and completing their Educational Proficiency Plans, and to add programs in elementary and middle school grades, where we may have a greater impact in closing the achievement gap. 7061-9404
- *Health education and social services in schools:* State and federal funding for health and social services in schools, such as health education, counseling, substance abuse prevention, and school safety, has decreased in recent years. Yet the need for these services has not; these support services remain critical for many students' ability to achieve proficiency and to lead healthy and productive lives. This \$12 million request would reinstate state funding (ended in FY02) and supplement diminishing federal funding for these programs. 7032-0500
- *Adult basic education services:* Serving adult students who did not reach proficiency in high school or who arrived as non-English speaking immigrants is part of the Department's mandate. Appropriating \$38.1 million to this line item (\$8 million over FY08) would allow us to reduce the waitlist for this program by 4,000 students, a 20 percent reduction. 7035-0002
- *High school initiatives:* For several years the Department has been working to strengthen the connections between high school and college or career. The proposed request of \$12.1 million (\$8 million over FY08) would establish a new competitive grant program for early college and dual enrollment, provide funding for a college and career web portal aimed at students as young as middle school, and build on our existing school-to-work connecting activities. 7027-0019, 7061-96xx, new line item
- *Full-day kindergarten:* Currently about two-thirds of the 68,000 kindergarteners attending public schools are enrolled in a full-day program. The proposed appropriation of \$45.8 million (\$12 million over FY08) would bring the program to an additional 3,000 students statewide. It would also strengthen the quality of the program by providing districts with \$16,900 per classroom-\$2,000 more than prior years-to improve paraprofessional support and professional development. 7030-1002
- *After-school programs:* An appropriation of \$4 million (\$2 million over FY08) would double the Department's resources to provide before-school, after-school, and summertime programs for children and youth, particularly those in high-need communities. 7061-9611

Support for Educators

Of all the elements in our educational system, educators have the most direct influence over student outcomes. Our long-term goal is to enhance the standards for the professional skills that educators should demonstrate at each stage of their career and to use those standards to drive the state preparation, licensure and professional development systems. My budget requests this year reflect the steps we need to take now to build toward those long-term goals.

- *Teacher mentoring and induction:* Board-approved state regulations require educators to complete a one-year induction program with a mentor, but funding has never been appropriated to support consistent statewide implementation. This proposed addition to the Teacher Workforce Development line item would provide \$5 million to pilot a new mentoring and induction system in 12 to 15 districts statewide. 7010-0216
- *Educator performance assessment pilot:* This is a small request but one with the potential to significantly improve the state's licensure and professional development systems. With this \$350,000, we will develop

pilot performance assessments to measure teachers' ability to teach in their areas of content expertise. These assessments, if feasible and effective, will allow us to link licensure requirements and professional development to the skills and abilities teachers need to improve student outcomes. 7010-0216

- *Professional development academy*: Over the next several years, we intend to build a Commonwealth Professional Development Academy that more systematically helps educators to build their knowledge and skills in key areas identified by the state educator standards. The Academy will focus first on our highest priorities for development: leadership, mathematics, English language learners, and the effective use of data for decision-making. Our request of \$5.5 million (\$3 million over FY08) would establish a solid foundation of standards for professional development and enable us launch the Professional Development Academy. 7027-1004, 7061-9411, 7061-9804, new line item
- *Educator certification program administration*: An appropriation of \$2.3 million in this program (\$0.4 million over FY08) would allow us to prevent a recurrence of a backlog in processing educator license applications and better protect children by strengthening educator misconduct investigations and licensure revocations.

Support for Schools and Districts

All districts and schools require assistance from the state to succeed, both through direct financial support and through state improvement initiatives such as targeted assistance, school redesign, and state assessments. The following requests would help build and sustain those resources and foster improvement in schools and districts statewide.

- *Targeted assistance*: In 2007, 46 districts and 668 schools in the Commonwealth were identified as facing significant challenges in improving their students' academic performance, and these numbers increase every year. Our experience shows that these schools and districts can improve, but that significant assistance from the state is often required—in the most challenging cases, as much as \$300,000 per school per year. The proposed request of \$39.1 million (\$30 million over FY08) would support three related forms of aid: targeted assistance for the nine Commissioner's Districts; a statewide system of support for other schools and districts; and continued support for Commonwealth Priority One schools and the Commonwealth Pilot Schools initiative. 7061-9408
- *Expanded Learning Time*: This initiative, which provides \$1,300 per pupil for schools to increase student learning time by 25 percent or more, has generated substantial interest both statewide and nationally. It currently serves 18 schools and approximately 9,000 students at a statewide cost of \$13 million. An appropriation of \$26 million (\$13 million over FY08) would allow us to expand this program to 9,000 more students. 7061-9412
- *Assessments*: An appropriation of \$34.4 million (\$5.4 million over FY08) would allow us to offer the new Algebra II assessment to all interested students statewide, to fulfill our state mandate to develop an assessment for limited English proficiency students in grades K-2, to take the first steps toward moving MCAS online, and to build the Certificate of Occupational Proficiency assessments in vocational and technical subjects that do not currently have an industry-standard assessment. 7010-1022, 7061-9400
- *Special education*: An appropriation of \$12.5 million (\$4.8 million over FY08) would allow the state to fully fund our state-mandated obligation to provide appropriate special education services to students in state facilities, as well as the state-mandated Vision Resource Library. 7028-0031, 7061-96xx

State leadership

Providing all these services to students, educators, schools, and districts requires a well-resourced, highly effective Department. Current staffing and technology resources are insufficient to support all of the Department's critical work towards closing the achievement gap and challenging all students to proficiency and beyond.

- *Administration:* An appropriation of \$18.6 million (\$5.0 million over FY08) would support 15 strategically targeted new staff positions to bring the agency to higher levels of performance and the expected \$3 million cost of our move to new office space in early 2009, as well as covering increases in fixed costs such as collectively bargained salary adjustments. 7010-0005
- *Technology:* An appropriation of \$7.1 million (\$1.6 over FY08) would allow us to more effectively roll out the new education data warehouse by gathering additional information on student course-taking and by offering statewide training for districts, schools, and Department users on using the data warehouse. It would also allow us to implement the first stage of a redesigned grants management system. 7061-9200

Questions

If you have questions about any aspect of the budget or the Department's recommendations, please contact me or the following staff:

- Tony DeLorenzo, Associate Commissioner and Chief Financial Officer (administrative and program items)
adelorenzo@doe.mass.edu, 781-338-6598
- Jeff Wulfson, Associate Commissioner (local aid items)
jwulfson@doe.mass.edu, 781-338-6500



Proposed Priority Areas for the Department of Elementary and Secondary Education

Massachusetts Department of Elementary and Secondary Education Description of State Appropriations

FY2009 Preliminary Commissioner's Recommendations

last updated: October 26, 2007

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SUPPORTS FOR STUDENTS

September 2007

Below is an initial list of some of the Department of Education's major programs and initiatives that provide supports for students. The Department is the lead agency in most of these programs. However, for some of the initiatives the Department provides partial funding and/or acts as a partner to another agency. The program descriptions are organized under the following topics:

1. Academic Support, After-School/Out-of-School Time, and School Redesign: Expanded Learning Programs
2. Comprehensive Health Education Programs
3. Human Services/Social Services Initiatives
4. Safe and Supportive Learning Environments
5. School-to-Career and Community Involvement

1. Academic Support, After-School/Out-of-School Time, and Expanded Learning Programs

a. Academic Support Grants

DOE Unit: Student Support

Funding Source and Amount: State - 7061-9404: \$13,215,863

Lead and Participating Agencies: Department of Education; school districts

Purpose: The goal of this state-funded grant program is to enhance academic support services needed for those students who have yet to meet the Competency Determination required for high school graduation. These services are to supplement currently funded local, state, and federal programs. Programs may offer instruction during the school day, before school, after school, weekends, and during school vacations. Programs must provide identified students with small group instruction that incorporates engaging, hands-on and relevant curriculum that addresses identified gaps in their acquisition of knowledge and skills in English language arts and/or mathematics as described in the students' Individual Student Success Plans.

Population Served: Students in the Classes of 2003-2012 who have performed in the *warning/failing* or *needs improvement* categories on their most recent English language arts and/or mathematics MCAS or re-tests. Students served from the classes of 2003-2009 must have scored at the *warning/failing* level.

b. After-School and Out-of-School Time Quality Grants

DOE Unit: Elementary School Services

Funding Source and Amount: State - 7061-9611: \$2,000,000

Lead and Participating Agencies: Department of Education; Early Education and Care; Massachusetts Afterschool Partnership

Purpose: The After-School and Out-of-School Time Quality grants provide funding for after-school and out-of-school time programs during the school year and the summer, including:

- Academic tutoring and homework centers;
- Programs that improve the health of students, including physical activities, athletics, nutrition and health education, and exercise;
- Art, theater, music programs, or other enrichment activities;
- Advanced study for the gifted and talented; and
- Community service programs.

In addition, \$50,000 is provided for the Massachusetts Afterschool Partnership to convene regional networks to work with the Departments of Education and Early Education and Care to support school and afterschool partnerships.

Population Served: Children and youth in kindergarten through Grade 12, including children with disabilities and children who are English Language Learners.

c. Citizen Schools Matching Grants

DOE Unit: Student Support

Funding Source and Amount: State - 7061-9610: \$475,000

Lead and Participating Agencies: Citizen Schools.

Purpose: These funds provide matching grants of \$1,000 per enrolled child to Citizen Schools' after-school learning programs for middle school children upon documentation by Citizen Schools of \$1 in private sector, local, or federal funds for every \$1 in state funds. These programs provide opportunities for students to develop a variety of academic and leadership skills. The Citizen Schools program is intended to promote school success, high school completion, and college and workforce success for low-income, at-risk students. Up to \$50,000 of the \$475,000 is provided to Citizen Schools Inc. to support statewide training and evaluation efforts.

Population Served: Middle school students.

d. Massachusetts 21st Century Community Learning Centers Program Grants

DOE Unit: Student Support

Funding Source and Amount: Federal: \$14,406,511

Lead and Participating Agencies: Department of Education; school districts and community-based organizations

Purpose: The Massachusetts 21st Century Community Learning Centers Program funds community learning centers that operate during out-of-school hours (before/after-school and summer) and provide students with academic enrichment opportunities along with other activities designed to complement the students' school day program. Community learning centers may also offer families of these students literacy and related educational development.

Population Served: Grades K-12; primarily students in schools designated as Title I school-wide programs and/or students in districts/schools with 15% or more low-income families.

e. School Redesign: Expanded Learning Time Initiative

DOE Unit: Accountability and Targeted Assistance/School and District Intervention

Funding Source and Amount: State - 7061-9412: \$13,000,000

Lead and Participating Agencies: Department of Education; school districts

Purpose: The School Redesign: Expanded Learning Time Initiative includes two types of grants. *Planning Grants* support a district's planning activities to use longer school days/years as a strategy to raise student achievement. The grants provide resources for districts to plan the innovative redesign of selected schools by adding time to their schedules for English language arts, mathematics, and other core subjects; planning time and professional development for teachers; and integrated enrichment opportunities for students. Districts will plan to expand the hours and/or days of operation to the current schedule for all students in the participating schools.

Implementation Grants provide financial assistance to districts with schools that have increased learning time schedules by at least 25% for the 2007-2008 school year or are continuing to operate schools with at least 25% more time. Priorities are to provide resources that support the implementation of approved Implementation Plans in specified schools to: provide more

instructional opportunities in mathematics, literacy, science, and other core subjects to support student achievement; integrate enrichment opportunities into student learning; and provide educators with increased opportunities to plan and participate in professional development activities.

Population Served: All districts are eligible to apply for Planning Grants. Districts with fully approved implementation plans are eligible to apply for Implementation Grants.

f. Supplemental Educational Services

DOE Unit: Accountability & Targeted Assistance/NCLB Accountability

Funding Source and Amount: Funding comes from an identified school district's federal Title I entitlement grant or from other federal, state, local, and private sources in order to meet the requirement to spend up to an amount equal to 20% of its Title I, Part A allocation as needed.

Lead and Participating Agencies: Department of Education; school districts

Purpose: Supplemental educational services (SES) are provided outside of the regular school day. This additional, free, academic instruction is designed to increase the academic achievement of students in schools identified for improvement, corrective action, or restructuring under the No Child Left Behind Act. These services may include tutoring and remediation provided they are consistent with the content and instruction used by the local school district and aligned with the State's academic content standards. Public schools, private schools, educational service agencies, institutions of higher education, faith-based and community-based organizations, and private businesses may apply for approval by the Department to provide SES.

Population Served: Students from low-income families attending Title I schools in their second year of school improvement (i.e., have not made Adequate Yearly Progress for three or more years), in corrective action, or in restructuring status are eligible to receive SES. In the 2005-06 school year there were 126 Title I schools identified for improvement, corrective action, or restructuring whose students received SES. In the 2005-06 school year, 6,430 students received supplemental educational services. Data for the 2006-07 school year are currently being analyzed.

Related Activities

Massachusetts Special Commission on After School and Out of School Time

The Massachusetts Special Commission on After School and Out of School Time was created by the Massachusetts Legislature to "study and recommend how to define and better coordinate, expand, finance and improve accessible, affordable, and quality out-of-school time programming for school age children in all settings in Massachusetts." The Special Commission is co-chaired by Senator Thomas McGee, the Chair of the Senate Labor and Workforce Development Committee, and by Representative Marie St. Fleur, the Vice-Chair of the House Committee on Ways and Means. The Commission has 36 members representing community-based and faith-based organizations, public and private schools, child care organizations, advocacy, and parent-teacher organizations. The Department participates as a member of this Commission. In addition, the Special Commission has convened working groups that will develop recommendations in three key areas:

- Information and Access;
- Quality, Workforce and Professional Development; and
- Sustainability.

The Department is represented on these 3 subcommittees. The Commission plans to release a report with its recommendations this fall.

Statewide System of Extended Learning Opportunities Grant

Massachusetts is one of six states to receive a \$50,000 eighteen-month grant from the National Governors Association, the National Council of State Legislatures, and the Mott Foundation. In order to assist all students acquire the skills critical to their future success in school and to prepare them to compete in a global economy, Massachusetts needs a statewide system of extended learning opportunities that is strong, flexible, and sustainable. Through this grant, Massachusetts intends to develop a strategic plan to build upon and coordinate its current after-school and out-of-school time and expanded school day/school year initiatives and accomplishments, in coordination with the Special Commission's recommendations. The Department is represented on the grant's Leadership Team.

2. Comprehensive Health Education Programs

a. Child Nutrition Programs

DOE Unit: Nutrition, Health, and Safety

Funding Source and Amount:

- Federal Funds: \$ 211,493,501
- State Funds - 7053-1909 School Lunch Program (match) \$5,426,986; 7053-1925 Child Nutrition Outreach Program and Universal Breakfast Program \$4,277,645; 7051-0015 Massachusetts Emergency Food Assistance Program \$1,247,000

Lead and Participating Agencies: Departments of Education, Public Health, Transitional Assistance; University of Massachusetts, Amherst; Framingham State College; Project Bread; Massachusetts Nutrition Board

Purpose: Child Nutrition Programs provide schools and community agencies with funds and other resources to support the availability of nutritious meals and foods for children, elderly at-risk populations, and families.

Population Served: Students, at-risk families, and elderly populations.

b. Improving the Health, Education and Well-Being of Young People through Coordinated School Health Programs

DOE Unit: Nutrition, Health, and Safety

Funding Source and Amount: Centers for Disease Control: \$659,290.

Lead and Participating Agencies: Departments of Education and Public Health; University of Massachusetts, Boston; Framingham State College

Purpose: The overall goal of the CDC-funded Comprehensive School Health Education and Infrastructure Grant is to improve the health and well-being of K-12 students in Massachusetts, therefore improving academic performance. Divided into two sections, the grant allows the Massachusetts Department of Education (DOE) and the Massachusetts Department of Health (DPH) to work together in providing communities with the services they need to keep their students healthy. The Infrastructure portion of the grant asks the DOE and DPH to assess and coordinate the health programs they each provide in schools. Together with a state level coalition, the DOE and DPH will look for overlaps or gaps in service, and make adjustments to create a Coordinated School Health Education program.

Population Served: School district educators, health coordinators, and other pertinent staff.

c. Safe and Drug-Free Schools and Communities (SDFSC)

DOE Unit: Nutrition, Health, and Safety

Funding Source and Amount: Federal: \$5,290,808

Lead and Participating Agencies: Department of Education; The Executive Office of Public Safety manages the Governor's SDFSC Allocation.

Purpose: The purpose of this federal grant program is to support programs that prevent violence in and around schools, prevent illegal use of alcohol, tobacco, and other drugs and involve parents and communities in school-based initiatives. This program is to be coordinated with related federal, state, and community efforts to foster a safe and drug-free learning environment that supports student academic achievement.

Population Served: School district students and staff.

3. Human Services/Social Services Initiatives

a. Coordinated Family Focused Care (CFFC)

DOE Unit: Special Education Policy and Planning

Funding Source and Amount: \$750,000; federal special education funds

Lead and Participating Agencies: Department of Mental Health – Lead; Participants: Departments of Education, Youth Services, Social Services, Executive Office of Health and Human Services; Fiscal Affairs Division, Administration and Finance

Purpose: To provide wraparound service, including counseling and family support services, to youth with serious emotional disturbance and their families in communities across the Commonwealth (6 sites).

Population Served: Each site serves about 60 youth.

b. Departments of Education and Mental Retardation Project

DOE Unit: Finance (with program support from Special Education Policy and Planning)

Funding Source and Amount: \$8 million (from state Circuit Breaker set aside 7061-0012)

Lead and Participating Agencies: Department of Mental Retardation – Program Lead; Department of Education is the financial partner.

Purpose: To provide wraparound services, including counseling and family support services, to DMR youth and their families to prevent the need for more restrictive placements.

Population Served: Program currently supports about 360 DMR youth and their families.

c. Executive Office of Health and Human Services-Schools Initiative

DOE Unit: Student Support, Career, and Education Services

Funding Source and Amount: State (Line item 7061-0012) – \$1,000,000

Lead Agency: Executive Office of Health and Human Services – Department of Social Services; Initiative partners include the Massachusetts Departments of Education, Mental Health, and Youth Services; the Juvenile Court Clinic Services; and Massachusetts Associations of School Superintendents, School Committees, Special Educators, Educational Collaboratives, and Chapter 766 schools.

Purpose: The primary purpose of this Initiative is to better integrate services for distressed youth by including strategies for promoting social and emotional well-being, early intervention programs, access to clinical/treatment services, and connection with schools to help students overcome barriers to learning.

Population Served: Distressed children, including youth who are in state care and those who are at risk of state agency involvement.

d. Massachusetts Family Literacy Consortium (MFLC)

DOE Unit: Adult and Community Learning Services (ACLS)

Funding Source and Amount: Federal: \$180,000 (7038-0107); \$50,000 (7043-1001); and \$20,000 (7043-7002)

Lead and Participating Agencies: Department of Education; Departments of Business and Technology, Early Education and Care, Health, Housing and Community Development, Mental Health, Public Health, Social Services, Transitional Assistance, and Youth Services; Executive

Office of Labor and Workforce Development; Children's Trust Fund; Commonwealth Corporation; Massachusetts Board of Library Commissioners.

Purpose: The MFLC vision is that all members of Massachusetts families will have access to comprehensive 'wrap-around' family literacy and family support services, enabling adults and children to develop a strong educational foundation in order to reach their full personal, social, and economic potential. This vision is being realized through partnerships among all relevant education, health, human service, and employment related statewide organizations and other interested parties with four pilot communities serving as a "lab" for integrated services. The four pilot communities (Cambridge, Holyoke, Lawrence, and Leominster) are working to meet the needs of families across separate funding streams. They bring education, employment, health, and human service providers together with local leadership in a broad-based community partnership with an emphasis on prevention, joint service planning, and service integration featuring co-enrollment, co-location, and case management.

Population Served: At risk families with multiple barriers to success, headed by undereducated and limited English proficient adults.

e. Mental Health Services Program for Youth (MHSPY)

DOE Unit: Special Education Policy and Planning

Funding Source and Amount: \$250,000 (from state Circuit Breaker set aside 7061-0012)

Lead and Participating Agencies: Department of Mental Health – Lead; Participants: Departments of Education, Youth Services, Social Services; Executive Office of Health and Human Services; Fiscal Affairs Division; Administration and Finance.

Purpose: To provide wraparound services, including counseling and family support services, to youth with serious emotional disturbance and their families in the communities of Cambridge, Somerville, Medford, Arlington, and Malden and to do so in cooperation with a Health Maintenance Organization (HMO).

Population Served: Serves about 80 youth and their families.

4. Safe and Supportive Learning Environments

a. Alternative Education and Safe and Supportive Learning Environments

DOE Unit: Student Support

Funding Source and Amount: State -7061-9614: \$1,195,840

Lead and Participating Agencies: Department of Education; school districts

Purpose: The purpose of this state program is to provide funds to school districts for two grant programs: 1) Alternative Education and 2) Safe and Supportive Learning Environments. The Alternative Education programs serve "at-risk" students such as those who are pregnant/parenting, truant, suspended or expelled, returned dropouts, delinquent, or students who are not meeting local promotional requirements. The Safe and Supportive Learning Environments programs create safe environments for students to learn. The programs are particularly aimed for students who are traumatized by violence.

Population Served: The Alternative Education grants primarily serve students in high school and middle school grade levels. The Safe and Supportive Learning Environments grants serve students in all grade levels.

b. McKinney-Vento Homeless Assistance Program

DOE Unit: Office for the Education of Homeless Children and Youth

Funding Source and Amount: McKinney-Vento Homeless Assistance Act -- Federal: \$996,827

Lead and Participating Agencies: Department of Education; school districts

Purpose: The purpose of the grant program is to provide funds for school districts to assist homeless children and youth, including preschool children, to enroll in school, attend on a regular basis, and succeed with their studies. Services may include tutoring and supplemental instruction, education and training programs for parents of homeless students, professional development programs, and before and after-school programs, mentoring, and summer programs for homeless children and youth.

Population Served: Homeless students enrolled in grades K-12, parents.

c. Safe Schools Program for Gay and Lesbian Students

DOE Unit: Student Support, Career and Education Services

Funding Source and Amount: State - 7010-0005: \$200,000

Lead and Participating Agencies: Department of Education; Massachusetts Commission on Gay, Lesbian, Bisexual, and Transgender (GLBT) Youth; Departments of Social Services and Public Health; service providers

Purpose: The Safe Schools Program for Gay and Lesbian Students is a suicide and violence prevention program that provides training and technical support to schools/districts on GLBT issues and concerns to ensure that the Board of Education's recommendations are implemented. A competitive grant provides funding for Gay Straight Alliances in high schools.

Population Served: District faculty and staff, students, parents.

5. School-to-Career and Community Involvement

a. Career/Vocational Technical Education Student Organizations

DOE Unit: Career/Vocational Technical Education

Funding Source and Amount: Federal Carl D. Perkins Career and Technical Education Act: \$209,000

Lead and Participating Agencies: School districts and one community college provide a statewide coordinator for each of the following student organizations: Business Professionals of America (BPA), Distributive Education Clubs of America (DECA), Future Farmers of America (FFA), SkillsUSA, and Family, Career and Community Leaders of America (FCCLA).

Purpose: Throughout the 2007-2008 school year, the program will provide leadership training activities and knowledge and skills demonstration events for students.

Population Served: High school students enrolled in career/vocational technical education programs.

b. Community Service-Learning

DOE Unit: Student Support

Funding Source and Amount: Federal Learn and Serve America, \$800,526 (includes Massachusetts' formula allotment-\$350,527 and competitive grant award \$449,999)

Lead and Participating Agencies: Department of Education is the lead agency in partnership with Massachusetts Service Alliance

Purpose: The purpose of these federal Learn and Serve America funds is to increase the practice of service-learning as a methodology for implementing the Massachusetts Curriculum Frameworks, K-12 and to support the institutionalization and sustainability of service-learning in districts. Through these service-learning grants, schools provide opportunities for students from low-income families to engage in service-learning and for youth to take on leadership roles in making changes and improving their communities. These grants strengthen school/community

partnerships across the Commonwealth and increase CSL opportunities in school and during out-of-school time.

Population Served: Students K-12.

c. Connecting Activities

DOE Unit: Connecting Activities

Funding Source and Amount: State - 7027-0019: \$4,129,687

Lead and Participating Agencies: Department of Education; school districts; employers

Purpose: The primary goal of Connecting Activities is to design and implement “work and learning” experiences during the school year and summer to support career development and academic achievement. Connecting Activities (CA) provide quality work-based learning experiences for high school students by providing them with structured internships connected to the classroom teaching and learning. Connecting Activities support staff to recruit employers; prepare and place students in brokered work-based learning opportunities; and structure those experiences through the use of Massachusetts Work-Based Learning Plan – a diagnostic, goal setting, and performance-based assessment tool. Through Connecting Activities, high school students participate in the following career development education activities:

- Career Exploration Activities/Career Fairs
- Job Shadowing – over 10,000 annually
- Structured Internships – over 12,500 annually at 5,600 employer sites generating over \$36,000,000 annually in student wages paid for by participating employers

MA Work-Based Learning Plans – 82% of all students in structured internships have a Work-Based Learning Plan

Population Served: High School students. Priority is given to those who are academically at-risk.

d. Tech-Prep Initiative

DOE Unit: Career/Vocational Technical Education Unit

Funding Source and Amount: Federal Carl D. Perkins Career and Technical Education Act: \$1,649,446

Lead and Participating Agencies: School districts; community colleges and one not-for profit serving a group comprised of school districts and public two-year colleges.

Purpose: Throughout the 2007-2008 school year, the program will provide career planning, early college placement testing, college and registered apprenticeship program information, early college mentoring, and advising.

Population served: High school and college students enrolled in career/vocational technical education programs.



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The Massachusetts Board of Elementary and Secondary Education

Underperforming Schools (2000-2004 Cohort) - Status and Recommendations

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

Between the years of 2000 - 2004, the Department of Elementary and Secondary Education reviewed 62 of the Commonwealth's lowest performing schools, and 27 were designated as "underperforming" by the Commissioner. Fifteen of the 27 schools have remained in underperforming status (now called "Commonwealth Priority Schools"). This memo presents recommendations on those 15 schools as well as an update on the status of the other 12 schools on which action has already been taken. The Board is scheduled to vote on the recommendations on the 15 schools at the November meeting.

Background

The state law on underperforming and chronically underperforming schools (M.G.L. c.69, § 1J), indicates that once a school is determined to be underperforming, it has two years from the date the Board approves the school's remedial plan during which the school is expected to demonstrate significant, steady improvement. In the absence of such improvement, the Board may declare the school to be "chronically underperforming." This is the point at which the school becomes a top priority for the Department's direct intervention and oversight. Similarly, an underperforming school may be removed from status if it demonstrates significant and sustained improvement.

In October 2006, the Board amended the Regulations on Underperforming Schools and School Districts to revise the criteria by which schools are identified as being in need of state intervention and the categorical term that identifies them. "Commonwealth Priority Schools" (CPS) are now defined as schools that the Commissioner has deemed underperforming within the meaning of the statute, where the school's NCLB status is reported as *Corrective Action* or *Restructuring* for students in the aggregate. (Based on preliminary 2007 results, we have a total of 102 schools meeting these criteria.) Within this group, some schools have extremely low levels of performance, and have exhibited little or no improvement over time, some with further decline. We propose to

classify these schools as CPS "Priority 1" schools, within the meaning of "chronically underperforming schools" under the statute. The designation of a school as "Priority 1" indicates that the school needs significant state-supported intervention. Possible intervention strategies include the assignment of a school turn-around partner, the school's conversion to a Commonwealth Pilot School, or other substantial changes likely to lead to improvement.

Recommendations for Action on 15 Schools

The chart enclosed as *Attachment 1*   lists the 15 schools from the 2000-2004 cohort that have remained in CPS status. It indicates the timeframe in which the Department conducted Two-Year Follow-Up Reviews and the decisions made at that juncture for the 2000-2003 schools. The eight schools in the 2004 cohort participated in Two-Year Follow-Up Reviews conducted by EQA (Office of Educational Quality and Accountability) last spring. These reports are posted on the Department's website.

Department representatives have been providing support to school and district leaders as they implement improvement initiatives in their schools. We have analyzed the data on each school as well as the Implementation Support Reports, Two-Year Follow-Up Reports and, where applicable, Reading First Progress Monitoring Reports. One of the 15 schools is scheduled to be closed in June 2008 and I am not recommending further action on it. Based on our review, I am making recommendations on 14 schools, as follows:

1. *No Longer Identified as Commonwealth Priority Schools:*

Preliminary 2007 AYP results indicate that these four schools have made AYP in both English Language Arts (ELA) and in Mathematics for students in the aggregate and for subgroups. Two of the schools no longer have NCLB status in either subject and have positive AYP findings; two remain *Identified for Improvement* in one subject, but have positive AYP findings in that subject for students in the aggregate and for subgroups. Although each school's improvement profile is different, significant gains in student performance have been made over time in all cases. The 2007 Preliminary AYP reports and summaries of progress for each of these schools are provided under Tab A.

  Tab A - 1. Arlington Elementary School - Lawrence

  Tab A - 2. Laurel Lake Elementary School - Fall River

  Tab A - 3. Liberty Elementary School - Springfield

  Tab A - 4. Washington Elementary School - Springfield

2. *Remain in Commonwealth Priority School Status:*

These four schools continue to meet the criteria set out in the new regulations for identification as a Commonwealth Priority School **or** have made little improvement over time and have negative AYP findings for students in the aggregate. Each school's performance profile over time is different. In most cases, gains have not been consistent, suggesting that state oversight should continue. A short paragraph below sets out each school's performance profile. Department staff will engage district and school leaders in discussion over the next few weeks to determine what further support can be provided to these schools and to consider the opportunities offered by the Commonwealth Pilot Schools program. The 2007 Preliminary AYP reports and summaries of progress for each of these schools are provided under Tab B.

  Tab B - 1. Lucy Stone Elementary School - Boston

  Tab B - 2. Elihu Greenwood Elementary School - Boston

  Tab B - 3. Michael J. Perkins Elementary School - Boston

  Tab B - 4. James J. Sullivan Middle School - Lowell

Note: The state performance target for ELA is 85.4; the state target of mathematics is 76.5.

1. *Lucy Stone Elementary School - Boston*

The Lucy Stone Elementary School did not make AYP in either subject for students in the aggregate or for any subgroup in 2007. Although the school does not currently have NCLB status in ELA and is *Identified for Improvement* in mathematics, declines in CPI scores across the board are concerning. The school's CPI in ELA is 56.7 with a performance rating of *very low* and a decline in the school's improvement rating. In mathematics, the CPI is 50.0; performance rating is *very low* and improvement rating is also reported as *declined*. The lack of positive movement is cause to retain the school in CPS status.

2. *Elihu Greenwood Elementary School - Boston*

The Elihu Greenwood Elementary School made AYP for students in the aggregate in ELA but not in mathematics. Although 2007 MCAS results show aggregate and subgroup gains in both subjects, the improvement in mathematics was not enough to meet the school's target. The Greenwood is Identified for Improvement in ELA and has no NCLB status in mathematics. The school's CPI in ELA is 59.2 with a performance rating of *very low* and *on target* in improvement. In mathematics, the CPI is 59.4; performance rating is *very low* and improvement rating is *no change*. Currently identified as one of the "Superintendent's Schools" in Boston, the Greenwood is receiving significant district support and oversight. In this school year, district leaders are focusing on creating and supporting a more collaborative learning environment in the school. The Greenwood Elementary School should be retained in CPS status.

3. *Michael Perkins Elementary School - Boston*

The Michael Perkins Elementary School did not make AYP for students in the aggregate or for any subgroups in ELA or in mathematics in 2007. The Perkins is Identified for Improvement for subgroups in ELA and has no NCLB status in mathematics. Significant declines in CPI across the board are concerning. The school's CPI in ELA is 61.6 with a performance rating of *low* and an improvement rating of *declined*. In mathematics, the CPI is 61.0 with a performance rating of *low* and an improvement rating of *declined*. Currently identified as one of the "Superintendent's Schools" in Boston, the Perkins is receiving significant district support and oversight. In this school year, district leaders are focusing on developing the capacity for instructional leadership at the school. The Perkins Elementary School should be retained in CPS status.

4. *James J. Sullivan Middle School - Lowell*

In 2007, the Sullivan Middle School made AYP in both subjects, demonstrating significant improvement gains in their Composite Proficiency Index (CPI) for all subgroups. In this school year, Sullivan Middle School remains identified for *Restructuring* for students in the aggregate. The school's CPI in ELA is 81.9 with a performance rating of high and an improvement rating of *on target*. In mathematics, the CPI is 67.6 with a performance rating of *low* and an improvement rating of above target. The school remains in CPS status, but prospects are good that a second consecutive year of

positive results will remove the Sullivan Middle School from CPS status.

3. **Commonwealth Priority Schools "Priority 1" Status:**

Preliminary 2007 AYP results in these five schools are not positive. In some cases, the schools are in *Restructuring* status in both subject areas and did not make AYP in 2007 in either subject for students in the aggregate or for subgroups. In all schools, CPI levels are significantly below the state average in both subjects. The 2007 Preliminary AYP reports and summaries of progress for each of these schools are provided under Tab C.

  Tab C - 1. Arlington Middle School - Lawrence

  Tab C - 2. John Lynch Middle School - Holyoke

  Tab C - 3. Gerena Elementary School - Springfield

  Tab C - 4. Homer Street Elementary School - Springfield

  Tab C - 5. M. Marcus Kiley Middle School - Springfield

  Tab C - 6. White Street Elementary School - Springfield

1. **Arlington Middle School - Lawrence**

At the Arlington Middle School, AYP was not achieved for students in the aggregate in either subject, but the Limited English Proficient subgroup met their improvement targets in both ELA and mathematics. The school currently has no NCLB status in ELA and is in *Restructuring* for subgroups in mathematics. The school has a CPI of 61.0 in ELA and a performance rating of *low*. In mathematics, the CPI is 38.3 and the performance rating is *critically low*. There is *no change* in the school's improvement ratings in either subject. The school was first identified in 2000; the lack of significant and sustained progress over such a long period of time is concerning. I am recommending a finding of CPS "Priority 1" status given the amount of time that has already been allowed since the original declaration of underperformance.

2. **John Lynch Middle School - Holyoke**

The John Lynch Middle School did not make AYP in either subject in the aggregate in 2007, but showed improvement for the Special Education subgroup, making AYP for this subgroup in both subjects with a 10.3 CPI point gain for Special Education students in mathematics. The school is in *Restructuring* for subgroups in ELA and is in *Corrective Action* for the aggregate in mathematics. The school's CPI in ELA is 62.9 with a performance rating of *low* and improvement has *declined*. The CPI in mathematics is 44.6; performance rating is *very low* and there is *no change* in improvement. The Lynch Middle School has also remained in CPS status over many years without making significant overall progress or sustained improvement over time. I am recommending a finding of CPS "Priority 1" status given the amount of time that has already been allowed since the original declaration of underperformance.

3. **Gerena Elementary School - Springfield**

The Gerena Elementary School did not make AYP in either ELA or mathematics in the aggregate or for any subgroups. The school is in *Restructuring* for both subjects. The CPI in ELA is 53.4 with a performance rating of *very low* and an improvement rating of *declined*. In mathematics, the school's CPI is 44.5; performance rating is *very low*; improvement rating of *declined*. Very substantial declines in both subjects for all student groups are alarming. The Gerena School is in need of significant

intervention to interrupt the downward trend. CPS "Priority 1" status is recommended.

4. **Homer Street Elementary School - Springfield**

The Homer Street Elementary School did not make AYP in ELA for students in the aggregate in 2007, but showed good improvement in mathematics and made AYP in the aggregate in this subject. The school remains in *Restructuring* for both subjects in this school year. The school's CPI in ELA is 62.9 with a performance rating of *low* and an improvement rating of *no change*. In mathematics, the CPI is 52.7 with a performance rating of *very low* and an improvement rating of *on target*. As a CPS with "Priority 1" status, the Homer School will be in a position to receive significant support and build on some of the early successes noted in the summary.

5. **M. Marcus Kiley Middle School - Springfield**

The Kiley Middle School did not make AYP in either subject for any student group. The school is in *Restructuring* in both content areas. The CPI in ELA is 63.0, with a performance rating of *low* and an improvement rating of *no change*. In mathematics, the CPI is 39.0; performance rating is *critically low*; improvement rating is *improved below target*. The Kiley Middle School has made AYP in ELA only once in the last nine years; it has not made AYP in mathematics at all in that time span. The Kiley School is in need of significant intervention and redesign. CPS "Priority 1" status is recommended.

6. **White Street Elementary School - Springfield**

The White Street Elementary School did not make AYP in either subject for any student group. The school is in *Restructuring* in both content areas. The school's CPI in ELA is 55.5, with a performance rating of *very low* and an improvement rating of *declined*. In mathematics, the CPI is 46.1; performance rating is *very low*; improvement rating is *no change*. The White Street School has not made AYP in ELA once in the last nine years. The school's AYP history in mathematics is more varied, but AYP has not been achieved in the last three years. The White Street School is in need of significant intervention. CPS "Priority 1" status is recommended.

Juliane Dow and Lynda Foisy will be at the meeting to respond to any questions Board members may have concerning the status of these schools.

District and school leaders from Springfield, Lawrence, Lowell, Boston and Holyoke will be invited to attend the November Board meeting and will have the opportunity to respond to the Board's questions at that time.

Attachments:

- Attachment 1 - Chart, *Schools Currently in Commonwealth Priority School (CPS) Status*  
- Tab A - Summaries on 4 Schools (Recommendation: No Longer Identified as Commonwealth Priority Schools)
- Tab B - Summaries on 4 Schools (Recommendation: Remain in Commonwealth Priority School Status)
- Tab C - Summaries on 6 Schools (Recommendation: Designate as "Priority 1" Schools)
- Tab D - Progress Report on Schools Currently in CPS "Priority 1" Status  
- Tab E - Chart, *2007 Massachusetts Preliminary District and School Accountability Status Data* 



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The Massachusetts Board of Elementary and Secondary Education

Proposed Amendments to 603 CMR 41, Regional School District Regulations

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

State law (M.G.L. c.71, s.16B) provides that the Commissioner shall "assume operation" of a regional school district if the member towns have not adopted a budget by December 1 of any fiscal year. We have not needed to invoke this provision in recent years, because each of our 81 regional districts has been able to reach a budget agreement by the deadline. This year, however, we have two school districts (Southern Berkshire and Mohawk Trail) whose budget impasses may not be resolved by December 1.

I am proposing amendments to the Board's regulations on regional school districts (603 CMR 41) to establish the procedures to be followed if and when it is necessary to invoke this statute. In order to ensure an orderly continuation of the districts' operations, I am recommending that the Board adopt these amendments at the October meeting as emergency regulations. This will allow them to take effect prior to the December 1 deadline. As required by the Administrative Procedures Act (M.G.L. c.30A), we will solicit public comment and present it to the Board at its January 2008 meeting, at which time the Board can vote to make the amendments permanent.

Attached are the statute (excerpted), the text of the proposed amendments to the regulations, and a motion for their approval. Associate Commissioner Jeff Wulfson and Deputy General Counsel Kristin McIntosh will be available at the meeting to answer any questions.

Attachments

 **Statute (excerpted)**



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The Massachusetts Board of Elementary and Secondary Education

Charter Renewal - Vote on Abby Kelley Foster Charter Public School

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

This month, the Board will vote on the charter renewal application of Abby Kelley Foster Charter Public School (AKFCPS), a regional charter school.

Basis of Recommendations Regarding the Renewal of Charters

The charter school regulations state that "[t]he decision by the Board to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school's academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter" 603 CMR 1.12. Consistent with the regulations, recommendations regarding renewal are based upon the Department's evaluation of the school's performance in these areas. In its review, the Department has considered both the school's absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter.

The superintendents of districts sending students to each school have been invited to submit written comment to the Department regarding the renewal of each school's charter. No written comment was received from these superintendents.

The summary document that follows this memorandum was prepared for you as a compilation of the school's record for the term of this charter. The accountability process for charter schools recognizes that in exchange for increased freedom, a school must demonstrate results within the term of its five-year charter or risk non-renewal. I recommend that the Board renew the charter for Abby Kelley Foster Charter Public School based on the evidence gathered in the attached Summary of Review and as further summarized below.

I. Academic Success

- AKFCPS serves students in grades K-12 with a program focused on a classical liberal arts education that includes art, music, French, and Latin.
- The school has recently reviewed, further developed, and documented its curriculum across all grades and subjects, including alignment with the standards in the Massachusetts Curriculum Frameworks.
- Site visit teams from the Charter School Office and members of the renewal inspection team found a variety of instructional practices and levels of student engagement with whole class, teacher-directed strategies being prevalent. Student engagement was high in the elementary school and decreased from the middle school to the high school. Relationships between students and teachers are reported as strong.
- AKFCPS made Adequate Yearly Progress (AYP) in ELA in the aggregate in all years between 2003 and 2006. AKFCPS did not make AYP in ELA in 2003 for African-American students. AKFCPS made Adequate Yearly Progress (AYP) in Mathematics in the aggregate in all years between 2003 and 2006. AKFCPS did not make AYP in Mathematics in 2003 or 2006 for African-American students.
- AKFCPS utilizes an appraisal system known as the All School Review (ASR) that requires all homeroom teachers to report on the educational, social, and emotional strengths and needs of each of their students to a team comprised of teachers, support staff, and administrators.

II. Organizational Viability

- AKFCPS is fiscally sound and stable.
- Despite a number of changes in the structure and personnel of AKFCPS's administration over the past three years, three site visit and renewal inspection teams reported effective leadership of the school.
- The AKFCPS Board consists of seven members, three of whom are founders of the school. The site visit and renewal inspection teams reported effective management along with positive development of board governance practices, including the addition of subcommittees and the practice of conducting an annual self-evaluation.
- The school reports high levels of parent satisfaction through the results of a parent survey.
- AKFCPS maintains full enrollment and a waiting list.

III. Faithfulness to Charter

- The mission of AKFCPS is to "assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation." The music program permeates the school and curriculum, all students begin to study Latin in seventh grade, and pupils are familiar with the ten character virtues, one of which is emphasized each month.
- Subsequent to a Coordinated Program Review in October of 2002, AKFCPS developed a Corrective Action Plan (CAP). A Department summary prepared after the school's most recently submitted CAP progress report indicated that the school has yet to implement several significant aspects of the CAP regarding special education and English language learners.

IV. Dissemination

- Four members of the staff made a presentation on the All School Review at the Massachusetts Charter Public

School Association Best Practices Showcase in March 2007.

- Administrators and teachers have hosted professional development sessions regarding behavior management, character education, and teaching techniques to charter and non-charter public schools.

If you have any questions regarding this renewal recommendation or require additional information, please contact Jeff Wulfson, Associate Commissioner, at 781 338-6500, Mary Street, Director of Charter Schools, at 781 338-3200, or me.

Enclosure:   Summary of Review

last updated: October 26, 2007

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The Massachusetts Board of Elementary and Secondary Education

Charter Renewal - Vote on Foxborough Regional Charter School

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

This month, the Board will vote on the charter renewal application of Foxborough Regional Charter School (FRCS).

Basis of Recommendations Regarding the Renewal of Charters

The charter school regulations state that "[t]he decision by the Board to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school's academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter." 603 CMR 1.12. Consistent with the regulations, the recommendations regarding renewal are based upon the Department's evaluation of the school's performance in these areas. In its review, the Department has considered both the school's absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter.

The superintendents of districts sending students to each school have been invited to submit written comment to the Department regarding the renewal of each school's charter. No written comment was received from these superintendents.

The summary document that follows this memorandum was prepared for you as a compilation of the school's record for the term of this charter. The accountability process for charter schools recognizes that in exchange for increased freedom, a school must demonstrate results within the term of its five-year charter or risk non-renewal. I recommend that the Board renew the charter for Foxborough Regional Charter School based on the evidence gathered in the attached Summary of Review and as further summarized below.

I. Academic Success

- FRCS offers students a college preparatory program in grades K-12 based on a comprehensive set of curriculum maps that are aligned to the Massachusetts Curriculum Frameworks.
- Site visit teams from the Charter School Office and members of the renewal inspection team consistently observed positive relationships between teachers and peers and sound instructional practices in FRCS classrooms.
- FRCS attained AYP in the aggregate for English language arts (ELA) and Mathematics in all four years of the current charter term at levels higher than state targets, though the school's CPI has decreased each year during this charter term in both subjects. The school did not make AYP in ELA in 2005 for the subgroups of Special Education and African-American students or in Mathematics in 2003 or 2006 for the subgroup of Special Education students.
- FRCS met state Competency Determination targets in all years between 2003 and 2006, with 100 percent of its seniors passing both the ELA and Mathematics sections of the grade 10 MCAS exams.

II. Organizational Viability

- FRCS is financially sound and stable.
- The FRCS Board consists of seven members. Four are longstanding members who have been with the school since its early years, and three have been added to the Board within the past year as part of a recent effort to increase its size. The Board has met regularly throughout the term of its second charter and has eight committees: curriculum, development, personnel, enrollment, board development, facilities, finance, and technology.
- The school reports high levels of parent satisfaction through the results of a parent survey.
- FRCS maintained full enrollment with waitlists for most years during this charter term.

III. Faithfulness to Charter

- The renewal inspection team found that the FRCS curriculum and instruction reflect the school's commitment to providing its students with a challenging academic program that prepares them for college and that the school's Student Life and Community Service Learning Program reflects and promotes the school's mission to prepare students to be good citizens and community leaders.
- FRCS has successfully completed all Coordinated Program Review requirements for this cycle.

IV. Dissemination

- In 2006 and 2007, members of the FRCS community presented a workshop at the spring Charter School Best Practices Showcase focused on the Student Life and Community Service Program.
- Throughout the 2005-06 school year, representatives from the Foxborough and Stoughton school districts attended curriculum-mapping training offered by FRCS; in return, FRCS faculty attended sessions on data-driven analysis offered by the Stoughton school district.
- FRCS has hosted teams from other charter schools to share information on FRCS programs.

If you have any questions regarding this renewal recommendation or require additional information, please contact Jeff Wulfson, Associate Commissioner, at 781 338-6500, Mary Street, Director of Charter Schools, at 781 338-3200, or me.

Enclosure:   Summary of Review

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The Massachusetts Board of Elementary and Secondary Education

Charter Renewal - Vote on Mystic Valley Regional Charter School

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

This month, the Board will vote on the charter renewal application of Mystic Valley Regional Charter School (MVRCS), a regional charter school.

This month, the Board will have its initial discussion of the charter renewal application of Mystic Valley Regional Charter School (MVRCS). The Board will vote on this renewal at its meeting on October 30, 2007.

Basis of Recommendations Regarding the Renewal of Charters

The charter school regulations state that "[t]he decision by the Board to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school's academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter" 603 CMR 1.12. Consistent with the regulations, the recommendations regarding renewal are based upon the Department's evaluation of the school's performance in these areas. In its review, the Department has considered both the school's absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter.

The superintendents of districts sending students to each school have been invited to submit written comment to the Department regarding the renewal of each school's charter. No written comment was received from these superintendents.

The summary document that follows this memorandum was prepared for you as a compilation of the school's record for the term of this charter. The accountability process for charter schools recognizes that in exchange for increased freedom, a school must demonstrate results within the term of its five-year charter or risk non-renewal. I recommend that, based on the evidence gathered in the attached Summary of Review and as further summarized

below, the Board renew the charter for Mystic Valley Regional Charter School.

I. Academic Success

- Mystic Valley offers a program based on the use of nationally recognized curriculum models. The primary components of the curriculum are the Direct Instruction literacy program, the Core Knowledge program for history, geography and science, and Saxon math.
- The school received authorization to implement the International Baccalaureate Programme in April 2005. The school has begun to implement this program as an option for students in grades 11 and 12.
- Site visit teams from the Charter School Office found that curriculum in the lower school was well documented and aligned with state frameworks, but that curriculum in the upper school was not as well documented. The Renewal Inspection team found that the curriculum was well developed and rigorous for all grade levels.
- Site visit teams from the Charter School Office found that instruction in the lower school was generally effective and reflective of high academic standards, but that students in the upper school were less engaged and were not asked to employ critical thinking skills. Members of the renewal inspection team found rigorous classroom instruction and high academic standards throughout the school.
- Student performance at all grade levels is frequently assessed. Assessment data is used to place students into flexible instructional groups.
- MVRCS attained AYP in English language arts and Mathematics in the aggregate in all four years of the current charter term at levels higher than state targets. MVRCS did not make AYP in ELA in 2003 for Special Education students and in 2006 for African-American students, and did not make AYP in Mathematics in 2003 for Special Education or African American students, and in 2006 for Low Income Students.

II. Organizational Viability

- MVRCS is financially sound and stable.
- The school's board consists of five members, the minimum number of members allowed by the school's bylaws. Three of the members have served on the board since the school's founding, one has served for six years, and one has served for four years. To date, the board has refused to comply with the Charter School Office's recommendation that the school's bylaws include a provision for specific reasonable limits on successive or total terms that a member may serve.
- Site visit teams and the renewal inspection team found that the school does not comply with the provisions of the state's Open Meeting Law in that board minutes do not consistently reflect a public declaration of the purpose of the executive session, record votes on the question of whether to convene an open session, and indicate whether the board would reconvene in open meeting after executive session. In addition, matters discussed in executive session do not always fall within the allowable purposes outlined in the Open Meeting Law, and board subcommittees do not maintain minutes.
- MVRCS maintains full enrollment. The school has a waitlist for kindergarten through grade 5. It does not enroll new students after grade 5 and enrollment is substantially lower in the higher grade levels.

III. Faithfulness to Charter

- The mission of the school is to establish "a world class educational environment characterized by a well-mannered, disciplined and structured academic climate." Character education, defined as incorporating the

virtues and ideals that are embodied in the Declaration of Independence and the United States Constitution, is integrated into the curriculum throughout the school.

- In August 2007, the Department determined that the MVRCS Mid-cycle Coordinated Program Review Progress Reports do not demonstrate that the school is moving forward to fully implement its Corrective Action Plan. The Department has issued a directive to MVRCS that includes the required steps the school must take to correct previously identified noncompliance areas in special education, civil rights, and English language learners.
- Site visit teams noted strong collaboration between the special and regular education programs.

IV. Dissemination

- The National Core Knowledge Foundation designated MVRCS as an Official Core Knowledge Visit School in 2003. Many teams of educators from local and national sites have visited the school to observe the implementation of the Core Knowledge curriculum sequence.
- In December of 2005, representatives of MVRCS and the Malden Public Schools met to begin a dialogue on successful curriculum strategies in science.

If you have any questions regarding this renewal recommendation or require additional information, please contact Jeff Wulfson, Associate Commissioner, at 781 338-6500, Mary Street, Director of Charter Schools, at 781 338-3200, or me.

Enclosure:   Summary of Review

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The Massachusetts Board of Elementary and Secondary Education

Charter Renewal - Vote on Sturgis Charter Public School

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

This month, the Board will vote on the charter renewal application of Sturgis Charter Public School (Sturgis), a regional charter school.

Basis of Recommendations Regarding the Renewal of Charters

The charter school regulations state that "[t]he decision by the Board to renew a charter shall be based upon the presentation of affirmative evidence regarding the success of the school's academic program; the viability of the school as an organization; and the faithfulness of the school to the terms of its charter" 603 CMR 1.12. Consistent with the regulations, the recommendations regarding renewal are based upon the Department's evaluation of the school's performance in these areas. In its review, the Department has considered both the school's absolute performance at the time of the application for renewal and the progress the school has made during the first four years of its charter.

The superintendents of districts sending students to each school have been invited to submit written comment to the Department regarding the renewal of each school's charter. No written comment was received from these superintendents.

The summary document that follows this memorandum was prepared for you as a compilation of the school's record for the term of this charter. The accountability process for charter schools recognizes that in exchange for increased freedom, a school must demonstrate results within the term of its five-year charter or risk non-renewal. I recommend that the Board renew the charter for Sturgis Charter Public School based on the evidence gathered in the attached Summary of Review and as further summarized below.

I. Academic Success

- Sturgis serves students in grades 9-12 and offers students in grades 11 and 12 a college preparatory, International Baccalaureate (IB) program. The program is characterized by rigor and high expectations and is available to all students.
- The school has a well-documented curriculum for grades 9 and 10 that is aligned with and goes beyond the Massachusetts Curriculum Frameworks and is also pre-IB.
- Site visit teams from the Charter School Office and members of the renewal inspection team found rigorous classroom instruction and high academic standards.
- Sturgis attained AYP in English language arts and Mathematics in all four years of the current charter term at levels higher than state targets.
- Teachers are expected to participate in at least 25 hours of professional development each year.

II. Organizational Viability

- Sturgis is financially sound and stable.
- The renewal inspection team found a strong administrative team and governance structures.
- The school reports high levels of parent satisfaction through the results of a parent survey.
- Sturgis maintains full enrollment with a waiting list.

III. Faithfulness to Charter

- Sturgis has created a successful and rigorous college preparatory International Baccalaureate program.
- Sturgis was commended by the Department in its most recent Coordinated Program Review for its highly inclusive special education practices.

IV. Dissemination

- Through a dissemination grant from the Department of Elementary and Secondary Education, Sturgis has presented governance workshops to charter and non-charter schools across the state.
- Faculty members regularly make presentations on the International Baccalaureate program.
- The school has participated in additional workshop presentations and exchanges.

If you have any questions regarding this renewal recommendation or require additional information, please contact Jeff Wulfson, Associate Commissioner, at 781 338-6500, Mary Street, Director of Charter Schools, at 781 338-3200, or me.

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The Massachusetts Board of Elementary and Secondary Education

Charter Schools - Approval of Charter Amendment on Uphams Corner Charter School

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

Pursuant to the Charter School Regulations, 603 CMR 1.11(1), the Board of Education must approve major changes in the material terms of a school's charter. Uphams Corner Charter School (UCCS) has made a request to change its leadership structure and its curriculum model, a request that meets the criteria for a major amendment as defined in the regulations. If granted, this amendment will take effect immediately. I recommend that the Board grant this request.

The school's original charter called for a leadership structure headed by a headmaster, with three administrators reporting to the headmaster - a dean of administration, a chair of humanities, and a chair of math/science. The current proposal creates a structure in which a head of school, formerly known as the headmaster, continues to act as the administrative leader. The head of school now has two administrators who report directly to him or her, a principal/director of studies and a business manager. The principal/director of studies provides instructional leadership and oversight for teaching and learning. The school's board determined that this structure provides enhanced efficiency and greater oversight for academic and operational issues.

This amendment request also includes changes to the school's curriculum that, when taken as a whole, constitute a major amendment. Some items reflect a reorganization of existing elements of the school's program, while other items reflect components of the original charter application that were not implemented.

1. *Course of studies.* The original charter called for a curriculum model in which literature and social studies were integrated into a course in humanities and math and science were also combined and integrated. The school found that these integrated courses did not meet the needs of their students and now offers separate classes in literacy, rhetoric, social studies, math, and science to all students.
2. *Educational Format.* The original charter outlined five teaching formats, including cross-curricular study of

rhetoric, Socratic inquiry, collaborative learning, community orientation, and apprenticeships. The school is not offering apprenticeships.

3. *Teaching Teams*. The original charter called for students to remain with the same teachers for two years. This practice was discontinued after the first two years of the school's operation.
4. *Admission in Grade Five*. The original charter called for students to enter the school in grade five only. This policy was abandoned for practical reasons after the first two years of the school's operation. The school currently accepts students into all grade levels.
5. *Summer Program*. The original charter called for a month long, off-site summer boarding program for all students after the third year of the school's operation. This program was never implemented.
6. *Single Gender Classes*. The original charter called for classes to be separated by gender. For practical reasons concerning enrollment numbers, this model was abandoned after the first three years of the school's operation.
7. *Community Outreach*. A major component of the school's mission was to foster student civic involvement through community outreach. Many of the partnerships envisioned in the original charter, including one with City School and one with Uphams Corner Health Center, have not been implemented.
8. *Adult Literacy Classes*. The original charter included a plan to offer adult literacy classes at the school within the first year of operation. Resources have not been available to implement this program.

The Department has reviewed this request and it appears consistent with the charter school statute and regulations.

If you have any questions regarding these amendments or require additional information, please contact Jeff Wulfson, Associate Commissioner, at 781 338-6500; Mary Street, Director of Charter Schools, at 781 338-3200; or me.

Enclosure: Correspondence from Uphams Corner Charter School

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The Massachusetts Board of Elementary and Secondary Education

Approval of Loan Beyond Charter Term for Abby Kelley Foster Charter Public School

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

Under the charter school statute, G.L. c. 71, § 89(j)(6), a charter school may incur temporary debt in anticipation of receipt of funds but requires approval of the Board of Education if it wishes to agree to repayment terms that exceed the duration of the school's charter.

The Abby Kelley Foster Charter Public School (AKFCPS) is a Commonwealth charter school in its tenth year of operation. AKFCPS requests the Board's approval to enter into proposed loan agreements with lenders in order to secure up to \$35 million of tax-exempt bond debt for a term of up to 30 years to support the purchase of its two currently leased facilities in Worcester and the acquisition of a third adjacent facility. The Massachusetts Development Finance Agency (MDFA) will act as conduit issuer for the proposed bond-financing program.

This purchase will allow AKFCPS to secure a permanent campus of three buildings large enough to provide adequate space to serve its recently expanded K-12 student body. In addition, sufficient surrounding land will also be acquired in order to provide for parking and sports fields. The third, newly acquired building will be renovated to house the AKFCPS high school. This additional facility will also allow AKCPS to expand its instructional offerings for middle and high school students and build upon music and performance programs with the addition of an auditorium and gymnasium. By extending the repayment of debt beyond the term of the school's charter, AKFCPS will be able to utilize its current cash reserve in order to realize long-term, stable annual facilities costs.

MDFA has acknowledged in writing that the Commonwealth of Massachusetts, including but not limited to the Board and the Department of Elementary and Secondary Education, provides no representations or guarantees with respect to these loans and has no liability for any portion of the loans. They have also acknowledged in writing that specifically and without limitation, the Board's approval of the loan has no impact on any action that the Board may choose to take in the future with respect to probation, revocation, or renewal of the school's charter. The proposed

motion approving these loans is explicitly conditioned upon the inclusion of this language in the loan agreements themselves.

The Department has reviewed the request from AKFCPS and it appears reasonable and consistent with the charter school statute and regulations. With the safeguards explained above and agreed to by the school, I recommend that the Board approve this request as presented.

If you have any questions regarding this amendment or wish to see the school's full request, please contact Mary Street, Director of Charter Schools, at 781-338-3200; Jeff Wulfson, Associate Commissioner for School Finance and District Support, at 781-338-6500; or me.

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The Massachusetts Board of Elementary and Secondary Education

Advisory Council Membership: Proposed Reappointments and New Appointments

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 23, 2007

State law (M.G.L. Chapter 15, Section 1G) establishes a general framework for advisory councils to the Board of Education. There are currently 15 active advisory councils to the Board - Adult and Community Learning Services (Adult Basic Education); Arts Education; Community Service Learning; Educational Personnel; Educational Technology; English Language Learners/Bilingual Education; Gifted and Talented; Global Education; Interdisciplinary Health Education and Human Services; Life Management and Home Economics; Mathematics and Science; Parent and Community Education and Involvement; Racial Imbalance; Special Education; and Technology/Engineering. In addition, the State Student Advisory Council, whose members are elected by other students rather than appointed by the Board, is an active and important advisory council to the Board. We have included in the Information section of the Board package the advisory councils' reports for 2006-2007, to apprise you of the advisory councils' recent activities and recommendations.

The bylaws for advisory councils suggest membership up to 25, and not to exceed 30 in the case of the advisory council for Interdisciplinary Health Education and Human Services. Members may serve for up to two terms of three years. Department of Elementary and Secondary Education administrators and advisory council liaisons encouraged applications from educators, parents, students, community members, school committee members, and business leaders who have demonstrated interest in and commitment to education reform as well as knowledge, skills and experience in the subject matter of the particular advisory council. We received applications and resumes from a number of well-qualified new applicants, as well as current members who have applied for renewed membership. If Board members would like to submit additional names for consideration, please do so at your earliest convenience.

I am pleased to present the following recommendations to you. The Board may choose to discuss the nominations and then vote on the appointments at the November 27th meeting. Alternatively, the Board may choose to waive its

bylaw and discuss and vote on the appointments this month, which would enable the new members to participate fully in the upcoming advisory council meetings.

Attachments:

 **M.G.L. c. 15, § 1G (excerpts)**

  **Nominations**

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Education Research Brief

October 2007 • Issue 2
Office of Strategic Planning, Research, and Evaluation

Supply and demand of STEM workers

STEM jobs are growing, but are enough Massachusetts students qualified?

By Carrie Conaway, Director of Planning, Research, and Evaluation

Jobs in science, technology, engineering, and mathematics (STEM) are the backbone of the Massachusetts economy. They comprise a substantial share of employment: about 13 percent of the state's jobs and one-third of its gross state product are related to STEM. And they also generate jobs in other fields, such as business and professional services, further increasing their impact on the economy. These are highly creative, high-paying, and fast-growing jobs: the kinds of jobs the Commonwealth will need to keep if it is to remain economically healthy.

Massachusetts students perform relatively well on high school assessments in mathematics and science, and many are preparing to enter careers in STEM-related fields. Even so, some signals indicate that the state may not be producing enough well-qualified students to fill all the available jobs in these fields. Many STEM occupations are seeing increasing job vacancy rates within the state, indicating a possible mismatch of supply and demand. To bolster the state economy and ensure that its students remain competitive for Massachusetts-based STEM jobs, the Commonwealth will need to improve the STEM education of all students and strengthen the pipeline from high school through college and beyond.

STEM supply and demand

The Massachusetts Statewide STEM Indicators Project (MASSIP)¹ has defined STEM-related *occupations* as architecture and engineering occupations; computer and mathematical occupations; life, physical, and social science occupations; and healthcare practitioner and technical occupations. Using this definition, roughly 438,000 people were employed in STEM occupations in Massachusetts in 2004. These workers compose 13 percent of the state's total employment and one-third of the state's managerial, professional, and technical workforce.²

Similarly, the *industries* that tend to employ a disproportionate share of STEM workers—professional and technical services, healthcare, information, and finance and insurance—also represent a significant share of the state's economy. According to data from the

¹ MASSIP is a joint project by the University of Massachusetts Donahue Institute and the Massachusetts Board of Higher Education to develop benchmark STEM education and economic data indicators.

² UMass Donahue Institute, Research and Evaluation Group. *Massachusetts Statewide STEM Indicators Project (MASSIP): Overview of Indicators and Year One Data*. July 2006.

Bureau of Economic Analysis, these four industries together contributed one-third of the state's entire gross state product in 2005 as well as most of the state's net growth in gross state product between 2004 and 2005.

Looking forward, the Massachusetts Department of Workforce Development projects faster-than-average job growth for all four of the state's core STEM occupational groups (see Table 1). Thirty percent of the state's total employment growth in the next decade will come from just these four groups. This will yield nearly 80,000 net new positions and a total of 160,000 job openings in STEM occupations, or roughly 16,000 open STEM positions per year.³

Table 1: Projected growth in STEM occupations in Massachusetts, 2004 to 2014

Occupation	Jobs in 2004		Projected jobs in 2014		Growth rate
	Number	% of total	Number	% of total	
Healthcare practitioners & technical	197,310	20.0%	231,920	24.1%	17.5%
Computer & mathematical	116,000	11.8%	146,010	20.9%	25.9%
Life, physical, & social sciences	47,470	4.8%	54,890	5.2%	15.6%
Architecture & engineering	77,330	7.8%	84,710	5.1%	9.5%
<i>Total, STEM occupations</i>	<i>438,110</i>	<i>12.8%</i>	<i>517,530</i>	<i>14.0%</i>	<i>18.1%</i>
<i>Total, all occupations</i>	<i>3,421,650</i>	<i>100.0%</i>	<i>3,687,430</i>	<i>100.0%</i>	<i>7.8%</i>

Source: Massachusetts Department of Workforce Development, *Massachusetts Employment Projections Through 2014*.

Out of the 30 occupations expected to grow the fastest in Massachusetts over the next decade, 20 are STEM occupations, and an additional 5 are in occupations that support STEM workers (e.g., home health aides and medical assistants). These positions also tend to require significant amounts of education. According to the Department of Workforce Development's most recent projections, nearly all of the expected job openings in STEM occupations over the next decade will require at least an associate's degree, and more than half will require a bachelor's degree.

Indications show that filling STEM positions is becoming increasingly difficult. Several STEM-related occupations are beginning to experience high job vacancy rates, which can be a symptom of a gap between workforce supply and demand. The most recent state survey of job vacancies, from second quarter 2006, showed that all four of the state's STEM occupational groups were experiencing job vacancy rates at or above the statewide vacancy rate average of 3.0 percent.⁴ Life, physical, and social sciences were particularly heavily affected, with vacancy rates of 5.9 percent, or nearly double the state average; similarly, 4.4 percent of healthcare occupations were vacant. All four occupations also appeared in

³ Massachusetts Department of Workforce Development. *Employment Projections 2004-2014: Current and Projected Employment by Occupation and Education and Training Requirements*.

⁴ Massachusetts Department of Workforce Development. *Massachusetts Job Vacancy Survey: Hiring Trends by Industry and Occupation, 2nd Quarter 2006*.

Commonwealth Corporation's recent list of occupations with critical vacancies in Massachusetts.⁵

One might expect that these high job vacancies might be driven, at least partially, by lack of interest in these fields. But puzzlingly, the strong demand for students trained in STEM fields is matched by significant student interest in these fields, especially at the high school level. According to data from the College Board, 36 percent of the state's college-bound juniors taking the PSAT in 2006-2007 indicated an interest in a STEM-related major.⁶ This compares to 16 percent interested in the humanities; 13 percent in business, 11 percent in the social sciences, 4 percent in education; and the remainder in other fields or undecided. At the college level, one-fifth of post-high school degrees awarded in Massachusetts (at all levels, from associate's through Ph.D.) are in STEM-related fields, yielding nearly 20,000 new college graduates prepared for STEM work each year.⁷

With a projected 16,000 open STEM positions each year as compared to 20,000 new STEM graduates, why is the state seeing evidence of possible shortages of STEM workers?

Mobility and the market

One important factor is the time lag between degree choice and job entry. Students choose their fields of study at least partially on the basis of the condition of the labor market. But they do not complete school until four or five years later, when labor market conditions may have changed. For instance, data from the Integrated Postsecondary Education Data System of the U.S. Department of Education demonstrate that the state saw a substantial decline in student completions of computer science programs in the mid 2000s, with more than a 10 percentage point decline in completions between 2003 and 2005 alone. This drop-off likely reflects the economic declines in the technology industry in the recession of the early 2000s, which took a few years to filter into college major choices. The technology industry is on the rise again, but it will take a few years before students perceive that economic signal and gravitate back towards technology fields. In the meantime, technology fields are seeing high vacancy rates. Thus, it is possible that the shortages may be due to a mismatch or missed signals between students' fields of study and employers' needs.

But even more importantly, people are mobile. No reliable data are available on what share of the 20,000 Massachusetts college STEM graduates stay in the state after graduation, nor what share of the state's high school graduates with STEM interests ultimately settle in Massachusetts for employment. But it is certainly plausible that a sizable share may move out-of-state. The market for STEM employment is national and even international in scope, and other factors like cost of living or quality of life may make other states more attractive to young graduates.

Just as Massachusetts job seekers may look out-of-state for employment, Massachusetts employers hiring in STEM fields can draw upon a national and international pool of

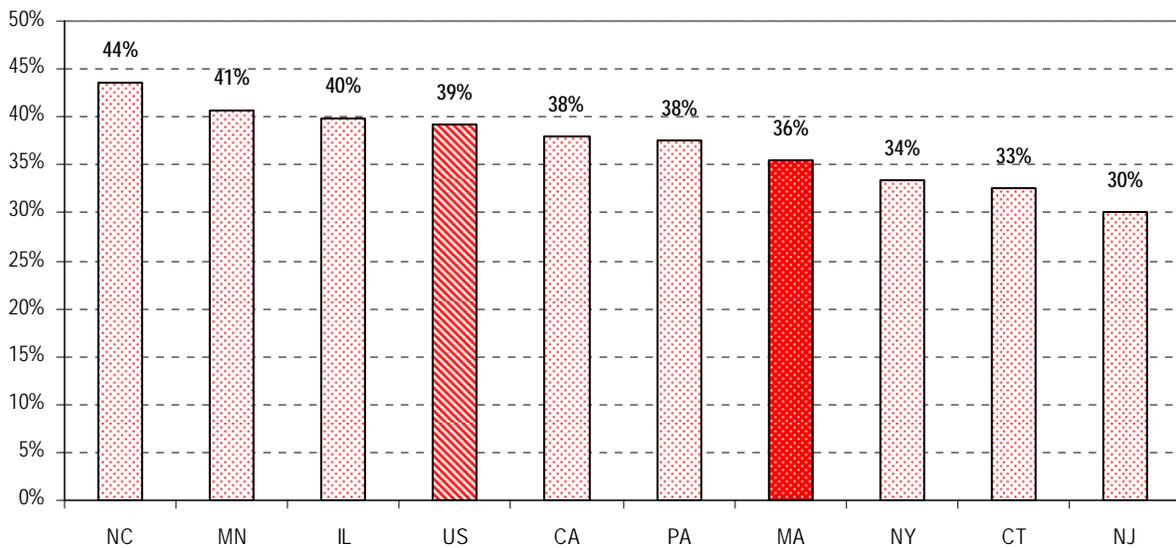
⁵ Navjeet Singh and Jonathan Latner, Commonwealth Corporation. "Where are the Critical Vacancies?" Research and Evaluation Brief, March 2007.

⁶ College Board. *PSAT/NMSQT 2006-2007 College-bound High School Juniors: Summary Report – Massachusetts*. 2007.

⁷ UMass Donahue Institute, Research and Evaluation Group. *Massachusetts Statewide STEM Indicators Project (MASSIP): Overview of Indicators and Year One Data*. July 2006.

applicants. And currently, Massachusetts students' share of that pool appears to be waning. While interest in STEM is certainly high, the 36 percent share of Massachusetts college-bound students considering STEM majors is below the national average of 39 percent and below most of our competitor states' rates (see Figure 1). Similarly, the 20,000 STEM graduates represents a 13 percent increase in STEM graduates since 1993-1994, much less than the nationwide 31 percent increase in STEM graduates. Furthermore, the Commonwealth has seen a 16 percent increase in college graduates overall during this period. As a result, as a share of all Massachusetts college graduates, STEM majors have declined by 2 percent over this period—even as STEM majors as a share of college graduates increased by 0.7 percent nationwide.⁸

Figure 1: Share of college-bound juniors interested in STEM majors
Massachusetts, U.S., and competitor states, 2006-2007



Source: College Board

Indeed, the state is losing students, and therefore potential STEM workers, at every stage in the educational pipeline. By 2014, 56 percent of new jobs in the state, and 32 percent of total openings (new jobs plus replacements), will require an associate's degree or higher.⁹ Yet the National Center for Public Policy and Higher Education reports that for every 100 students in Massachusetts who enter ninth grade, only 76 graduate from high school, 52 enter college, 40 enroll in their sophomore year of college, and 29 graduate from college within four years. Keeping more students in school through at least an associate's degree would substantially increase the number of potential STEM workers available to Massachusetts employers.

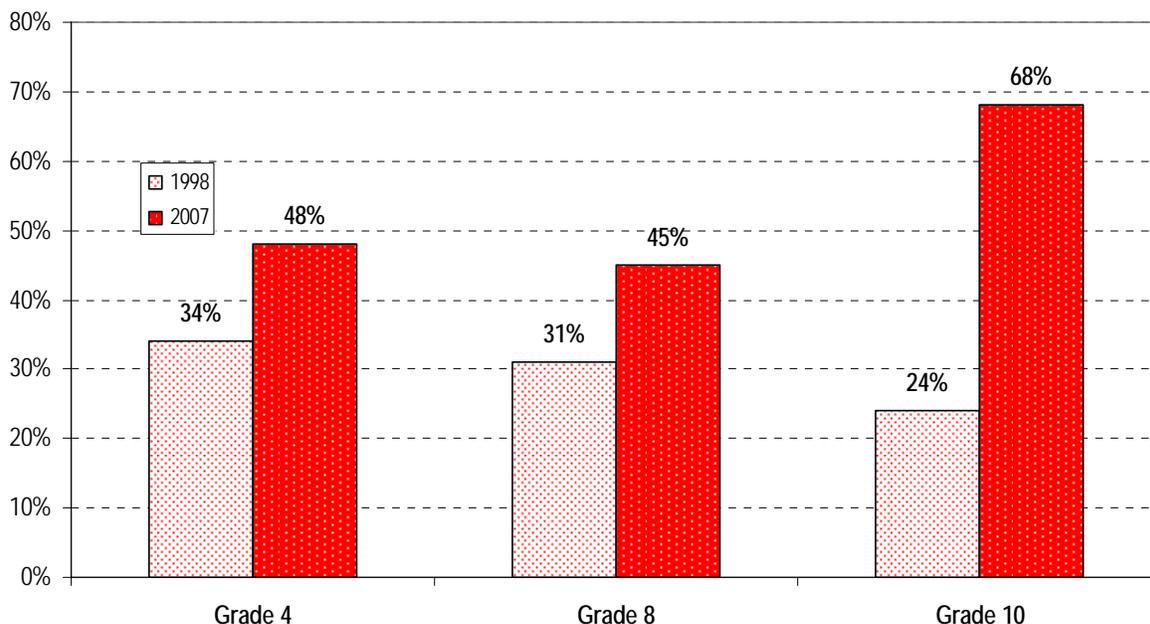
⁸ UMass Donahue Institute, Research and Evaluation Group. *Massachusetts Statewide STEM Indicators Project (MASSIP): Overview of Indicators and Year One Data*. July 2006.

⁹ Massachusetts Department of Workforce Development. *Employment Projections 2004-2014: Current and Projected Employment by Occupation and Education and Training Requirements*.

Student preparation and performance

Another key factor is student preparation for and performance in STEM work. In a national labor market, it is not enough to be interested in STEM fields; students must also be prepared to excel. Relative to national averages, Massachusetts high school student performance in STEM-related fields is both above average and increasing over time. For instance, in 1998—the first year of MCAS testing—34 percent of fourth graders, 31 percent of eighth graders, and just 24 percent of tenth graders scored at the proficient or advanced level in mathematics. In 2007, those rates were 48 percent, 45 percent, and 68 percent, respectively.¹⁰ (See Figure 2.)

Figure 2: Percent of Massachusetts students scoring proficient or advanced on the MCAS mathematics test, 1998 and 2007



Source: Massachusetts Department of Education

At the same time, however, there are still worrisome gaps in performance across subgroups. For instance, while 82 percent of Asian and 75 percent of white students scored proficient or advanced on the tenth grade mathematics assessment in 2006, only 45 percent of black and 42 percent of Hispanic students scored that high. The state's workforce will increasingly be comprised of blacks and Hispanics as their share of the overall state population increases. In order for the future workforce to be sufficiently skilled to meet employers' needs, the state cannot afford to leave any subgroup behind; it will need to challenge more black and Hispanic students to achieve proficiency in STEM fields.

Furthermore, although the state's high school students tend to perform well on assessments relative to their peers in other states, their performance is often still not high enough to meet the expectations of employers and institutions of higher education. For instance, even among those students who pass the state assessments and gain admission to college, many require remediation to perform adequately at the college level. Recent preliminary reports

¹⁰ Massachusetts Department of Education. *School and District Profiles*. <http://profiles.doe.mass.edu/>

from the new statewide School-to-College Database, jointly produced by the Massachusetts Department of Education and the Board of Higher Education, indicate that among all 2005 high school graduates who entered a Massachusetts public college or university as a first-time, full-time, degree-seeking candidate in fall 2005, a full 28 percent enrolled in a developmental (remedial) mathematics course. This included 5 percent of University of Massachusetts students, 16 percent of state college students, and 55 percent of community college students. For students who enter college behind in mathematics, succeeding in post-collegiate careers in STEM fields will be a great challenge.

Strengthening the pipeline: The Department of Education's role

Increasing the STEM achievement of all students and strengthening the STEM pipeline from primary and secondary education into higher education and ultimately into STEM careers is critical to the state's economic health and its students' economic competitiveness. It is also something no individual organization can accomplish on its own with a single program or policy decision. It requires collaboration among state and local agencies; schools, institutes of higher education, and workforce development programs; and the public and private sectors more generally. And it requires effort on multiple fronts to address the multiple roots of the problem.

Recognizing this, the Massachusetts Department of Education has been collaborating with partners across the state to strengthen the two parts of the pipeline over which the Department has the most influence: teacher knowledge and skills and student proficiency. Some of its activities in this regard include:

- Requiring students in the Class of 2010 and beyond to pass a high-school level examination in biology, chemistry, physics, or technology/engineering in order to graduate from high school.
- Raising the score required to pass the state's annual mathematics student assessment.
- Recommending a high school program of studies for college and career readiness (MassCore), including four years of mathematics and three years of lab-based science, to align high school coursework with the requirements for postsecondary education.
- Strengthening the mathematics knowledge required of elementary and special education teachers by specifying in more detail the content they are expected to have mastered and requiring a passing score on the mathematics section of the teacher licensure exam.
- Developing and participating in programs focused on improving teacher content knowledge and support in STEM, such as Professional Development Institutes, the Intel Mathematics Initiative, the Mathematics and Science Teacher Scholarship Program (in partnership with the Board of Higher Education), and the Comprehensive School Reform Mathematics Initiative.
- Participating in the Trends in International Mathematics and Science Study (TIMSS) and in the development of a national end-of-course optional Algebra II exam.

- Working with the Board of Higher Education to develop a School-to-College Database that, for the first time, allows the state to track public high school graduates into the state's public colleges and assess the relationship between high school performance and college outcomes.
- Partnering with and participating in STEM working groups sponsored by the University of Massachusetts STEM Initiative, the STEM Pipeline Fund, the Goddard Council, and other public and private entities.

These Department strategies work in tandem with parallel efforts by numerous other public and private partners to keep students on the STEM career pipeline. Taken together, these efforts should bolster the Commonwealth's ability to compete economically on a national and global scale and should work to yield a better-prepared, more qualified Massachusetts STEM workforce of tomorrow. *

Carrie Conaway is the director of the Office of Strategic Planning, Research, and Evaluation at the Massachusetts Department of Education.



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The Massachusetts Board of Elementary and Secondary Education

Status Report on FY07 License Revocation and Limitation Matters

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 18, 2007

This is a report to the Board of Education on educator license investigations, revocations, limitations, and related matters that the Department of Elementary and Secondary Education addressed in Fiscal Year 2007.

Background and Process: Under the statute and regulations on educator licensure, the Commissioner may suspend, limit, or revoke an educator's license if an investigation determines, among other things, unfitness, or gross misconduct or negligence in the conduct of the license holder's professional duties and obligations, or conviction of a crime reflecting a lack of good moral character. 603 CMR 7.14(8)(a). Most of the reports of educator misconduct that the Department receives are the result of the regulation that the Board adopted in 2003, requiring public school administrators to report to the Commissioner on the dismissal, resignation or non-renewal of employment of a licensed educator for reasons that implicate the grounds for license limitation. 603 CMR 7.14 (8)(h). Since the Board adopted the reporting requirement, the number of matters requiring investigation has increased at least fivefold.

When the Department receives a misconduct report about a license holder, our Investigator of Educator Misconduct, Frank Shea, working with Legal Counsel Cathleen Cavell, opens a file and begins an investigation. It is usually necessary for the investigator, counsel or both to interview witnesses, including the license holder, students, school employees, administrators, parents and others in order to determine what happened. When the license holder has been charged with or convicted of a crime, the Department must obtain court and other law enforcement records. If the investigator and legal counsel determine there is insufficient basis to conclude that a license holder has committed misconduct covered by 603 CMR 7.14 (8)(a) or that any misconduct cannot be proved, we close the file.

Whenever an investigation establishes probable cause to find that the license holder's license should be revoked, suspended or otherwise limited for one or more of the reasons set forth in the regulations, Cathleen Cavell and

Frank Shea bring that information to the Department's Office of Educator Licensure. After receiving the Commissioner's approval, the Office of Educator Licensure issues a probable cause letter to the license holder, who then has the option either to allow the license action to be taken or to request an administrative adjudicatory hearing. If the holder requests a hearing, the Commissioner appoints a hearing officer as his designee, and the hearing follows the hearing procedures outlined in the state Administrative Procedure Act, G.L. c. 30A, and the regulations on adjudicatory proceedings.

Frank Shea and Cathleen Cavell also conduct investigations and advise the Commissioner in all cases where the Department learns that an applicant for educator license has a criminal record or other history of misconduct or problems with another professional license. Unlike the procedures required when the Department decides to revoke or limit an existing license, an applicant for original licensure has no right to a hearing if refused. Rather, the regulations provide that upon denial of an initial application, the applicant may seek reconsideration from the Commissioner. On original licensure, the Commissioner's decision is final.

Significant Investigations: In FY 2007, the Department opened 75 significant investigations and continued to investigate 68 additional matters carried over from previous years, for a total of 143 investigations. "Significant investigations" are cases that require obtaining records from courts, school districts, former employers and other entities; interviewing witnesses; researching applicants' and license holders' history in Massachusetts and elsewhere; and conferring with legal counsel and investigators in other jurisdictions. Please see the chart attached to this memorandum comparing case totals for the past five years.

Cases Completed: In FY 2007, the Department resolved 23 significant investigations by limiting or denying licensure. Those 23 cases fall into the following categories: 7 revocations; 5 surrenders (i.e., voluntary surrender of a license in lieu of revocation proceedings); 7 suspensions for a term of years; 2 limitations prohibiting transporting students as a result of substance abuse convictions; and 2 license denials. We also closed 14 matters which did not warrant prosecution or in which applications for initial licensure were resolved by denial or licensing after significant investigation.

Some license-holders who receive a notice of probable cause to revoke or limit their license choose to appeal from that determination and exercise their right to a hearing. Many of these appeals are subsequently withdrawn. Some may extend over several years. Often, these contested cases settle on the eve of hearing. In FY 2007, 7 educators took new appeals from a notice of probable cause; 4 withdrew appeals and their licenses were revoked; 2 licenses were suspended based upon an agreement between the parties; 1 matter was stayed awaiting disposition of criminal charges (the licensee died before the matter came to trial); 3 cases are still awaiting hearing; and 3 matters required preparation for hearing, submission of pleadings, exhibits and legal briefs.

One contested case was heard and decided in FY2007. In that matter, prosecuted by Legal Counsel Lucy Wall, Associate Commissioner Jeff Wulfson as hearing officer held two days of hearing in June 2007, and determined that license revocation was warranted. That license-holder has appealed to Superior Court where the matter is pending; the Attorney General's Office is representing the Commissioner and Department. In another contested case heard in FY 2006, Associate Commissioner Wulfson rendered a decision in FY 2007, finding that, although the district's dismissal of a license-holder was proper, no license action was warranted.

Four cases in which teachers were working and receiving public funds using forged licenses were reviewed by the Department of Elementary and Secondary Education and reported to the Attorney General's Office for criminal

prosecution. Indictments were returned in September 2007 in two of these cases, and we continue to work with the Attorney General's Office to prosecute these felony charges. We also assisted the Attorney General's Office in a successful motion to dismiss a civil case that sought to hold the Department and Commissioner responsible for improper conduct by a licensed educator that allegedly caused harm to a student.

License Applicants: In FY 2007, the Department resolved seven license applications requiring unusual attention: two of these licenses were denied and five were granted. In addition, during FY 2007, Frank Shea completed 505 relatively routine investigations without involving the legal staff; these were mainly of licensure or re-licensure applicants whose applications or renewals raised initial questions. This represents an increase of 178 cases from 2006.

Related Matters: The Department is continuing to increase its efforts to assist school and district administrators in meeting their responsibilities to exercise due diligence in hiring and supervision of staff and to follow up on allegations of educator misconduct, with careful attention to educators' right to due process and the right of students to a safe school environment. Legal Counsel Cathleen Cavell has developed a suggested checklist for school employee misconduct investigations that we provide to superintendents to assist them in investigating allegations of misconduct. She has adapted the checklist to help administrators conduct investigations into MCAS irregularities, which can have licensure consequences if educators are found to have acted improperly. Further, she advises the MCAS unit in all matters reported to the Department where irregularities occurred in the administration of MCAS. She also advises our MTEL unit when there are allegations of misconduct by test-takers at the educator licensure examinations.

During FY 2007, Frank and Cathleen assisted and advised Legal Counsel Debra Comfort and the Department's Office of Proprietary Schools in investigating and resolving a complex matter involving allegations of criminal misconduct by the operator of a state-licensed proprietary school.

In October 2006, Cathleen and Frank made a presentation about the conduct of educator misconduct investigations in Massachusetts at the National Association of State Directors of Teacher Education and Certification in Baltimore, MD, which was well received. In April 2007, they addressed the annual meeting of Massachusetts school human resources professionals. They continue to consult with school district administrators and school attorneys whenever misconduct by licensed educators is alleged. They are also members of a working group that includes our Administrator for Educator Licensure, Brian Devine, and school superintendents, human resource directors, school attorneys and others, who meet regularly to review and develop legislative proposals.

Protecting the Commonwealth's school children is at the heart of our work. Maintaining the high quality and integrity of the educational profession and the 73,000+ licensed educators who are working in Massachusetts schools is fundamental to our mission. I will continue to report periodically to the Board on our work in this area.

Attachment: [Chart on Educator License Actions, FY 2000-2007](#)

last updated: October 26, 2007

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*Advisory Councils to the
Massachusetts Board of Education*

2006-2007 Annual Reports

October 2007

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Jeffrey Nellhaus
Acting Commissioner of Education

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October 2007

Dear Members of the Board of Education:

State law (G.L. Chapter 15, Section 1G) establishes a general framework for advisory councils to the Board of Education. There are currently fifteen active advisory councils to the Board – Adult and Community Learning Services (Adult Basic Education); Arts Education; Community Service Learning; Educational Personnel; Educational Technology; English Language Learners/Bilingual Education; Gifted and Talented; Global Education; Interdisciplinary Health Education and Human Services; Life Management and Home Economics; Mathematics and Science; Parent and Community Education and Involvement; Racial Imbalance; Special Education; and Technology/Engineering. In addition, the State Student Advisory Council, whose members are elected by other students rather than appointed by the Board, is an active and important advisory council to the Board.

The *Advisory Councils to the Massachusetts Board of Education Annual Reports for 2006-2007* are provided for your information and to apprise you of the 2006-2007 advisory council activities and recommendations. Last fall, Commissioner David Driscoll and I met with the advisory councils at their joint meeting to present the Department's Framework for Leadership and Action. Each council was charged with addressing the goals of preventing the achievement gap from starting, closing the achievement gap where it exists, and challenging all students to proficiency and beyond.

The councils met periodically throughout the year to discuss their areas of focus as they relate to the mission and goals of the Board and the Department of Education. Their resulting product is detailed in the policy recommendations presented here for your information and consideration.

I hope that you will find their summaries informative as you deliberate your educational policies.

Sincerely,

Jeffrey Nellhaus
Acting Commissioner of Education

Adult and Community Learning Services (Adult Basic Education) Advisory Council

I. EXECUTIVE SUMMARY

In FY07, the Adult and Community Learning Services (Adult Basic Education) Advisory Council played a critical role in the Adult Basic Education Strategic Planning Process. The involvement of the Council will continue in FY08, as policy recommendations are developed to guide the future of the Adult Basic Education (ABE) system in Massachusetts.

II. INTRODUCTION

In FY07, the ABE Advisory Council was reinvigorated. Through participation in four meetings, the Council achieved the following:

- assessed statewide trends and needs;
- analyzed information regarding ABE funding and related outcomes;
- advised and made recommendations regarding legislation, regulations, and program guidelines; and
- provided other programmatic recommendations.

Additionally, through the passage of the Economic Stimulus Bill, legislators requested that the ABE Advisory Council provide general oversight and make recommendations to the Commissioner and Board of Education regarding how funding for this program shall be apportioned. Specifically, the Economic Stimulus Bill included a \$3,000,000 increase to ABE, which was allocated and expended in FY07.

The meetings were held on these dates:

November 1, 2006	1 pm to 4 pm	Malden
January 19, 2007	1 pm to 4 pm	Malden
March 16, 2007	1 pm to 4 pm	Malden
May 9, 2007	10 am to 3:30 pm	Waltham

III. CURRENT ISSUES

The ABE Advisory Council has been very involved in the development of a 5-year Strategic Plan for ABE that will be ready for the Commissioner's review in 2008.

The following driving forces identified through the strategic planning process are:

- access and accountability;
- economic and workforce development needs;
- student goals;
- linking education and skill achievement to next steps; and
- ABE/ESOL (English for Speakers of Other Languages) workforce issues.

IV. ADVISORY COUNCIL ACTIONS

The ABE Advisory Council was involved in recommendations related to the allocation of the Economic Stimulus Bill funds. One current issue that the Council addressed was the equitable distributions of adult basic education funds across the sixteen workforce regions of the state.

Adult and Community Learning Services (ACLS) reviewed with the Council the formula for the distribution of any increase in funds that was developed by ACLS in collaboration with the ABE Directors' Council (an organization with elected members who represent the diverse ABE provider types) and other stakeholders. The ABE Council agreed that the formula was working to ensure that the regional allocation of funds was distributed in proportion to the need for regional ABE and ESOL services as measured by the 2000 U.S. Census.

V. COUNCIL DETAILS

Members of the 2006 - 2007 Advisory Council

Ms. Carolyn Richins Blanks, Vice President of Labor and Workforce Development

Mr. Thomas Connors, Chief Executive Officer, American Training

Mr. Robert Haynes, President, American Federation of Labor and Congress of Industrial Organizations (A.F.L.-C.I.O.)

Ms. Barbara Krol-Sinclair, Even Start Director, Intergenerational Literacy Project

Ms. Aundrea Kelley, Massachusetts Board of Higher Education

Mr. Andre Mayer, Senior Vice President Communications and Research, Associated Industries of Massachusetts, Boston

Ms. Mary W. Sarris, Executive Director, Massachusetts Workforce Investment Board Association

Mr. John R. Schneider, Vice President, Massachusetts Institute for a New Common Wealth (MassINC)

Mr. Kenny Tamarkin, Executive Director, Massachusetts Coalition for Adult Education

Ms. Christine Taylor, ABE Director, Framingham Public Schools

Ms. Sally Waldron, Vice President, Literacy Division, World Education, Boston, MA

The Council did not have a Chair in 2006 – 2007.

Department of Education Liaison: Anne Serino, Administrator for ACLS

Administrator: Robert Bickerton, Associate Commissioner

ABE Advisory Council URL at <http://www.doe.mass.edu/boe/sac/councils/abe.html>

FY 2008 ABE Advisory Council Meeting Dates:

August 3, 2007

Remaining meetings are TBD

Arts Education Advisory Council

The Arts Education Advisory Council (AEAC) members are pleased to submit the report for FY2007. The report provides a summary of the Council's activities this year, as well as a list of accomplishments and recommendations.

I. INTRODUCTION

Mission

The Arts Education Advisory Council advises the Commissioner and the Board of Education on matters pertinent to the development of arts education in the Commonwealth. This includes examining statewide trends and needs, seeking public and professional input, identifying model programs, and making recommendations on policies and programs for dance, music, theatre, and visual arts as defined in the Massachusetts Arts Curriculum Framework.

2006 - 2007 MEETING DATES:

October 10	Worcester Art Museum
November 14	Holy Cross College
December 11	Walnut Hill
January 8	Worcester Historical Museum
February 12	Boston University
March 12	Worcester Arts Magnet School
April 9	UMass Amherst
May 14	Littleton Middle Schools

II. CURRENT ISSUES

At the June 2006 AEAC meeting, members set a meeting schedule for 2006-2007. The change from a single meeting venue to a rotating site was consistent with the consensus that the meetings would serve as a forum for experts. AEAC members greatly expanded the number of meetings over previous years to enhance the variety of viewpoints incorporated into the information-gathering efforts.

The following issues were identified for review in 2006-2007:

- Arts requirements for K-12 students
- Arts admission requirement for public colleges in Massachusetts
- Teacher preparation and licensure structure in the arts
- Equity in arts education programs across the Commonwealth
- Training in arts education for non-arts administrators who are working with the arts as Department certification requirements change so frequently. This could provide a foundation for understanding standards in the arts, and the role of cognition, critical thinking, and assessment in the arts.
- Department research agenda needed in the arts

III. POLICY DECISION COMMENTS

Members of the AEAC note that the Department has changed strategies in the development of its strategic plan and urge the Department to reconsider and include the

recommendations submitted earlier in the year to ensure that the arts are treated as a core subject in the plan. Members are particularly concerned about the exclusion of the arts from a) the list of core curricula subjects, and b) the recommended high school graduation requirements in MassCore. (See attachment.)

IV. RECOMMENDATIONS

As a result of several presentations and discussions with arts educators, university teacher preparation faculty in the arts, and arts organization provider representatives, the AEAC was provided with valuable insights about arts education in Massachusetts' schools. These insights are expressed in the following recommendations and rationale that are forwarded to the Commissioner and the Board of Education for consideration.

Recommendation #1: The Arts as Core

The Arts Education Advisory Council (AEAC) recommends that the Commissioner and the Board of Education recognize the arts (dance, music, theatre, visual art) as “core” academic subjects as stated in No Child Left Behind by requiring arts instruction PreK–12, and establishing a one-credit high school requirement in the arts. AEAC also recommends the inclusion of the arts in Massachusetts core curriculum recommendations and/or any other policy statement related to core curriculum put forth for/to/by the State Board of Education.

Rationale:

The inclusion of the arts as core curriculum would allow the arts disciplines to occupy their rightful, powerful, and fundamental place in a student's complete education, supporting efforts to effectively implement the Massachusetts Arts Curriculum Framework and giving strength to the Commonwealth's intent to ensure equity in the PreK–12 learning process for all its citizens. In *McDuffy v. Secretary* (1993), the Supreme Judicial Court of Massachusetts ruled that all children in the Commonwealth have the right to an education that will equip them to fulfill their responsibilities and enjoy their rights as productive participating citizens in a democratic government. To that end, the SJC defined such an education by seven capabilities set forth by the Kentucky Supreme Court in *Rose v. Council for Better Education, Inc.* (1989), which stated that an educated child must possess, among other capabilities, “sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.”

The Education Reform Act of 1993 and resulting Massachusetts Curriculum Frameworks brought the Commonwealth into compliance with *McDuffy* and set the standard for education in Massachusetts. In so doing, the arts were defined as one of the core subjects in the curriculum. *Driscoll v. Hancock* (2004) gave further support to the seven curriculum frameworks as the standard by which the Commonwealth will be judged in order to demonstrate that children are receiving an adequate education. Therefore, identifying the arts as a core subject in MassCore or any other policy statement put forth by the Commissioner and/or Board of Education is consistent with the rulings in *McDuffy* and *Hancock*, as well as the intent of the Education Reform Act. Such action on the part of the Commonwealth demonstrates its intent to continue forward progress toward ensuring an equitable and adequate education for its children.

Many of our nation's leading government agencies, education organizations, and scholars have endorsed the vital role of the arts in education, including: The National Association of Boards of Education, the College Board, the Economic Commission on the States, the National Governors Association, the National PTA, economist Arnold Packer, Director of the SCANS report (the groundbreaking 1991 Department of Labor study of skills necessary for the 21st century workforce), and Alan Greenspan.

The McDuffy Report, the foundation for education reform in Massachusetts, cites the arts as an essential part of each student's education. The Commonwealth's Constitution states that schools "shall give instruction and training in orthography, reading, writing, arithmetic, drawing, music..." The No Child Left Behind Act considers the arts a part of the core curriculum; all superintendents across the country have been reminded of this fact twice by the current and former U.S. Secretaries of Education. As research indicates, the arts engage students in other academic disciplines, as well, and could contribute to reducing the high dropout rate that plagues Massachusetts.

Recommendation #2: Teacher Preparation and Licensure in the Arts

The Arts Education Advisory Council recommends that the Commissioner and the Board identify, examine, and study more closely issues related to teacher preparation and licensure structure specific to arts education prior to making any significant or far-reaching policy actions/recommendations related to teacher preparation and/or licensure in the arts.

Rationale:

Teacher training and licensure was a theme common among school-based supervising practitioners, district arts supervisors, and university arts education faculty. Specifically identified were: (1) the ongoing revision of the licensing process that further removes teacher training in the arts from the control of arts education professionals; (2) the current broad scope of arts educator licensure that includes all levels in one license; and (3) the limited time candidates spend in the field during the practicum, given the scope of the current all-inclusive license.

Arts educators indicated concern over what appears to be an effort to minimize or limit the role of university programs in the licensure process. The importance and effectiveness of earlier and more extensive field-based training programs, as well as school/university partnerships in teacher training are widely acknowledged in the field and clearly supported in the scholarly literature; however, there are also unique realities that must be considered in the case of training arts educators. Primary among those realities is the number of arts educators in any given school or district. Most districts have few arts educators in a given discipline. This means few or no veteran arts teachers may be available in any given district limiting the potential to effectively mentor novice arts teachers during the training process. It is very likely that the trainee will be the only arts educator in his/her discipline in a given school. With little or inappropriate oversight, novice teachers in the arts may find themselves with less effective supervision at a critical time in the development process. This reality is further supported by feedback from first-year teachers who often cite that limited support is available to them from teachers with knowledge in their subject area. Staff development programs, mentors, and other

resources needed to support the novice often do not include an arts-specific focus due to the limited number of arts educators in any one discipline in a given school or district.

A second area of concern relates to the broadened scope of the educator license in the arts. Arts teachers are now licensed to teach all levels and content areas of the given discipline. While this suits the needs of the market, arts supervisors reported challenges when trying to match candidates to available positions. Supervising practitioners reported that student teachers need time and more focused training to “get comfortable with the language needed” in a given area of teaching. Both suggested a need for a more specialized licensing structure. While current university preparation programs meet the challenge of preparing candidates to enter the profession with proficient knowledge and skill to teach all levels and areas of the discipline, candidates are required to address and accomplish a great deal within the context of their training in order to be experts in the diverse and expansive content and pedagogy needed to teach all aspects of the discipline at all levels. Novice teachers often report that the training, while effective for what it is, leaves them more or less prepared for the depth of experiences for which they are licensed.

The comprehensive nature of licensure in the arts requires licensure candidates to teach at two levels, spending a total of 300 hours in the practicum: 150 at each of two levels. While many preparation programs significantly exceed this standard, supervising practitioners indicate the current licensing structure minimizes the time available for the student teacher to assimilate, gain comfort in the setting, and find his/her teacher voice.

Recommendation #3 - Equity

The Arts Education Advisory Council recommends that the Commissioner and the Board examine the impact of testing and funding issues on the implementation of the Arts Curriculum Framework across the Commonwealth, as well as the relationship and goal of the Department to provide students with equity in arts education. It is further recommended that the Commissioner and the Board examine testing and funding policies across the Commonwealth to determine their impact on closing, rather than widening, the equity gap.

Rationale:

A theme common among educators was equity in the educational process. Specifically, teachers expressed concern over the impact of mandated testing and funding issues on arts education in the Commonwealth, and the subsequent effect on equity in education. Educators suggested that funding and testing mandates are challenging districts with fewer resources or districts with a less clear vision of the value of arts education. The result may be the marginalization of arts education in order to address other needs. This, in turn, has the potential to leave the “neediest with less.” Furthermore, teachers indicated teaching to the tests and district-level actions aimed at improving test scores were motivating districts to modify arts curricula to meet the needs of other subjects. The reported impact is that arts teachers are challenged to achieve the benchmarks set forth in the Arts Curriculum Frameworks although the curricular emphasis is diverted.

Given the strides the Commonwealth has made to ensure equity in school reform through its ongoing efforts, including the adoption of the Arts Curriculum Framework, and as

noted in such recent legal cases such as *Hancock v. Driscoll*, it is of concern that implementation of the Arts Curriculum Framework may be sidetracked by other forces in the reform process leading to inequity in learning. It is therefore recommended that the Commissioner and the Board examine the impact of testing and funding issues on the implementation of the Framework across the Commonwealth, as well as the Commonwealth's goal of providing students with equity in education. It is further recommended that the Commissioner and the Board examine testing and funding policies across the Commonwealth to determine their impact on closing, rather than widening, the equity gap.

Recommendation #4 - Research

The Arts Education Advisory Council recommends that the Commissioner and the Board adopt and facilitate a coherent research agenda to study issues impacting arts education in the Commonwealth. Some areas of research recommended for the agenda include:

- (1) Implementation of the *Arts Curriculum Framework***
- (2) Learning achievement in the arts**
- (3) Equity as impacted by effective implementation of the Curriculum Frameworks**
- (4) Equity as impacted by mandated testing and funding**
- (5) Best practices in teaching the arts across the Commonwealth**
- (6) The status of arts education in the Commonwealth**
- (7) Policy-making that impacts arts education in the Commonwealth**

The AEAC specifically suggests that the Department collaborate with the Massachusetts Cultural Council, the National Arts Learning Collaborative, and the Boston Foundation to survey the current state of arts education in the Commonwealth by making response to the survey by superintendents mandatory.

V. COUNCIL DETAILS

Arts Education Advisory Council Web Page:

<http://www.doe.mass.edu/boe/sac/councils/arts.html>

FY07 Arts Education Advisory Council Members:

Dr. Simone Alter-Muri, Professor of Art, Springfield College, Springfield, MA

Ms. Vera Baker, Director of Visual and Performing Arts, Springfield Public Schools, Springfield (Co-Chair)

Dr. Martha Barry-McKenna, Dean, School of Arts and Science, Lesley University

Ms. Maren Brown, Director of Education/Access, Fine Arts Center, University of Massachusetts Amherst

Ms. Colleen Cacchiotti, Teacher, Vocational School

Ms. Maureen G. Caouette, Art Specialist, Littleton Middle School

Ms. Lisa Cohane, Performing Arts Liaison, Worcester Public Schools

Ms. Judith Contrucci, Coordinator of Visual and Performing Arts, Cambridge Public Schools, Cambridge

Ms. Diane Daily, Program Coordinator, Creative Schools Program, Massachusetts Cultural Council

Ms. Lisa Donovan, Director, Creative Arts in Learning Division, Lesley University

Ms. Meredith Eppel Jylkka, Executive Director, National Arts in Learning Collaborative at Walnut Hill
Ms. Frances Jacobson, Program Coordinator, Worcester Arts and Humanities Educational Collaborative
Ms. Teresa Karangioze, Visual Arts Teacher, Parker Middle School, Chelmsford
Mr. David Marshall, Program Manager, Education Program, Massachusetts Cultural Council (Co-Chair)
Ms. Robin Masi, Parent/Consultant, Educational Surrogate Parent Program, EDCO Collaborative;
Ms. Eve D. Montague, Coordinator of Creative Arts, The Brayton School at Massachusetts Hospital School, Canton
Dr. Nancy Moses, Professor of Dance, Bridgewater State College
Ms. Sabrina Quintana, Director of Music, Winchester Public Schools
Ms. Kathy Schweer, Parent Advocate, Carlisle
Ms. Janet Sebell, Coordinator, Undergraduate Art Education, Salem State College
Mr. R. Barry Shauck, Assistant Professor of Art Education, Boston University
Dr. Benedict Smar, Visiting Assistant Professor of Music Education, UMass/Amherst
Ms. Donna Stanton, Instructor, Graphic Design, The New England Institute of Art
Ms. Roseanne E. Trolan, Special Education Art teacher, Cotting School, Lexington
Ms. Debra S. Vitt, Art Specialist, Somerville Public Schools
Ms. Diane Weir, Software Test Automation Engineer, Westford

Advisory Council Co-Chairs

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Department of Education

Liaison: Dr. Lurline Muñoz-Bennett, Arts Education and Equity Coordinator: email: lmunoz-bennett@doe.mass.edu

Administrator: Susan Whelple, Director, Office of Curriculum Standards

Attachment: Copy of AEAC Letter submitted to the Commissioner in April 2007



The Commonwealth of Massachusetts
Department of Education

ARTS EDUCATION ADVISORY COUNCIL

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April 25, 2007

Dr. David P. Driscoll
Commissioner of Education
Massachusetts Department of Education
350 Main Street
Malden, Massachusetts 02148

Dear Commissioner Driscoll,

The Arts Education Advisory Council members are writing in response to the recent release of the MassCore proposal. We note with great concern that the arts, considered part of Massachusetts' core curriculum since the Education Reform Act of 1993, are not identified as core curriculum, nor recommended as one of the MassCore required credits.

Omitting the arts would run counter to overwhelming evidence of their efficacy in preparing students for the 21st century workforce. Many of our nation's leading government agencies, education organizations, and scholars have endorsed the vital role of the arts in education, including: The National Association of Boards of Education, the College Board, the Economic Commission on the States, the National Governors Association, the National PTA, economist Arnold Packer, Director of the SCANS report (the groundbreaking 1991 Department of Labor study of skills necessary for the 21st century workforce), Time, Business Week, and Alan Greenspan. The McDuffy Report, the foundation for education reform in Massachusetts, cites the arts as an essential part of each student's education. The Commonwealth's Constitution states that schools "shall give instruction and training in orthography, reading, writing, arithmetic, drawing, music..." The No Child Left Behind Act considers the arts a part of the core curriculum; all superintendents across the country have been reminded of this fact twice by the current and former U.S. Secretaries of Education. As you have noted yourself, the arts engage students in other academic disciplines as well and could, as ample research indicates, significantly contribute to reducing the high dropout rate that plagues

Massachusetts – “Once they’re engaged, they’ll learn other lessons,” Driscoll said. “I think the big mistake that everybody makes is they think that education is all about the academics” (AP, February 27, 2007).

Other countries, including Singapore, Japan, Germany, and Great Britain, have recognized the critical importance of arts education in preparing students to be innovative, competitive participants in the creative economy and have adjusted their curricula accordingly. California, a major economic challenger of Massachusetts, recognizing the value of the arts in creating a skilled workforce, recently made a substantial investment in arts education. Arts education is also increasingly important in grooming the leadership for the new economy. The Harvard Business Review comments on the increasing importance of arts education in the new economy, “Getting admitted to Harvard Business School is a cinch. At least that’s what several hundred people must have thought last year after they applied to the graduate program of the UCLA Department of Art- and didn’t get in. While Harvard’s MBA program admitted about 10% of its applicants, UCLA’s fine arts graduate school admitted only 3%. Why? An art degree is perhaps the hottest credential in the world of business. Corporate recruiters are visiting the top arts grad schools ... in search of talent. And this broadened approach has often come at the expense of more traditional business graduates.”

Top corporate executives also realize the critical importance of the arts. Paul Chellgren, former CEO of Ashland, Inc., comments, “Today there are two kinds of basics. The first-reading writing and math- is simply the pre-requisite for a second, more complex, equally vital collection of higher level skills needed to function well in today’s world. These basics include the ability to allocate resources; to work successfully with others; to find, analyze and communicate information; to operate increasingly complex systems of seemingly unrelated parts; and, finally, to use technology. The arts provide an unparalleled opportunity to teach those higher-level basics.... The learning is in the doing, and the arts allow students to do. No other educational medium offers the same kind of opportunity.”

McArthur “Genius” prizewinner, Robert Root-Bernstein, who has dedicated his life to exploring connections between the arts and science, notes, “The arts, despite their reputation of being subjective, emotional, nonintellectual pursuits, make science and inventions possible.... Many other studies parallel ours. One found that neither mathematical nor verbal reasoning tests are useful indicators for future careers in science and technology, but high visual imaging ability is. Another found that high aptitude in arts and music are much more predictive of career success in any field than the results of grades, IQ achievement or any other standardized measures.” (Hobbled Arts Limit Our Future, 2002.)

The Education Commission of the States April 2006 report succinctly sums up the fundamental role the arts play in education, “There is compelling evidence that shows student involvement with the arts can make a significant difference in improving educational outcomes for all students--in terms of their academic achievement, their engagement in learning, and their social and civic development.”

The Arts Education Advisory Council urges the State Board of Education to identify the arts as core curriculum in MassCore, and to implement at least a one-credit high school requirement in the fine or performing arts, so that the arts (dance, music, theatre, visual art) can occupy their rightful, powerful and fundamental place in a student's complete education. Thank you for your consideration.

Sincerely,

Vera Baker
Arts Education Advisory Council
Co-Chair

David Marshall
Arts Education Advisory Council
Co-Chair

On behalf of the members of the Arts Education Advisory Council as voted on April 9, 2007.

Membership includes:

Dr. Simone Alter-Muri, Professor of Art/Art Education; Springfield College Performance Arts Department

Ms. Vera Baker, Director of Fine Arts; Springfield Public Schools

Dr. Martha Barry-McKenna, Dean; School of Arts & Science, Lesley University

Ms. Maren Brown, Director, UMA Arts Council; University of Massachusetts

Ms. Colleen Cacchiotti, Teacher; Vocational School

Ms. Maureen G. Caouette, Fine Arts Teacher; Worcester Public Schools

Ms. Lisa Cohane, Acting Performing Arts Liaison, Worcester Public Schools

Ms. Judith Contrucci, Director of Arts; Cambridge Public Schools

Ms. Diane Daily, Program Coordinator; MA Cultural Council, Ms. Lisa Donovan, Professional Development Coordinator; Creative Arts, Lesley University

Ms. Meredith Eppel Jylkka, Executive Director; National Art & Learning Foundation

Ms. Frances Jacobson, Program Coordinator; Worcester Arts Collaborative

Ms. Teresa Karangioze, Art Specialist Teacher; Parker Middle School, Chelmsford

Mr. David Marshall, Program Manager; Massachusetts Cultural Council

Ms. Robin Masi, Visual Artist, Faculty Member; Regis College

Ms. Eve D. Montague, Coordinator, Creative Arts; Brayton School, MA Hospital School

Dr. Nancy Moses, Dance Instructor; Bridgewater State College

Ms. Kathy Schweer, Parent Advocate, Carlisle, MA

Ms. Janet Sebell, Coordinator of Undergraduate Program; Art Education, Salem State College

Mr. R. Barry Shauck, Assistant Professor of Art Education; Boston University

Dr. Benedict J. Smar, Visiting Assistant Professor of Music Education; University of Mass., Amherst

Ms. Donna Stanton, Assistance Professor; Bridgewater State College

Ms. Roseanne E. Trolan, Special Education Art Teacher; Cotting School, Lexington

Ms. Debra S. Vitt, Arts Educator; Somerville Public Schools

Ms. Diane Weir, Software Test Automation Engineer, Westford, MA

Community Service-Learning Advisory Council

I. EXECUTIVE SUMMARY

The Community Service-Learning Advisory Council (CSL Council) spent much of this past year outlining next steps for advancing the recommendations of the White Paper on the status of service-learning: "Fulfilling Our Civic Mission: Service-Learning in Massachusetts, 2006." Since the White Paper was published in the spring of 2006, the Council has shared the findings with over 1,100 educators, politicians, and community organizations, with a focus on pending policy and professional development opportunities.

Two Council task forces were created to: 1) investigate connections to pending legislation (e.g., Senator Moore's Civic Education legislation - an Act to Provide a Framework for Civic Education) and current policy efforts such as Governor Patrick's Commonwealth Corps initiative; and 2) explore integrating service-learning into pre-service teacher training and to develop additional professional development opportunities for current teachers.

In addition, the Council has:

- assisted the Community Service-Learning Specialist at the Department of Education in the recognition of leaders in the field;
- participated in the state service-learning conference this past May (2007);
- presented at various conferences within and beyond Massachusetts including MASS/MASC and "Developing and Deepening Academic Service-Learning" (professional development day) at the Hudson Public Schools; and
- expanded the expertise of the Council by adding nine new members, representing higher education, business, schools, and community-based organizations.

II. INTRODUCTION

The Community Service-Learning Advisory Council was established in 2000 to review, advise, and make recommendations to the Commissioner and the Board of Education on state service-learning programs and policies to promote academically meaningful, sustained, and high quality service-learning experiences throughout students' schooling. In order to provide accurate advice and make appropriate recommendations, the Council produced a White Paper that outlines the past, present, and future opportunities for service-learning in Massachusetts schools. The White Paper outlines a set of recommendations that educators, the Board of Education, and the legislature can use to enhance the value and effectiveness of service-learning.

The Council met four times in 2006-2007. Meetings were held on November 14, 2006, at the All Advisory Councils meeting sponsored by the Department; January 16, 2007, in Hudson following its professional development day; March 6, 2007, at Hudson Public Schools; and May 5, 2007, following the annual statewide Community Service-Learning Conference.

During 2006-2007, the Council strategized and created plans for the following:

- Taking action steps that increase policy support and public advocacy for service-learning. We will work closely with other groups promoting similar efforts, such as Governor Patrick's staff, the Massachusetts Service Alliance, Higher Education, and the Board of Education.
- Compiling promising practices relative to institutionalizing service-learning, including language used in district/school improvement plans, professional development plans, etc.
- Recommending processes for measuring the value of service-learning for students and communities.
- Supporting a statewide network of teachers and administrators committed to sharing promising practices in service-learning.

III. CURRENT ISSUES

The Council has received extensive feedback from both educators and community-based organizations on its newly published White Paper and other related service and civic efforts in the Commonwealth. There is consensus that additional credibility would be given to service-learning if the Department and Board of Education would endorse service-learning in their programs, including curriculum frameworks, professional development, RFP grant language, promising instructional strategies, civic engagement, etc. The Council will consider making specific recommendations for doing this during 2007-2008. There are also a number of other important legislative and community-based efforts coalescing around service and civic engagement/education that the Council plans to support.

IV. ADVISORY COUNCIL ACTIONS

The following are actions that the council will undertake in the coming year:

- 1) Request time on a Board of Education agenda to discuss White Paper recommendations.
- 2) Work with the Department to find ways to collaborate across program areas.
- 3) Work with the state Legislature to develop policy recommendations and funding to promote service-learning and civic education.
- 4) Connect with Massachusetts Campus Compact and other higher education institutions to integrate service-learning pedagogy into teacher education programs.
- 5) Support the Massachusetts Service Learning Partnership (MSLP) in recruiting a skilled teacher practitioner base to disseminate, train and support service-learning practice in K-12 schools.

V. POLICY DECISION COMMENTS

No policy comments at this time.

VI. RECOMMENDATIONS

The Council recommends that service-learning be integrated as a component of new initiatives to increase the graduation rate in Massachusetts.

VII. COUNCIL DETAILS

First Name	Last Name	Affiliation
Julie	Bartsch*	Bolton
Sheldon	Berman*	Hudson Public Schools
Loxie Jo	Calmes	Lunenburg Public Schools
Jim	Gibbons	Realty Vision
David	Roach	Millbury Public Schools
Alexander	Wheaton	Tantasqua Regional High School
Sarah	Krongard	Wellesley College Student
Barbara	Locurto	Boston Public Schools
Beth	McGuinness	Massachusetts Service Alliance
Alan	Melchior	Brandeis University, Center for Youth and Families
John	Saltmarsh	New England Resource Center for Higher Education, University of Massachusetts Boston
Barbara	Canyes	Massachusetts Campus Compact
Felisa	Tibbitts	Human Rights Education Associates
Georgia	Clancy	Whitman-Hanson Public Schools
Rich	Cairn	Hampshire Educational Collaborative
Anne	French	North Adams Public Schools
Carol	Kinsley	Springfield
Heather	Boulger	Berkshire County Regional Employment Board

*Co-Chairs

Department of Education

Liaison: Kristen McKinnon, Service-Learning Specialist

Student Support/Student Support, Career, and Education Services: www.doe.mass.edu

Administrator: John Bynoe, Associate Commissioner

Community Service Learning Advisory Council Webpage

<http://www.doe.mass.edu/boe/sac/councils/csl.html>

Educational Personnel Advisory Council

I. EXECUTIVE SUMMARY

The 2006-2007 Educational Personnel Advisory Council (EPAC) met eight times during the past year, in addition to a May telephone conference call. The Council's three priorities - Licensure, Recruitment, and Educator Data – continued to be the focus of our 2006-2007 meetings, with a major emphasis on the new licensure system proposals. Our EPAC meetings included Department updates on licensure, educator preparation, EPIMS (Education Personnel Information Management System), educator quality initiatives, and a review of various proposed legislative initiatives on recruitment, educator preparation, and induction, among others. We also heard regular updates from an Ad-Hoc Criminal Record Committee regarding the need for a national criminal records check and the relevant issues and obstacles in Massachusetts.

However, much of the work of the Council this year, again, focused on helping the Department staff rethink licensure. We continued our previous year's deliberations on a new licensure system and provided specific feedback on licensure and educator preparation issues to the Department. Our fall and winter meetings centered primarily on licensure issues, including a review of the licensure forums that the Department sponsored. In April, we were able to review "A New Agenda for Educator Effectiveness" prior to its submission to the Board. In June, we had an important discussion regarding the 2005-2006 MTEL (Massachusetts Test for Educator Licensure) exam scores that focused on the struggle that minority and non-English speaking teachers are having in passing the state's licensure exam. This has been a major concern for EPAC for a number of years. We were pleased to accept the Commissioner's invitation to convene a MTEL Pass Rate Study Group. EPAC members, Ray Shurtleff and Linda Davis-Delano, will represent the Council and work with Department to convene this MTEL Pass Rate Study Group in late August.

Our goals for the 2007-2008 will continue to be focusing on Licensure, Recruitment, and Educator Data issues. We look forward to working with and supporting the MTEL Pass-Rate Study members in their important research, analysis, and future recommendations. In addition, in late June we were asked by the Commissioner to assist the Department in engaging the relevant constituencies in a review and revision of the state professional development plan, which was last revised in 2001. We look forward to working on this important initiative.

II. INTRODUCTION

Educational Personnel Advisory Council (EPAC) FY2006 Council Statement

The Educational Personnel Advisory Council advises the Commissioner and the Board of Education on issues pertaining to all educational personnel. The current focus is on accountability and support for educator quality at every level, specifically in the areas of recruitment and retention, induction and mentoring, preparation program approval, and resources for educators. Advice on the development of programs to prepare new school leaders will be a priority this year.

2006-2007 EPAC Meeting Schedule

Wednesday, September 20: MSSAA - Franklin, 9:30am-1:00pm
Wednesday, October 11: MTA - Auburn, 9:30am-3:00pm
Wednesday, November 1: MSSAA - Franklin, 9:30am-1:00pm
Wednesday, December 6: MSSAA-Franklin, 9:30am-1:00pm
Wednesday, January 3: Cancelled – Inclement Weather
Wednesday, February 7: MTA - Auburn, 9:30am-1:00pm
Wednesday, March 7: MSSAA - Franklin, 9:30am-2:30pm
Wednesday, April 4: MTA - Auburn, 9:30am-2:30pm
Wednesday, May 2: Telephone Conference Call: 9:30am-11:00 am
Wednesday, June 6: MSSAA - Franklin, 9:30am-1:00pm

III. CURRENT ISSUES

As indicated in the executive summary, the Council has spent significant time working with Department staff on the development of a streamlined licensure system. We expect that many of our 2006-2007 meetings will also focus on the development of a new licensure system. We will continue to focus on recruitment and educator database initiatives, along with seeking input into other related educational personnel issues, including the previously mentioned national criminal background check issues.

IV. ADVISORY COUNCIL ACTIONS

The Council took no specific actions, although we did make several recommendations to the Department on the development of a future license system. We look forward to playing an important advisory role of these issues in FY 2008.

V. POLICY DECISION COMMENTS

We had several opportunities to provide comments to Associate Commissioner Bickerton and the Commissioner on pending policy decisions of the Board of Education or the Department and we felt that our comments were heard and respected.

VI. RECOMMENDATIONS

We have no specific recommendations, other than continuing to use the Educational Personnel Advisory Council as a sounding board for current critical issues. We look forward to this partnership and hope to play a continuing supportive role in helping the Department fulfill its goals and objectives. We hope that the Department will continue to focus on listening to advice from educational organizations and educational personnel, as represented on the Council, who are directly affected by the educational and personnel policy decisions of the Department.

VII. COUNCIL DETAILS

2006-2007 Council Members

Virginia Anderson	Assoc. Executive Director, MSSAA
Andrew Calkins	Executive Director, Mass Insight Education
Frances Cooper-Berry	Staff Developer, Cambridge Public Schools
Parker Damon	Program Advisory Chair, MESPA
William Dandridge	Vice President, Lesley University
Linda Davis-Delano	President, MACTE
Barbara Garvey	Teacher, Brockton Public Schools

Magdalene Giffune

Elizabeth Gushove

Denise Hammon

Marcia Horne

Donald McCallion

Peter Mili

Phyllis Renton Walt

Ray Shurtleff

Nora Todd

Philip Veysey

Massachusetts Association of School
Superintendents

Teacher, Wilmington Public Schools

Vice-President, AICUM

President, COMTEC

Executive Director, MASPA

Teacher, Cambridge Public Schools

Professor, Early Childhood, Massachusetts Bay
Community College

Educational Consultant - EPAC Chair

Prof Development Specialist, MTA

Director of Educational Policy, AFT -
Massachusetts

Department of Education

Liaison: George Sheehan

Administrator: Robert Bickerton, Associate Commissioner

EPAC URL on Department of Education Website

<http://www.doe.mass.edu/boe/sac/councils/epac.html>

Educational Technology Advisory Council

I. EXECUTIVE SUMMARY

Now in its sixth year, the Education Technology Advisory Council (ETAC) has developed a number of tools and opportunities to assist our colleagues in the schools. We focus on appropriate leadership and support for the use of technology by teachers and students for teaching and learning. We have maintained the School Technology Readiness (StaR) chart that was developed several years ago, provided recommendations to the Department about licensure, including a technology requirement for all licenses and having licenses for Instructional Technology Specialists and Coordinators. We have continued to help design how MCAS can be taken online, and we have maintained the importance of one-to-one computing for Massachusetts students and educators. We have written and posted on our website a position paper about the need for an instructional technology specialist in schools, we are collaborating with other organizations to update the technology standards for students, and we are contributing to conferences by explaining our work and collecting reactions from the schools. ETAC has met regularly and maintains its enthusiasm and commitment to the charge we were given. We ensure that the information posted on our website is current. One visitor, John Hodgman, started our thinking about “Using Data to Lead Students into the STEM (science, technology, engineering, mathematics) Pipeline.” We have considered electronic portfolios but have not finished that work.

At this time, eight members’ second term of service on ETAC is coming to an end, and eight other members are remaining. This is the first such large turnover in our history.

II. INTRODUCTION

The Mission

ETAC’s mission is the charge from the Commissioner:

The Educational Technology Advisory Council shall advise the Board of Education and the Commissioner in three broad areas:

- the development of policies guiding the use of information technology and educational support in the schools of the Commonwealth;
- the identification of current and emerging issues involving technology, together with the concerns of educators, employers, higher education institutions, and others; and the development of policies to address such issues; and
- the management and oversight policies for the Department's educational technology programs.

Further, the Advisory Council shall advise the Commissioner and the Board on policies affecting educational technology in such areas as teacher preparation, certification and licensure, curricular standards and guidelines, and funding and incentive programs for school districts, including but not limited to:

- Implementation and assessment of the Department's technology program;
- Implementation and assessment of the MassONE initiative;
- Implementation and assessment of the statewide professional development plan with regard to the use of technology in instruction;

- Implementation and assessment of programs addressing accessibility and the digital divide; and
- The Department's capacity to address technological issues.

The Vision

By the year 2010, all schools in the Commonwealth will have technology-infused environments for teaching and learning for all students across all disciplines and programs. Students, staff, and faculty will use state of the art technology to discover, create, and communicate and are able to do that because they will have universal access anytime, anywhere through wireless portable equipment. Schools will be linked technologically to other (educational) institutions, to communities, and to the world. The infrastructure, which is invisible, will enable the academic uses of technology by providing management and other support functions including preservice training, professional development, and student assessment.

The Goals

We state our goals as answers to the question: Why technology in schools in Massachusetts?

1. To prepare students for 'their future not our past'

There is hardly a businessperson today, from cobbler to CEO, from architect to publisher, who does not require and depend on technology in some form to be competent, productive, creative, and competitive. We are living in a diverse community and a continually shrinking globe. Students must be prepared for that kind of a world with sensitivity, understanding, and knowledge, not intolerance and prejudice.

2. To teach students the skills and competencies they will need to succeed in a 21st century economy

Students will be able to do research on the web, evaluate web resources, and demonstrate other skills for the 21st century workplace.

3. To empower students to construct knowledge; to give students power over their own learning; to be independent learners

Students can access information without any obstacles. Students can tailor their studies, that is, learn through their strengths and accommodate for their weaknesses. In the end, there may not be strengths or weaknesses anymore--only differences. Students can find their learning style. They can be active learners. They can also be creative individuals as well as innovative individuals. Technology is clearly a tool, which encourages both creativity and innovation.

4. To teach students responsibility

Because students can access information without few obstacles, they must learn how to be responsible users of information, checking their Internet sources, and have a social conscience. They must learn the proper balance between commercialism and the common good.

5. To expand faculty-teaching repertoires

With technology, faculty can organize their classes differently than they do currently: use the web, interact online, and provide instruction from a distance. Teachers can construct their lessons to provide differentiated instruction and varied learning activities to match student learning styles and student needs to instructional techniques.

6. To break down the current confining walls of classrooms

With technology, such as MassONE, teachers can access worldwide resources and personnel through the Internet, which are not available in many classrooms.

7. To improve management

Databases, other people's experiences and expertise, research studies, comparative statistics, and communications links are easily accessed and easily interrelated for purposes of analysis and decision-making. Technology provides a vast array of tools for productivity in schools and systems.

8. To support K-12 educational reform and prepare teachers to deal with it

No reform currently under consideration (including No Child Left Behind requirements) can be achieved without technology. Time and learning, professional development, relicensure, common core, curriculum frameworks, professional standards, the statewide database, site based management; all require the use of technology.

David Thornburg (1996)

III. CURRENT ISSUES

- Increasing the utility of MassONE
- Exploring how to help school districts educate decision-makers about the current deteriorating school technology conditions
- Maintaining the currency of the STaR chart
- Supporting MCAS Online Testing
- Recommending changes in educator licensure to include technology competencies
- Responding to the data-warehousing project of the Department
- One-to-one computing for students and educators in the Commonwealth
- The importance of the IT specialist in schools
- Exploring IT fluency as a goal for students and educators

IV. ADVISORY COUNCIL ACTIONS

1. Presentation at MassCUE and other venues
2. Testimony about licensure at Department meetings
3. Work on one-to-one computing
4. Maintaining the STaR chart
5. Contributing to the development of MCAS Online Testing
6. Contributing to STEM Summit IV: Wingspread IV
7. Working with other organizations such as the Mass Technology Leadership
8. Council to review and revise student IT standards
9. Considering appropriate role of ETAC members with regard to a Science and Technology (STEM) Bond bill

V. POLICY DECISION COMMENTS

ETAC has communicated with the Commissioner on: the importance of one-to-one computing; changing the IT licensure content and process, as well as the importance of adding a technology requirement to all licenses; and emphasizing the importance of the technology integration specialist position in the schools. ETAC has contributed universal design standards to the Department for use in its digital work. ETAC members, as individuals, are considering their role in supporting a STEM bond bill.

VI. RECOMMENDATIONS

See IV above. Issues 2, 3, 7, and 8 should be translated into appropriate action by the Department. In addition, as half the Council turns over, this year's Council makes the following suggestions for the work of our successors:

1. Mandating technology requirements for student teaching/the practicum
2. Expanding the concept of online testing for students and prospective and current teachers
3. Recommending electronic portfolios for students and teacher candidates
4. Focusing on professional development using the STaR chart and new IT standards (which are on the ETAC website)
5. Rethinking/updating the "resources" section of the ETAC website
6. Paying attention to the changing nature of the Digital Divide
7. Meeting with the Engineering/Technology Council
8. With the appointment of a new Commissioner, ETAC may receive a new charge and/or may want to review its charge

VII. COUNCIL DETAILS

Educational Technology Advisory Council Members

Nora Bourgojn, Executive Vice President	Fidelity Investments
Susan R. Cusack, Technology Specialist	Lesley University
Cheryl Forster, Principal	Ipswich Middle School
Steven J. Gag, Technology Advisor	Office of the Mayor of Boston
Michael Gilbert, Field Director of Information and Technology	Massachusetts Association of School Committees
Molly Greenberg, Student Representative	Weston Public Schools
Heather Johnson, Vice President Membership and Workforce	Massachusetts Technology Leadership Council
Laurie Keating, President	MassCUE
Beth Lowd, Coordinator	Business and Education for Schools and Technology
David P. Magnani, President	EdAction Associates

André Mayer, Senior Vice President	AIM Communications & Research
Thomas J. Plati, Director of Curriculum, Assessment, and Technology	Hopedale Public Schools
Arthur Travis, Instructional Technology Specialist/Computer Teacher	Southwick-Tolland Regional School District
David S. Troughton, Superintendent	North Reading Public Schools
David Whittier, Assistant Professor	Boston University School of Education
Isa Zimmerman, Chair Senior Fellow, The PK-16 STEM Initiative	President's Office: Academic Affairs and UMass Donahue Institute

2006-2007 Meeting Schedule:

September 25

November 14

January 29

April 3

May 21

Department of Education

Liaison: Connie Louie, Instructional Technology Director, Phone: 781-338-6865, Email: clouie@doe.mass.edu

Administrator: Maureen Chew, Chief Information Officer

Council Web site: <http://www.doe.mass.edu/boe/sac/edtech/>

English Language Learners/Bilingual Education Advisory Council

I. EXECUTIVE SUMMARY

The English Language Learners/Bilingual Education Advisory Council (ELL/BEAC) accomplished several objectives during the 2006-2007 school year. The Council reviewed and provided feedback on documents produced in the previous year by the Department's Office of Language Acquisition and Academic Achievement, including the approval process for professional development that is offered by school districts and other institutions.

The Council discussed the continued need for focused implementation of programs for English language learners (ELLs), including the consistent implementation of Sheltered English Immersion (SEI) and English Language Development (ELD) in districts throughout the state. The Council continued discussion on the interface of English language learners and special education and concluded that there seems to be a lack of clarity when identifying ELLs for special education services. In some cases, ELLs are being over-identified. In other cases ELL students are not referred for special education services even when there are reasons to believe that special education needs may exist. The Council continued discussions in support of an ELL licensure endorsement that would require all teachers with as few as one ELL in their classes to receive appropriate professional development to implement Sheltered English Immersion (SEI).

In the 2006-2007 school year, the ELL/BEAC discussed the following issues:

- Addressing additional regulations, regarding the implementation of Question 2/Chapter 71A. (For example: changing SEI teacher training recommendations to mandates that still address teacher union challenges to the Department's guidelines.)
- Examining data used to potentially inform the Board of Education about ELL achievement status as impacted by school district compliance with Department guidelines for Sheltered English Immersion training.
- Standardizing the definition of limited English proficient (LEP/ELL) students so that districts transition their ELLs into mainstream programs in a more consistent and uniform manner and better define instructional programming options for students who are getting ready for such a transition.
- Finding ways to do more public outreach to school districts that are not addressing the needs of English language learners as a high priority.
- Facilitating specific training for district and school administrators so that teacher training and ELL needs are supported.
- Defining the role and mission of the ELL/BEAC.
- Reaching out to provide professional development to special education teachers who are serving ELL students and who are not trained in how to best teach them.
- Giving feedback on a recommended high school core curriculum being designed by the Department.
- Stressing the importance of advocacy for ELLs in public forums about high school drop-outs and graduation rates.

- Exploring the possibility of compiling a resource booklet for teachers who work with ELLs in a variety of settings.
- Collecting data on the effectiveness of SEI category training.
- Developing a survey to determine the effectiveness of SEI category training. The first iteration of this survey was piloted during the 2006-2007 school year.

II. INTRODUCTION

The English Language Learners/Bilingual Education Advisory Council's role is to advise the Board of Education and the Commissioner on matters pertaining to the education of English language learners in Massachusetts public schools. Specifically, the Council will: assess statewide trends and needs; seek public and professional input; analyze information regarding the education of English language learners; advise and make recommendations regarding legislation, regulations, and program guidelines; and provide other programmatic recommendations as it deems necessary to fulfill the goals established by the Board of Education.

The Council is engaged in the following activities:

- Discussing performance data of ELLs on state standardized assessments and clarifying other testing issues, which includes the review of the Annual Measurable Achievement Objectives.
- Advising the Commissioner and the Board of Education on issues concerning the development of English proficiency and academic achievement of limited English proficient students.
- Enhancing communication with other Department units (English Language Arts, Special Education, Family Literacy, etc.) that would ease the delivery of instruction of English language learners in districts.
- Pursuing the availability of testing modifications in the administration of the MEPA (Massachusetts English Proficiency Assessment), ELL students with disabilities, and the limitations of SIMS codes in capturing the diversity of the ELL population in Massachusetts.
- Revising a SEI professional development survey for distribution in the 2007-2008 school year.

2006-2007 Meeting Schedule:

Please note: all meetings were held at the Massachusetts Department of Education at 350 Main Street, Malden, MA

Tuesday, October 10th, 3-5 pm, Room 3B
 Tuesday, November 7th, 12:30-2:30 pm, Room 3C
 Tuesday, December 12th, 3-5 pm, Room 3B
 Tuesday, January 9th, 12:30-2:30 pm, Room 3B
 Tuesday, February, 6th, 3-5 pm, Room 3B
 Tuesday, March 13th, 12:30-2:30 pm, Room 206
 Tuesday, April 3rd, 3-5 pm, Room 3B
 Tuesday, May 8th, 12:30-2:30, Room 3B
 Tuesday, June 12th, 3-5 pm, Room 3B

III. CURRENT ISSUES

The Department reports MCAS results subaggregated by LEP students, and also publishes MEPA results by school and district. The Department has not, to date, made available LEP student achievement data further disaggregated by ELL program type, which is also required in the language of M.G.L. 71A. Review of the MEPA, MCAS, retention rates, and four-year graduation rates are important measures to include in discussions of the effectiveness statewide of the current Sheltered English Immersion program. In addition, the Department should consider how to collect further data on students—for example, the level and years of formal schooling students have completed upon their entrance to United States schools and student literacy levels in their home language.

Currently, the Department has provided districts with guidance on the implementation of Sheltered English Immersion. However, regardless of the guidance provided, districts often interpret the Chapter 71A as they deem appropriate. The Council believes such guidance should become regulations. As an example, the four SEI categories of professional development courses are guidance for districts. The Council believes the creation of an ELL endorsement required of all teachers in SEI programs is needed to enforce the guidance issued by Commissioner Driscoll's June 15, 2004 Memorandum. In the spring of 2006, such a recommendation to create an ELL endorsement was tabled and later denied. The Advisory Council has continued to revisit this recommendation with much reflection and discussion. We have developed and piloted an SEI professional development survey to measure the effectiveness of SEI training. We created this survey to provide data that support the effectiveness of the SEI four-category training and to develop a better understanding of which aspects of the training are working and what needs to be enhanced.

The Council also recognizes the importance of alternative language programs (Transitional Bilingual Education, Two-Way Bilingual, and native language literacy classes for students with little or no formal schooling) and would like the Department to provide more guidance to school districts on these programs.

Teachers, school sites, and central office administration must understand the need to implement appropriate services for ELLs. The Council is concerned that the majority of ELLs in the state are being educated in submersion situations, where they are allowed to sink or swim. Submersion is in contrast to the required Sheltered English Immersion program. The current achievement gap between the academic performance of ELLs and their English-speaking peers suggests that the current education for ELLs is lacking. Clear guidance on appropriate program placement is needed for all districts. There are program alternatives that all districts should consider and explore actively including Transitional Bilingual Education, Two-Way, and Sheltered English Immersion programs. An understanding that these programs may look different based on whether or not student placement is in a high or low incidence school district should also be shared.

There is a serious shortage of highly qualified English as a Second Language (ESL) teachers. The Department has defined requirements for daily ESL instruction for students at different language proficiencies. However, with both a shortage of teachers and a lack of resources, districts in general are struggling to meet these requirements. ESL teachers

who can provide quality English Language Development services are needed throughout the state. Council members believe that the working conditions of these teachers must be addressed. Many ESL teachers must travel between several buildings each day. They are sometimes laid off due to a district's budget process despite the need to provide English Language Development services taught by an ESL certified teacher. Teachers' caseloads are often so large that they cannot provide ELLs with the number of instructional hours recommended by the Department.

Because English language learners may not be appropriately serviced in some districts, the Council is concerned that there may be an increased reliance on special education to provide second language acquisition support to ELLs. Thus, the Council believes that training of special education teachers and administrators is needed to ensure appropriate identification and servicing of ELLs with disabilities. By monitoring the referral rates of ELLs for special education, the Department can ensure that there is a trend toward appropriate identification. Special educators should also be required to complete the four category courses of SEI professional development.

At the present time, there is a critical shortage of highly qualified special needs educators who are qualified to assess or teach ELLs with disabilities. In addition to having the special education license (moderate or severe disabilities), these special education teachers also need to hold an ELL license and/or a bilingual license to adequately serve ELLs with disabilities. (Currently there is no license in Massachusetts yet that merges these two fields of education.)

The Department must begin to engage institutions of higher education in the preparation across licensure programs of preservice teachers who are appropriately trained to meet the needs of ELLs. The Department should consider the requirement of SEI category training by higher education institutions that offer licensure programs for preservice teachers. Districts must be encouraged to hire teachers at all levels who have knowledge and skills in the four SEI categories of effective instruction for ELLs.

IV. ADVISORY COUNCIL ACTIONS

The ELL/Bilingual Advisory Council reviewed achievement data on the progress of ELLs to further the understanding of the achievement gap that currently exists for this population. The Council reached out to other advisory councils, through attendance at the annual meeting of all advisory councils.

The Council created a Professional Development Survey designed to evaluate the effectiveness of the SEI Four Category professional development trainings. This survey was piloted with educators who had completed at least one of the category trainings. The information gleaned from these surveys will be used to offer suggestions to the Department and districts that could enhance future trainings. Survey results may also support the Council's position that trainings should be required for all teachers and administrators working with English language learners. This survey will continue to be revised and a decision as to how best to use its findings will be determined.

The Council continues to provide guidance to the Office of Language Acquisition and Academic Achievement on the implementation of Sheltered English Immersion in the

state. The Council has been informed that an administrator's training module that will serve as a model to inform all levels of school administration on the proper implementation of services for ELLs is being created. The Council will make recommendations to this module as it is more fully developed. The Council also needs to review, collect, and begin the process of disseminating "best practices" information among school districts for working with English language learners. The Council is considering developing a brochure for parents of ELLs that will inform them of their rights. A sub-committee of advisory council members will meet in August 2007 to create a yearlong plan where decisions will be made as to which priorities will be addressed by the Council in the 2007-2008 school-year.

V. POLICY DECISIONS -- COMMENTS

The Council recommends that the Department ensure the appropriate implementation of Sheltered English Immersion, as SEI programs are the most prevalent programs for educating ELLs in Massachusetts, by changing current guidance to regulations. We have determined the following areas of particular need:

1. A clear understanding of the services to be provided to ELL students at different language proficiency levels including the amount of time ELL students receive English Language Development services and the type of instructional programming that would most benefit students at the transitioning level
2. Continued SEI Four Category professional development to ensure that all teachers working with ELL students in both SEI self-contained classrooms and in general education are appropriately trained.
3. Additional information and clarification of current guidelines detailing the appropriate implementation of SEI for districts and schools are needed in order for districts and schools to understand and appropriately implement SEI.

VI. RECOMMENDATIONS

The Council respectfully submits the following recommendations:

1. Current guidance for the education of English language learners become regulation so that school districts are required to implement appropriately Sheltered English Immersion and English Language Development programs. Council members are concerned that many ELLs continue to be serviced in submersion, sink or swim, programs that provide little or no English language support.
2. Special needs professionals who serve ELLs with disabilities are properly trained in the four categories of Sheltered English Immersion, as delineated in the Commissioner's June 15, 2004 Memorandum.
3. Finally, the Department needs to examine what more can be done to support districts in increasing services to parents and families. Many families of English language learners are in need of English as a Second Language, adult education, and parenting classes.

VII. COUNCIL DETAILS

Council Members:

Mr. Gary Abdullah, Swampscott Public Schools

Dr. Paul Abraham, Professor, Simmons College

Dr. Margaret Adams, Director of Balanced Literacy and Title I, Malden Public Schools
Ms. Colleen Billings, ELL Director, Salem Public Schools
Dr. Danielle Carrigo, Director, ELL Programs, Worcester Public Schools
Ms. Suzanne Coffin, Haverhill Public Schools
Dr. Michaela Colombo, Assistant Professor, Graduate School of Education, University of Massachusetts, Lowell
Dr. Julie Coppola, Assistant Professor, Boston University School of Education
Ms. Victoria Ekk, Principal, North Attleboro Middle School
Ms. Kathy Frye, ELL Triad Administrator, Boston Public Schools, Chairperson
Ms. Mary-Grace Fusco, ELL Director, Chelsea Public Schools
Mr. Thomas King, Language Acquisition Coach, Boston Public Schools
Ms. Susan L. Schwartz, K-8 ESL Teacher, Methuen Public Schools
Dr. Maria de Lourdes Serpa, Professor, Lesley University School of Education
Ms. Karen Luttenberger, Berkshire Hills Regional Schools
Dr. Sergio Paez, ELL Director, Leominster Public Schools
Ms. Kasha Przbylska, Student

Department of Education

Liaison: Amanda Lebleu, Educational Specialist

Administrator: Kathryn Riley, Director, Office of Language Acquisition and Academic Achievement

Gifted and Talented Advisory Council

I. EXECUTIVE SUMMARY

The Gifted and Talented Advisory Council created a sample template for districts or schools to use in creating an identification process for students who are gifted and talented. This template includes sample forms, flow charts, sample letters, etc. The suggestions follow the standards for identification of the gifted as set forth by the National Association for Gifted Children. The next priority for the Council is to create a sample compendium of possible identification tools.

II. INTRODUCTION

The Gifted and Talented Advisory Council's mission and goals for 2007 are to act as an advisor for districts that are establishing gifted programming through Department funding for gifted programming. The Council intends to create a resource packet for districts of best practices in identification of the gifted. The Council met four times during the 2006-2007 year.

III. CURRENT ISSUES

The Council would like to:

- become more involved in the selection of grant recipients of gifted and talented funds
- help in educating grant recipients in best practices
- help mentor grant recipients in the implementation of their start-up gifted programming
- create educational seminars for gifted programming, identification, curriculum development, etc.
- see the creation of a full-time Department staff member in charge of gifted education
- ask the Department to continue to increase requests for funding for gifted education in the Commonwealth
- help create Department guidelines for effective gifted programming

IV. ADVISORY COUNCIL ACTIONS

The Council has created sample templates for districts and schools to use in developing a process for the identification of the gifted.

V. & VI. POLICY DECISION COMMENTS/RECOMMENDATIONS

The Gifted and Talented Advisory Council welcomed the news that Commissioner David Driscoll and the Board of Education, in their budget for the Governor, requested \$5,000,000 for gifted education. Gifted education is valuable for everyone in the Commonwealth, and provision of gifted services in all public schools is essential for closing the achievement gap. The Council recommends the following set of initial priorities in funds for the education of the gifted:

- In 2006, the Council adopted a definition for gifted and talented which is reflective of the broad diversity of gifted learners in the Commonwealth. We recommend that the highly exclusionary language in the state budget line item 7061-9621 be struck, and substituted with the definition proposed by the Council.

This costs no money to implement and should be implemented regardless of whether the \$5,000,000 is eventually appropriated.

- Conduct a nationwide search for a full-time staff person at the state level to coordinate services for gifted and talented learners. An initial task for that person would be to develop and implement a statewide rubric and methodology for the identification of gifted and talented learners.
- Develop professional development opportunities for administrators, teachers, school psychologists, guidance counselors, and parents regarding the academic, social, and emotional needs of gifted and talented learners and low-cost, practical methods for appropriately meeting those needs.
- Develop in-school programmatic services that will meet the academic, social, and emotional needs of gifted children in all age groups, in all geographic regions, across all economic strata, and in all categories of ethnicity, language proficiency, gender, and disability.

VII. COUNCIL DETAILS

Council members for 2006-2007:

William Carey, Community Representative

Geraldine Creedon, State Representative

Joseph Gilbert, Director of Professional Development, Cape Cod Collaborative, Sandwich

Joseph Gillis, Jr., School Committee Member, Bridgewater-Raynham Regional School District

Susan Dulong Langley, President of MAGE, Teacher, Framingham Public Schools

Ellen Neelands, Grade 3 Lead Teacher, Lowell Community Charter Public School, Lowell

Mary Russo, Principal, Richard J. Murphy School, Boston Public Schools

Sylvia Jordan, Principal, Newbury Elementary, Triton Regional School District

Aimee Yermish, Consultant in gifted education and learning disabilities, da Vinci Learning Center, Stow

Officers for 2006-2007:

Chairperson: Sylvia Jordan

Phone: (978) 465-5353

Email address: sjordan@triton.info

Vice Chair: Aimee Yermish

Phone: 978-461-4815

E-mail: aimee@davincilearning.org

Department of Education

Liaison: Deborah J. Walker

phone: 781-338-3347

email: djwalker@doe.mass.edu

The website for the Gifted and Talented Advisory Council is:

<http://www.doe.mass.edu/boe/sac/gifted/>

Global Education Advisory Council

I. EXECUTIVE SUMMARY

The Global Education Advisory Council (GEAC) is committed to the infusion of a global perspective into existing Massachusetts curriculum. In addition to advising and providing information to the Commissioner about how to engage students in learning about our changing world, the Council acts as a liaison between the Massachusetts Initiative for International Studies (MIIS) and the Massachusetts Department of Education (Department). Council members also collaborate with the global education committee of the Massachusetts Association of School Superintendents (MASS). In May 2007, Massachusetts was awarded the Goldman Sachs State Prize for International Education, presented in recognition of the work of MIIS and GEAC to promote global education.

During this past year, the Global Education Advisory Council provided the Department with the following:

1. A rationale, “Global Education in Massachusetts Schools: The Case for Urgency,” and a menu of suggested activities for schools, which were distributed by Commissioner Driscoll during International Education Week, the second week of November 2006.
2. A survey of current global education practices in Massachusetts schools to be distributed, collected, and collated by the Department and evaluated collaboratively with GEAC.
3. A packet of resources for superintendents to assist in infusing a global perspective into curriculum (listed in section III), which was distributed to superintendents at the MASS conference July 18, 2007. Selected curriculum models will be posted on the Department's MassONE website and on MIIS Website www.massinitiaive.org/global_advisory.php.

Global education has become a state priority. Commissioner Driscoll, in his vision statement of October 2006, declared “Massachusetts must prepare students to participate effectively in this democratic society and in the global marketplace.” In December 2006, the Massachusetts Board of Education voted to allocate one million dollars to support global education that, unfortunately, did not survive the Legislature. GEAC and MIIS will continue the effort to put state monies into the fund. Governor Patrick’s new Readiness Project provides funding for a leadership team to craft an implementation plan to support the goal of global educational excellence.

This Council is eager to engage in strategies within the next year to move the work of infusing global education to scale in Massachusetts by: 1) collaborating with professional Massachusetts educational organizations such as the Massachusetts Association of School Superintendents (MASS) and Massachusetts Secondary School Administrators’ Association (MSSAA); 2) collaborating with professional development providers and schools of education in Massachusetts; and 3) presenting the imperative to the public for global education as linked to trade, ecology, and humanitarian issues in today’s world. To this end, a DVD produced by EF Education in collaboration with GEAC and MIIS to

demonstrate that global education engages students will be ready for distribution for International Education Week, November 2007.

II. INTRODUCTION

Mission

To support the infusion of a global perspective into Massachusetts school curriculum

Goals 2006-07

- To increase awareness among educators and the public of the urgency of providing a global perspective in Massachusetts schools.
- To carry out with the Department a survey of existing practices in global education in Massachusetts schools.
- To provide a rationale and resources to the Commissioner for distribution in Massachusetts during International Education Week.
- To develop a packet of resources for superintendents to help infuse a global perspective into existing curriculum to be distributed at the MASS conference, July 18, 2007.

Council Meetings 2006-2007 school year:

September 20, 2006	Wheelock College, Brookline Campus
November 9, 2006	Education Center, Newton Public Schools
January 16, 2007	Education Center, Newton Public Schools
March 6, 2007	Wheelock College, Brookline Campus
May 17, 2007	Education Center, Newton Public Schools

III. CURRENT ISSUES

- Globalization has placed new demands on educators. There is a surge of awareness among educators in Massachusetts of the need to provide a more global perspective and to provide the knowledge and skills that will prepare students to participate successfully in this changing global arena.
- Globalization demands an internationally competent workforce. Present and future careers in business, health, government, and numerous other jobs require international knowledge, cultural awareness, and technological skills. Increasingly, industries in the state will need to seize opportunities in world markets, requiring globally capable business leaders.
- Effective citizenship for all citizens includes knowledge and understanding of other cultures. Increased interdependence between the U.S. and other nations brings an international dimension to many public and civic issues, such as the environment, trade, and public health.
- The preeminent position of the U.S. in foreign affairs calls for globally competent public leadership and service. Misunderstandings of the U.S. by other nations, as well as increasing competition for global leadership, require an unprecedented level of sophistication of future leaders in government, in diplomacy, and in the intelligence community. It is important that the opportunities to serve remain open to all Americans through a relevant public school education.

- Our country is currently in the fourth largest wave of immigration in its history. The countries and cultures of origin of the new Americans are more diverse than of those in the past. This diversity offers a significant potential competitive advantage to the U.S. In order to promote this advantage, a skilled teaching force that can provide broader knowledge and develop deeper understanding of these cultures will be required.
- Educators must persuade the public that information about other parts of the world benefits all students. This knowledge, in combination with critical thinking and communication skills, will help students succeed in intercultural work settings.
- Professional development is essential to help teachers integrate cultural and historical information about other parts of the world into existing curriculum.
- The study of a second language, particularly of the world's most widely spoken languages, is increasingly important for engagement in the global marketplace and for national security. Language study must begin early and be of sufficient duration and quality in order to successfully communicate with people of other cultures and to appreciate their culture.
- International teacher and student travel and educational exchange between partner schools sparks interest in learning, deepens understanding, and promotes peace and friendship.

IV. ADVISORY COUNCIL ACTIONS

With the goal of engaging students in the excitement of learning about today's world, the Council has completed several strategic projects:

1. Drafted a rationale titled, "Global Education in Massachusetts Schools: The Case for Urgency," distributed by Commissioner Driscoll during International Education Week.
2. Created a menu of activities for International Education Week.
3. Developed a survey of current global education practices in Massachusetts schools to be distributed, collected, and collated by the Department and evaluated in collaboration with GEAC.
4. Developed a packet of resources for superintendents to assist in infusing a global perspective into curriculum to be distributed to superintendents at the MASS conference, July 18, 2007, and in September 2007, to all superintendents. Selected curriculum models will be posted on the Department's MassONE Website and on the MIIS website <www.massinitiative.org/global_advisory.php>.

The packet of resources for superintendents includes:

- a) "Global Education in Massachusetts Schools: The Case for Urgency"
- b) Global Competencies: a list of qualitative skills for students

- c) Global Studies Professional Development Opportunities: A Council sub-committee created a directory of professional development opportunities for teachers to help prepare themselves to teach with a more global perspective.
- d) Effective International Exchange Programs Descriptors and Steps to Initiate Exchange Programs
- e) Curriculum Models with a Global Perspective. All are linked to Massachusetts Curriculum Frameworks. Those developed and/or selected by GEAC include:
 - i. K-12 English/Language Arts/Literature Strand: Online chart of annotated resources
 - ii. Grades 3-5 Science and Technology Curriculum: “Engineering is Elementary” series, published by the Boston Museum of Science
 - iii. Grades 6-7 Economics principles infused into the History/Social Science/Geography framework: Website linking Massachusetts standards for economics directly to annotated lessons from respected economics education organizations.
 - iv. Grades 6-7 Integrated curriculum model based on History and Social Science which includes English/Language Arts, Technology, World Language, and Visual Arts
 - v. High School Interdisciplinary Curriculum Unit: biology, history, and English
 - vi. High School: Pathways to China, digital modular lessons on China, plus travel opportunity
 - vii. Professional websites that offer exemplary teaching resources

5. Acted as liaison between the Department and MIIS:

Key Activities of MIIS:

- MIIS held the fourth annual state conference for leaders in business, policy, and education on May 4, 2007, at the UMass Boston campus. The conference, "Education for the 21st Century: Teachers Leading the Way," featured best practices in Massachusetts. Commissioner Driscoll, who set the stage with his opening remarks, and John Keh, Social Studies Coordinator, represented the Department at this event.
- The Education sub-committee of the MIIS task force offered an online course, working through Primary Source, that used the Department's MassONE Website to engage teachers in infusing global education into existing Massachusetts curriculum in language arts, social studies, science, and American history. Framingham State College awarded credits.
- The Policy Sub-committee advocated for a law sponsored by Representative Kay Khan to provide global education, passed June 27, 2006.

V. RECOMMENDATIONS

Based on our work and discussions this year, we make the following eight recommendations to the Massachusetts Department of Education for work to be done:

1. Bring the distribution of information about resources for global education to scale including: professional development opportunities, recommended materials, and examples of best practices. Use:

- a) The Commissioner's online newsletter to school administrators.
 - b) The Department's MassONE Website to showcase exemplary units of study and practices that infuse international education into the curriculum.
 - c) Presentations by Department staff at state conferences of superintendents, principals, and teachers.
2. Promote, collect, and collate the survey in Massachusetts (available as of June 5, 2007, <http://www.doe.mass.edu/nmailings/2007/cm060507.html>) to identify current practices in global education in Massachusetts schools, some of which could serve as replicable models. (Extend the due date for broader participation.)
 3. Provide professional incentives, mini-grants, and awards to educators and to schools to encourage, identify, and broaden support for upgrading curriculum.
 4. Work with professional educational institutions within the state to prepare the teaching force to move the work of integrating global studies to scale by:
 - a) Requiring that future teachers complete courses with global content for graduation and certification.
 - b) Collaborating with institutions that provide professional development in global education and exemplary educational resources, such as non-profit organizations as Primary Source, the National Consortium for Teaching Asia at the Five Colleges Center in Northampton, the Children's Museum, the Peabody Essex Museum, the Center for Economics Education of the Federal Reserve Bank, and EdCo.
 - c) Creating partnerships with institutions of higher learning to substantially expand the international focus of the curriculum. (Teacher Centers for Global Studies and the Area Studies Centers funded with Title VI grants at local universities so they can more directly support the efforts of the Department in Massachusetts schools.)
 5. Encourage the development of international school exchange programs and joint international projects using telecommunication. To this end: distribute information, provide mini-grants, and recognize effective programs. Create a Scholarship Challenge Fund to ensure that disadvantaged but well-qualified students can participate in international exchange programs.
 6. Encourage school districts to significantly expand foreign language instruction at earlier grade levels, with particular attention to languages spoken in countries and regions with growing economies, particularly Chinese and Spanish as the two most widely spoken world languages. Provide information on grants and facilitate certification.
 7. Create a new staff position at the Department to coordinate global education and to encourage international educational exchange programs. A person in this position can create pilot projects with selected school systems to model how global education can become an exciting focus while still meeting the state standards. This person can also bring together an interdisciplinary team at the Department that will work across disciplines to develop model curriculum projects.

8. Engage with other states as a part of Education for the 21st Century to share best practices and outstanding instructional resources and to establish Massachusetts as a leader in this timely effort, beginning with Connecticut, Delaware, Indiana, North Carolina, Oklahoma, and Wisconsin.

VI. COUNCIL DETAILS

Current members

Carolyn Henderson, Co-Chair; Director, The China Exchange Initiative
Fernando Reimers, Co-Chair; Professor, Harvard University Graduate School of Education
Tony Bent, Superintendent, Shrewsbury Public Schools, and MASS
Janet Buerklin, K-8 Social Studies Curriculum Coordinator, Newton Public Schools
Susan Dargan, Director, Framingham State College Center for Global Education and Massachusetts Global Education Consortium
John Jarvis, Bay Path College
Nancy Kassabian, Assistant Superintendent, Malden Public Schools
Elizabeth Lewis, MIIS and Primary Source; former Curriculum Coordinator, Canton Public Schools
Kongli Liu, Primary Source
Sharron Machamer, Teacher, Fall River Public Schools
Nancy Marrinucci, World Languages Chair, Newton North High School
Paul Mulloy, Massachusetts Geographic Alliance
John McEwan, Superintendent, Whitman-Hansen Public Schools
Katherine Lopez Natale, former President, Massachusetts Foreign Language Association
Barbara Petzen, Outreach Director, Harvard University Center for Middle Eastern Studies
Julian Phillippi, Global Classrooms Model UN
Elizabeth Porter, Curriculum Coordinator, Westford Public Schools
Mary Alice Samii, Teacher, Lexington Public Schools
Louise Swiniarski, Director, Salem State College Teachers Center for Global Studies
Laurie Schmidt, Teacher, Winchester Public Schools
Mimi Stephens, Director, Clark University Teachers Center for Global Studies
Linda Mensing Triplett, Professor, Lesley University
John Watt, East Asia Programs, Primary Source, retired
Ginny Kime WanZaid, Psychologist, Austin Intermediate School, Freetown-Lakeville District
Shiping Zheng, Professor, Bentley College
Rachel Zucker, Pathways to China, Burlington Public Schools

Department of Education

Liaison: John Keh

Administrator: Susan Whelple, Director, Office of Curriculum Standards

Interdisciplinary Health Education and Human Services Advisory Council

I. INTRODUCTION

The Interdisciplinary Health Education and Human Services Advisory Council (IHEHS) was established by the Education Reform Act of 1993. Its mission is to advise the Commissioner and the Board of Education on matters pertinent to the implementation of education reform in the Commonwealth, particularly with regard to comprehensive school health education, health and mental health services in schools, and other issues related to the ability of schools to provide a safe, healthy, and supportive environment that fosters learning among all students.

The IHEHS Advisory Council met five times during the school year:

September 29, 2006	Keefe Technical High School, Framingham
November 14, 2006	Holy Cross College, Worcester
January 12, 2007	Keefe Technical High School, Framingham
March 23, 2007	Shrewsbury High School
May 18, 2007	Keefe Technical High School, Framingham

II. CURRENT ISSUES

The most pressing issues of concern to the IHEHS Advisory Council during the 2006–2007 school year were to:

- Review programmatic activities and provide advice and feedback to the Massachusetts Coordinated School Health Program, funded by the US Centers for Disease Control and Prevention and based at the Department.
- Address revision of the *Comprehensive Health Curriculum Frameworks*, which was last revised in 1999 and is currently out-dated.
- Promote the implementation of school wellness policies throughout the state. The Child Nutrition and WIC Reauthorization Act of 2004 requires that all school districts participating in the federal school lunch program develop a written school wellness policy that addresses: (a) nutrition guidelines for all foods available on school campus; (b) goals for nutrition education, physical activity, and other wellness promotion; (c) compliance with federal USDA guidelines for school meals; and (d) monitoring of wellness policy implementation. The law required that a number of different participants (e.g., school administrators, parents, school committee members, students, representatives of the school food service authority) be involved in the development of local wellness policies. Although all districts were required to have their policies in place by the beginning of the 2006-2007 school year, the IHEHS Advisory Council sought to find ways to ensure that the policies were as strong as they could be, and that they were implemented and evaluated as intended.

III. ADVISORY COUNCIL ACTIONS

Addressing the three areas of concern listed above, during this past year the IHEHS Advisory Council:

- Reviewed the work plan and activities of the Massachusetts Coordinated School Health Program. In particular, the Advisory Council provided feedback on both the new Massachusetts School Health Leadership Institute (a year-long institute which involved work with 10 schools to strengthen their school health programs) and on a proposed revision of *Health and Academics: Making the Link* (a toolkit to help promote school health programs).
- Developed the final version of a tri-fold brochure, “A Guide to Implementing Your District’s Wellness Policy,” which lists resources and outlines steps that districts can take to ensure a strong wellness policy. Several thousand copies of the brochure have been printed and will be mailed by the Department in Fall 2007 to Massachusetts principals, health coordinators, school nurses, and others in conjunction with an announcement of professional development offerings related to the wellness policy. A copy of the brochure can be found at <http://www.doe.mass.edu/boe/sac/councils/health.html>.

The Advisory Council also continued to discuss ways to encourage the Board of Education to strengthen its support for school wellness policies. In November 2005, the Advisory Council sent a letter to the Commissioner and the Board of Education Chair requesting that the Board recommend that all districts: (1) establish a standing school health advisory committee; (2) incorporate the wellness policy into the school district’s goals and the improvement plan for each individual school; (3) conduct a wellness needs assessment; (4) designate a district administrator responsible for compliance with the federal mandates; (5) designate a dedicated staff member/health coordinator responsible for ensuring that the local policies are developed and implemented; and (6) establish accountability and documentation systems to monitor the development and implementation of the wellness policy. The Advisory Council members were disappointed that they did not hear back directly from the Board regarding their letter, but discussed other approaches to persuading the Board, schools, and the public of the importance of this school wellness initiative. A copy of the November 2005 letter is attached.

- Discussed the need for review and revision of the *Massachusetts Comprehensive Health Curriculum Framework*. Given advances in science, emerging health concerns (e.g., the epidemic of obesity), federal legislation requiring local wellness policies, and the publication of new *National Health Education Standards*, the Advisory Council felt strongly that revision should begin on the *Massachusetts Comprehensive Health Curriculum Framework* as soon as feasible. The Advisory Council also noted that a revised health framework would support the Department’s *Framework for Leadership and Action* and would contribute to improved student learning by helping schools better overcome barriers to learning such as bullying, obesity, depression, thoughts of suicide, and dropout rates.

In April 2007, the Advisory Council sent a letter to the Board of Education requesting that the Board initiate the revision process for the Massachusetts Comprehensive Health Curriculum Framework. A copy of the letter is attached. In May, the Advisory Council received a reply from Commissioner Driscoll, indicating that the Board would discuss a schedule for revision of frameworks in the fall.

- Final areas of concern to the Advisory Council were certification issues for waivers for health, physical education, and family and consumer science teachers in the Commonwealth. These issues were addressed internally by the Council and will be front and center at the start of the next year's Council agenda.

IV. POLICY DECISION COMMENTS

The IHEHS Advisory Council is pleased to support the Department's new *Framework for Leadership and Action*. We continue to be hopeful that the Board and the Department will come to understand the vital role that health issues play in school and student success.

V. RECOMMENDATIONS

The Interdisciplinary Health Education and Human Services Advisory Council urges support for the Health Curriculum Frameworks review and a resultant new framework that will address the current and future health and wellness needs of all students of this Commonwealth over the next decade. Additionally, we continue to encourage the Board to strengthen and support local school wellness policies by making the recommendations we outlined in our letter of November 2005.

VI. COUNCIL DETAILS

The following individuals were officially appointed members of the Interdisciplinary Health Education and Human Services Advisory Council during the 2006-2007 school year:

- Marc Alterio, Health and Wellness Consultant
- Robert Wade Anthony, Director, Adolescent Wellness
- Jessica Blom-Hoffman, Assistant Professor of School Psychology, Northeastern University
- Patricia Boland, Health Coordinator, Berkshire Hills Regional School District
- Lydia Burak, Associate Professor of Health Education, Bridgewater State College
- Mary Connolly, Consultant and Health Education Faculty, Curry College and Cambridge College
- Eileen DeBattista, Supervisor of Health Education and Health Services, Medford Public Schools
- Kathleen DeFillippo, Health and Nursing Services Coordinator, Lawrence Public Schools
- Patricia Degon, Health and Physical Education Director, Shrewsbury Public Schools
- Marion Freedman-Gurspan, Director of Child/Adolescent Policy and Planning, Massachusetts Department of Mental Health
- Denise Gaudette, Program Director, New Bedford Public Schools

- Ellie Goldberg, Educational Consultant, author, and member of Massachusetts PTA Board, self-employed.
- Gregory Miller, Coordinator, MA Coalition for Suicide Prevention
- Mary Ni, Assistant Professor of School Counseling, Salem State College
- David Nichols, Health Coordinator, Andover Public Schools
- Melissa Pearrow, Assistant Professor of School Psychology, University of Massachusetts, Boston
- Judith Robinson, Health Coordinator, Groton-Dunstable Regional School District
- Anne Sheetz, Co-Chair, Director of School Nursing, Massachusetts Department of Public Health
- Coleen Walsh, Director of Health, Physical Education, and Family and Consumer Sciences, Springfield Public Schools

IHEHS Co-Chairs: Marc Alterio and Mary Connolly

Massachusetts Department of Education

Liaison: Carol Goodenow, Coordinated School Health Programs

Administrator: Katie Millett, Director, Nutrition, Health, and Safety

The website for the Interdisciplinary Health Education and Human Services Advisory Council can be located at:

<http://www.doe.mass.edu/boe/sac/councils/health.html>

ATTACHMENTS:

- A. November 2005 letter to Commissioner and Board of Education regarding support for federally-mandated school wellness policies
- B. April 2007 letter to Commissioner and Board of Education recommending revision of the Massachusetts Comprehensive Health Curriculum Framework

Attachment A:

November 14, 2005

James Peyser, Chairman, Board of Education

David Driscoll, Commissioner, Department of Education
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023

Dear Chairman Peyser and Commissioner Driscoll:

As appointed representatives of the Interdisciplinary Health Education and Human Services Advisory Council, knowledgeable about health education and human services in public schools, we respectfully request your permission to present the attached recommendations regarding wellness policy to the Massachusetts Board of Education. These recommendations address the development and implementation of the new federally mandated wellness policy for schools (Section 2507: Child Nutrition and WIC Reauthorization Act of 2004):

"Not later than the first day of the school year beginning after June 30, 2006, each local educational agency participating in a program authorized by Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local education agency."

The recommendations are designed to ensure consistency and accountability in the implementation of the federal mandate at the local level. The mandate offers a unique opportunity to establish a local infrastructure to address wellness and other health issues that may present barriers to learning. The recommendations support (a) the Massachusetts Department of Education Strategic Plan (Goal 3) to provide safe and healthy learning environments and (b) compliance with the No Child Left Behind legislation mandates for a safe, supportive learning environments.

Thank you for consideration of this matter. We look forward to hearing from you.

Sincerely yours,

Anne H. Sheetz
Co-Chair, IHEHS Advisory Council

Shannon Spurlock
Co-Chair, IHEHS Advisory Council

Recommendations for Implementation of the Federally Mandated Wellness Policies

Interdisciplinary Health Education and Human Services Advisory Council

As appointed representatives of the Interdisciplinary Health Education and Human Services Advisory Council, knowledgeable about health education and human services in public schools, we wish to share the attached recommendations for consideration by the Massachusetts Board of Education. These recommendations address the development and implementation of the new federally mandated wellness policies for schools (Section 2507: Child Nutrition and WIC Reauthorization Act of 2004):

"Not later than the first day of the school year beginning after June 30, 2006, each local educational agency participating in a program authorized by Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local education agency."

The recommendations support (a) the Massachusetts Department of Education Strategic Plan (Goal 3) to provide safe and healthy learning environments and (b) compliance with the No Child Left Behind legislation mandates for a safe, supportive learning environments.

The link between health and academic achievement has been well documented. This federal mandate now offers a unique opportunity to support school wellness programs and policies. While the wellness policy content specifically addresses nutrition and physical activities, it also may be expanded to "other wellness activities." In order to fulfill this mandate, the Council reviewed the basic infrastructure components necessary to address health issues relating to education in school districts and communities across the Commonwealth. The attached recommendations delineate these components. They also support an infrastructure to address any emerging health issues or future school health mandates.

The Council respectfully requests the following actions from the MA Board of Education:

Endorsement of the attached recommendations regarding the implementation of Section 2507: Child Nutrition and WIC Reauthorization Act of 2004, thus supporting accountability of local school districts;

Distribution of these recommendations by the Massachusetts Department of Education (MDOE) to all schools receiving federal nutrition monies; and

Inclusion of a review of wellness policies by the MDOE during its ongoing school site visits for other funded programs, e.g., Nutrition, Safe and Drug-free Schools, and Coordinated Program Reviews.

As members the Interdisciplinary Health and Human Services Advisory Council, we extend our thanks to the Board for reviewing these recommendations. We look forward to hearing from you on these important issues.

RECOMMENDATIONS FROM THE MASSACHUSETTS DEPARTMENT OF EDUCATION INTERDISCIPLINARY HEALTH EDUCATION AND HUMAN SERVICE ADVISORY COUNCIL FOR IMPLEMENTATION OF THE FEDERALLY MANDATED WELLNESS POLICIES

Requirements from the Federal Government

Not later than the first day of the school year beginning after June 30, 2006, each local educational agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq.) shall establish a local school wellness policy for schools under the local education agency. Prior to the beginning of the 2006-2007 school year, Local Education Agencies shall use input from parents, students, administrators, school board representatives, and others to establish school wellness policies that include:

Goals for nutrition education, physical activity, and other wellness promotion activities;
Nutrition guidelines for all food available on each school campus;
Guidelines for school meals that are not less restrictive than USDA guidelines; and
Plans for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency or each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy.

Massachusetts Recommendations

In order to ensure accountability for the above federal mandates, facilitate their implementation under school management, and promote a healthy environment to support attendance and academic achievement, we recommend the following: Please note: these recommendations also are consistent with the mandates of No Child Left Behind and Safe and Drug-free Schools and Communities (Title IV). The Massachusetts Department of Education, through its ongoing monitoring of federal programs, will include the review of the wellness policies in its ongoing school district reviews.

School districts will:

Establish a standing school health advisory committee with responsibilities for developing policies on nutrition and physical activity, as well as a broad range of ongoing wellness issues and any new health issues as they emerge. The advisory committee shall meet at a minimum quarterly and shall maintain minutes.

Incorporate the wellness policy into the school district's goals and the improvement plan of each individual school.

Conduct a wellness needs assessment using such tools as the CDC School Health Index.

Designate a school district administrator who shall have responsibility for (a) complying with the mandates and (b) facilitating the development and ongoing implementation of the wellness policy.

Identify a dedicated staff member/health coordinator, who reports to the above named administrator, and has primary responsibility for ensuring that the policies are developed and implemented, consistent with the requirements of the federal mandates.

Establish accountability and documentation systems to monitor the development and implementation of the wellness policy. This will facilitate measuring progress. It will also assist school districts in responding to state and federal grant opportunities and audits as needed (e.g., coordinated program review).

RECOMMENDATIONS FOR THE SCHOOL HEALTH ADVISORY COMMITTEE MEMBERSHIP

Because student health is a concern of multiple stakeholders, it is important to ensure that there is broad community involvement in developing and implementing wellness policies and programs. These programs may be school-based; they may also extend into the community. The following include both required and recommended membership of the School Health Advisory Committee:

Federally Mandated Representation: Parents, students, representatives of school food authority, school committee, school administrator and the public;

Additional Internal Representatives Recommended for Massachusetts: School nurses, school physician, health educators, physical educator, human resource staff, guidance/counselors, family and consumer science, facilities manager.

Additional Community Representatives Recommended for Massachusetts: Board of health, primary care providers/hospitals, community coalitions, academic institutions, community recreation programs, business community, faith-based institutions, public safety.

Please note: Subcommittees of the overall school health advisory committee will address specific issues and report to the overall committee. Technical assistance in establishing the advisory committee will be available if needed.

Attachment B:

April 25, 2007

Christopher R. Anderson, Chair
Massachusetts Board of Education

David P. Driscoll, Commissioner
Massachusetts Department of Education

Dear Chairman Anderson and Commissioner Driscoll:

As appointed representatives of the Interdisciplinary Health Education and Human Services Advisory Council, we recommend that the Massachusetts Board of Education initiate the process of reviewing and revising the Massachusetts Comprehensive Health Curriculum Framework.

There is an urgent need to update the Health Curriculum Framework for the following reasons:

New and complex health issues which act as barriers to learning have emerged and need to be addressed by the Framework.

A revised Health Curriculum Framework will support the Department of Education's "Framework for Leadership and Action" and strategic plan by helping schools overcome barriers to learning such as bullying, obesity, depression, thoughts of suicide, and dropout rates.

Advances in science and technology which have the potential to improve health promotion outcomes need to be incorporated into the Health Curriculum Framework. New resources are now available to improve data collection, assessment, and monitoring that can aid in the development and implementation of effective, evidence-based, comprehensive health curricula.

At the national level, two important developments have occurred: the release of the new National Standards for Health Education and the establishment of a federal mandate for a Local School Wellness Policy under the Child Nutrition and WIC Reauthorization Act of 2004. Both of these have implications for a revision of the Health Curriculum Frameworks.

New developments in health and wellness education offer strategies that address instructional needs to educate the whole child.

The current Massachusetts Comprehensive Health Curriculum Framework was approved and adopted in 1999, one of only two frameworks that have not been updated since that date. Review and revision of the Massachusetts Comprehensive Health Curriculum Frameworks are critical to guide the healthy development of students across the Commonwealth by providing a foundation for curriculum development, instruction, and assessment of student performance.

The Interdisciplinary Health Education and Human Services Advisory Council recommends that the Board of Education direct the Department of Education to convene a team of qualified professionals within the fields of health education and human services to update this important guiding document.

This recommendation complies with the statutes defined in the Education Reform Act of 1993 and with the powers and duties of the Department of Education: Chapter 69: Section 1D and Chapter 69: Section 1E. Curriculum frameworks.

Should you require further information we would be happy to meet with you. We look forward to your reply.

Respectfully,

Marc Alterio, Co-Chair
IHEHS Advisory Council
2 Colby Road
Wellesley, MA 02481
mjalterio@comcast.net

Mary Connolly, Co-Chair
IHEHS Advisory Council
79 Mill River Drive
Weymouth, MA 02188
connolly_maryc@yahoo.com

cc: Carol Goodenow, Liaison

Life Management Skills Advisory Council

I. EXECUTIVE SUMMARY

There has been a reorganization and reactivation of the Life Management Skills Advisory Council. The current Life Management Skills Advisory Council is represented by a diverse selection of members with an array of professional competencies, areas of expertise and experience, from a range of geographical, cultural, gender, and ethnic backgrounds.

This group researched and redefined Life Skills through literature and individual contributions based on knowledge and experience. We used a variety of methods to define our vision for Life Management Skills and identify the necessary objectives for students to achieve these skills for use now and throughout their lives.

Vision for Life Management Skills

To develop responsible individuals who are independent learners and productive members of society, who can function alone, within a family, and as contributing members of the community.

Objectives

- A. Identify the knowledge and life skill sets necessary to fulfill this vision.
- B. Identify examples of delivery mechanisms including a demonstration of accountability.
- C. Promote integration of Life Management Skills into core academics.

Eighteen Life Management Skill Sets were defined that fall within the ranges of Economics, Family Life, Nutrition and Health, Insurance, Civics, Safety, and Workplace Readiness. The Council has done this in response to the challenge of the Department's *Framework for Leadership and Action*, addressing the needs of the whole child. It is the belief of this Council that integrating these skill sets into curricula consistently in schools across Massachusetts will serve to satisfy the objectives of the Department with regard to developing the whole child, with special consideration of the whole life cycle.

II. INTRODUCTION

The Life Management Skills Advisory Council met monthly from October 2006 to the present, with the exceptions of December, February, and March.

The heterogeneity of this group has allowed us to address a range of topics in a comprehensive way, and the strength of the Council is demonstrated by the versatility of its members. Our accessibility and willingness to travel across the state to different meeting venues has afforded Council members the opportunity to be fully engaged and active in the process.

Meeting dates, times and venues

October 25, 2006	4:15 – 6:15 pm	Auburn Public Library, Auburn
November 14, 2006	1:00 – 4:00 pm	College of the Holy Cross, Worcester
January 17, 2007	4:00 – 6:00 pm	Worcester Senior Center, Worcester
April 3, 2007	2:30 – 5:30 pm	Auburn Public Library, Auburn
May 1, 2007	3:00 – 5:00 pm	Worcester Senior Center, Worcester
June 7, 2007	3:00 – 6:00 pm	Blue Hills Regional High School, Canton
July 10, 2007	10:00 am – 2:30 pm	Camp Putnam, New Braintree
August 14, 2007	10:00 – 12:00 noon	Framingham State College

III. CURRENT ISSUES

It has become apparent that there are inconsistencies among Massachusetts schools in addressing the range of Life Management Skills.

Also, it is the belief of the Council that there are some critical elements missing from current curriculum mandates in the area of Life Management Skills. These include, but are not limited to, proficiency in food purchasing, safety and preparation, financial and health care literacy, as well as civic engagement. Most of these are favorable for integration into core academic programs, and are essential tools for developing the whole child. The goal is to foster the child to become an independent, lifelong learner and a productive member of society.

IV. ADVISORY COUNCIL ACTIONS

In less than a year, the Council has charged itself not only to redefine its mission and goals, but to conduct research into the various aspects of Life Management Skills. In response to the Department's *Framework for Leadership and Action*, the Council has successfully reviewed the literature, documented, and substantiated approximately 80% of the skill sets necessary to address the needs of the whole child. We will continue working toward our objectives and fold into our process of evaluation any changes in policy at the state and federal levels.

V. POLICY DECISIONS – COMMENTS

We have no comments at this time.

VI. RECOMMENDATIONS

It is the recommendation of the Council that the Commissioner and Board of Education continue to realize the importance of Life Management Skills as a viable and integral part of the whole child. The Council is open to any suggestions for integration of these skill sets into the core curriculum. We will also continue to encourage public, community, and industry involvement in this process.

VII. COUNCIL DETAILS

Co-Chairs

Sylvia Stevens-Edouard, Blue Cross Blue Shield of Massachusetts, Boston
Christine Sweklo, South Hadley Public Schools

Members

Richard Andrea, Blue Hills Regional High School

Shirley Chao, Massachusetts Executive Office of Elder Affairs

Pat Luoto, Framingham State College

John Magnarelli, US Department of Agriculture/Duxbury School Committee

Gloria Santa Anna, University of Massachusetts Labor Management Workplace Education Program

Angela Caira, Shawsheen Valley Technical High School*

Margaret McEwan, Shaw's Supermarkets*

Todd Stewart, Quabbin Regional Middle School/ Camp Putnam*

Cindy Alemian Rice, Eastern Mass Food Safety*

Massachusetts Department of Education

Liaison: Rita Brennan Olson, Nutrition, Education and Training Coordinator

Administrator: Katie Millett, Director, Nutrition, Health, and Safety

*Key Contributors

<http://www.doe.mass.edu/boe/sac/councils/lmac.html>

Mathematics and Science Advisory Council

I. EXECUTIVE SUMMARY

The Mathematics/Science Advisory Council, comprised of K-12 mathematics and science educators and members of other interested constituencies such as industry and higher education, convened 6 times during the 2006-2007 academic year. The Council determined that teacher professional development in mathematics and science is the most pressing issue facing practitioners and administrators. As such, the work of the Council was devoted to researching models for successful professional development for inservice teachers.

As a Council, we explored both the research basis and the implementation issues that are involved with two major types of professional development: the creation of teacher-leader positions for mathematics and science and the development of partnerships with public and private sector entities to provide teacher professional development. These models promote the use of inquiry-based methods to facilitate teaching the content described in the Massachusetts Mathematics and Science and Technology/Engineering Curriculum Frameworks. Further, the Council agrees with the recommendations for professional development promulgated in the National Science Education Standards for Professional Development that state that professional development must “connect and integrate all pertinent aspects of content,” “occur in a variety of places where effective... teaching can be illustrated and modeled,” “address teachers’ needs as learners and build on their current content knowledge,” and “use inquiry, reflection, interpretation or research models, and guided practice to build understanding and skill.”

The Council agreed that one key to successful professional development stems from the establishment of a career ladder for science and mathematics teachers that enables them to assume defined leadership roles within their district so that they can disseminate best instructional practices and methods. The career ladder should be capped by a teacher-leader who can provide ongoing in-district professional development to colleagues on a scheduled and an ad hoc basis. The teacher-leader position is envisaged as a way to retain talented mathematics and science teachers by providing additional compensation and visibility.

The Council agreed that another key to successful professional development is the development of partnerships between school districts and public and private sector bodies that have a vested interest in ensuring that Massachusetts high school graduates are proficient in mathematics and science. For example, high tech industry, higher education institutions, and non-profits all have roles to play in providing high quality teacher professional development. The Council recognizes the Intel MA Math Initiative partnership between the Department and Intel, Inc. as one step in the right direction, but further development of these types of partnerships is essential to bring cutting edge mathematics and science content knowledge to the state’s teachers. Corporations and higher education institutions recognize the importance of enhancing K-12 education as a means to develop a STEM-literate workforce for their own needs and for the good of the state as a whole.

II. INTRODUCTION

The Mathematics and Science Advisory Council identified the following mission and goals for this year's work:

- To support the goals and objectives of the Massachusetts Department of Education as outlined in the Department's strategic plan.
- To stress the importance of student-centered mathematics and science education by developing recommendations that will improve student achievement in those content areas.

The Mathematics and Science Advisory Council conducted 6 meetings during the 2006-07 year. These meetings were held at the following locations and dates:

October 10, 2006	Worcester Polytechnic Institute (WPI) Academy of Math and Science	4:00-6:00 pm
November 14, 2006	Holy Cross College, Worcester	12:00-2:00
January 23, 2007	WPI	4:00-6:00
March 27	WPI	4:00-6:00
April 25	WPI	4:00-6:00
May 22	WPI	4:00-6:00

Additional communications among the members of the Council occurred through email. Meeting reminders and minutes were sent to the members prior to and after the scheduled meetings. The Department liaison, Dr. Jacob Foster, provided Department updates at each meeting to inform the members of the work of the Department in the areas of mathematics and science. WPI Academy of Math and Science, Worcester, MA served as the prime location for the meetings of this Council. The location in Worcester, MA was a successful middle of the state meeting place for members.

III. CURRENT ISSUES

The members of the Mathematics and Science Advisory Council identified the importance of the teacher in providing effective, sustained, and successful instruction to improve student achievement in the areas of mathematics and science. In order to provide sustained high level mathematics and science instruction, the Council identified content-based and ongoing professional development opportunities for teachers as the most effective means of retaining and supporting qualified mathematics and science teachers in the state.

The challenge of recruiting and retaining licensed mathematics and science teachers continues to be critical, especially in urban districts. In order to continue to retain mathematics and science teachers, it is critical that schools have a mentoring system in place that provides specific support in the content areas of mathematics and science. This mentoring system should be provided by content licensed teachers and be part of a career ladder for teacher advancement. Non-licensed mathematics and science teachers must receive continued support at the district level through content-based licensed mentors and state professional development initiatives to attain mathematics and science licensure.

Partnerships with higher education providers and local public and private sector groups can enhance teacher professional development and improve the teaching and learning of

mathematics and science. Summer internships for teachers can provide opportunities for teachers to use their content knowledge in a practical way and, as a result, better understand the need for STEM literate students in the workplace. Partnerships with institutions of higher education can assist districts to develop professional development offerings designed to meet specific district needs and the mathematics and science content standards of the Frameworks.

IV. COUNCIL ACTION

The Mathematics and Science Council identified a variety of topics of concern in support of the goals and objectives of the Department. Since the group represented both the science and mathematics content areas, an umbrella topic of consideration was selected that could apply to both content areas. Dr. Driscoll in his opening address to all of the Councils discussed the importance of “Student Centered Education.” The Mathematics and Science Council recognized the importance of the teacher in the teaching and learning process for both mathematics and science. As a result, this group concentrated on areas of concern that affect the role of the teacher. Professional development for teachers was the focal point of the Council’s work for the year 2006-07.

The Council recognized that it is critical to recruit and retain qualified mathematics and science teachers. To achieve this end, the state licensing procedure must be reexamined to facilitate and expedite licensure. New teachers to the profession should receive direct mentoring by content-based mathematics and science mentors who support their work and provide frequent and integrated content/pedagogical professional development opportunities. Districts should provide teachers with opportunities to grow professionally by developing career ladders and advancement opportunities. Teachers should become proficient in the collection and analysis of student data to inform their instruction. The Council also discussed the importance of developing relationships with the higher education community as a way to provide additional teacher support and assistance.

Other topics discussed, but not included in this report, were the need for a decision by the Department regarding the incorporation of the NCTM focal points into the Massachusetts Mathematics Curriculum Framework. The Council supports the need for regional responses to mathematics and science education issues. The current Pipeline Initiative has begun to address this issue, which is particularly important in rural districts with limited numbers of specific mathematics and science teachers. The Council also identified the need for equity in mathematics and science education for students with disabilities and for students who are English language learners (ELL). Mathematics and science instruction is delivered by non-licensed teachers for some of these students. Content-based professional development and mentoring programs for special education teachers and teachers of English language learners are critical to improve the mathematics and science education with these groups of students. The graduating class of 2010 will be required to pass an MCAS science assessment for graduation. The Council discussed the ramifications of this requirement and suggests the need for planning by the Department to support districts with a high percentage of students who do not meet the high school science proficiency level required for graduation.

V. RECOMMENDATIONS

The Council recommends that the Department:

- Examine the teacher career development ladder with a focus on creating an in-district teacher-leader who can provide content and pedagogical expertise on a regular basis.
- Encourage the development of K-12 district/corporate/non-profit/higher education partnerships to provide teacher professional development and, ultimately, to increase the science and mathematics literacy of our populace so that more residents can join the growing workforce in STEM-related employment.

The Mathematics and Science Advisory Council invites the Board of Education to review the attached documents that were produced as a result of the Council's work this year. The first attached addendum reflects research done by the group in support of successful models of science professional development. The second addendum provides a model for developing mathematics and science mentors in a district. The third addendum explains how partnerships with higher education and private and public sector organizations can greatly support and enhance teacher professional development.

VI. COUNCIL DETAILS

Current members of the Mathematics and Science Advisory Council:

Linda Y. Abbott	Springfield Public Schools
Mary Jo Carabatsos	Andover Public Schools
Paula Fay	Barnstable Public Schools
Keeley Gangi	Newton Public Schools
Carol Mardeusz	Holyoke Public Schools
Nancy McLaughlin	Lawrence Public Schools
Barnas Monteith	Advanced Diamond Solutions
John Mosto	Chelmsford Public Schools
Reza Namin	Maher Regional School District
Clark Neily	Malden Public Schools
Andrew Perry	Springfield College
Erline Provost	Springfield Public Schools
Carla Romney	Boston University
Farideh Seihoun	Institute for High Quality Teaching
Amy Wolpin	Amherst Public Schools
Deborah Wright	Winchendon Public Schools

Department of Education

Liaison: Jacob Foster

Administrator: Barbara Libby, Director, Office of Mathematics, Science, and Technology/Engineering

Respectfully submitted by:

Erline L. Provost, Chair

Carol Mardeusz, Secretary

Attached Addenda

ADDENDUM 1

Guidelines for Professional Development in Science Content

Professional Development for teachers needs to be a continuous process that changes to meet the needs of the Professional teacher. However, one drawback to the current model is the basic premise that science educators begin their training as undergraduates in Education. As the profile of the science teacher changes, the needs of practicing science educators will also change.

Science teachers represent the science community in their classroom. As stated in the National Science Education Standards for Professional Development, science instruction requires integrating knowledge of science, learning, pedagogy, and students. Having said this, the document goes on to include the following professional development experiences for science teachers:

- Connect and integrate all pertinent aspects of science and science education;
- Occur in a variety of places where effective science teaching can be illustrated;
- Address teacher needs as learners and build on their current knowledge;
- Use inquiry, reflection interpretation or research models, and guided practice to build understanding and skill in science.

In short, professional development should be taking place in classrooms with other teachers of science who can model best practices. This type of professional development would support the formation of regional Teacher Leaders who can offer professional development opportunities that translate directly to effective classroom practices. Many of the current offerings address content, but do not effectively show or translate the newly acquired knowledge directly into classroom practices. Many of the existing opportunities present “daily” assignments, but they do not directly connect with the Frameworks.

The NSES also notes that the emphasis of the professional development standards needs to change. The suggested changes are as follows:

Less Emphasis On	More Emphasis On
Transmission of teaching knowledge and skills by lectures	Inquiry into teaching and learning
Learning science by lecture and reading	Learning science through investigation and inquiry
Separation of science and teaching knowledge	Integration of science and teaching knowledge
Separation of theory and practice	Integration of theory and practice in the school setting
Individual Learning	Collegial and Collaborative Learning
Fragmented One-shot sessions	Long-term coherent plans
Courses and workshops	A variety of professional development activities

Reliance on external expertise	Mix internal and external expertise
Staff developer as educators	Staff developers as facilitators
Teachers as Technicians	Teachers as Consultants and Planners
Teachers as consumers of knowledge about teaching	Teachers as Producers of knowledge about teaching
Teachers as an individual based in a classroom	Teachers as a member of a collegial professional community
Teachers as a target of change	Teachers as a source and facilitator of change

The current implementation of the summer content institutes is a step in the right direction in changing the emphasis of professional development instruction. There also needs to be a well-developed plan to support Science Master Teachers to disseminate their knowledge and skills to teachers within their region. This Master Teacher designation should include financial compensation to the teachers or district.

ADDENDUM 2

Documentation supporting the Teacher Leader Concept

Professional Standards for Teaching Mathematics (NCTM)

p. 182:

“In order for teachers to move toward the vision of teaching in these standards, school administrators must establish a reward system, including salary and promotion that supports and encourages teachers as they grow professionally. One productive and rewarding way to support teachers in making improvements in the mathematics program is to fund extended years contracts for summer pay to develop special projects that teachers have proposed.”

p. 190

“...Mathematics teachers entering teaching should have the support of mentors who are experienced teachers of mathematics. Not only should programs for the professional development of teachers become an established part of school life, but they should be responsive to teachers’ needs at all stages of development. As teachers become more experienced and effective, **they should be promoted and accepted as leaders in their schools** and in the profession as a whole.”

National Science Teacher’s Association: NSTA Webnews Digest: 08/29/2005

“...Now more than ever, the science teaching profession needs effective leaders to meet the challenge of increasing accountability and requirements. Principals and science dept. supervisors cannot do it alone. They will need the assistance of mentors, science specialists, and classroom teachers to fulfill the role of teacher leaders.”

Dept. of Education (Massachusetts) Mathematics/Science Advisory Council 2005 – 2006 Annual Reports and Position Papers

p. 56

Stability and Sustainability of Professional Development Institutes

The Council recognizes that several key issues with the professional development model must be addressed to sustain the project from year to year with new teachers, leader presenters, and organizers.

Teacher leaders would need to be recognized and supported within the local school District. This view is shared by many national organizations, e.g., NCTM, NSF, and the National Institute of Science Education.

Ways to provide this recognition and support might include the following:

- Extended year contracts for summer pay
- Release time during the school day
- Yearly stipend
- Reimbursement for membership in professional organizations

Who’s Teaching Your Children by Troen and Boles copyright, 2003

P: 72

“Egalitarianism is reinforced by a system that rewards (however poorly) only seniority financially, and not merit or knowledge or expertise or contributions to the professions, thereby lowering even further the status of teaching as an activity deserving of respect. If all teachers are equal, then none is outstanding, and there are no failures. “

P: 73

“In a sense, all teachers are equal, in that they are all at the bottom of the educational food chain. Teachers are on a flat organizational scale, just as teaching is a flat career. Without hierarchy there is no status and without status there are no distinctions. Making distinctions offend egalitarian sensibilities, but distinctions are necessary in order for humans to make sense of their social landscape. Distinctions guide us through the practices and institutions of our society. In a world without status, we are without a compass.”

P: 143

“The primary requirement for turning teaching into a career is to offer a highly visible and clearly defined career path with opportunities, rewards, and advancement for teachers who continue to work in the classroom, teaching children.”

Whatever it Takes by Dufour, Dufour, Eaker, and Karhanek; copyright 2004

P: 142

“Leaders in schools with strong professional communities...delegated authority, developed collaborative decision making, and stepped back from being the central problem solver. Instead they turned to the professional communities for critical decisions.”

“This description captures a key element of the leadership styles of the principals who built the learning communities in the four schools this book has considered. Leadership was widely distributed in each of the four schools. Each school had the benefit of a guiding coalition for its change process, and all the schools made a conscious effort to give teams and individuals the authority and autonomy that is often reserved for the highest levels of leadership.”

Polishing the Whole Apple (Sunday Boston Globe – Editorial Feb. 4, 2007) (Professional Development)

“...Teachers who want a promotion often go into administration. It can be a bad move that strips years of teaching experience out of classrooms ... This bill would solve this problem and promote better teacher training by calling on districts to create a new rung on the career ladder: the master teacher. As “educational leaders” the master teachers would train other teachers, keeping years of experience in classrooms and using it to help new teachers.”

Possible Guidelines for a Mathematics or Science Teacher Leader Position

The following elements should be considered as possibilities in the creation of a Mathematics and/or Science Teacher Leader Position:

Requirements:

- Appropriate state teacher licensure in mathematics and science
- Master's Degree in a content area
- Indepth expertise in the state Curriculum Frameworks as well as the ability to articulate the Frameworks to colleagues
- Best teaching practices at the appropriate level
- Knowledge of technology tools appropriate the secondary mathematics / science classrooms

All responsibilities, benefits, and compensations from the current teacher contract shall apply with the following possible adjustments (to be determined by the local district)

- School year: shall be extended from 185 days to 195 days (Additional days to be compensated per diem)
- Reduced teaching load with released time for leadership responsibilities
- Yearly stipend

Teacher leader responsibilities:

- Mentor mathematics/science teachers (to be determined by Principal) within the school.
- Mentoring shall include observation and feedback to teacher, designing lessons, as well as team teaching.
- Summer work (per diem) shall include:
 - Planning summer workshop on technology integration (mathematics and science software, graphing calculators, data analysis software, probeware)
 - Providing planned workshop to teachers
 - Aligning and reviewing course curriculums, preparing lessons, developing assessments
 - Reviewing, evaluate and recommending technology tools for mathematics and science
 - Providing teacher leadership for curriculum review and textbook selection

Local districts need not feel compelled to limit responsibilities or compensation to the elements listed here. These descriptors are only to provide a framework for discussions within the local district.

The Teacher Leader in Mathematics and Science

The motivation for the creation of Mathematics/Science teacher leaders statewide is based upon the following need.

- Local districts do not have sufficient personnel within their leadership positions to articulate the in depth knowledge of the mathematics and science curriculum frameworks as well as the new pedagogical methods encouraged by the standards, or to deliver the necessary professional development to mathematics/science staff throughout all grade bands in the district.
- The mathematics/science teacher leader positions are a necessary component in the creation of a career ladder structure to support the retention of talented

mathematics/science teachers statewide as well as a marketing tool to attract new talent to the profession.

- The new leadership positions have the potential to create a new culture within individual schools in which high quality professional development occurs on a regular basis and becomes cultural within the school district.
- These positions also address the needs of school leaders who feel that more compensation must be offered to attract talented mathematics/science teachers to their districts.

The PALMS Program of the 1990's was very successful in the creation of teacher leaders in mathematics and science. The program concentrated on professional development highly aligned with the national and state Curriculum Frameworks as well as research based best practices centered on how student learn, retain, connect, and apply mathematics and science concepts at various stages of development. Teachers who participated in this program received substantial professional development over several years that culminated in the presentation of a professional portfolio which demonstrate the teacher's acquisition of new skills gained through participation in the program.

However, when some of these teachers went back to their local districts there was no organizational structure in place to allow them to share their expertise with colleagues. As a result, the standards based training that these leaders possessed had an impact only upon their own classes within the local districts. It is essential that local mechanisms be established which will enable teacher-leader to effectively share their expertise with mathematics/science staff.

The members of the Mathematics/Science Advisory Council recommend the creation of mathematics/science teacher leaders for Massachusetts for the following reasons: Local districts create the position of teacher – leader across multiple grade bands in the areas of mathematics and science.

- Local districts create the position of teacher – leader across multiple grade bands in the areas of mathematics and science.
- The state provides a pipeline funding mechanism with new money to assist districts in this effort.
- The Department provides assistance in the establishment of professional development institutes at the district level.

ADDENDUM 3

Massachusetts Department of Education /Private Sector Partnerships for Professional Development Proposal

There is a need for increased content-based professional development in mathematics and science. As the STE MCAS has recently been adopted as a requirement for the class of 2010, high quality professional development in the area of science is becoming even more important. The recent Intel MA Math Initiative partnership between the Department and Intel Massachusetts Corporation demonstrates the potential for private and public sector cooperation in enhancing local staff development. STEM-related corporations and non-profits view enhancement of public school education as a means of workforce and labor development for their own community and the state as a whole. Stakes are high to produce a viable sustainable long-term pipeline of skilled workers, for corporations with multibillion-dollar investments in a regional economy. In recent years, the previously required \$125 per pupil professional development spending at the district level was eliminated (since many districts were not spending anything at all due to severe budget cuts), and teacher instruction staff professional salaries have actually been falling (2005 report indicates nearly \$12.5 million). Chapter 70 funding in some recent years has fallen, or grown only slightly – and without a requirement, fewer districts will continue to spend much money on professional development. As professional development requires funding for trainers, as well as teacher training time and in some cases lost classroom time, school districts will need considerable outside funding in order to provide an incentive not to reallocate funds to another line item. Private funding may be the most immediate and reliable source of funding possible. According to the Commissioner’s Professional Development Spending FY03-FY05 report, submitted July 5, 2006, the following were sources of money for PD (graphed as Figure 1 in the report).

	2003	2004	2005
School Committees	124,918,759	101,354,183	104,224,172
Federal Grants	59,372,427	74,379,946	70,083,629
State Grants	24,776,539	22,051,728	7,163,064
Other Funds	2,967,715	3,846,307	3,225,845

According to these figures, districts are depending more and more on outside funding for PD, averaging approximately 3% of the total money spent per year. Should the Department of Education promote and facilitate partnerships with companies and privately-funded non-profits as providers of both funding as well as expertise, this may ease the burden on districts to source funding.

The DOE’s PDP system for recertification offers a path to professional development which contains a variety of options for districts and teachers to prioritize the balance between content education, mentoring, self directed education alternatives, enhancement of professional skills, etc. This plan offers maximum flexibility to obtain content instruction from college courses for credit, Content Institutes or mini-courses by specific approved PDP providers. While this system does permit outside PDP providers to offer content courses, many of these are short, minimum 10 instructional hour courses, offering a range of introductory to advanced courses. The quality of these programs, as well as

other professional development options, is not publicly rated and independently monitored; the DOE should consider this action to promote high standards in providers.

The DOE's current predominantly NCLB-funded Content Institutes / Professional Development Institutes program has been successful in attracting and training teachers during the summer months (over 12,000 since 1995, approx 800 per year as of '06, <http://www.doe.mass.edu/news/news.asp?id=2844>), through the collaboration of outside funding sources (Fed, private or otherwise), higher education and highly qualified K-12 teachers. In the past, this program has also been sponsored by the Mass Tech Collaborative's Renewable Energy Trust and Office of Commonwealth Development to focus on institutes supporting renewable energy/climate change training. These programs offer graduate credits (or 67.5 PDP's) for free or minimal cost to teachers/districts, and are considered high quality training. Increasing and expanding these offerings, not just in terms of breadth of content instruction but also beyond summer will encourage more teachers to make use of the Institutes. It is also important to encourage a model of incentives at the district level, especially in high need districts, in order to ensure that more teachers take advantage of the high quality Institute programs rather than more homegrown, non-standardized mentoring or other non-content or indirectly pedagogy-related professional skills development.

Participation from more corporations and non-profit companies in the Professional Development Institutes is important, and the Department of Education must be proactive not only in promoting partnership through targeted recruiting efforts, but also by encouraging the legislature to offer tax breaks or recognition incentives to more private organizations to engage in high-need district level sponsorship of professional development. Streamlining or standardizing the process for an outside group to sponsor specific Content Institutes will entice more outside groups to engage with the DOE to promote areas of science that are of greatest interest to their organization. For example, Intel, with a large fabrication presence in Hudson, MA, has a great incentive to increase the number of mathematics-savvy engineers in the Commonwealth, and is a very proactive company in terms of STEM education. It is in Intel's best interest to fund the development of their pipeline; other large organizations should be encouraged by the DOE to follow suit.

Cutting edge science and engineering organizations in Massachusetts are uniquely positioned to assist highly qualified teachers in offering the latest content knowledge via laboratory workshops by exposing trainers/mentors to recently developed techniques, data and equipment. Introducing teachers and therefore students to the latest, most exciting scientific knowledge and techniques serves to inspire curiosity, as the knowledge is most relevant to what is happening in the world today. This will engage more students to become interested in science and math, thereby partly fulfilling the OMSTE's 2006-2007 efforts to "...increase the number of students taking, science and technology/engineering courses and interest students in entering the 'pipeline.'" Further, a variety of non-profit organizations offer unique, highly developed curricula for specific areas of inquiry-based learning. For example, the non-profit MA State Science & Engineering Fair, Inc. (MSSEF) is embarking on a multimillion-dollar project known as Curious Minds, to address the professional development needs for inquiry based science & engineering learning in the state, specifically at the middle school and high school

levels. The MSSEF has a specific interest in inquiry based learning, and therefore can address the specialized curriculum development needs for professional development trainers. There are dozens of organizations within the state which promote inquiry based science and technology learning, with interests and expertise in specific areas of the Curriculum Frameworks, which are working on similar concepts. The Department of Education must take advantage of, and centrally organize these efforts in order to ensure that opportunities are provided to all communities throughout the Commonwealth and not just districts which contain wealthy organizations interested in benefiting the families of their immediate local workforce.

Parent and Community Education and Involvement Advisory Council

I. EXECUTIVE SUMMARY

This was a transitional year for the Parent and Community Education and Involvement Advisory Council. The Council's low membership numbers and participation have reached a critical point. Thus, the Council's major project was rebuilding and revitalizing the Council. The Council identified 20 prospective new members and partners and submitted their names to the Department for consideration. The Council requests the Department's active assistance in the Council's rebuilding effort.

The Council continued surveying districts for whether and how they include parent and community involvement in their School Improvement Plans. The goal of this project is to make recommendations regarding how districts can effectively use these plans to increase family and community involvement. The Council also began gathering information from districts regarding their parent and community involvement practices for the purpose of revising the 2005 document called, "Examples of Massachusetts District Efforts to Increase Family Involvement."

II. INTRODUCTION

The mission of the Parent and Community Education and Involvement Advisory Council is to assist the Department in developing strategies to increase the involvement of families and communities in student learning. Our goal is to provide information to the Commissioner regarding promising directions and make recommendations for policies and practices that are likely to facilitate families and schools working together to increase student achievement.

The Council identified four goals for the 2006-07 school year:

- Write summary report on School Improvement Plan survey findings
- Update Parent and Community Education and Involvement Guide (published in 2000), taking NCLB into account
- Update "Examples of Massachusetts District Efforts to Increase Family Involvement" (published in 2005)
- Develop a position paper on parent involvement in the Commonwealth

This year, the Council met six times: November 6, 2006, December 12, 2006, January 24, 2007, March 1, 2007, April 24, 2007, and May 30, 2007. All meetings were held at Clark University in Worcester, Massachusetts, with the exception of the April 24 meeting, which was held at the Hudson Public Library.

III. CURRENT ISSUES

As noted above, the Council's membership issues have reached a critical point and have adversely impacted our ability to meet our mandate. The Council started the school year with only seven official members, only four of whom attended even half of the scheduled meetings. One inactive member was removed during the year, and one valuable member finished her second three-year term, and will not be returning. In addition, the Council was assigned a new Department liaison in December.

This year, the Council needed to scale back its agenda, and as a result took few actions and made no recommendations. The Council strongly believes parent and community involvement is a critical educational issue that requires a stronger voice in the Commonwealth than the Council at present can provide. We are looking forward to the Department's active assistance in rebuilding the Parent and Community Education and Involvement Advisory Council.

IV. ADVISORY COUNCIL ACTIONS

COUNCIL REBUILDING

This year, rebuilding and revitalizing the Parent and Community Education and Involvement Advisory Council became, by necessity, the Council's main focus. As a first step toward strengthening the Council, we identified 20 prospective new member candidates and partnership organizations, and forwarded this list to the Department of Education. The goal is not only to increase our numbers, but also to add much needed depth and breadth. The Council has begun inviting professionals and experts within the field of parent and community involvement to attend our meetings. We will continue this practice next year. We will also seek out partnerships with academics, professionals, and grassroots advocacy organizations to collaborate on parent and community involvement issues and increase the Council's impact in the future.

REVIEWING SCHOL IMPROVEMENT PLANS

School improvement plans can serve as a way in which districts plan for and organize efforts to increase parent and community involvement. In Chapter 71 of Massachusetts Education Law, it is stated that school council plans should include "the enhancement of parental involvement in the life of the school." Given this, our Council seeks to determine whether and how parent and community involvement was included in district school improvement plans. The Council members collected or reviewed plans from a sample of districts across the Commonwealth. The Council will continue this project in the fall, with the goal of making recommendations for ways that districts might effectively include parent and community involvement in their plans.

IDENTIFYING AND DISSEMINATING CURRENT PRACTICES

The Council began gathering information from Massachusetts districts regarding their efforts to increase parent and community involvement in order to update the document, "Examples of Massachusetts District Efforts to Increase Family Involvement." This updated document will be distributed to districts and area organizations and made available on the Department's website.

V. COUNCIL DETAILS

Council Co-Chairs:

Michael Butler, Parent, Dedham

Cathleen Santosus, Parent, NPS Civil Rights Committee member, Northampton

Council Members:

Karen Bryant, State and Federal Information Services Specialist, Springfield Public Schools

Wendy S. Grolnick, Professor of Psychology, Clark University

Grace Healey, Adjunct Professor, Gordon Conwell College and Lesley University

Paula Merchant, Executive Director/Parent, Massachusetts Association of Teachers of Speakers of Other Languages (MATSOL)

Department of Education

Liaison: Eileen Wedegartner, Academic Support Liaison, Student Support

Administrator: John Bynoe, Associate Commissioner

Council Web Page:

<http://www.doe.mass.edu/boe/sac/parent/>

Racial Imbalance Advisory Council

I. EXECUTIVE SUMMARY

The Racial Imbalance Advisory Council (RIAC) believes that school districts must be assessed by the academic results as well as the social inclusion of all students, including the disaggregated testing data of white students, students of color, Limited-English Proficient (LEP) students, and students of socio-economic disadvantage. Evidence of academic achievement may be assessed by the study and conclusive evidence offered by the following:

- MCAS performance
- Mathematics placement
- Reading placement
- Literacy rates
- Ability placement in grades K-8
- Ability placement in grades 9-12
- Placement in substantially separate classrooms and buildings
- Dropout percentages in grades 8-12
- Retention percentages
- Post-secondary success

In addition to the usual attention paid by the Council to the aforementioned qualities of academic achievement, this year's focus was upon the working of the Supreme Court and the decision on school desegregation within the United States, nationally, and the state of Massachusetts, locally. To that end, RIAC proposed providing educational forums to inform the educational community around issues of integrated education. The Commissioner of Education and his General Counsel accepted this proposal. Four sessions were provided to the educational community at large and were sponsored by the Department, the Affirmative Action Recruitment Consortium (AARC), METCO, Inc., the Massachusetts Association of School Committees, the Massachusetts Association of School Superintendents, and Citizens for Public Schools. The conferences with over four hundred attendees were a resounding success.

II. INTRODUCTION

The mission of the Racial Imbalance Advisory Council (RIAC), as stated specifically in its bylaws, is to assess annually statewide trends and needs and to advise the Commissioner and the Board of Education on matters pertinent to the development of school desegregation in the Commonwealth. The Racial Imbalance Advisory Council observed school programs and Department policy to determine whether racial balance is the goal and whether the goal has been achieved. It is important to determine whether school programs and policies within Massachusetts still adhere to the principles of school access and equity that were established by the Racial Imbalance Act in 1965.

III. CURRENT ISSUES

During the past school year, the Racial Imbalance Advisory Council (RIAC) focused on the following subjects as they relate to the academic performance and social inclusion of all children and, in particular, children of color and those of low socio-economic status. The subjects are in random order:

- Preventing the achievement gap
- Challenging all students to proficiency and beyond
- Closing the achievement gap where it exists
- Identifying barriers that preclude academic success for some children
- Providing several educational forums to discuss the Supreme Court Desegregation School Case

Review of Current Research and Data

Our work this year involved the study of demographic data that were provided by the Fordham Foundation and that outlined the academic outcomes for Massachusetts school communities in terms of race and socio-economic status. The results were not surprising: School communities that are affluent and well-resourced tend to have better results than less advantaged school districts and, even within those communities that do well, Black and Hispanic students and poor students still suffer from the effects of race and class and score less well than their White and Asian counterparts. RIAC believes that the infusion of programs that promote cultural competency will guide teachers and administrators in their attempt to provide the best education possible to each student.

The group identified and discussed some of the barriers that prevent student academic success and social inclusion and developed the following characteristics that may impede progress:

- Membership in particular races
- Membership in a lower socio-economic class
- Education of parents, and of the mother in particular
- MCAS passage rates
- Graduation rates
- Lack of rigorous curriculum (e.g., Advanced Placement)
- Archaic school buildings
- Lack of access to effective school programs
- Nutrition
- Poorly resourced schools
- The lack of will to educate all children
- Inequitable access to early childhood programs
- Access to highly qualified teachers
- Unsafe schools
- School attrition rates
- Lack of post-secondary success
- Disparity in school funding
- Gender issues and their effect upon schooling

RIAC realizes that in order to facilitate these issues, there may be a need to find ways to increase funding sources. RIAC remains dedicated to the premise that the issues of diversity within schools require categorical funding. Urban living is becoming increasingly complicated and surrounding difficulties can negatively impact children and families. There is a need to reinstitute funding that will be specifically used to provide the guidance needed by school districts that have students of diverse backgrounds.

Educational Equity for All Students

As a result of the concerns around barriers to successful academics, RIAC met with Commissioner David Driscoll on June 20th, 2007 to hear his opinion on issues of academic equity in schools regardless of the race or class of the students involved. General Counsel Rhoda Schneider and Deputy Commissioner Jeff Nellhaus joined Commissioner Driscoll. At that same meeting, RIAC also met with Associate Commissioner John Bynoe and Director of Leadership Development Bobbie D'Alessandro. Both provided excellent presentations that included activities that are relevant to the work with "Barriers to Educational Access" and "Cultural Competency." The group commends them for their work to date.

RIAC strongly supports the direction that the Department is taking on cultural competency and recognizes that it is critical that the state certification for teachers and administrators include a requirement for cultural competency training. However, RIAC expressed some concern about the accuracy of school attendance and graduation rates that were used in the cultural competency study. In an effort to gain more insight the group promised to work closely with both Mr. Bynoe and Dr. D'Alessandro. It should be noted that both administrators suggested the collaboration with RIAC.

Supreme Court School Desegregation Case

This year, RIAC followed the Supreme Court's school desegregation case; the decision was rendered in late June and the justices mandated a more limited use of race in the school assignment process. Prior to the announcement of the decision, the Council planned a February 28 information session. The Commissioner shared with the planning group his concern about the impact a negative ruling might have upon the student assignment process and articulated his disappointment that more progress had not been made in the academic progress of students of color and poor students, and talked about the lack of will to make substantial changes in schools. He then informed the group that when the Supreme Court's decision on school desegregation was rendered RIAC should reconvene the February 28th meeting group with another information session that would be sponsored by the Department.

RIAC complied with the Commissioner's mandate and provided an information session on July 10th at Wheelock College and a second information session on July 17th at Worcester Technical High School. The conferences were a resounding success. Over two hundred people attended, and the panels involved policy-makers, legal counsel, and educators. Through observation, RIAC confirmed that the issue of race in education is still important and that people are still willing to have those very difficult discussions about race and class.

As we approach the next school year, RIAC will focus on how the court's mandates will affect the urban districts and the Metco Program. RIAC remains committed to equitable education for all children, to ensure that there is equitable access to all charter schools for all children, and to suggest that appropriate funding should be accorded to those school districts that are desperately trying to educate all children.

IV. ADVISORY COUNCIL ACTIONS

RIAC, as advisory to the Commissioner and the Board of Education, has taken no steps other than as a result of communications with the Commissioner. The actions are relevant to the support of the growth of integrated education and the request for funding for these efforts. Using the Commissioner's guidelines, the Council focused its work and activities around school attendance, proficiency of all students, and the elimination of the achievement gap. To this end, RIAC has:

- Developed a Position Paper that has been submitted along with this Annual Report.
- Researched and discussed actions of educators, and decisions on the qualities of academic achievement mentioned in the executive summary; barriers to learning and educational access; cultural competencies among teaching staff and administrators.

Other RIAC activities included:

- Sent a letter to Commissioner Driscoll identifying observations about the activities and apparent results of the Springfield Boundary Plan.
- Recommended to the Commissioner the need for providing educational forums to inform the educational community around issues of integrated education. The Commissioner, Dr. David Driscoll, and General Counsel Rhoda Schneider accepted this proposal. As a result several meetings and forums were held.
- Organized and participated in:
 - A forum on February 28th, 2007. The title was "Conversations About Desegregation: The Interaction Between Legal Policy and Educational Practice." The agenda included a presentation by legal experts about the initial arguments made by school lawyers to the Supreme Court.
 - An informational session on July 10th in which lawyers shared facts about the Supreme Court's decision of June 28, 2007.
 - A forum on July 17, 2007 "Conversations II About Desegregation: The Interaction Between Legal Policy and Educational Practice." Presenters included a panel of legal experts, including General Counsel Rhoda Schneider and a panel of Superintendents and School Committee representatives.

These sessions were provided to the educational community at large and were sponsored by the Department and RIAC, with support from the Affirmative Action Recruitment Consortium (AARC), METCO Inc., the Massachusetts Association of School Committees, the Massachusetts Association of School Superintendents, and Citizens for Public Schools. The conferences, with over four hundred attendees, were a resounding success.

V. POLICY DECISION COMMENTS

The educational forums were requested by the Department and were carried out according to the guidelines of the Department.

VI. RECOMMENDATIONS FOR SCHOOL SUCCESS

RIAC's recommendations are as follows:

- Institute full funding for all educational goals set forth in NCLB

- Re institute Diversity Funding. Race and socio-economic status of students still affect the academic achievement of students. The work of equity has not yet been achieved.
- Encourage Diversity in Staffing in Public Schools
- Reaffirm the Department's commitment to race by the establishment of an office within the agency that is dedicated to this work
- Examine: a) the certification process and the results for teachers of color; and
b) professional development sessions that are designed for teachers with regards to the inclusion of cultural competency.
- Measure all student achievement by 100% standard. RIAC believes that the disaggregation of data by race or gender (for any of the already defined subgroups) is critical in addressing the achievement gap.
- Ensure that:
 - certification process includes coursework that is designed to enhance the cultural competency of school staff; and
 - current professional development programs infuse issues and training in cultural competency that will guide inservice teachers and administrators in their attempt to provide the best education possible to all students.

VII. COUNCIL DETAILS

The dates of the RIAC meetings and forums for Fiscal School Year 2006-2007 were 9/12, 10/10, 11/, 1/23, 2/28, 3/13, 5/8, 6/20, 7/17. RIAC meetings were primarily held between the hours of 8:30 a.m. and 2:00 p.m. and primarily at Quinsigamond Elementary School in Worcester, Massachusetts, a central point between Boston and Springfield, to provide ease of access to members from the urban areas of Boston, Medford, Cambridge and Springfield. All members are deeply concerned about equity within Massachusetts public schools; as funding becomes more difficult in the public sector, RIAC notes the return of many districts to more segregated schools as community populations shift and change and the concept of neighborhood schools re-emerges.

Leadership of RIAC

Dr. Kahris McLaughlin, Co-Chair, Affirmative Action Officer of Cambridge Public Schools

Ms. Pam Hulme, parent representative and past school committee member of the Framingham Public Schools

Other members of RIAC

Ms. Barbara Fields, Boston Public Schools

Ms. Jacqueline Dix-Smith, Braintree Public Schools

Ms. Nealon Jaynes-Lewis, Springfield Public Schools

Dr. Denise Messina, Monson Public Schools

Ms. Kathy Reddick, Cambridge NAACP

Ms. Gwen Blackburn, recently retired administrator from Medford Public Schools

Dr. Gary Roberts, recently retired from Springfield Public Schools

Dr. Patricia Crutchfield, former Board of Education Member

Mr. Brian Rachmaciej, a doctoral student from UMASS Boston

Dr. Jorgelina Abbate-Vaughn, U. Mass Boston.

Department of Education

Liaison: Dr. Lurline Muñoz-Bennett, Office of Curriculum Standards

Administrator: Susan Wheltle, Director, Office of Curriculum Standards

The Council's webpage is: www.doe.mass.edu/boe/sac/councils/racial.html

Conclusion

RIAC remains appreciative to the Massachusetts Department of Education for its support in providing a format to discuss the issues of race and socio-economic status and student progress in the Commonwealth's schools. Race still matters in the area of access, as desperately as most might wish that this was no longer the case. The Commissioner stated his commitment and that of the Department in a press statement released after the Supreme Court's decision. He espoused this belief in his statement on the use of Race in Assigning Students to Public Schools and said:

“The recent Supreme Court ruling may have an impact on public schools in Massachusetts and many other states. It does not, however, mean the end to educational equity. While the court struck down the Seattle and Louisville plans, Justice Kennedy's concurring opinion underscores that state and local school officials have a legitimate interest in ensuring that all children have equal opportunity, and that schools may adopt general policies to ensure that schools reflect the diversity of their communities.”

Together, RIAC and educators must ensure that the ideal of democracy is not lost to this generation and future generations of children in Massachusetts. Integrated education must remain the goal; separate but equal in the educational environment cannot prevail. The members of RIAC will continue to work very hard to keep the issue of full access alive in Massachusetts.

RIAC POSITION STATEMENT

July 15, 2007

The Racial Imbalance Advisory Council is interested in promoting and ensuring integrated educational opportunities for all children. RIAC is deeply concerned about the recent Supreme Court Decision that threatens to annul the Brown mandate that supported the provision of equitable education to all America's children. RIAC is committed to ensuring that the gains of the last half-century are not lost; there is still much work to be done given the disparities in the educational outcomes between white children and children of color in our state and in our nation.

There are many who might claim that the issue of race is no longer important in the arena of educational attainment; however, RIAC understands that the tenets of Brown are still viable today. Specifically, we state that separate education is inherently unequal and integrated education, while not a perfect solution, at least begins to equalize educational opportunity through ensuring that urban students have access to a rigorous, high quality public education despite where they may live or the resources of their school district, city, or town.

Through urban school desegregation efforts across Massachusetts in at least 22 school districts, students have been provided the opportunity to access effective, quality education through innovative educational programs. Although categorical aid to these endeavors has been diminished through the non-funding of diversity initiatives, school districts dedicated to the provision of quality, integrated programs continue to persevere despite drastic budget reductions. These urban school districts need legislated financial and moral support. In general, it has been found that unfunded mandates do not often provide the will necessary to realize academic and social success for all students.

Particularly, the Metco Program is concerned that there will be legal attempts to end suburban participation in an educational program that was created to bring urban and suburban children together. The Metco Program has worked hard and diligently; however, some of its goals have not yet been realized. Housing patterns throughout the Commonwealth still remain largely segregated and the current housing costs are prohibitive to people with limited incomes.

However, the Metco Program is still viable; through participation in well-resourced, affluent suburban education, urban children are offered effective, quality education. This program currently serves 3,300 children of color and has produced a large number of alumni who have successfully graduated from institutions of higher education across the United States. Concurrently, participating suburban districts and their students, educators and families have learned about children they would not otherwise have known without the Metco partnership. Although there is general acknowledgement that the program has the usual foibles found in larger society, with all of its faults, it has provided an important model to support improved educational outcomes for urban children of color through inter-district school attendance.

As the Council reviews the provisions of Charter Schools, there is a need to examine the admission, retention, and attrition rates of all children, but particularly children of color. Although many charter schools offer highly innovative education, the educational outcomes for subgroups needs greater analysis to understand how subgroups have been affected.

Charter Schools offer an alternative and RIAC realizes the innovative educational opportunities are important components of the American educational system. However, the loss of funding due to public school students leaving public schools and enrolling in charter schools impacts the sending districts. There is an urgent need to examine issues of access and retention of students within these schools, and to further examine the policies, goals, and belief systems of these institutions to ensure that a respect for diversity is part of the guiding philosophy. Too many of these schools cater to homogeneous school populations.

RIAC appreciates the support this Commonwealth has given to the tenets of integrated education through the last half century; the Commonwealth has a tradition of inclusion as demonstrated through the legislative decision to reverse the separate school stance of the Roberts Case by the provision of equal education to all its children in the 1850s. This tradition was once again replicated a century later by the passage of the Racial Imbalance Act of 1965 by the Massachusetts State Legislature. RIAC urges the continued support

of the belief that integrated education is still important. Children who learn together will one day live together successfully. In the words of Justice Thurgood Marshall which still are valid in the 21st century:

"I wish that I could say that racism and prejudice were only distant memories. I wish I could say that this Nation had traveled far along the road to social justice and that liberty and equality were just around the bend. But as I look around, I see not a nation of unity but a nation of division...The legal system can force doors open and sometimes even knock down walls. But it cannot build bridges. That job belongs to you and me. America's diversity offers so much richness and opportunity. Take a chance, won't you? Knock down the fences that divide. Tear apart the walls that imprison. Reach out: Freedom lies just on the other side."

The children of the Commonwealth need our collective wisdom to ensure that they receive an education that values the richness of diversity. The work of the Racial Imbalance Advisory Council is not complete; the Council has seen evidence that racism within Massachusetts public schools has not been eradicated and equal access has not been fully achieved. In fact, Dr. David Driscoll, State Commissioner of Education, espoused this belief in his statement on the Supreme Court's ruling on the use of Race in Assigning Students to Public Schools and said:

"Today's Supreme Court ruling may have an impact on public schools in Massachusetts and many other states. It does not, however, mean the end to educational equity. While the court struck down the Seattle and Louisville plans, Justice Kennedy's concurring opinion underscores that state and local school officials have a legitimate interest in ensuring that all children have equal opportunity, and that schools may adopt general policies to ensure that schools reflect the diversity of their communities."

Together, we must ensure that the ideal of a true democracy is not lost to this generation, and future generations of children in Massachusetts. An integrated education must remain the goal; separate but equal in the educational environment cannot prevail. The Supreme Court, in this case, has ruled improperly. It is RIAC's job to be a supportive voice for all children. We must continue to protect the mandates of educational equity for all its children. Although access to effective educational programs has been increased, current educational outcomes continue to show the disparity between some children of color and their white peers. RIAC remains committed to continuing the agenda to promote the academic and social success of all students through an integrated rigorous public educational system.

Special Education State Advisory Council

I. EXECUTIVE SUMMARY

The Special Education State Advisory Council (SAC) has had an active and productive year. The SAC focused its discussion this year on the following issues critical to special education: (1) the state special education performance plan; and (2) the recruitment and retention of special education personnel.

II. INTRODUCTION

The existence, mission, and composition of the Special Education State Advisory Council are regulated by federal law and to some extent by the Massachusetts Education Reform Act. The Individuals with Disabilities Education Act of 2004 (IDEA 04) requires that the Special Education SAC serve to:

- Advise the Department on:
 - unmet needs for students with disabilities in the state; and
 - the development of evaluations, data reporting, and ensuring compliance.
- Comment publicly on proposed rules and regulations.

IDEA-2004 requires that a majority of members on the SAC be individuals with disabilities or parents of individuals with disabilities. Additionally, the membership must include:

- Representatives of elementary, secondary, and post secondary school and programs; and
- Representatives from state agencies involved in child serving activities.

Names, affiliations, and contact information for our membership are provided at the end of this report.

The Special Education SAC met six times during 2006-2007. Additionally, members of the SAC participated in the State Special Education Steering Committee Meeting in December 2006. The Department's Special Education Planning and Policy Development Office held this meeting for the purpose of obtaining feedback from a variety of stakeholders on the review, development and setting of performance targets for the twenty State Performance Plan indicators now required under IDEA-2004.

Meetings dates were as follows at College of the Holy Cross in Worcester:

Tuesday, September 12, 2006

Tuesday, October 3, 2006

Tuesday, February 6, 2007

Tuesday, March 6, 2007

Tuesday, May 1, 2007

Tuesday, June 5, 2007

The State Special Education Steering Committee Meeting took place on:

Tuesday, December 5, 2006 at Hoagland Pincus Conference Center, Shrewsbury.

We have maintained ongoing efforts to advise the Board of Education (Board) and the Department of Education (Department) concerning unmet needs in the education of students with disabilities who reside in the Commonwealth. We have continued to encourage representation of statewide interests and concerns at SAC meetings by ensuring diversity in membership, holding our meetings in a central location, and disseminating our meeting schedule to facilitate public participation.

We would like to thank Marcia Mittnacht, Massachusetts State Director of Special Education, and Ann Marie John, the Department SAC liaison, for their active participation in our meetings as well as for their work to support activities between meetings.

III. CURRENT ISSUES

The following are considered important current issues in the area of special education and were selected by the SAC membership for discussion over the course of this year.

- *The Annual Review of the State Performance Plan (SPP) and Annual Performance Report (APR)*
 - *Adequate Yearly Progress (AYP) – Indicator 3 of the SPP*
 - *Transition - High School, Indicator 13 of the SPP*
 - *Transition – Preschool, Indicator 12 of the SPP*
 - *Graduation/Dropout Rates – Indicators 1 and 2 of the SPP*
 - *Suspension/Expulsion – Indicator 4 of the SPP*
- *Recruitment and Retention of Special Educators*
- *State and Federal Regulation Changes – IDEA-2004*
- *Other Areas of Discussion and Interest to the SAC*
 - *State Special Education Budget for FY08 – Presentation and Discussion*
 - *Concurrent Enrollment/New State Grant Program – Update and Discussion*
 - *Bullying – Review and discussion of Youth Risk Behavior Survey*

IV. ADVISORY COUNCIL ACTIONS

State Performance Plan

Under IDEA-2004, states submitted a six-year State Performance Plan (SPP) in December 2005. Each year, each state submits an Annual Performance Report (APR) that details the state's progress on the twenty indicator areas of the SPP. The SAC discussed each of the twenty indicator areas and provided feedback to the Department on issues related to changes in indicator descriptor, revisions to targets, the use of stakeholder input, public reporting, slippage and progress on specific indicators, and specific challenges related to certain indicators. The SAC will continue to monitor progress and data generated for all indicators in the SPP. The SPP and APR can be accessed at <http://www.doe.mass.edu/sped/spp/>.

Recruitment and Retention of Special Educators

Members of the SAC served as designees to the Advisory Council looking at personnel preparation and retention issues in special education, creating ongoing dialogue between the groups. The SAC as a whole was presented with updates on the Department's efforts related to recruitment and retention of special educators, and provided feedback and ideas

to the multiple efforts in this area. Additionally, the SAC provided a letter of support to the Department for its application for a State Personnel Development Grant that would create significant professional development opportunities through developed coursework.

State and Federal Regulation Changes – IDEA-2004

The SAC was given an indepth overview of the key changes to federal special education regulations under IDEA-2004. SAC members shared this information with their respective stakeholder groups.

Other Key Issues

The SAC received information and provided feedback on each of the items identified.

V. POLICY DISCUSSION AREAS

In addition to discussion and recommendations on the above issues, the SAC reviewed several draft documents that were in development by the Department over the course of the year. Feedback was provided to the Department by the SAC as to format and content of:

- Regulations on Special Education - 603 CMR 28.00
- IDEA-2004 Implementing Regulations
- Transition Planning Form – Memorandum
- Autism Advisory

VI. RECOMMENDATIONS

State Performance Plan

- As suggested in last year's report, the Department should work cooperatively to address critical indicators, including indicators related to dropout rates, graduation rates, suspension rates, disproportionality, performance, and parental involvement. These indicators are not solely the province of special education.
- The SAC continues to be concerned about performance pressures that may inadvertently act as incentives to schools and school districts to encourage students with disabilities to drop out of school, or remove building-based accountability pressures.
- Again, the SAC recommends that the Department include narrative explanations to augment the quantitative data generated under the SPP. The SAC is concerned about the limitations of the quantitative data generated and recommends that the Department, wherever possible, explain the limitations of the data and any data verification activities that will take place.
- The Department should make the best use of the stakeholder workgroups that have been established around the development of the SPP/APR. These workgroups should begin to be utilized to make recommendations on solutions to the issues identified through SPP data collection.

Recruitment and Retention of Special Educators

- The SAC wholeheartedly supports the efforts of the Department to address this critical issue, and supports the work being done by the Massachusetts Personnel Center Task Force.

- The SAC recommends that the Board review the implementation of the legislation enacted in 2000 that requires all educators to receive coursework or training in meeting the needs of diverse learners to ensure that such training is occurring and increasing the ability of our educator workforce to effectively teach diverse learners.
- The SAC recommends that the Department uses MassOne in a way that ensures that best practices are shared across the state, thus benefiting all children with disabilities. In order to implement this, the Board should have the Department engage in a Department-wide discussion about using MassOne to facilitate the dissemination of best practices.

VII. COUNCIL DETAILS

Council members

Louis Abbate – Massachusetts Association of Approved Private Schools

Jane Buckley – Massachusetts Rehabilitation Commission

Peter Cirioni – Office for Homeless Education, Department of Education

Mary Fitzgerald – Massachusetts Office on Disability

Robin Foley (Vice Chair) – Federation for Children with Special Needs & Parent Representative

Gail Havelick – Department of Public Health

Carla Jentz – Executive Director, Massachusetts Administrators for Special Education

Maureen Jerz (Chair) – Parent/Professional Advocacy League and Parent Representative

Fred Knowles – Department of Mental Health

Joan Landers – Wakefield Public Schools; School Administrator and Parent Representative

Rose Milas – Department of Youth Services

Therese Murphy-Miller – Department of Mental Retardation

Alec Peck – Boston College

David Riley – Massachusetts Urban project

Ellie Rounds – Charter School Administrator

Patricia Schram – Children's Hospital Boston

Susan Stelk – Department of Social Services

Amy Young – Parent

Department of Education

Liaison: Ann Marie John

Administrator: Marcia Mittnacht, State Director for Special Education

Technology/Engineering Advisory Council

I. INTRODUCTION

The role of the Technology/Engineering Advisory Council is to advise the Board of Education and the Commissioner on matters pertaining to the learning standards outlined in the Science and Technology/Engineering Curriculum Framework. The emphasis is on active, hands-on exploration of products and systems, inclusive of transportation, manufacturing, bioengineering, construction, and communication. The Council membership includes a diverse representation of business, education, and community leadership in the field of technology/engineering. Our member list is included in this report.

II. EXECUTIVE SUMMARY

The Council's main focus this year was to work on the problem of the Technology/Engineering teacher shortage in Massachusetts. The Council found that the Technology/Engineering teacher shortage exists across the nation, is due to a variety of reasons, and is part of a larger teacher shortage that especially affects mathematics and science. To assist schools and districts in finding qualified candidates, the Council researched programs all over the country that prepare candidates to teach Technology/Engineering courses with curriculum expectations similar to those in Massachusetts, and have contacted them to identify those willing to serve as posting boards for job openings in Massachusetts. Additionally, the Council looked into licensure requirements and reciprocity agreements with other states. While there is no automatic reciprocity, there is a process by which a practicing teacher from another state may apply to work here, but the Council concluded that at the present time this does not seem like a way to significantly boost our pipeline of licensed teachers.

III. RECOMMENDATIONS

The following issues are considered important for the Board of Education, the Commissioner, and the Deputy Commissioner to understand and keep in mind when making decisions:

- Address the Technology/Engineering teacher shortage.
- Help disseminate the attached list of out-of-state institutions that prepare Technology/Engineering candidates.
- Increase the Technology/Engineering course offerings throughout the state to prepare students for engineering and technical careers.
- Maintain the high school Technology/Engineering MCAS and continue to support districts in offering the test.
- Support districts in offering Technology/Engineering courses as Science credits.
- Revise the MTEL certification test for technology/engineering teachers to ensure that content is aligned with the curriculum frameworks to be taught and that it does not become a barrier to licensure. The Council addressed this issue in 2004-2005 and created guidelines for a new Technology/Engineering MTEL test. The guidelines are included here as Attachment 3.

IV. ADVISORY COUNCIL ACTIONS

Technology/Engineering teacher shortage

Our goal is to have more students taking Technology/Engineering courses. It is important then to make sure there are enough Technology/Engineering teachers available to teach. The Council reviewed an article entitled “ Technology Education Teacher Demand, 2002-2005” from the April 2003 issue of The Technology Teacher documenting the teacher shortage across the nation. It can be accessed at: <http://www.iteaconnect.org/Resources/TeacherDemand.pdf>. The shortage is apparently not limited to Technology/Engineering, with many other disciplines experiencing shortages due to a wide variety of reasons.

We also reviewed a report from a September 2006 forum entitled: “Taking Action Together: Developing a National Action Plan to Address the T&E of STEM” organized by the PTC-MIT Consortium and held at the National Academy of Engineers. It too documented the finding that “Many of the 38,000 technology teachers across the country are nearing retirement, and there is not enough people in the pipeline to replace them. Teachers with good credentials in T&E related fields can find higher paying jobs in industry.” Currently Massachusetts has only one (1) approved program, Fitchburg State College, that prepares candidates for the Technology/Engineering License, and it does not produce enough teachers to supply the state.

Our discussion of alternate means of attracting and preparing Technology/Engineering teachers yielded the following thoughts:

- A state clearinghouse to recruit candidates to this and the many other fields experiencing teacher shortages. Hiring is currently left up to the districts and the state does not get involved.
- A list of contacts for superintendents and collaboratives that guide them to schools that prepare teachers to teach Technology/Engineering courses similar to our standards. This would enable them to send job postings to a targeted list.
- Advertisements to practicing engineers to make a career shift to teaching.
- Highlight shortages on the Department's website so interested candidates would see openings. Lighten the licensure requirements and highlight the waivers available for teachers in hard-to-staff fields.
- Address the teacher shortage in state by encouraging community colleges and other institutions to actively address the issue. Let them know about the shortages and encourage students to consider the field of teaching.
- Establish technology/engineering certification programs at engineering institutions such as Tufts, MIT, and schools already offering mathematics and science education programs.
- Recruiting and growing the supply is key; providing bonuses, or other incentives would help.

We recognize that the Department also has to deal with a shortage of qualified Mathematics and Science teachers. Technology/Engineering should be considered a part of Science in all teacher-recruiting efforts.

The Council pursued the strategy of recruiting qualified candidates from teacher preparation programs in other states. To assist schools and districts to target job postings, the Council has prepared a directory of schools with degree programs in

Technology/Engineering Education (or close) that prepare graduates to teach content consistent with the Massachusetts Technology/Engineering standards (Attachment 1). We contacted technology education teacher certification programs through the Council on Technology Teacher Education (CTTE) email list and through a list of International Technology Education Association (ITEA) Institutional Members (<http://www.iteaconnect.org/Resources/institutionalmembers.htm>).

Directors of these programs were asked:

1. Does your program prepare students to teach a 1-year course in Technology/Engineering according to the "Standards of Technological Literacy" developed by ITEA?
2. Would you be interested in posting Massachusetts employment opportunities for your students?

We collected contact information from program directors who responded positively to both questions. The directory should be made available to districts looking for qualified Technology/ Engineering teachers through various websites: the Department's; professional organizations for Technology/Engineering teachers: Massachusetts Technology Engineering Education Collaborative (MassTEC) and Technology Education Association of Massachusetts (TEAM); and professional organizations for superintendents and principals.

The Council also looked into the reciprocity agreements that Massachusetts has established with other states. This report is included as an attachment to this document. We found there is no automatic reciprocity; the Department licensing board decides whether the license is granted (see Attachment 2). There are agreements that specify a process by which a practicing teacher from one state may apply in another, but it may also require that the candidate do additional preparation. Relatively few Technology/Engineering licenses are issued this way, and at the present time it does not seem like a way to significantly boost our pipeline of licensed teachers.

Other current issues and areas where further work is needed:

- Availability of Technology/Engineering courses in high schools
- Comparability of Technology/Engineering courses to other Science classes
- Validity and continued offering of the Technology/Engineering MCAS test

As part of our mission to promote technological literacy and the study of Technology/Engineering in K-12 schools, the Council seeks to promote Technology/Engineering courses to school districts and inform them that these courses are an MCAS option. Massachusetts provides frameworks and an achievement test at the same level as chemistry, physics, and biology. However, other groups do not always recognize a Technology/Engineering course as fulfilling a science class requirement. This hurts students who have taken the courses, may deter students from taking Technology/Engineering courses, and may deter schools from offering them. It is important for us to communicate that Technology/Engineering is as rigorous as the traditional science disciplines and how these courses add options for students along with the other science courses

Related to this issue is the problem that colleges and collegiate organizations may not recognize Technology/Engineering courses as Science courses. The Council has supported our Department liaison, Jake Foster, in making the case to the National Collegiate Athletic Association (NCAA) that high school Technology/Engineering courses count as full science credits. We are encouraged that the NCAA has agreed to accept these courses as natural/physical science credit, as long as the school offers and the state allows for the courses to be taken as science credits.

Another barrier to districts offering the Technology/Engineering courses is the MCAS testing requirement for Science. There are currently not enough 9th and 10th grade students taking the MCAS test in Technology/Engineering to provide the data needed to make the test valid and reliable. The state may continue to support the frameworks but discontinue the test if not enough students choose it. If the test is not offered, then administrators may choose not to offer Technology/Engineering courses. This is hoped to be a short-term problem, solved by finding the students taking the various Technology/Engineering courses available (such as the Museum of Science’s Engineering the Future, Wright’s course, or Project Lead the Way) and getting them to take the test.

Our liaison at the Department speaks to schools about science offerings and having Technology/Engineering courses. It would be helpful to him if we could advise him on how to portray these courses. A “how it looks in the classroom” video to promote Technology/Engineering classes and inform teachers could be useful and might be produced as a follow-up to a summer institute.

V. ADVISORY COUNCIL DETAILS

Meeting Schedule:

October 26, 2006	3:30-5:30pm	Marlborough High School, Marlborough, MA
November 17, 2006	2:30-4:30pm	Fitchburg State College, Fitchburg, MA
January 18, 2007	3:30-5:30pm	John Glenn Middle School, Bedford, MA
March 8, 2007	3:30-5:30pm	Belmont High School, Belmont, MA
April 26, 2007	3:30-5:30pm	Overlook Middle School, Ashburnham, MA
May 17, 2007	3:30-5:30pm	Wachusett Regional High School, Holden, MA
June 14, 2007	4:00-5:30pm	Boston Museum of Science, Boston MA

Members:

First	Last	Title/role	Institution/representation
James	Alicata	Chairman, Industrial Technology Dept.	Fitchburg State College
John	Bourdreau	Teacher	Fall River Public Schools
Diane	Brancazio	Teacher	Belmont Public Schools
Gerald H.	Brody	Retired Engineer	Framingham
Bradford	George	Technology Middle School Teacher	Stow Public Schools
Sommer	Jones-Riolo	Teacher	Framingham Public Schools
Kenneth	Klayman	Technology Teacher	Wachusett Regional H.S. / WRSD

First	Last	Title/role	Institution/representation
William	Manser	Teacher/TEAM Board	Ashburnham/Westminster Regional School District
Reza	Namin	Superintendent	Ralph Mahar Regional School District
Richard W.	Pascal	Business Representative	21st Century Renaissance
Joseph	Ramos	Teacher	Somerset Public Schools
Anthony	Ruscito	Technology Middle School Teacher	Bedford Public Schools
Cary	Sneider	Vice President for Educator Programs	Museum of Science, Boston
Yvonne	Spicer	Associate Director	National Center for Technological Literacy
Mike	Stevens	Teacher	Maynard Public Schools

Council Leadership

Chairman: James Alicata jalicata@admin.fsc.edu

Council Secretary: Diane Brancazio dbrancazio@belmont.k12.ma.us

Department of Education

Liaison to the Council: Jacob Foster, Ph.D., Office for Mathematics, Science and Technology/Engineering, jfoster@doe.mass.edu

Administrator: Barbara Libby, Director, Office for Mathematics, Science and Technology/Engineering,

Web page URL: <http://www.doe.mass.edu/boe/sac/tech>.

Three Attachments:

Attachment 1

Out-of-State Technology Education Teacher Preparation Programs

This is a list of Colleges and universities that have teacher preparation programs in Technology Education and whose programs are likely to meet the requirements for Technology/Engineering license in Massachusetts. All are International Technology Education Association (ITEA) institutional members. There are surely other programs that meet these criteria as well, but either academic or contact information may have been difficult to obtain.

Updated June 14, 2007, by Diane Brancazio, Technology/Engineering teacher, Belmont Public Schools, Belmont, MA
Programs referenced by Jim Alicata, Chairman of Industrial Technology Department, Fitchburg State College, Fitchburg, MA

This list is intended for use by Massachusetts districts seeking candidates for middle and high school Technology/Engineering positions

Out-of-State Institutions interested in receiving Technology/Engineering job postings from Massachusetts districts

Institution	Contact Name/Position	Email
California University of Pennsylvania Applied Engineering and Technology Department	Professor and Department Chair Dr. Stanley A. Komacek	smedleyj@tcnj.edu
Central Connecticut State University Technology Education Department	Chair James A. DeLaura	Delaura@ccsu.edu
The College of New Jersey, Department of Technological Studies	Professor and Dept. Chair Dr. John Karsnitz	karsnitz@tcnj.edu
Ohio State University College of Education School of Teaching & Learning	Asst. Professor Dr. Paul E. Post	post.1@osu.edu
State University of New York at Oswego Department of Technology	Department Chair Mr. Philip Gaines Director of Career Planning and Placement Mr. Robert Casper	gaines@oswego.edu casper@oswego.edu
University of Southern Maine School of Applied Science, Engineering and Technology Department of Technology	Professor and Chair H. Fred Walker	hfwalker@usm.maine.edu
Illinois State University Department of Technology	Prof. Chris Merrill Prof. Ed Livingston May copy to: Professor and Interim Chair: Richard Boser	eclivin@ilstu.edu cpmerri@ilstu.edu raboser@ilstu.edu

Institution	Contact Name/Position	Email
Old Dominion University Darden College of Education Department of Occupational and Technical Studies	Technology education Program Leader Walter F. Deal, III, Ph.D. Chair and Graduate Program Director John Ritz, Ed.D. D.T.E. Philip A Reed	wdeal@odu.edu jritz@odu.edu PReed@odu.edu
Ball State University College of Applied Sciences and Technology Department of Technology	Associate Professor Richard Seymour	rseymour@bsu.edu
Millersville University Department of Industry & Technology	Department Chair Dr. Perry R. Gemmill, Technology Education Coordinator Dr. Len S. Litowitz Director of Career Services Ms. Margo Sassaman	Perry.Gemmill@millersville.edu Len.Litowitz@millersville.edu Margo.Sassaman@millersville.edu
Fitchburg State College Department of Industrial Technology Program in Technology Education	Chairman of Industrial Technology Dept.: Dr. James Alicata	jalicata@fsc.edu
Colorado State University Program in Engineering	Professor of Engineering Education Michael A. De Miranda, PhD Professor of Civil and Environmental Engineering Tom Siller, Ph.D.	mdemira@cahs.colostate.edu tjs@enr.colostate.edu
Rhode Island College Feinstein School of Education and Human Development (FSEHD)	Dean Julie Wollman	jwollman@ric.edu
Indiana State University Industrial Technology Education Department	Chairperson Anthony F. Gilberti; Ph.D.	agilberti@isugw.indstate.edu
North Carolina A & T University		childres@ncat.edu rhodesc@ncat.edu drapers@ncat.edu
University of Arkansas	Head, Curriculum & Instruction Michael K. Daugherty	MKD03@UARK.EDU

Attachment 2

REPORT TO THE DOE ADVISORY COUNCIL FOR TECHNOLOGY/ENGINEERING

CERTIFICATION/ LICENSURE RECIPROCITY

JANUARY 18, 2007

Gerry Brody

The following information was obtained from (1) Gerald Howard, DOE Office of Educator Licensure, (2) NASDTEC (National Association of State Directors of Teacher Education and Certification) and (3) the Mass. DOE web site, www.doe.mass.edu/edprep/nasdtec.

(1) Mr. Howard, DOE liaison for reciprocity, sent the following comment in response to my inquiry.

“Reciprocity is generally determined through NASDTEC, which sets the parameters... Unfortunately, the guidelines do not specify the teaching licenses, as licenses can have various names and functions. If you want to check each reciprocal state’s DOE website, you might obtain some information, but that seems rather laborious... (O) Our office issues comparatively few Technology/Engineering licenses.”

(2) 43 states and the Territory of Guam have signed the 2005-2010 NASDTEC Interstate agreement, including the nearby states of Rhode Island, Connecticut, New Hampshire, New York, Vermont and Maine (See the Mass DOE website for the full list.) This agreement establishes a process under which a person certified in one Member may obtain a certificate from another Member. The full agreement can be found at www.nasdtec.org/agreement. Note, it is not necessarily “full” reciprocity. The educator may have to complete additional requirements, such as coursework, assessments or classroom experience, before receiving a full professional certificate in the new state.

Eligibility common to all parties is based on completion by the applicant of an approved program in a comparable or broader discipline, compliance with non-academic requirements (e.g. citizenship, moral fitness), and completion of any post-baccalaureate study required by the receiving Member. Alternative preparation may be accepted by the receiving Member if the applicant presents reasonable proof of having met specific Member requirements and possession of a Level I certificate. Comparable requirements apply for certification at Levels II and III.

(3) The Mass DOE accepts applications from candidates from a Member state provided they have an initial license/certificate and three years of employment under such license/certificate during the previous seven years **OR** upon review of official transcripts, recommendations, and/or verification of successful experience. Additional degree, testing and/or prerequisite requirements may also be required.

Specifically with regard to Technology/Engineering licensure, the coursework at the candidate's college/university will be compared to the approved Massachusetts curriculum and degree requirements by a DOE Office of Educator Licensure reviewer and a determination made as to the candidate's satisfactory qualifications. If we want to evaluate the potential for cross licensing with other states, we have to examine the curricula of those institutions who grant degrees in comparable fields and assess the magnitude of the differences to the Fitchburg State curriculum, since that is the only approved program in Massachusetts.

Attachment 3

Proposed Objectives for Technology/Engineering MTEL.

Prepared by Technology/Engineering Advisory Council, April 2005

Topics:

ENGINEERING DESIGN
MATERIALS, TOOLS, AND MACHINES
CONSTRUCTION TECHNOLOGY
MANUFACTURING TECHNOLOGY
ENERGY AND POWER SYSTEMS
COMMUNICATIONS TECHNOLOGY
TRANSPORTATION TECHNOLOGY
BIOENGINEERING TECHNOLOGY
HISTORICAL AND SOCIAL CONTEXT

ENGINEERING DESIGN

0001 Understand that engineering design is an iterative process involving modeling and optimizing for developing technological solutions to problems within given constraints.

For example: identify and explain the steps of the engineering design process; demonstrate methods of representing solutions to a design problem (sketches, and multiview drawings); describe and explain the purpose of a given prototype; and explain how such design features as size, shape, weight, function, and cost limitations would affect the construction of a given prototype;

0002 Understand that engineering design involves practical problem solving, research, development, and invention and requires designing, drawing, building, testing, and redesigning.

For example: identify and explain the steps of the engineering design process; demonstrate knowledge of pictorial and multi-view drawings (orthographic, isometric, oblique, perspective) using proper techniques; demonstrate the use of drafting techniques with paper and pencil or computer-aided design (CAD) systems; and apply scale and proportion to drawings, and interpret plans, diagrams, and working drawings in the construction of a prototype.

MATERIALS, TOOLS, AND MACHINES

0003 Understand that appropriate materials, tools, and machines enable us to solve problems, invent, and construct a wide variety of objects.

For example: identify appropriate materials for a given design task based on their types and specific properties; explain the different classifications of materials such as natural, synthetic or composite; identify and explain appropriate measuring tools for finding linear measurements, diameters and angles (rigid rule, micrometer, caliper, square); identify and explain the safe and proper use of hand and power tools used for cutting, boring, gripping, joining, fastening and polishing processes; identify and explain the safe and proper use of measuring tools, hand tools and machines needed to construct a prototype of an engineering design (band saws, drill presses, sanders, hammers, screwdrivers, pliers, tape measures, screws, nails, and other mechanical fasteners); and identify and explain the types of machines needed to change the form of materials (band saw, scroll saw, drill press, grinder, etc.) used in manufacturing systems.

ENERGY AND POWER SYSTEMS

0004 Understand that FLUID SYSTEMS are made up of liquids or gases and allow force to be transferred from one location to another. They also provide water, gas, and oil, and remove waste. They can be moving or stationary and have associated pressures and velocities.

For example: differentiate between open fluid systems, such as irrigation or forced hot air systems, and closed systems, such as forced hot water systems or hydroponics; differentiate the components of open and closed fluid systems, such as valves, controlling devices, and metering devices; identify and explain sources of resistance for water moving through a pipe, such as a 45o elbow, 90o elbow, different types of pipes, and changes in pipe diameter; explain Bernoulli's Principle and its effect on practical applications, such as airfoil design, spoiler design, or carburetor; differentiate between hydraulic and pneumatic systems and provide examples of appropriate applications of each as they relate to manufacturing and transportation systems; explain the relationship between velocity and cross-sectional areas in the movement of a fluid; and solve problems related to hydrostatic pressure and depth in fluid systems.

0005 Understand that THERMAL SYSTEMS involve transfer of energy through conduction, convection, and radiation, and are used to control the environment within structures.

For example: differentiate among conduction, convection, and radiation in a thermal system, such as house heating, cooling, or cooking; give examples of how conduction, convection, and radiation are used in the selection of materials for products such as home and vehicle thermostat designs or circuit breakers; identify the differences between open and closed thermal systems, including humidity control systems, heating systems, and cooling systems; explain how environmental conditions influence heating and cooling of buildings and automobiles; and identify and explain the tools, controls, and properties of materials used in a thermal system, (thermostats, R Values, thermal conductivity, and temperature sensors.)

0006 Understand that ELECTRICAL SYSTEMS generate, transfer, and distribute electricity.

For example: describe the different instruments that can be used to measure voltage, such as voltmeter and multimeters; identify and explain the components of a circuit including a source, conductor, load, and controllers (controllers are switches, relays, diodes, transistors, and integrated circuits); explain the relationship between resistance, voltage, and current (Ohm's Law); determine the voltages and currents in a series circuit and a parallel circuit; explain how to measure voltage, resistance, and current in electrical systems; and describe the differences between Alternating Current (AC) and Direct Current (DC) and give applications of each.

CONSTRUCTION TECHNOLOGIES

0007 Understand that construction technology involves building structures in order to contain, shelter, manufacture, transport, communicate, and provide recreation.

For example: describe and explain parts of a structure, including the foundation, flooring, decking, walls, and roofing systems; identify and describe three major types of bridges (the arch, beam, and suspension) and their appropriate uses (site, span, resources, and load); explain how the forces of tension, compression, torsion, bending, and shear affect the performance of bridges; and describe and explain the effects of loads and structural shapes on bridges and structures.

0008 Understand how various materials, processes, and systems are used to build structures.

For example: distinguish among tension, compression, shear, and torsion, and explain how they relate to the selection of materials in structures; identify and explain the purposes of common tools and measurement devices used in construction, such as the spirit level, transit, framing square, plumb bob, spring scale, tape measure, strain gauge, venturi meter, and pitot tube; describe how structures are constructed using a variety of processes and procedures used to assemble metal framing materials such as welds, bolts, and rivets; identify and explain the engineering properties of materials used in structures, including elasticity, plasticity, thermal conductivity, density; differentiate the factors that affect the design and building of structures, such as zoning laws, building codes, and professional standards; and calculate quantitatively the resultant forces for live loads and dead loads.

MANUFACTURING TECHNOLOGIES

0009 Understand that manufacturing is the process of converting raw materials (primary process) into physical goods (secondary process), involving multiple industrial processes, such as assembly, multiple stages of production, and quality control.

For example: describe and explain the manufacturing systems of custom and mass production; explain and give examples of the impacts of interchangeable parts, components of mass-produced products, and the use of automation, including robotics; describe a manufacturing organization in terms of corporate structure, research and development, production, marketing, quality control, and distribution; explain basic processes in manufacturing systems, such as cutting, shaping, assembling, joining,

finishing, quality control, and safety; and identify the five elements of a universal systems model: goal, inputs, processes, outputs, and feedback.

0010 Understand that manufacturing processes can be classified into six groups: casting and molding, forming, separating, conditioning, assembling, and finishing.

For example: explain the manufacturing processes of casting and molding, forming, separating, conditioning, assembling, and finishing; differentiate the selection of tools and procedures used in the safe production of products in the manufacturing process, including hand tools, power tools, computer-aided manufacturing, and three-dimensional modeling; and explain the process and the programming of robotic action utilizing three axes.

COMMUNICATION TECHNOLOGIES

0011 Understand that ideas can be communicated through engineering drawings, written reports, and pictures.

For example: identify and explain the components of a communication system (source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination); identify and explain the appropriate tools, machines, and electronic devices used to produce and/or reproduce design solutions, such as drawing tools, computer-aided design, and cameras; identify and compare communication technologies and systems (audio, visual, printed, and mass communication); and identify and explain how symbols and icons, such as international symbols and graphics, are used to communicate a message.

0012 Understand that the application of technical processes to exchange information includes symbols, measurements, icons, and graphic images.

For example: identify and explain the applications of light in communications, such as reflection, refraction, additive, and subtractive color theory; explain how information travels through different media, including electrical wire, optical fiber, air, and space; compare the differences between digital and analog communication devices; explain the components of a communication system, (source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination); and identify and explain the applications of laser and fiber optic technologies, such as telephone systems, cable television, medical technology, and photography.

TRANSPORTATION TECHNOLOGIES

0013 Understand that transportation technologies are systems and devices that move goods and people from one place to another across or through land, air, water, or space.

For example: identify and compare examples of transportation systems and devices that operate on each of the following: land, air, water, and space; explain a possible solution for a given transportation problem using the engineering design process; identify and describe three subsystems of a transportation vehicle or device, such as the structural, propulsion, guidance, suspension, control, or support system; and identify and explain lift, drag, friction, thrust, and gravity in a vehicle or device, such as a car, boat, airplane, or rocket; and identify and explain machines used in the conversion of energy for

transportation (steam engines, internal combustion engine, electric motor, and machines using renewable/alternative energy resources).

BIOENGINEERING TECHNOLOGIES

0014 Understand that bioengineering technologies explore the production of mechanical devices, products, biological substances, and organisms to improve health and/or contribute improvement to our daily lives.

For example: explain examples of adaptive or assistive devices, such as prosthetic devices, wheelchairs, eyeglasses, grab bars, hearing aids, lifts, or braces; and describe and explain adaptive and assistive bioengineered products, such as foods, bio-fuels, irradiation, and integrated pest management.

HISTORICAL AND SOCIAL CONTEXT OF TECHNOLOGY/ENGINEERING

0015 Understand that technology/engineering developments occur within a historical and social context, and that new technologies may have positive effects or unintended negative effects.

For example: The positive effects of technology/engineering including major advances in standard of living in the 19th and 20th centuries, improvements in communication and transportation, personal and public health and the resulting increase in longevity; unintended negative effects of technology/engineering including damage to the environment from pesticides, clear cutting, dumping of toxic wastes, over fishing, and the reliance of industry on soft coal for energy; and ways in which technology/engineering has reduced negative effects of technologies, such as automobile emission controls and the development of biodegradable plastics.


EVENTS CALENDAR

June 2009						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11



Conference Directions

Randolph - Randolph High School

Randolph High School
 70 Memorial Parkway
 Randolph, MA 02368

From I-93:

Take I-93 South
 Take Exit 5A for RT-28 S toward Randolph
 Merge onto N. Main St./RT-28 S
 Continue to follow to RT-28 S for approximately 3.2 miles
 Turn Right on Memorial Parkway (right after Walgreens)
 The school will be on your left – Enter through doors number 5 and 6

From the Mass. Pike:

Take I-90 East/Massachusetts Turnpike/MassPike
 Take Exit 14 to merge onto I-95 S/RT-128 S toward S Shore
 Continue on I-93 N/US-1 N (Signs for I-93N/Boston/Braintree/US-1 N)
 Take Exit 5A for RT-28 S toward Randolph
 Merge onto N. Main St./RT-28 S
 Continue to follow to RT-28 S for approximately 3.2 miles
 Turn Right on Memorial Parkway (right after Walgreens)
 The school will be on your left – Enter through doors number 5 and 6

From Route 24:

Take Exit 20A - Rt 139/Randolph - follow for 1.7 miles(4th set of lights), take right onto Highland Ave, take second left (Memorial Parkway). Enter through the front (middle) door.



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The Massachusetts Board of Elementary and Secondary Education

Briefing for the October 30, 2007 Regular Meeting of the Board of Education

To: Members of the Board of Education

From: Jeffrey Nellhaus, Acting Commissioner of Education

Date: October 24, 2007

The next regular meeting of the Board of Education will be on Tuesday, October 30, 2007, at Randolph High School, 70 Memorial Parkway, Randolph, starting at 8:30 a.m. Coffee will be available at 8:00 a.m. The meeting will adjourn by 1:00 p.m. If you need overnight accommodations or any additional information about the schedule, please call Belinda Wilson at (781) 338-3118.

Overview

We are holding the regular meeting on October 30th in Randolph to call attention to the fiscal difficulties that this school district and others are experiencing. Randolph Superintendent Richard Silverman and other local officials will welcome the Board to the high school and make a brief presentation. Our meeting agenda includes continuing discussion on the proposed recommended high school core program of studies (MassCore), initial discussion of the budget proposal for FY 2009, a presentation on support services for students, recommendations on underperforming schools, and discussion and vote on regulations on regional school districts, several charter school matters, advisory council appointments, and approval of grants.

Regular Meeting

Comments from the Chairman

The Chairman will update the Board on current issues and activities, including the commissioner search process.

Comments from the Commissioner

1. **Commonwealth Readiness Project.** Governor Patrick launched the Readiness Project a few months ago. He has appointed more than 150 experts and practitioners to recommend a comprehensive 10-year strategic plan to improve public education in Massachusetts. I met recently with the Readiness Project's Leadership Council, and some members of the Department's staff and I have met or will be meeting with several of the subcommittees that are reviewing specific areas.
2. **Perkins State Plan for Career and Technical Education.** The reauthorized federal Carl D. Perkins Career and Technical Education Improvement Act of 2006, known as Perkins IV, became law in August 2006. In May 2007, the Department submitted to the U.S. Department of Education a One-Year Transition State Plan that we are implementing this school year. Perkins IV provides about \$20 million to Massachusetts each year, 85% of which goes to school districts and public two-year colleges to improve career- and vocational-technical education programs. The remaining funds are used for state leadership activities and administration.

Next spring we will submit a Five-Year State Plan for the second and subsequent years of Perkins IV. We have posted the draft five-year plan on the Department's website at <http://www.doe.mass.edu/cte/perkins/5yrplan.pdf> and <http://www.doe.mass.edu/cte/perkins/5yrplan.doc>. The website invites public comment on the draft state plan and also has information about the two public hearings on the plan that the Department will hold in December. We will keep the Board posted on the progress of the state plan.

Items for Discussion and Action

1. Presentation by Randolph School Officials - Discussion

The Board of Education is meeting in Randolph to call attention to the fiscal difficulties that this school district and others are experiencing, and to hear a brief presentation from Superintendent Richard Silverman and other school and community leaders about the scope and consequences of the problem. Your materials include some data about the school district and recent news articles. The Department has begun a study to identify the causes of budgetary problems in Randolph and other struggling communities around the state. The discussion this month is an important step in determining what the Board and Department can do to assist these communities. This discussion, as well as the study that the Department is conducting, will help to inform our FY 2009 budget proposal.

2. MassCore (Recommended High School Core Program of Studies for College- and Career-Readiness) - Continuing Discussion

Last month the Board received information from our new School-to-College database, which the Board of Higher Education and the Department of Elementary and Secondary Education are implementing in partnership, about how students' performance on the grade 10 MCAS tests relates to their future success in college. That report helps to set the stage for our continuing discussion on the MassCore recommended high school core curriculum at this meeting. We received extensive comment on the draft MassCore and have worked with the advisory committee to revise the proposal. Based on the Board's discussion this month, we will make further modifications if necessary and then bring back MassCore for a vote in November.

3. Board of Education Budget Proposal for FY 2009 - Initial Discussion

The Board is holding a special meeting on November 1st to discuss its budget proposal for FY 2009. Under Tab 3 we have provided some initial recommendations and background information. The Board will vote on its budget proposal at the November 27th regular meeting.

4. Supports for Students - Continuing Discussion

This item was deferred from the September meeting. The Department of Elementary and Secondary Education has been working with other agencies and organizations to assist schools and districts in providing various kinds of supports that students need in order to be successful in school. An initial list of some of these state- and federally-funded initiatives is enclosed with the memo under Tab 4. Chairman Reville has invited Rick Weissbourd of the Harvard Graduate School of Education to join us at this month's meeting for a discussion on how to create a more coordinated and effective system of supports for students.

5. Commissioner's Recommendations on 15 Underperforming Schools - Discussion

Between 2000 and 2004, the Department of Elementary and Secondary Education reviewed 62 of the Commonwealth's lowest performing schools, and the Commissioner designated 27 as "underperforming." Fifteen of the 27 schools have remained in underperforming status (now called "Commonwealth Priority Schools"). This month we are presenting recommendations on those 15 schools as well as an update on the status of the other 12 schools on which action has already been taken. The Board is scheduled to vote on the recommendations at the November 27th meeting.

6. Amendments to Regional School District Regulations (603 CMR 41.00): Commissioner's Operation of Regional Districts in Emergency Circumstances - Discussion and Vote

State law directs the Commissioner to "assume operation" of a regional school district if the member towns have not adopted a budget by December 1st. This year two school districts (Southern Berkshire and Mohawk Trail) have budget impasses that may not be resolved by that deadline. I am proposing amendments to the regulations on regional school districts to establish the procedures to be followed if we need to invoke the statute. I recommend that the Board adopt the amendments as emergency regulations this month, so that they will take effect before December 1st. As required by the Administrative Procedures Act, we will solicit public comment and present it to the Board at its January 2008 meeting, at which time the Board can vote to make the amendments permanent. Associate Commissioner Jeff Wulfson and Deputy General Counsel Kristin McIntosh will be present to answer any questions you may have about the regulations.

7. Charter Schools:

1. Renewals for Four Schools (Abby Kelley Foster, Foxborough Regional, Mystic Valley Regional, and Sturgis) - Discussion and Vote

Four charter renewals were presented to the Board last month for initial review and discussion: Abby Kelley Foster Charter Public School in Worcester, Foxborough Regional Charter School in Foxborough, Mystic Valley Regional Charter School in Malden, and Sturgis Charter Public School in Hyannis. I recommend that the Board vote this month to renew these four charters. Associate

Commissioner Jeff Wulfson and Charter School Director Mary Street will be at the Board meeting to respond to any questions about charter school matters.

2. Charter Amendment for Uphams Corner Charter School - Discussion and Vote

For the reasons presented in the memo under Tab 7(B), I recommend that the Board vote this month to amend the charter granted to the Uphams Corner Charter School concerning leadership structure and curriculum/school design.

3. Approval of Extended Loan Term for Abby Kelley Foster Charter Public School - Discussion and Vote

Under the charter school statute, a charter school may incur temporary debt in anticipation of receipt of funds but requires approval of the Board of Education if it wishes to agree to repayment terms that exceed the duration of the school's charter. The Abby Kelley Foster Charter Public School requests the Board's approval for an extended loan term. The memo under Tab 7(C) provides details. The school has agreed to the safeguards explained in the memo. I recommend that the Board approve this request.

8. Advisory Council Appointments - Discussion and Possible Vote

The Board's advisory councils are made up of volunteers who work with us to improve public education by providing advice and comment in specific program areas such as educational personnel, mathematics and science education, and special education. This month I am presenting proposed appointments and reappointments of members to various advisory councils. If Board members would like to suggest additional names for consideration, please let me know. The Board may discuss the nominations and then vote on the appointments at the November 27th meeting. Alternatively, the Board may choose to waive its bylaw and have the discussion and vote this month, to enable the new members to participate fully in the upcoming advisory council meetings.

9. Approval of Grants - Vote

Presented for your approval this month are grants totaling \$330,000 under the following programs:

- School Redesign: Expanded Learning Time, Planning Grants (\$230,000 - state funds)
- Perkins IV Leadership Academy (\$20,000 - federal funds)
- Charter School Dissemination Program (\$80,000 - federal funds)

I recommend that the Board approve the grants as presented. If you have questions about any of the grants, we will be pleased to respond.

Other Items for Information

10. Education-Related News Clippings

Enclosed for your information are several recent newspaper articles about education, including an article by Board of Education Chairman Paul Reville published in the October 23rd issue of *Education Week*, "Stop the Narrowing of the Curriculum by 'Right-Sizing' School Time," and an article from the October 24th *Boston Globe* about the Fund for World Class Schools established by members of the Mass. High Tech Council under the leadership of MHTC president and Board of Education member Chris Anderson.

11. Massachusetts Education Research Brief: "Supply and Demand of STEM Workers in Massachusetts"

Through our Office of Strategic Planning, Research, and Evaluation, the Department of Elementary and Secondary Education is publishing a series of *Education Research Briefs*, providing short, readable, objective summaries and analyses of issues in education policy. You received the first issue, "Current Trends in School Finance," in September. Issue #2, written by Carrie Conaway, Director of Planning, Research, and Evaluation, focuses on the supply and demand of STEM (science, technology, engineering and mathematics) workers in Massachusetts. A copy is enclosed under Tab 11. These research briefs are also posted on our website.

12. Report on Randolph Public Schools by Office of Educational Quality and Accountability (EQA)

Enclosed for your information is a report on the Randolph Public Schools, prepared by the Office of Educational Quality and Accountability (EQA) and referred to us by the Educational Management Audit Council (EMAC). At a future Board meeting, we will discuss the EQA report and possible next steps.

13. FY07 Annual Report on Educator License Revocations and Limitations

Each year the Commissioner reports to the Board on educator license investigations, revocations, limitations, and related matters that the Department of Elementary and Secondary Education has addressed. The Fiscal Year 2007 report is enclosed under Tab 13.

14. FY07 Annual Reports from Board of Education Advisory Councils

We have compiled the most recent annual reports of the Board's advisory councils into a single document for your information. It is enclosed under Tab 14.

15. Directions to the Meeting

If you have questions about any agenda items, please call me. I look forward to seeing you in Randolph on October 30th.

last updated: October 26, 2007