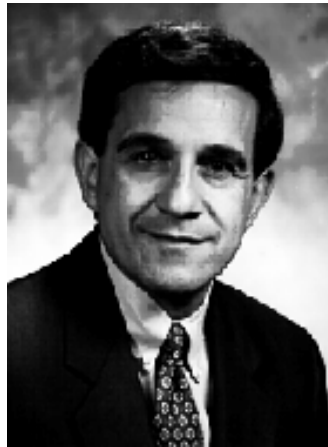


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Commissioner's Update

January 30, 1997

Dear Superintendents and Charter School Leaders:

As you know, the Governor released his [proposals for the fiscal year 1998 budget](#) last week. His bill (House 1) contains full funding for Chapter 70 school aid for the fifth consecutive year. Under law, the Department of Education prepares preliminary estimates of FY 98 net school spending requirements, including the required minimum local contribution, and submits these estimates to the state legislature for a 30-day review before they are publicly released. I am seeking a waiver of this 30-day rule in hopes of getting the numbers out sooner, but in any event you will have these in the mail by February 24. Also, we will post the numbers on our Internet site to allow you to get them more quickly.

We are moving ahead on curriculum frameworks and the assessment schedule as well. At the [last Board of Education meeting](#) (January 15), the Board endorsed the English Language Arts framework. Some final edits are being made, and then we will distribute this document widely for your use. Also, the discussion on the Social Science/History framework is continuing, and we are hopeful that a new draft will be considered by the Board by the time of the March meeting.

The focus of our work for the next 12 to 18 months is on framework implementation and assessment. I am pleased to announce that we will have four regional workshops on frameworks and assessment in March. Details on the workshops are enclosed. These sessions should be helpful to you as you lead the efforts to develop local curricula within the standards identified in the frameworks.

On another matter, I have been asked to draw your attention to a provision in the [Education Reform Act](#) (section 98), concerning school-to-work issues. The section notes, "Each regional employment board...shall work with comprehensive high schools and regional vocational technical schools in its region to develop a plan to transition students into the workforce. Such a plan shall be incorporated into an annual report from the school district to the regional employment board." The goal of this annual report is to help the [MassJobs Council](#) develop a comprehensive school-to-work transition policy by region. Thank you for your assistance in this regard.

I am enclosing for you the following items:

1. [Invitation to March frameworks/assessment workshops](#)
2. [Notice of two new grant opportunities--District Based Alternative Certification and Induction Year Mentor program](#)
3. [Notice of Christa McAuliffe Fellowship Program](#)
4. Revised State finance regulations for public comment
[No longer available]
5. [Invitation to March School-to-Work conference in Boston](#)

6. [January 15, 1997 Board-in-Brief](#)

As always, I would appreciate it if you would copy and distribute these documents to your staff.

All the best, and

Sincerely,

Robert V. Antonucci
Commissioner of Education

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Curriculum Frameworks and Student Assessment - - March Forums

TO: Superintendents and Charter School Leaders

FROM: Robert V. Antonucci, Commissioner of Education

DATE: January 31, 1997

I am pleased to invite you and up to three additional representatives from your district to attend one of four regional spring forums centered on the next phase of Education Reform. These forums will provide school districts with guidance and information needed to prepare their educational communities for the implementation of the curriculum frameworks and the student assessment program. These conferences will be fast-paced. You will receive materials at the conference which you can use in your own district.

Each district is invited to send to one of the conferences a team of up to four, consisting of the Superintendent (or Charter School Leader), a classroom teacher, and an additional one or two representatives of your choice. The additional team members may be another teacher, another administrator, your curriculum coordinator, a school committee member, a school council member, or a parent or community representative, as you deem appropriate.

The forums will be from 9:30-11:45 with coffee available to early arrivals at 8:30. The dates and sites are as follows:

Tuesday, March 11
Bridgewater State College

Wednesday, March 19
UMASS/Lowell

Thursday, March 20
Westfield State College

Wednesday, March 26
Holy Cross College, Worcester

Segments of the program include:

- learning standards in the [curriculum frameworks](#);
- information regarding spring testing programs and the FY98 testing plans;
- the Department's use of learning standards to develop student assessment tests;
- implementation strategies.

Please fill out and return the [enclosed registration form](#) by Friday, February 14, 1997. Include any questions you would like us to address. Questions from all responding districts, together with their answers, will be compiled into a booklet to be distributed at the conference.

We are now at the mid-point in the Education Reform process. Districts have made many significant improvements in the way they deliver services to students. With the completion of the Commonwealth's curriculum frameworks, we will all need to work more closely together to fulfill the promise that the frameworks hold for Massachusetts students. I am excited about this next stage of Education Reform and curriculum framework implementation. I look

forward to seeing you at one of the upcoming sessions and to working with you as we continue to move ahead.

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Goals 2000 Preservice and Professional Development Grants

TO: Superintendents and Other Interested Parties

FROM: Robert V. Antonucci, Commissioner of Education

DATE: January 30, 1997

I am pleased to announce two competitive grant programs for preservice and beginning teacher education funded through [Goals 2000: Educate America Act](#):

- [District-Based Teacher Certification Programs](#)
- [Beginning Teacher Induction Programs](#)

Both are closely linked with Education Reform in Massachusetts. Therefore, the funds will be used to support proposals that promise to provide models for innovative and effective teacher development and certification based on the [Massachusetts Curriculum Frameworks](#), [Principles of Effective Teaching](#), and good professional development practice.

I recommend that you examine the enclosed materials carefully to determine if your community and its partners are prepared to submit a proposal that will clearly show promise of assisting the Department of Education to develop and pilot statewide standards and guidelines for district-based certification and beginning teacher induction programs.

Thank you for your interest and continued support as we move forward together to improve education for all our students.

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District-Based Teacher Certification Programs

Name of Grant Program: District-Based Teacher Certification Programs
Fund Code: 508

Purpose: The Massachusetts Education Reform Act enables school districts to hire provisionally certified teachers and prepare them for the next level of certification while employed in the schools. Districts and their partners will develop a plan and implementation design for a District-Based Certification Program. The program plan and design will be required to be submitted to the Department by the end of the grant period to assist the Department to develop and pilot statewide standards and guidelines.

Priorities: In developing a District-Based Certification Program, districts and their partners should address the following:

- intensive preservice preparation which includes pedagogical skills and classroom management; and
- on-site supervision and support from a school team which is consistent and on-going throughout the program; and
- performance evaluation based upon equivalent standards used in approved teacher preparation programs.

In addition, applicants will want to consider the following:

- providing preservice instruction which is based on the Curriculum Frameworks and the Principles of Effective Teaching;
- providing instruction during the school year that is responsive to the classroom experience and helps these teachers incorporate the Curriculum Frameworks and the Principles of Effective Teaching into their classroom practice;
- providing structured on-site support which includes mentoring and use of a formative assessment instrument such as a portfolio;
- using performance evaluation standards based upon the Principles of Effective Teaching and the Curriculum Frameworks;
- establishing an administrative process that ensures collaboration between all sponsoring districts and other participating institutions.

Eligibility: School districts working in partnerships with institutions of higher education, collaboratives, other LEAs or non-profit organizations are eligible to apply.

Funding: Up to 5 grants of approximately \$15,000 each may be funded.

Fund Use: Planning only including stipends, substitutes, consultants, conferences, travel, memberships and supplies.

Project Duration: Upon approval through 8/31/97.

Contact: Pam Herrup

Phone Number: (781)338-3000

Part III - Required Program Information

In no more than four pages please describe:

- 1. Needs of the District.** Please explain why this program is needed including information on teacher shortage areas and recruitment efforts.
- 2. Program Summary.** Please explain how grant funds will be used to plan and design the implementation of program including which priorities will be addressed, what planning activities will take place and who will participate. If applicable, discuss any related programs or activities that the district and partner are already involved in and could be built upon in planning a District-Based Certification program. For example, if the district is currently partnered with an institution of higher education or professional development provider for some purpose, please describe this partnership.
- 3. Implementation.** How will the District-Based Certification Program be implemented in the 1997 98 school year? Please identify anticipated resources and personnel.
- 4. Expected Impact.** Please describe how this program will effect teacher recruitment and hiring as well as teaching and learning in the classroom.

Original and two copies need to be received by Monday, March 3, 1997 by:

**Massachusetts Department of Education
Grants Management, 3rd Floor
350 Main Street
Malden, MA 02148**

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- > [Educator Induction Home](#)
- [Teacher Induction](#)
- [Administrator Induction](#)

- > **Induction Resources for:**
- [Beginning Teachers](#)
- [Mentor Teachers](#)
- [School Districts](#)

- > [Guidelines \[PDF\]](#)
- > [Induction Survey Report \[PDF\]](#)

**Submitting a District
Induction Plan:
Deadline October 1, 2002**

[Educator Services](#) > [Teaching & Learning](#) >

Induction of Beginning Educators

[Teacher Induction Programs](#) | [Administrator Induction Programs](#)

Induction programs are a structured form of support for beginning educators. These programs should be designed according to the needs and characteristics of different groups of educators. The above links provide information about programs for teachers as well as administrators.

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Induction of Beginning Educators

Teacher Induction Programs

[What is an Induction Program?](#)

[Why are Induction Programs Needed?](#)

[What are the Massachusetts Standards for Teacher Induction Programs?](#)

What is a Teacher Induction Program?

The intent of a teacher induction program is to provide a systematic structure of support for beginning teachers. A comprehensive induction program may include components such as:

- **New teacher orientation:** An orientation program begins the comprehensive induction program. It provides an opportunity to learn key information about the district and school.
- **Mentoring relationships:** The mentoring relationship provides the beginning teacher with an opportunity to work closely with and learn from a veteran teacher. The mentoring relationship is shaped by the activities that the beginning teacher and mentor participate in together. Release time is a necessary part of the mentoring relationship as it enables mentoring activities such as observation, co-teaching, and lesson planning to take place.
- **Support teams:** The purpose of the support team is to link the beginning teacher with a network of veteran teachers, in addition to their mentor, that they can rely on for assistance and guidance.
- **Workshops and training for beginning teachers:** Beginning teacher workshops and training are professional development opportunities that are specifically designed for the beginning teacher. This professional development provides the beginning teacher with vital information on topics that are relevant to them during their first year in the classroom.
- **Workshops and training for mentors:** Mentors need to receive training in the skills of effective mentoring prior to their assignment to a beginning teacher as well as opportunities to meet with one another to share successes and trouble-shooting strategies. These opportunities are an important part of the mentor's professional development.
- **Evaluation:** In order for beginning teachers to gain an understanding of their strengths and weaknesses and to grow professionally, it is important for the teacher to participate in a formal evaluation administered by a supervisor. The beginning teacher, as well as the mentor, should be aware of the standards and processes by which the new teacher will be evaluated. The standards of the evaluation will form a "curriculum" for the joint work of the mentor and beginning teacher throughout the school year.

Why are Induction Programs Needed?

A teacher induction program can help new teachers improve practice, learn professional responsibilities and ultimately positively affect student learning. In addition to providing support to beginning teachers, these programs allow veteran teachers to reflect upon practice and can unite the learning community as each individual works toward the same goal - improving the quality of education. Induction programs also have the potential of elevating the teaching profession and fostering a collaborative learning community for all educators. These benefits can lead to a much higher rate of retention, as new educators find themselves in an environment that cultivates continual growth and success.

The 1993 Education Reform Act [Chapter 71, Section 38G] and the Massachusetts Regulations for Educator Licensure [603 CMR 7.00] require districts to provide a system of support for beginning educators in the form of an

induction program. The regulations link licensure and induction programs by making participation in such a program one of the requirements for the Professional License. As a result, districts need to provide an induction program to all educators in their first year of practice. The regulations also outline the basic components that every Massachusetts' district induction program should have in place.

What are the Massachusetts Standards for Teacher Induction Programs?

Districts are encouraged to develop programs that meet the spirit of the statute and the basic standards included in the regulations while taking into account their own district needs and characteristics. District induction programs should include, at a minimum, the following components:

- a. An orientation program for beginning teachers and all other incoming teachers.
- b. Assignment of all beginning teachers to a trained mentor within the first two weeks of teaching.
- c. Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate teachers.
- d. Release time for the mentor and beginning teacher to engage in regular classroom observations and other mentoring activities. [603, CMR 7.12 (2)]

While the regulations took effect on October 1, 2001, it is the Department's expectation that districts are developing their programs and that most induction programs will be implemented with the start of the 2002-2003 school year. The Department remains committed to ensuring that districts as well as beginning and veteran teachers receive the information and support that they need to create and participate in quality induction programs throughout Massachusetts.

A number of resources are provided on this web page that your district may choose to take advantage of in planning, developing, or improving your induction program.

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**[Submitting a District
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Deadline October 1, 2002](#)**

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Induction of Beginning Educators


Administrator Induction Programs

[What Is An Administrator Induction Program?](#)

[Standards/Components For District Programs](#)

What Is An Administrator Induction Program?

Administrator induction programs provide administrators with the structure and support that they need to develop their leadership skills, build collegial school and/or district cultures as well as develop an understanding of the Professional Standards for Administrators. These programs should be customized to address the various types of administrators including: Supervisors/Directors, Special Education Administrators, School Business

Administrators, Principals/Assistant Principals, and Superintendents/Assistant Superintendents. The  [Massachusetts Guidelines for Induction Programs](#) provide districts with direction for developing these programs.

Further direction will be set forth by the Commonwealth School Leadership Project which has been established to redefine the role and enrich the pipeline of education leaders by establishing a professional development system for inducting, training, networking, and providing ongoing support for school leaders. To ensure that the redefined roles for leaders are sustained, the project will initiate changes in state legislation, regulation and/or guidelines. As these changes are made, the guidance that the Department provides for administrator induction programs as well as the information provided on this web page will be modified to reflect these changes.

The Commonwealth School Leadership Project is a statewide project with funding from the DeWitt-Wallace Foundation and the Massachusetts Endowment for Superintendent, Principal, and Teacher Quality. Leading the project is a consortium, involving: Acting Governor Jane Swift, Board of Education Chair, James Peyser, Commissioner of Education, David Driscoll, and Co-chair of the House Committee on Education, Arts, and the Humanities, Robert Antonioni. The Consortium is advised by: the Massachusetts Association of School Superintendents, the Massachusetts Secondary School Administrators, the Massachusetts Elementary Principals Association, the Massachusetts Association of School Committees, and the Education Reform Review Commission.

Standards/Components For District Programs

Every district in the Commonwealth is required to provide this support program to new administrators as outlined by the licensure regulations [603 CMR 7.13]. Currently, district induction programs should include, at a minimum, the following components:

- a. An orientation program for first year administrators and all other administrators new to the district.
- b. Assignment of first year administrators to a trained mentor within the first two weeks of working. School districts that hire candidates who seek their Initial license as administrators through Option II must provide evidence to the Department of immediate assignment of the new administrator to a trained mentor when submitting their recommendation for Initial licensure.
- c. Assignment of a support team that shall consist of, but not be limited to, the mentor and an administrator qualified to evaluate administrators.
- d. Provision for adequate time for the mentor and beginning administrator to engage in professional conversations on learning and teaching as well as building leadership capacity within the school community and other appropriate mentoring activities. Adequate time must be provided for a second year for candidates who obtained their Initial license through Option II.
- e. Provision for adequate time and resources to learn how to use effective methods of personnel selection,

supervision, and evaluation that are included in the Professional Standards for Administrators [603 CMR, 7.13(2)].

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Announcement of the 1997-1998 Christa McAuliffe Fellowship Program

TO: Superintendents of Schools and Headmasters/Directors of Charter and Private Schools

FROM: Robert V. Antonucci, Commissioner of Education

DATE: January 30, 1997

I am pleased to announce the application process for the 1996 and 1997 McAuliffe Fellows. Because of the flexibility of the program and the fact that it was not conducted last year, multiple Christa McAuliffe Fellows will be selected for Massachusetts this year. We have decided to award up to four Fellowships based on the quality of the proposals and their relationship to Massachusetts education reform initiatives, specifically the curriculum frameworks. The 1996 and 1997 Fellows will complete their projects during the 1997-98 school year.

The Christa McAuliffe Fellowship Program is a federally-funded program to provide fellowships nationally to outstanding teachers to enable and encourage them to continue their education, develop innovative programs, consult with or assist local educational agencies, charter schools, private schools or private school systems, and to engage in other educational activities that will improve the knowledge and skills of teachers and the education of students. The Fellowships honor the late Sharon Christa McAuliffe, the teacher who served as an astronaut on the Challenger Space Shuttle in January 1986. The Fellowship awards will range from \$18,200- \$36,400. In addition to the Fellowship award, the Fellow may receive all or a portion of his/her regular salary depending upon the extent to which the Fellow continues his/her current teaching duties.

The requirements and application for the fellowship program are attached. Please feel free to make multiple copies of the application and related materials, distribute them throughout your system, and use any other methods that will help to make this award accessible to the teachers in your district.

Completed applications must be postmarked by Wednesday, February 26, 1997. A seven member statewide panel will be assisting me in the review process. I urge you to encourage the teachers in your school system to apply for this unique opportunity. As we continue to work together to implement education reform, we are excited to present this opportunity for educators to take a lead in the implementation of Massachusetts curriculum frameworks.

If you have any questions regarding the application process, please contact Melanie Swartz or Deborah Walker at (781)338-3000.

Christa McAuliffe Fellowship Program Requirements and Application

Purpose

The Christa McAuliffe Fellowship Program is a unique, annual state-based recognition program for experienced teachers which results in the development and completion of a product useful to the improvement of classroom instruction. This year, grants will be awarded to 2, 3, or 4 experienced teachers. We are considering different models that could include two full time Fellows or less than full time for up to four Fellows. The goal is to have the Fellows develop "tools" or provide additional capacity that will assist in the implementation of state curriculum frameworks, work closely with the Department of Education, and present their projects at the Department's 1998 Summer Institutes.

Priorities

Fellowship projects must focus on one or more of the following priority areas related to education reform:
~~C~~lassroom practices that model teaching, learning, and assessment that support the implementation of curriculum frameworks and improve student performance;
~~M~~odels of exemplary professional development plans/programs that focus on curriculum aspects of education reform;
~~T~~he expanding use of technologies for educational improvement, as they relate to the frameworks;
~~M~~odels and tools to assist districts to review, select, and implement local standards-based curricula aligned with the curriculum frameworks;

***NOTE:** Special attention will be given to projects that relate to the implementation of the curriculum frameworks, particularly proposals related to the English/Language Arts and History/Social Science frameworks. We will also be looking to have all grade levels represented among the Fellows chosen.

Eligibility

Full-time public, private, and charter school teachers (K-12) who have been employed as teachers for 8 or more years are eligible to apply to the Christa McAuliffe Fellowship Program. The fellowship award period is 12 months or less. A teacher may not receive a Christa McAuliffe Fellowship for two consecutive years.

Requirements for Fellows

Each Christa McAuliffe Fellow shall be required to return to or remain in a teaching position, in his/her place of employment prior to receiving the fellowship award, for at least 2 years following the completion of the fellowship. Repayment of the award shall be made to the State in the case of fraud or gross noncompliance by any recipient.

Project Duration

7/1/97-6/30/98

Use of Fellowships

There will be 2, 3, or 4 Fellows chosen. Grant awards will range from \$18,200-\$36,400. All awards will be made concurrently. If more than one Fellow is chosen for either 1996 or 1997, the statewide panel will designate one applicant as the primary fellow for each year. Fellows will complete their projects during the 1997-1998 school year (between 7/1/97 and 6/30/98). With the curriculum frameworks as the focus, each Christa McAuliffe Fellowship may be used for study, research or academic improvement; consultation with or assistance to other school districts or private school systems; development of innovative programs; projects or partnerships that involve the business community and the schools; programs that incorporate the use and the sharing of technologies to help students learn; and expanding or replicating model programs of staff development. Fellows will work closely with the Department of Education and our education reform initiatives. Fellows may choose a full time sabbatical, part-time sabbatical, or pursue Fellowship activities along with full time teaching responsibilities (depending on the agreement reached between the recipient and the school district). In addition to the Fellowship award, the Fellow may receive all or a portion of his/her regular salary depending upon the extent to which the Fellow continues his/her current teaching duties.

Selection of Fellows

The Fellowship recipients will be selected by a seven member statewide panel. The announcement of Fellowship awards will be made in the spring at a public ceremony by Commissioner Robert V. Antonucci and the statewide panel.

Annual Conference for McAuliffe Fellows

The Council of Chief State School Officers will sponsor an annual conference for the McAuliffe Fellows. The conference for the 1996 and 1997 McAuliffe Fellows will be held in August 1998. Specific dates are to be determined.

Fellowship Application

A. Please fill out the application cover sheets (3 pages).

B. In no more than three pages of narrative:

- 1) Describe your fellowship project goals, activities, and proposed timelines.
- 2) Clearly describe how your fellowship project links to one or more of the designated priority areas previously outlined.
- 3) Clearly describe how the content of your project aligns with the content standards in the curriculum frameworks.
- 4) Other than working closely with the Department and participating in the Department's 1998 summer institutes, describe how you will disseminate your project within your school, within your district, or across Massachusetts.
- 5) Describe how you will evaluate the impact of your project (on students, teachers, etc.).

C. On a separate sheet, submit a brief budget outline.

D. On a separate sheet, submit a one paragraph professional profile.

[Download Application Forms](#)

Deadline

Please submit the original and 10 copies of your application. Applications need to be postmarked by Wednesday, February 26.

Additional Information

Applications and questions should be addressed to:

**Massachusetts Department of Education
Attn: Melanie Swartz/Deborah Walker
Professional Development Coordination
350 Main Street
Malden, MA 02148**

Phone: (781) 338-3000

djwalker@doe.mass.edu

NOTE: The frameworks can be found on the Department's home page: <http://www.doe.mass.edu/>

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Massachusetts School to Work Conference, Boston, March 2-4

January 30, 1997

Dear Superintendents:

From March 2-4, education and business leaders from throughout Massachusetts and the nation will convene in Boston for the [Massachusetts School to Work Conference](#). The conference will include an exciting array of school to work experts, exhibits, special events, site tours, an Executive Institute, and over 100 workshops and presentations. This will be a tremendous opportunity for all of us to engage in furthering our School to Work efforts in Massachusetts.

Superintendents will play a vital role in involving key stakeholders in the conference, including teachers, counselors, parents and students. Your opportunities for involvement include participating in workshops and in the special events of the conference. I would like to call your attention to the Executive Institute planned for Sunday afternoon, March 2 where 100 Massachusetts leaders will discuss participation and the future direction of the initiative.

Your attendance at the conference and your assistance in involving people locally will contribute greatly to the success of this event. You are in the best position to showcase what is happening in your area and to facilitate collaboration among employers, educators and other stakeholders. The conference can play a key role in furthering the future success of your local partnership.

The School to Work Conference represents the culmination of three years of effort in developing this initiative in Massachusetts. This is an opportunity to share what we have learned among our colleagues in Massachusetts and throughout the nation but also to look at the challenges facing the sustainability of school to work in the Commonwealth.

I look forward to seeing you at the conference and to working with you in the upcoming weeks to ensure that your region takes advantage of this opportunity and participates.

Sincerely,

Robert V. Antonucci
Commissioner of Education

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Board in Brief

Friday, January 17, 1997

This is Board in Brief, issued at the request of Commissioner Bob Antonucci, to bring you up to date on [Board of Education](#) developments of interest to the Department staff. The following is a report on the Board meeting held on Wednesday, January 15, 1997 at the Massachusetts Department of Education

[Minutes from the January 15 Board Meeting](#)

English Language Arts Framework

The Board of Education unanimously approved the [English Language Arts curriculum framework](#). Commissioner Antonucci said the final document incorporates numerous recommendations for improvement that were sent to the Board during the period of public comment.

The Commissioner said public input resulted in changes that strengthen the early literacy section, including a greater emphasis on using phonics to ensure that students learn to read and write in the context of exemplary literature and other texts. Two new learning standards were added, one on the development of vocabulary and another on the structure of language and grammar. Improvements were also incorporated relating to thinking skills, the use of technology and other media, and to make the document clearer and more useful to teachers. The Commissioner also noted that the framework's suggested reading list has been expanded.

Responding to public concern over inclusion of the Bible in the framework's suggested reading list, Chairman Silber emphasized that the Board intends the Bible to be taught as literature so that students are able to recognize Biblical allusions in poetry and prose. "This is not indoctrination," said Chairman Silber. "We are making no religious statements in this framework." Student Board member Alexis Vagianos commented that students should not be deprived of an opportunity to study aspects of the Bible as part of studying great literature and world history.

Ged

On the recommendation of Chairman Silber, the Board voted unanimously to rescind its November 18 vote to administer the GED to high school seniors this spring.

Early Childhood

The Board voted 5 to 4 to support Chairman Silber's recommendation that the Board increase its state budget request for early childhood education by an additional \$34 million, bringing the total request for FY 1998 to \$134 million. Chairman Silber said that even this amount is only about one-fifth of the total needed for early childhood education across the state. To illustrate the magnitude of the need, he said that Boston alone could use \$43 million to provide early childhood education for all four-year-olds in the city, and an additional \$18 million to provide "surround care" for them. "If we are ever going to break the cycle of poverty," he said, "we must not neglect the need for early childhood education."

Voting affirmatively on the budget request increase were members Crutchfield, Delattre, Irwin, Koplik and Silber. Board member William Irwin said the investment in high quality early childhood education programs would "save 10 to 100 times more that the state will otherwise have to pay later." Higher Education Chancellor Stanley Koplik concurred, stating that early childhood education is essential.

Prior to the vote, Sen. David Magnani (D-Framingham), chairman of a special legislative commission on early childhood education, told the Board that when the Legislature passed the [Education Reform Act](#) it intended to "get K-12 up and running first and then tackle early childhood." Senator Magnani said he recently received strong assurances from Senate President Thomas Birmingham that the Senate will support expanding early childhood education.

History Framework

The Board continued its discussion of the [History and Social Science curriculum framework](#), the most recent draft of which was prepared by a three-member committee of the Board. Thirteen speakers presented comments on the draft framework, including its content and the process by which it was developed. Several speakers praised the document for its clarity, specificity and rigor. Others commented that the framework should offer a broader view of world history beyond western Europe, reflect more fully the history and contributions of African-Americans, include more geography, and that the standards for certain grade levels should be reconsidered. Committee members expressed their appreciation to all who submitted oral and written comments on the draft, and said the suggestions are constructive and will be considered when the draft is revised.

After a vigorous discussion about the process by which the framework will be revised, the Commissioner recommended and the Board accepted a proposal for next steps. Commissioner Antonucci and Department staff will work with the Board committee in a process that will include a number of people who were involved in developing the earlier draft, and coordinate the preparation of a revised framework combining the best elements of these documents and incorporating constructive suggestions that have been made. Chairman Silber said he anticipates further opportunity for public comment when the revised draft is completed. The Board will discuss the status of the framework at the February 10 meeting.

The U-Plan

The Board approved a motion proposed by Commissioner Antonucci encouraging Massachusetts colleges and universities, and all interested families, to participate in the state-sponsored college savings program called the U-Plan. The program enables families to lock in future tuition at Massachusetts public and private institutions of higher education at current rates. Seventy-eight colleges and universities in Massachusetts participate.

For more information on the U-Plan, call 1-800-449-MEFA, or consult the website at <http://www.mefa.org>

The Next Board of Education Meeting

The Board will meet next on February 10 at the Department of Education in Malden.

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**Subject to approval by the Board at the the February 10 meeting in Malden*

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Board Of Education Special Meeting

Minutes

Tuesday, January 14, 1997

Chairman John Silber of Brookline called the meeting to order at 6:15 p.m. The following were in attendance:

Members Of The Board Of Education Present

Dr. John Silber, Brookline, Chairman
Ms. Patricia Crutchfield, Southwick, Vice Chairperson
Dr. Edwin Delattre, Boston
Mr. William K. Irwin, Jr., Wilmington
Dr. Stanley Z. Koplik, Chancellor, Board of Higher Education
Mr. James Peyser, Boston
Dr. Roberta Schaefer, Worcester
Dr. Abigail M. Thernstrom, Lexington
Ms. Alexis Vagianos, Melrose, Chair, Student Advisory Council

Commissioner Robert V. Antonucci, Secretary

Also In Attendance

Ms. Linda Beardsley, Department of Education
Dr. David P. Driscoll, Deputy Commissioner, Dept. of Education
Ms. Robin McCaffery, Department of Education
Ms. Michelle McDonald, Department of Education
Rhoda Schneider, General Counsel, Department of Education
Ms. Sandra Stotsky
Ms. Carole Thomson

Board members reviewed and discussed the English Language Arts framework that was on the agenda for the regular meeting scheduled to begin at 9:00 a.m. on January 15, 1997. There was an open discussion among Board members and Sandra Stotsky, representative of the English Language Arts framework committee, regarding this framework.

The first issue discussed was whether to hold a public hearing on the History and Social Science framework. Mr. Irwin and Vice Chairperson Crutchfield recommended holding a hearing, and offered to co-chair it. Dr. Silber commented that nothing would be said at a hearing that the Board has not already read in the written comments it has received. Dr. Thernstrom and Dr. Schaefer stated that holding a hearing would deviate from the process now underway and would delay completion of the revisions. Dr. Silber and Commissioner Antonucci recommended and the Board agreed to wait until after the regular meeting tomorrow to decide whether or not to hold a public hearing.

The Board then discussed the English Language Arts framework and made numerous suggestions and corrections, both typographical and substantive. Among the substantive changes are revisions that emphasize phonics instruction to ensure that students will learn to read. Dr. Silber said systematic phonics instruction can reduce the number of children referred to special education. He referred to a December 17, 1996 letter from David Pesetsky to Linda Beardsley on this issue. Dr. Schaefer suggested adding the latest research and assessment results on reading achievement in California. Dr. Stotsky reviewed changes that have already been made to increase the emphasis on phonics, and additional changes were agreed. Dr. Silber said the Board will send this document to David Pesetsky to review.

Dr. Stotsky noted that this draft includes references to handwriting practice, elocution, development of reading vocabulary and grammar. She will incorporate additional changes suggested by Dr. Delattre including revisions to the sections on citizenship and on electronic media. Other changes that were discussed and incorporated include expansion of the paragraph on non-fiction to refer to historical and biographical works, speeches and other texts; a reference to memorizing poetry; and the addition of thinking, not just brainstorming, to the list of stages in the writing process.

Dr. Silber asked Dr. Stotsky to add more literary works by minority authors to the literature list. Dr. Stotsky said the entire list is being vetted by editors of the *Hornbook*, a respected children's literature review, and it will emerge much stronger and more complete.

Board members also discussed the literature list in relation to assessment. Dr. Silber said he believes the most serious testing of student's writing ability and literary knowledge should take place in the individual schools, but he proposed that the Board consider identifying 12-15 books that every Massachusetts student should have read by high school graduation. Mr. Peyser suggested looking at the AP English reading list and how it is used. Dr. Stotsky recommended that the issue of assessment be discussed further with teachers and other members of the assessment committee.

It was agreed that the corrections discussed will be made as soon as possible and the corrected pages will be sent to Board members. The Board will vote on the English Language Arts framework at the regular meeting on January 15, 1997, contingent on the changes discussed at tonight's meeting.

No votes were taken except to adjourn the meeting.

On a motion duly made and seconded, it was

VOTED:that the Board of Education adjourn the special meeting at 9:00 p.m. subject to the call of the Chairman.

Respectfully submitted,

Robert V. Antonucci
Secretary

Board Of Education Regular Meeting

**Massachusetts Department Of Education 350 Main Street
Malden, MA**

Wednesday, January 15, 1997

Chairman John Silber of Brookline called the meeting to order at 9:00 a.m. The following were in attendance:

Members Of The Board Of Education Present

Dr. John Silber, Brookline, Chairman
Ms. Patricia Crutchfield, Southwick, Vice Chairperson
Dr. Edwin Delattre, Boston
Mr. William K. Irwin, Jr., Wilmington
Dr. Stanley Z. Koplik, Chancellor, Board of Higher Education
Mr. James Peyser, Boston
Dr. Roberta Schaefer, Worcester
Dr. Abigail Thernstrom, Lexington
Ms. Alexis Vagianos, Melrose, Chair, Student Advisory Council
Commissioner Robert V. Antonucci, Secretary

Also In Attendance

Ms. Michelle McDonald, Department of Education

1. Approval Of Minutes

On a motion duly made and seconded, it was VOTED: that the Board of Education approve the minutes of the Special and Regular Meeting of December 11, 1996.

Mr. Irwin made the motion and it was seconded by Mr. Peyser. The vote was unanimous.

2. Comments From the Chairman

a. GED

In light of events subsequent to the Board's vote on the GED, Dr. Silber proposed that the Board vote to drop the idea of giving the GED to high school seniors in 1997.

On a motion duly made and seconded, it was VOTED: that the Board of Education rescind its November 18 vote to administer the GED to high school seniors in 1997.

The motion was made by Chairman Silber and seconded by Mr. Irwin. The vote was unanimous.

* Testimony by Senator David P. Magnani

Dr. Silber announced that Senator Magnani requested the opportunity to comment on a motion that will be made later to increase the Board's FY 98 budget request for early childhood education. Dr. Silber welcomed Senator Magnani.

Senator Magnani announced he has been elevated to the vice chairmanship of the Joint Committee on Education as of yesterday and he is honored to have that position.

He said that when he and the Senate President discussed his new role, they agreed that Phase I of education reform, at least legislatively, has been concentrated on grades K-12, and Phase II in terms of legislation and budget will focus on early childhood education.

Senator Magnani continued that he has been an advocate in the legislature for early childhood education, and he celebrates the action the Board took at a prior meeting to request expansion of early childhood education. He said the early childhood Community Partnerships Program and Family Networks Program have been well received statewide, and are models of what works. The Senator stated he cannot imagine a more critical priority than quality education and care for young children.

The Senator thanked Dr. Silber for having recognized that we are not doing enough and for having the courage to revisit this issue today. The Senator informed the Board that today they will be asked to make a courageous decision, to dramatically increase the amount of money spent on early childhood education. He suggested that even if Dr. Silber's proposal today were to pass, and the Governor had the courage and wisdom to include that kind of investment in House 1, and the legislature had similar wisdom to appropriate the funds, we would be spending less per year on early childhood education than half of what we currently pay for interest on the Big Dig.

In response to a question from Dr. Schaefer about evaluation of early childhood programs, the Senator told the Board that the Department will be reporting on the Family Networks and Community Partnerships programs. He said across the country there have been studies of programs similar to ours -- and Massachusetts has one of the best -- and those studies suggest the return on investment is seven to one for every dollar invested in early childhood programs.

3. Early Childhood Education Grants - Vote

Dr. Silber said he had promised he would raise again at this meeting the proposal to increase the budget request for early childhood education programs, line item 7030 1000, by a full \$100 million to bring it to a total of \$134,309,000. In support of the proposal, he has gathered additional data about the extent of the need.

Dr. Silber quoted from a letter he received from Boston School Superintendent Thomas Payzant: "You asked about the cost of providing full-day kindergarten programs this year for four-year-olds in the City of Boston. Although the schools serve only 2,700 four-year-old children, there are almost 7,000 children who are four years old in the city. By September of 1998, we will provide full-day kindergarten for all five-year-old children. Unfortunately, most school programs for four year-olds will be eliminated. At a cost of approximately \$6,153 per student, the total cost of serving all four-year-old students would be \$43,071,000. The surround-care option cost is approximately \$2,600 per student. The surround-care option for four-year-old students would cost about \$18,200,000. Using the same per capita, the provision of surround care for five-year-old students (presently 7,300) would cost approximately \$18,980,000. Our experience indicates that 80 percent of the parents of students eligible for surround care would opt for the program."

Dr. Silber stated: If we were to provide care that is badly needed, particularly by persons on welfare and even by families not on welfare but where both parents are working, the cost in the City of Boston alone would be approximately \$76 million, assuming an 80 percent participation rate in the surround care program. Now, we're talking about \$100 million and Boston can use almost all of it. Consequently, I think it is evident that when we talk about \$100 million, we're talking about perhaps one-fifth of the amount of money that is necessary in order to meet the objective need for early intervention in our urban schools. And that's where so many of the most critical problems arise.

Dr. Silber continued: The offset in this program is going to be in a reduction in special education costs and also in the dropout rate and consequent delinquency and welfare. It is also a way to break the cycle of poverty so that the children of people on welfare do not themselves go on welfare. By the way, I have to say to the Senator this is not to support all aspects of his concerns in early childhood programs; this proposal is focusing on the budget of the Department of Education which will make grants specifically for educational programs for preschool children.

Dr. Silber went on: Before taking a vote, I would like to read a short paragraph written by John Ruskin in the late 19th century in which he put himself in the position of a member of the upper middle class in London. He wrote, "If, suddenly, in the midst of the enjoyments of the palate and the lightness of heart of a London dinner party, the walls of the chamber were parted, and through their gap, the nearest human beings who were famishing and in misery, were borne into the midst of the company -- feasting and fancy-free -- if, pale with sickness, horrible in destitution, broken by despair, body by body, they were laid upon the soft carpet, one beside the chair of every guest, would only the crumbs of the dainties be cast to them? Would only a passing glance, a passing thought be vouchsafed to them? Yet the actual facts, the real relation of each Dives and Lazarus are not altered by the intervention of the house wall between the table and the sickbed by the few feet of ground (how few!) which are indeed all that separate the merriment from the misery."

Dr. Silber stated: That is one thing all of us who are relatively well-fixed should bear in mind. There is a lot of misery in this state; there is a lot of misery in our urban centers. And it focuses on those children who don't have the opportunities that middle class children have, who are severely neglected in the earliest years of their childhood and, as a consequence, suffer from a totally unnecessary and gratuitous retardation. They eventually impose a burden on the taxpayers of Massachusetts far greater than would be the cost of meeting their needs at this early age and seeing to it that they avoid the unnecessary retardation that is a consequence of their neglect.

Dr. Silber then moved that the Board increase line item 7030-1000 in the FY 98 budget request by a full \$100 million. He stated he hopes the Board will do that every year for the next four, but he is not including that latter part in the motion.

Mr. Irwin seconded the motion, stating he agrees with the Chairman. He added that early childhood is a critical time for learning, and we either pay now or we are going to pay ten to a hundred times more later in life. Chancellor Koplik added his endorsement of the motion, noting that the investment in early childhood education is crucial to the future of the Commonwealth.

On a motion duly made and seconded, it was VOTED: that the Board of Education increase the FY 98 budget request for early childhood education programs, line item 7030-1000, by a full \$100 million to bring it to a total of \$134,309,000.

Chairman Silber made the motion and it was seconded by Mr. Irwin. The vote passed 5 to 4 with the following in opposition: Mr. Peyser, Dr. Schaefer, Dr. Thornstrom, and Ms. Vagianos. Commissioner Antonucci informed the Board that the Governor will be releasing House 1 on January 22, 1997 and that this is the first step in the FY 98 budget process. Summaries will be given to Board members immediately upon release of House 1.

4. Comments From The Commissioner

a. Advisory Councils

Commissioner Antonucci referred to the materials in the Board package concerning appointment of advisory councils, as required by the Education Reform Law. He distributed a revised list of proposed nominees. The Commissioner noted that the new Braille literacy law requires appointment of an additional advisory council. In light of that change, he recommended that the Board defer action on this item until next month. In the meantime, Board members are invited to propose individuals for appointment to any of the councils. The Commissioner said he will provide the Board with resumes of the proposed nominees.

b. U.Plan

The Commissioner referred to the information provided to the Board on the U.Plan, the state-sponsored college savings program. The Governor and the Board of Higher Education have endorsed the plan and have asked the Board to do so as well, in order to encourage all Massachusetts colleges and universities and all interested families to participate.

Mr. Irwin said that as the parent of two young children who plan to go to college, he has already enrolled in the U.Plan, and would encourage others to do so. He moved that the Board endorse the plan, a motion seconded by Vice Chairperson

Crutchfield. Dr. Silber noted that we are going to urge additional colleges to join the U.Plan. Chancellor Koplik said the colleges are close to full participation, and the Board should encourage participation by parents on behalf of their children. Mr. Irwin agreed that the motion should encompass this suggestion.

On a motion duly made and seconded, it was VOTED: that the Board of Education endorse the *U.Plan - The Massachusetts College Savings Program*, and encourage all Massachusetts colleges and universities and all interested families to participate in the program.

The motion was made by Mr. Irwin, modified by Mr. Koplik, and seconded by Vice Chairperson Crutchfield. The vote was unanimous.

c. Teacher Certification Testing

Commissioner Antonucci distributed to Board members the Request for Responses (RFR) for the teacher certification test, which was previously voted by the Board. He said the RFR is being distributed to a number of different people for reactions. The Commissioner said it is consistent with the law and with the vote of the Board. He asked Board members to review it and call him if they would like to offer any suggestions within the next week so we can move this along.

5. Curriculum Frameworks

A. English Language Arts

Dr. Silber announced that he would first call for the comments of those who wish to speak on the English Language Arts framework, and following the Board's discussion and action on English Language Arts, he would call on those who wished to comment on the History and Social Science framework.

a. Public Comment

Ms. June Kuzmeskus, a former high school English teacher and current associate director of the Massachusetts Field Center for Teaching and Learning, addressed the Board on the English Language Arts framework, focusing on the literature component of the framework. She asked the Board to delay action on this document to allow a proper opportunity for a broad range of educators to respond. Ms. Kuzmeskus said the examples cited in the body of the framework provide too narrow a view of what constitutes quality literature. She also said she would prefer that book lists be selected by teachers locally, but if a book list is included in the framework, it should be a single list rather than two separate appendices. Ms. Kuzmeskus concluded her remarks by stating the time lines and manner of distribution of this latest draft provided too little review time and virtually no meaningful access for most educators.

In inviting other members of the audience to speak, Dr. Silber stated that Board members have received and read over a hundred letters that have come in. He said he can find approximately 16 recognizably different objections or criticisms on the frameworks, and what we have is a great amount of repetition. Dr. Silber asked those who are speaking to avoid repetition by addressing points that have not already been mentioned in previous testimony.

Mr. Damian Curtiss, Coordinator of English Language Arts for the Billerica Public Schools who also was a member of the committee that prepared the initial draft of the English Language Arts framework and a member of the assessment committee, addressed the Board. He said he is pleased that work is continuing on the framework, but he is concerned about the opportunity for continued comment by the public. Mr. Curtiss added that students learning English as a second language need to have a more focused place in this framework, and that the list of literary works should be broader.

Representative Patricia D. Jehlen (D-Somerville), a member of the Joint Committee on Education, Arts & Humanities, briefly addressed the Board on the English Language Arts framework. Representative Jehlen stated that she has the unanimous and bipartisan support of the House members of the Education Committee in stating that the Board should return to the open and consultative process directed by the Education Reform Law on both frameworks and standards.

Mr. Robert Tumposky, outgoing co-chair of the Boston Citywide Parents Council, addressed the Board. He stated the additions and corrections he has heard to this framework sound trivial as compared to the many objections people have raised. He said the repetitive comments on the two framework drafts indicate that a consensus is building in the education community that these drafts have serious problems. Mr. Tumposky said he objects to the idea of not having the public see the final draft before the Board votes on it. He concluded that the Board is undercutting the value of citizen input, and asked the Board to postpone its vote by a week.

Ms. Marilyn Segal addressed the Board on behalf of Ms. Sheila Decter, executive director of the American Jewish Congress. She said the American Jewish Congress objects to the framework as it has been presented. First, all children should have exposure to the great works of a variety of cultures that are non-Western. Second, the framework should make clear that the Bible and other religious materials must be taught as literature and on a comparative basis. She said the framework must alert teachers as to what is appropriate and what is not appropriate when teaching about a religious work or

discussing comparative religions.

b. Discussion and VOTE

Addressing Representative Jehlen's concern about delaying the process to provide more time for public comment, Dr. Silber stated: I see no reason to believe anything new is going to be reported considering all that the Board has already heard. What we are going to hear, I think, after we pass it out again, is what we have already heard. I think it is far better for us to address these criticisms.

Dr. Silber continued: The draft before us, which the members of the Board discussed last night, responds very substantially to criticisms that have been written. Ms. Stotsky, one of the drafters serving on the committee, can describe the innumerable alterations that have been made in response to what we have heard from the public. Indeed, last night we discussed with her the latest reports we had, indicating to her comments that had been raised that we thought should be incorporated. The Board is well aware of the problem we have with regard to the long list of authors in the appendix. I have, for example, a letter from Wayne R. Masters, Social Studies department head of Weymouth High School, who made a point that is relevant to both frameworks. He said, "I can assure you that anything that is not subject to state assessment testing will be quickly purged from the curriculum." That is a common sense observation and we are acutely aware of it. One of the points we made to the drafting committee last night, was that we have to tighten our list so that teachers and superintendents and schools will know what is expected of them and what students are going to be tested on. That's something that does require further consideration.

Dr. Silber concluded: At some point the Board has to stop. We have heard and read the comments, we have responded to them, and we have confidence that we have met the legitimate comments that have been made. We must bring this to closure.

Vice Chairperson Crutchfield emphasized that the frameworks are works in progress. She said it is time to move ahead so that teachers and others in the field can use them. The feedback from that process will lead to further revisions in the future. In the meantime, Ms. Crutchfield said, the Board has heard and incorporated much useful feedback in this version of the framework, and should move on.

Commissioner Antonucci said: Last night's special Board meeting was a working session where we incorporated a number of ideas that people have brought forth. Prior to that time, we had a committee including Sandra Stotsky and Linda Beardsley from our staff, who worked on the framework with a group of teachers this past summer.

The Commissioner summarized some of the changes that have been made and the discussion at last night's special meeting. The changes include two new learning standards, one on development of vocabulary and one on the structure of language and grammar. Also, the early literacy section has been strengthened to put greater emphasis on using phonics to ensure that students learn to read; the examples of nonfiction are expanded to include speeches, biographies, science texts and other material, and to reduce the fragmentation of curriculum; a section on thinking has been added to the stages of the writing process; and improvements are incorporated relating to the use of technology and other media and to make the framework clearer and more useful to teachers. The Commissioner noted that the Board discussed the literature list, in terms of expanding it to include additional authors and works of literature, and in relation to student assessment. The Commissioner concluded that the Board has reviewed and responded to extensive public comment, and the revised English Language Arts framework is improved as a result.

Responding to a public comment that repetition of certain criticisms shows that consensus is building in the education community, Dr. Delattre stated: I will not allow to pass in silence the claim that the coalescing of large numbers of people around specific ideas testifies to the merit of the ideas. People coalesce around bad ideas just as readily as they do around good ideas. If it were otherwise, you could find out the truth by taking a poll and we wouldn't have to have either committees or scholars and teachers and others working on the drafting of frameworks. All you would have to do is take a poll.

Responding to a public comment expressing concern over inclusion of the Bible in the framework's suggested reading list, Dr. Silber stated: The King James version of the Bible is the version that has had the greatest influence on the literature of the English-speaking world. If we want to have educated children who can read the poetry of the English language without recourse to a research library, then they have to know some of the allusions. It is just as important for them to have read the *Iliad* or the *Odyssey* too, and to have read some of Shakespeare so the allusions they find in contemporary poetry are not beyond them. This is not indoctrination. We are making no religious statements in this framework. Student Board member Alexis Vagianos added that students should not be deprived of an opportunity to study aspects of the Bible as part of studying great literature and world history.

On a motion duly made and seconded, it was VOTED: that the Board of Education approve the English Language Arts framework with the inclusion of the changes discussed at the January 14, 1997 special meeting; provided that Board members will receive and review the changes and notify the Commissioner of their approval; and provided further that the Department and the assessment committee will continue to consider the literature list in relation to student assessment.

The motion was made by Mr. Irwin and seconded by Dr. Thernstrom. The vote was unanimous.

B. History and Social Science

Dr. Silber invited public comment from those wishing to testify on the History and Social Science framework.

a. Public Comment

Representative Patricia D. Jehlen (D-Somerville) addressed the Board and presented three points that she said are endorsed by every House member of the Education Committee: (1) the Board must return to the open and consultative process directed by the Education Reform Law; (2) the framework as proposed will not improve learning; and (3) there is time for an open and consultative process to finish an improved framework and maintain the schedule for adoption of testing. Representative Jehlen added that the Board should encourage broad participation in the process because the frameworks and standards must reflect the best available knowledge, both of the disciplines and of how children learn; people in the profession must have confidence in both process and product, so they are willing to do the hard work of change to teach more effectively; and broad involvement will help to avoid narrow interests and to balance choices in history and social science, a field that always stirs controversy. She encouraged the Board to look at the California framework and to use the October draft as a basis for producing the Massachusetts framework.

Connie Rizoli, chief of staff of the Joint Committee on Education, presented a statement from Representative Shirley Owens-Hicks, Co-Chair of the Committee: (1) this draft does not adequately reflect the impact of the African-American presence in the United States (for example, the migration of hundreds of thousands of African-Americans from the South to Northern and Midwestern cities before and after World War I); (2) the draft does not sufficiently identify or address the many contributions made by African-Americans to the history of the United States, New England and Massachusetts; and (3) world history should not be limited to the Eurocentric position that suggests Western civilization and culture began with the Greeks, but should inform students of other civilizations and cultures that have significantly affected world history and world economic conditions. Her statement concluded by calling upon the Board to review the framework in view of the goals of education reform.

Dr. Harvey Mansfield, Professor of Government at Harvard and also the President of the Massachusetts Association of Scholars, addressed the Board in support of the framework. He stated: It's an honor to appear before this Board where I have several friends, and especially one that is chaired by John Silber, a man who has done so much for education in Massachusetts, and is now about to do some more. The subject today is reform, pursuant to the Massachusetts Legislature's 1993 Education Reform Act. Fundamentally that reform has to be the rejection of the notion of self-esteem as the basis of our education. Education is learning. It is not feeling good about yourself or about the group to which you belong. Several years ago there was a high school mathematics test in which American students came out near the bottom, but on the question, How do you feel about how you did, we were at the top. That is the problem in American education today.

Dr. Mansfield continued: The first requirement for reform is more rigor. We wouldn't expect reform to come out of the public education community. That is what has to be improved. But it's very important to get the experience of teachers teaching teachers, practitioners as they are called. What is less important is their opinions which are entitled, I think, to no more weight than those of other citizens. One opinion widespread among public teachers is multiculturalism. But America is not based on a culture, it's not based on a race, or on many cultures or on many races. It's based on a principle that unifies diverse cultures and races, and that principle is that all men are created equal. What is this principle? Where does it come from? What does it mean? How has it been applied? Have we lived up to it? Therefore, history has to be the center of our education requirements in social sciences and history. Our democracy has a tendency to center on the present and on the future. It takes an effort to get us to focus on the past. But our education must not be a mere endorsement of the status quo, an engine of self-satisfaction, of what we presently think. Our education must lead us to our better selves. The framework that you have before you is clear, simple, direct and, best of all, more demanding.

Dr. Gerard Koot, Chairman of the History Department at UMass Dartmouth and a member of the two previous History and Social Science framework committees, addressed the Board in opposition to the framework. Dr. Koot stated he believes the Board's subcommittee did not consult with anyone beyond plagiarizing the Virginia framework, which he described as a poorly received document. He said this draft shows little familiarity with current scholarship in history, geography, economics and the other social sciences; is almost entirely Anglo-American in its approach to world history; is pedagogically inappropriate and intellectually haphazard in its choice of topics; and is not a product of collaboration among teachers, parents and the community. He asked the Board to resume the collaborative process and recommended that the Board ask Dr. Paul Gagnon, a nationally recognized expert on history education who served on the second framework committee, to be the writer and to work with the previous committees to produce a framework that can be the basis for statewide assessment and a tool for effective teaching.

Ms. Meline Kasparian, President of the Massachusetts Teachers Association, also addressed the Board in opposition to the process of this draft. Ms. Kasparian referred to other frameworks as having been the result of an inclusive process involving thousands of educators, parents, policy makers and the public. She said this framework is not the product of a similarly inclusive process. She urged the Board to create sufficient opportunities for public hearings to permit working teachers to participate fully.

Dr. Marc Landy of Boston College addressed the Board in favor of this draft. He congratulated Dr. Silber and the Board for having the courage to revisit both the English and Social Science frameworks. He said this document is outstanding because it takes seriously the challenge of creating the kind of factual substructure upon which serious reflection and criticism can be based. The document is also chronological and it roots the students in space and time. Lastly, Dr. Landy said the document is dispassionate and treats the great controversies that have erupted in the past as genuinely open questions for students to think through on their own. He concluded by stating the framework contains both the richness of content and the fair-mindedness necessary to enable Massachusetts schools to fulfill democracy's promise.

Ms. Kathleen Kelley, President of the Massachusetts Federation of Teachers, addressed the Board in opposition to this document. Ms. Kelley told the Board she and the educators she represents are not opposed to rigor or standards or curriculum content, but rather to the lack of a process for broad debate and consensus about what is most important for all students to learn about the history of our state, our nation and the world. Ms. Kelley urged the Board to involve the members of the previous two drafting committees in the revision of this draft, because their expertise and skills are needed. She also objected to the very short time limit for comments on this draft. In terms of content, Ms. Kelley stated that the standards in this draft are specific but too narrow in focus. She said the Virginia standards have been graded by the AFT as clear, concise and content specific, but the AFT does have concerns about them which the Board will receive in writing. She said the process by which the board subcommittee reorganized the Virginia standards resulted in a disjointed document. Ms. Kelley encouraged the Board to look at the California framework as a possible model.

Mr. Peter Manoogian, a Social Studies curriculum specialist in the Saugus Public Schools, addressed the Board with concerns about this draft. He said he welcomes the specificity of this draft, but is concerned about the amount of historical content that it jams into grades 9 and 10. Mr. Manoogian noted that 60% of high schools teach U.S. history in grade 11, and moving it to grades 9 and 10 will carry heavy costs. He urged the Board and the Legislature to consider changing the current requirement for high-stakes testing to grade 11 instead of grade 10. He also invited the Board's subcommittee to meet with the North of Boston Social Science Department Heads, of which he is a member, on January 23 to refine this draft and achieve a workable balance between content and process.

Dr. Luci Fortunato De Lisle, Assistant Professor of History at Bridgewater State College, addressed the Board in opposition to the framework. She said she believes a better framework can be drafted that will ensure students achieve high standards. She urged the Board to reconsider the October framework draft which responds to the critiques of classroom teachers. She noted that the October draft offered a balanced approach to the social sciences through the use of broad disciplinary strands, that it included learning standards connected with all the social science disciplines in a balanced fashion rather than too heavily emphasizing politics, war and economics, and that it offered pedagogical suggestions to teachers. She concluded by encouraging the Board to produce a framework that is balanced between inquiry and content, and that addresses the problems of all three drafts as to which periods of history and which social sciences should be studied at each grade or grade span.

Dr. Robert Costrell, Professor of Economics at UMass Amherst, addressed the Board in support of this draft. He said it is sound because it focuses on basic economic principles. Mr. Costrell made three points: (1) this draft provides a solid basis for upgrading economic literacy; (2) the previous drafts tended to do more harm than good; and (3) this draft can be further improved by replacing some vestiges of previous drafts with material from the voluntary National Content Standards in Economics that were just released. He said the standards in the framework are appropriately demanding.

Dr. Russ Vernon Jones, Principal of Fort River School in Amherst and a member of the original framework drafting committee, addressed the Board in opposition to this draft. Dr. Jones agreed with other speakers who said the Board should return to an open process for framework revision. Second, he noted that there is content in this draft, but it is not designed around questions that build on students' natural curiosity and promote lifelong learning. Dr. Jones concluded that the final document should equip students with a world view as well as teach them our national heritage, and it should reflect the diversity of children and families in the Commonwealth and the world. He urged the Board to let a broad committee include the best from all three drafts in the final framework.

Ms. Betty Bardige, a parent from Cambridge, addressed the Board in opposition to this draft. She asked the Board to improve the framework by expanding the coverage of blacks and others from diverse homelands and ethnic groups who have helped to define our country, and by making more connections between history and present day issues. She also said she hopes the frameworks will encourage family involvement in their children's education.

Dr. Vernon Domingo, Professor of Geography at Bridgewater State College, addressed the Board with the concern that there is a need for more geography in the draft. He said geographical knowledge and analysis is a vitally important tool needed by young people to compete effectively in the global marketplace. He stated that geographic education is not a luxury, but rather it is essential if we are to equip students properly for the 21st century.

b. Discussion

Dr. Silber reminded the audience that there is no plan by the Board to vote on the History and Social Science framework today and that adoption of this framework is not even on the agenda. He added: Contrary to the assertions that this has not been an open process, there is nothing sneaky, subversive, or particularly autocratic about it. It is a perfectly open process. We are not violating the spirit of the Act in any way and we have not made any decisions with regard to the final frameworks in History and Social Science. That's exactly why we are having this hearing today. So no conspiracy theories

need apply.

In response to Mr. Manoogian's concern about administering the 10th grade test, Dr. Silber stated: The reason for giving the test in the 10th grade is so that every student and the parent of every student will be put on notice that the student is well prepared at that stage of the 10th grade to graduate, or that he is not prepared to graduate, so that remedial efforts can be made. If we moved that test to the 11th grade, there might not be enough time for remediation and for that reason, we do not want to encourage the Legislature to change the test. However, we have to clarify the purpose of the test. It is not to measure what children will know in the 12th grade, but what they ought to know in the 10th grade. They will have to reach much higher standards, international standards, by the 12th grade that will include whatever they have learned in the 11th and 12th grades.

Dr. Silber commented on a particular criticism that he read many times in the letters received by the Board, the notion that somehow the history framework involves what is always described as rote memory. Dr. Silber stated: It is useful for all of you to look in your dictionary and see what that adjective "rote" entails. When somebody ties rote to memory, what they mean is the idle remembrance of some isolated event without regard to the meaning and the context. I don't think anybody in preparing the history framework has any interest in rote memory. We're talking about memory. If we are concerned with memory, we are concerned in our history framework with the context that gives meaning and significance to what is remembered. But let us never forget that if we do not remember what is being taught in the schools, if there is no memory in the schools, there will be no education. Skills have to be remembered just as surely as facts have to be remembered, and facts take on their meaning by the context in which these facts are taught. We are not ever going to approve curriculum guidelines that do not involve a massive imposition on the memory of children. They are going to have to remember mathematics, they are going to have to remember science and they are going to have to remember a lot of history and sociology and other subjects. We are not going to be a know-nothing Board of Education that says, as long as the kids do things and feel good about it, it's okay. They have to remember things. Kids can't even have skills unless they remember the skills.

Dr. Silber continued: This is going to be a content-oriented decision that we are going to reach, and let everybody start dropping that adjective "rote" from their discussion of memory. Then they will find that it's not a bad thing to have memory; in fact, it's essential if there's going to be any learning whatsoever.

The three members of the Board's subcommittee expressed their appreciation to all who submitted oral and written comments on the draft, and said the suggestions were constructive and will be considered when the draft is revised. Mr. Peyser said among the areas where the draft will be changed are: to ensure developmentally appropriate topics for grades K-4; to establish clearer connections among various disciplines, topics and time periods; and to address missing content. He added that while consensus is desirable in the abstract, in practice it is more often the enemy of good policy and good teaching. There are real principled differences here, and we shouldn't pretend otherwise. Real choices need to be made that won't please all parties. Mr. Peyser concluded that he hopes and intends to move the process forward and produce a revised draft of the framework.

Dr. Thernstrom assured the audience that this is a public process and it will continue to be one as they redraft the framework. She said critical comments are being taken very seriously by the subcommittee. Dr. Thernstrom encouraged people to telephone her at home with their concerns and suggestions. Dr. Schaefer agreed that the subcommittee finds the comments very valuable. She said the goal of this framework is to establish a measurable, content-oriented curriculum that will set high standards of academic mastery for all students, including those who enter school without the advantages that middle class children have.

Ms. Vagianos presented a statement from the Student Advisory Council expressing various concerns about the draft. She said she respects but does not share the council's views on the framework.

Mr. Irwin suggested that the Board subcommittee meet with some members of the two previous committees to look over all three drafts and incorporate the best from each into a revised document. He also suggested that the Board hold public hearings on the framework. Mr. Koplik said he has confidence that the members of the Board subcommittee will distill good ideas from all the comments and all the drafts and incorporate them into the next draft. Vice Chairperson Crutchfield noted the next Board meeting is on February 10, and that the process should be extended at least until March in light of all the comments received and work to be done.

Dr. Delattre stated: I am not as cheerful or as sanguine about this text as many of my Board colleagues seem to be. I do not view it as a curriculum framework, I see it as a collection of standards, and I believe that a very great deal stands between it and the completion of a framework. I share my colleague Mr. Irwin's view that public hearings are obligatory and the view of Ms. Kasparian that people should have a chance in a case like this to speak their minds. This is, after all, a rather distinctive way of proceeding here, that we formed a committee from the Board that had no direct continuity with memberships from previous committees. I think any suggestion that this could be ready in February or even in March is utterly implausible because a great deal of work remains to be done.

Dr. Delattre continued: I want to know whether this committee is going to work directly with the members of the committee that prepared the October draft. I'm not asking that this committee be made into some other committee. I'm asking whether it is prepared to work directly with a second committee that has already existed. In response, Mr. Peyser said he is eager to work with anyone who has value to add, including members of prior committees. Dr. Thernstrom suggested that the

subcommittee organize the criticisms that have come in and think about what the task is, and then decide how to proceed. She said the subcommittee can promise the process will have integrity.

Dr. Silber stated: I think the draft that was prepared in October by Paul Gagnon was a very fine framework, not without serious flaws and incompleteness, but it was a framework that has the advantage of offering great coherence. Aspects of that draft are substantially superior to the standards the subcommittee has presented, although I recognize the vitality, the directness and simplicity and clarity of this draft. I do not see why there cannot be a melding of these documents.

Dr. Silber continued: I think Paul Gagnon ought to be working very seriously on this to see how the strengths of the document we have before us today can be incorporated into the other document. I think you on this committee should consider how you can incorporate the strengths of that document. I don't know how the rest of the Board feels, but I believe there ought to be a way of melding those two documents to come up with one that preserves the best in each and that will be a stronger document than either of them would have been independently.

Board members engaged in a vigorous discussion about the process by which the framework will be revised. Commissioner Antonucci said he will be actively involved in the process. He and Department staff will work with the Board subcommittee and include a number of people who were involved in developing the earlier draft, and coordinate the preparation of a revised framework combining the best elements of these documents and incorporating constructive suggestions that have been made.

Dr. Delattre addressed the Board subcommittee and asked if they would work directly with the members of the earlier committee. He did not ask that this subcommittee be made into some other committee. He asked whether it will work directly with a second committee that has already existed. In reply to Dr. Delattre's question, Mr. Peyser stated yes. He added that he is certainly interested and eager to work with members of prior committees, or in fact other individuals. Mr. Peyser reiterated that as long as it is clear the Board is not reconstituting its subcommittee, he is perfectly willing to work with anyone who has value to add, and stated that he thought a number of the members of the earlier committee, if not all of them, fall within that category. Commissioner Antonucci stated that we need to listen to people who were involved in the second draft and the first draft and include a review of those documents. The Commissioner added that the Board is going to consider the work that has been done by the people involved in the first and second draft.

Dr. Silber stated: If we view May as our drop-dead date on this framework, then any document we produce has to be ready for public discussion by March. By the February 10 meeting we should know if we are on track with a single document that will accomplish the results we are looking for. I agree with Mr. Irwin that when we have come up with the next document that we are prepared to endorse, there's got to be a public hearing, just as we have had on the English framework and just as we have had on this one. Some people claimed this was a done deal. We had a lot of letters saying, we realize this is a done deal, but there's no done deal here. You have seen exactly how we have responded to public comment. This process is open and responsive, and there has been no abandonment of our obligations under the Education Reform Act. I can assure all the people in this meeting that when the next documents are ready for public comment, we'll have public comment. I don't think we have to sit around for 10 or 12 hours listening to everybody who wants to talk in order to hear from the public. If we ask for written comment and provide a decent period of time (and we provided about an hour and a half this morning for oral comment), we can hear from the public. Obviously, that has to be part of the process. We are not going to end up approving some final document here without going back to the public.

The Commissioner reiterated that the Department has already begun incorporating strong aspects of the previous framework drafts into the current document. Working with the Board subcommittee as the lead committee, the Department will bring together its staff and representatives from the prior committee to come up with a single high-quality document.

The Board will discuss the status of the framework at its February 10 meeting.

6. Charter Schools

Dr. Silber announced that discussion of this item will be postponed.

7. Certificate Of Mastery - Discussion

Dr. Silber announced that discussion of this item will be postponed.

8. Regulatory Reform

a. School Finance Regulations - Initial consideration to seek public comment on proposed changes - VOTE

On a motion duly made and seconded, it was VOTED: that the Board of Education, in accordance with G.L. c. 69, Section 1B; c. 70, Sections 3 and 11; c. 71B, Section 2; c. 72, Section 6; and c. 76, Sections 12A and 12 B, hereby authorize the Commissioner to proceed in accordance with the Administrative Procedure Act, G.L. chapter 30A, Section 3, to solicit public comment on the proposed revised Regulations on School Finance and Accountability, 603

CMR 10.00.

The motion was made by Mr. Koplik and seconded by Mr. Peyser. The vote was unanimous.

9. Approval Of Grants - VOTE

On a motion duly made and seconded, it was VOTED: that the Board of Education approve the following grants:

FUND CODE	NAME OF GRANT PROGRAM	Number of Grants Recommended	Amount
536	Community Service Learning	23	\$125,000
797	Safe Schools for Gay and Lesbian Students Mentor Program	6	\$ 29,500

The motion was made by Mr. Koplik and seconded by Mr. Peyser. The vote was unanimous.

There being no further business, the Board voted to adjourn the meeting. The next regular Board meeting is scheduled for Monday, February 10, 1997 at 9:00 a.m. at the Massachusetts Department of Education in Malden.

On a motion duly made and seconded, it was VOTED: that the Board of Education adjourn the meeting at 12:30 p.m. subject to the call of the Chairman.

Respectfully submitted,

Robert V. Antonucci
Secretary

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