



David P. Driscoll  
Commissioner of Education

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## Commissioner's Update

November 5, 2004

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

In this update I have one announcement and eight items recently posted at [www.doe.mass.edu](http://www.doe.mass.edu).

### Non-discrimination Notice and Policy

The Department has revised its non-discrimination notice to provide contact information for those who may have inquiries regarding the Department's compliance with applicable civil rights laws. The Department will include the revised notice in forthcoming Board of Education-approved publications. The revised notice states as follows:




The Massachusetts Department of Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex or sexual orientation. Inquiries regarding the Department's compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 350 Main St., Malden, MA 02148, phone: 781-338-6105.


In addition, the Department has posted its non-discrimination policy on its website at: [www.doe.mass.edu/resources/policy.html](http://www.doe.mass.edu/resources/policy.html). The non-discrimination policy contains the notice referenced above as well as contact information for the Office for Civil Rights, U.S. Department of Education.

Here are eight items recently posted at [www.doe.mass.edu](http://www.doe.mass.edu):

1. Middle School Teacher and K-8 Licenses  

2. Reporting Fall 2004 MELA-O Scores for Limited English Proficient Students in Grades K-12  

3. History and Social Science Survey Reports  

4. Distributed Leadership Conference on December 1, 2004  

5. November is Family Literacy Month  

6. Nominations: 2005-2006 Massachusetts Teacher of the Year Program  

7. 2005 Content Institute Program Informational Session  

8. MCAS Assessment Development Committee (ADC) Recruitment  


All the best, and

Sincerely,

David P. Driscoll  
Commissioner of Education

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## NEWS SEARCH

Keyword:

Target:

Dates:

 Past 30 days

 Past 90 days

 Date Range

Start:

End:



Friday, November 05, 2004

## Middle School Teacher and K-8 Licenses

To: Superintendents, Principals, and Educators

From: David P. Driscoll

Date: 28 October 2004

I am writing to clarify for schools and educators the types of teaching assignments that are appropriate for teachers holding the Middle School Teacher licenses. As you may recall, the Department of Education stopped issuing this license to new applicants in October, 2001.

### Middle School Teacher License:

The Middle School Teacher license was implemented during an era when many middle school students were organized in a multi-subject team teaching environment. As the requirements for proficiency in subject matter have become more rigorous, this approach has often been replaced with classrooms devoted to a single subject.

Therefore, we need to reiterate and clarify when the Middle School Teacher license is appropriate for a classroom assignment and when it is not. Teachers possessing **only** a Middle School Teacher license:

- may teach or team teach two or more subject areas;
- may not teach in a class that covers a single subject area.

This is not a new policy; it has been communicated to many districts that have raised these questions over the past dozen years. The policy is consistent with the fundamental requirement that teachers must possess the license that affords the best fit with their teaching assignment. The Department has offered *Middle School subject matter licenses* (math, science, English, etc.) for many years. These are the licenses that have been and continue to be appropriate for assignment to a classroom that covers a single subject area as are the Middle School Math/Science and Humanities licenses that became effective in October 2001.

There is, however, some confusion. Over the past several years, the Department has not stipulated precisely how this policy applies to the Middle School Teacher license in a broad based manner. Therefore, I am providing districts and educators holding the Middle School Teacher license with a two year transition period after which teachers holding this license may not teach only one subject area.

Districts can use this first year to:

- identify those teaching a single subject only;
- hold a meeting with the impacted teachers and discuss the options available to them;
- plan for assignments that are appropriate for teachers who hold the Middle School Teacher License by the 2006/2007 school year (no waiver is needed prior to 9/06), and
- provide direction and support to affected teachers.

Educators with the Middle School Teacher license can use this first year to:

- seek assignment to a multi-subject instructional setting (where such options are available);
- make another of the licenses they hold their "primary" license and/or reactivate relevant licenses that have become "inactive" or "invalid" because they weren't renewed;

- transfer to a teaching assignment that is appropriate for the license(s) they hold;
- apply for licenses that might be a better fit for classes/instructional settings that are more available to them. Currently, passing the appropriate MTEL subject matter test qualifies an experienced educator for most Initial Licenses, with the Professional License awarded after an additional 3 years of working under the Initial License. I am submitting a recommendation to the Board of Education that would enable experienced educators who hold a Professional License to receive a Professional (rather than Initial) License when they meet the criteria for adding a license.

### **K-8 Teacher License:**

Due to significantly different circumstances, I plan to resolve the matter of assigning educators holding the K-8 license to single subject matter classes in a different manner. This license has not been issued to new applicants for over a quarter of a century. On two prior occasions, the Department has broadly communicated to both districts and educators that the K-8 license is appropriate for assignment to a single subject area. I will allow such assignments to continue.

We must acknowledge that possession of the K-8 license alone does not guarantee the degree of subject knowledge mastery we believe is needed to move all of our students to the proficient level. Therefore, I am asking all superintendents and principals to ensure that the Individual Professional Development Plan for every K-8 teacher assigned to a single subject matter class is focused on expanding that teacher's mastery of relevant subject matter knowledge.

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## Massachusetts Comprehensive Assessment System

### Reporting Fall 2004 MELA-O Scores for Limited English Proficient Students in Grades K-2

To: Superintendents and Directors of Charter Schools

Copy: Directors of Private Special Education Schools, Institutional Schools, and Educational Collaboratives, Principals, and Directors of English Language Learner Programs

From: David P. Driscoll, Commissioner of Education

Date: November 5, 2004

To follow up on the email message sent to you earlier this week, I am writing to remind you that fall 2004 MELA-O scores for all limited English proficient (LEP) students enrolled in kindergarten through grade 2 must be reported via the Department's Security Portal **no later than November 19, 2004** by superintendents and charter school directors.

Detailed instructions on how to report these scores are now available at the [Security Portal](#). Once logged onto the Security Portal, click on "Fall 04 MELA-O K-2 Scores" to access the instructions and forms to report these MELA-O scores. Note that only those district staff with the "MCAS Drop Box" security role may access this application within the Security Portal. The Security Portal may be accessed using Internet Explorer version 5.0 or higher.

If you have any questions about accessing or uploading your district's file, please contact the Data Collection Unit at (781) 338-DATA (3282). If you have any questions about reporting MELA-O scores, please contact the Student Assessment Services Unit at (781) 338-3625.

Thank you for your attention to this important matter.

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## Massachusetts Curriculum Frameworks

### History and Social Science Survey Reports

To: Superintendents, Curriculum Coordinators, Principals, Charter School Directors, and History/Social Science Teachers

From: David P. Driscoll, Commissioner of Education


Date: November 5, 2004

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I want to give you the results of the survey the Department conducted in the spring on History and Social Science course sequences for grades 6 through 12.

In anticipation of the MCAS History and Social Science question tryouts in the spring of 2005, the Department surveyed districts to determine the history and social science course sequences for grades 6 through 12 that would be in place in the 2004-2005 school year. Our staff has analyzed the surveys and written two reports. The first describes Geography and Ancient /Classical Civilizations sequences for grades 6 and 7; the second provides information on sequences for United States History I and II and World History I and II in grades 8 through 12. I hope you will find this information useful in your curriculum planning.

If you would like further information regarding the reports, please contact Susan Wheltle, Director of the Office for the Humanities, at 781-338-6239. You may also email her at: [swheltle@doe.mass.edu](mailto:swheltle@doe.mass.edu).

Enc: [Report on United States and World History](#)   
[Report on Geography and Ancient/Classical Civilizations](#)

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**MASSACHUSETTS DEPARTMENT OF EDUCATION  
SURVEY RESULTS OF HISTORY and SOCIAL SCIENCE COURSE SEQUENCES  
UNITED STATES HISTORY I and II and WORLD HISTORY I and II  
November 2004**

**Introduction**

The Massachusetts Department of Education published the *Massachusetts History and Social Science Curriculum Framework* in 2003. When the Board of Education accepted the framework draft in 2002, it endorsed an assessment plan of testing high school students on United States history, government, geography, and economics from 1763 through 2001 as part of the Massachusetts Comprehensive Assessment System (MCAS). The history and social science standards, concepts, and skills for United States History I and II describe the content to be assessed. At a time to be determined by the Board, the high school assessment will become a component of the competency determination for graduation from a public high school in Massachusetts. To accommodate individual district's course sequences, the history and social science component of MCAS may be taken in either grade 10 or grade 11.

The framework recommends that two-year sequences of both U. S. History (U.S. History I and II) and World History (World History I and II) be taught between grades 8 and 11, followed by electives such as American Government or Economics (for which there are standards in the framework), Advanced Placement courses, or other courses designed at the local level. The framework listed several possible sequences or "pathways" to accommodate two years each of U. S. and world history between grade 8 and 11. This survey was conducted in the winter and spring of 2004 to determine the "pathways" that would be in place in schools and districts in 2004-2005 and to gather information on possible changes anticipated by districts in the future.

The survey was sent all districts, regional schools, vocational technical schools, charter schools, and private schools serving public special education students. Two hundred thirty four responses were received. The table below summarizes the number of districts that have chosen a U. S. History sequence ending at grade 11, grade 10, or some other sequence. In the final category are some schools that responded to the survey but which end at the grade 8.

The table below summarizes the responses and lists of districts and details of their sequences are on the following pages.

**United States History Sequences, 2004-05**

<b>District/school U. S. History sequence</b>	<b>Number/% of responses</b>
Districts or schools choosing a U. S. History sequence ending in grade 11 and planning to give History and Social Science MCAS in grade 11	159 67.9%*
Districts and schools choosing a U. S. History sequence ending in grade 10 and planning to give History and Social Science MCAS in grade 10	46 19.6%
Districts and schools choosing other U. S. History sequences or that do not serve high school students	29 12.4%
Total	234 99.9%

\* Of the districts choosing a sequence ending in grade 11, 70 chose a sequence with US History I in grade 8 and US History II in grade 11 (about 30% of the total respondents). Seven districts currently ending the U. S. History sequence in grade 11 indicated that they were contemplating a change to ending the sequence in grade 10 in 2005-06.

**PATHWAYS 1 or 4 (U.S. History I in grade 10, U. S. History II in grade 11): 76**

USI: United States History I

WHI: World History I

8, 9, 10, 11, 12: grade 8, etc.

USII: United States History II

WHII: World History II

DISTRICTS: 53

ARLINGTON

(USI in 8 and 10, USII in 11; WHI in 8,  
WHII in 9 in 2005-06.)

ASHLAND

(WHII in 9)

BILLERICA

(WHI in 8, WHII in 9, 2005-06)

BURLINGTON

(WHI in 8, WHII in 11, 2005-06)

CARVER

(WHI in 8, WHII in 9)

CHELMSFORD

(WHII in 9)

CHELSEA

(WHI in 8, WHII in 9)

CHICOPEE

(for 2005-06; WHI and II in 9)

DRACUT

(WHI in 9)

DUXBURY

(WHI in 8, WHII in 9)

EASTON

(American Studies I and II;  
WHI in 8, WHII in 9)

FAIRHAVEN

(for 2005-06; USI in 8 and 10, USII in  
11; WHI and WHII combined in 9)

FRAMINGHAM

(WHI in 8, WHII in 9)

FRANKLIN

(WHI in 9, WHII in 12)

GEORGETOWN

(WHI in 8, WHII in 9)

HANOVER

(USI in 8 and 10, USII in 11; WHI and  
WHII in 9, WHII in 11)

HOLBROOK

(WHI in 8, WHII in 9)

HOLYOKE

(WHI in 8, WHII in 9)

HOPKINTON

(WHI in 9, WHII in 11 as elective)

HULL

(WHI in 8, WHII in 9)

LITTLETON

(WHI in 8, WHII in 9)

LUDLOW

(US history to 1914 in 8, 1 semester USI  
in 10, 1 year USII in 11; WHI and II, with  
a western civilization emphasis in 9, 1  
semester Asia, near East, and Africa in  
10)

LUNENBERG

(WHI in 8, WHII in 9)

LYNN

(WHI in 8, WHII in 9; USII in 11 begins  
in 2005-06)

LYNNFIELD

(WHI in 8, WHII in 9)

MARLBOROUGH

(also a US survey for some students in 9;  
WHI in 8, WHII in 9)

MARSHFIELD

(WH I and II, western civilizations in 8,  
eastern civilizations in 9)

MASHPEE

(WHI in 8, WHII in 9)

MEDWAY (in 2005-06)

MELROSE

(WHI in 8, WHII in 9)

MIDDLEBORO

(WHI in 8, WHII in 9)

MILFORD

(in 2005-06; WHI in 8, WHII in 9)

MILLBURY

(USI listed in both 8 and 10;  
WHI in 9)

NANTUCKET

(WHI in 8, WHII in 9)

NATICK

(WHI in 8, WHII in 9)

NORTH ADAMS

(WHI in 8, WHII in 9)

NORTON

(USI in 8 and 10, USII in 11;  
WHI in 9, WHII in 10)

PLYMOUTH

(WHI and WHII in 9)

PROVINCETOWN  
(WHI in 8, WHII in 9)  
ROCKPORT  
(WHI in 8, WHII in 9)  
SCITUATE  
(USI in 8, 1 semester USI in 10, 1 year  
USII in 11; WHI in 9, 1 semester WHII in  
10)  
SHREWSBURY  
(WHI in 8, WHII in 9; has the *We the  
People...* program)  
SOMERSET  
(WHI in 8, WHII in 9)  
SPRINGFIELD  
(USI in 8 and 10; WHI and II in 9)  
STONEHAM  
(WHI in 8, WHII in 9)  
SWANSEA  
(WHI in 8, WHII in 9)

REGIONAL SCHOOLS: 15

ADAMS-CESHIRE  
(WHI in 8, WHII in 9)  
BLACKSTONE-MILLVILLE  
(WHI in 8, WHII in 9)  
CONCORD-CARLISLE  
(world civilizations in 9; WHII electives  
in 11 and 12)  
DENNIS-YARMOUTH  
(WHI in 8, WHII in 9)  
HAMILTON-WENHAM  
(US and WH 1700-present combined in  
both years)  
HAMPSHIRE REGIONAL  
(WHI in 8, WHII in 9)  
MANCHESTER-ESSEX  
MASCANOMET  
(WHI in 8, WHII in 9)

VOCATIONAL-TECHNICAL SCHOOLS: 3

GREATER LOWELL (WHI and WHII in 9)  
NORTH SHORE (WHI in 9)

CHARTER SCHOOL: 1

NEW LEADERSHIP (WHI in 8, WHII in 9)

PRIVATE/CH 766 SCHOOLS: 4

NASHOBA REGIONAL/RFK  
CHILDREN'S ACTION CORPS  
(USI in 8, WHII in 9)  
LEARNING PREP (WHI in 8, WHII in 9)

UXBRIDGE  
(WHI in 8, WHII in 9)  
WALPOLE  
(AP USI in 10, AP USII in 11;  
WHI in 8, WHII in 9)  
WALTHAM  
(consolidated WH and geography in 6-9  
including WHI in 8, WHII in 9)  
WEBSTER  
(WHI in 8, WHII in 9)  
WESTFORD  
(1 quarter USI in 8, 1 semester USI in  
10, 1 year USII in 11, WHI in 9, WHII in  
10)  
WEYMOUTH  
(WHI in 8, WHII in 9)  
WEST SPRINGFIELD  
(WHII in 9, 11)

NORTH MIDDLESEX  
(USI listed in both 7 and 10,  
USII in 11; WHI in 8, WHII in 9)  
PIONEER VALLEY  
(WHI in 8, WHII in 9)  
QUABBIN REGIONAL  
(WHI in 8, WHII in 9)  
QUABOAG  
(US II listed in both 10 and 11)  
SILVER LAKE  
(WHI in 8/9, WHII in 10)  
SOUTHWICK-TOLLAND  
(WHI in 8, WHII in 9)  
WACHUSETT  
(WHI in 8, WHII in 9)  
WHITMAN-HANSON  
(WHI in 9)

SOUTH MIDDLESEX (WHII in 9)

FARR ACADEMY  
(WHI in 8, WHII in 9)  
unidentified private school  
(WHI in 8, WHII in 9)

**PATHWAY 3 (U. S. History I in grade 8, U. S. History II in grade 11): 70**

USI: United States History I

WHI: World History I

8, 9, 10, 11, 12: grade 8, etc.

USII: United States History II

WHII: World History II

DISTRICTS: 56

AGAWAM

(WHI in 9, WHII in 10)

AUBURN

(WHI in 9, WHII in 10)

AVON (will move USII to grade 10 in 2005-06)

BARNSTABLE

(WHI in 9, WHII in 10)

BELCHERTOWN

(WHI in 9, WHII in 10)

BELLINGHAM

(WHI in 9, WHII in 10)

BELMONT (will remain in this sequence unless H/SS MCAS becomes high stakes in 2011; WHI in 9, WHII in 10)

BEVERLY

(WHI in 9, WHII in 10)

BOURNE (testing h/ss at 11 to avoid competition with testing in other disciplines; WHI in 9, WHII in 10)

CAMBRIDGE

(WHI in 9, WHII in 10)

CANTON (by 2006 will be USI/10, USII/11; WHI in 9; WHII first semester of 10)

CHATHAM

(WHI in 9, WHII in 10)

CLINTON

(WHI in 9, WHII in 10)

COHASSET

(WHI in 9, WHII in 10)

DANVERS (unclear where USI is, but USII is in 11; WHI in 9, WHII in 10; in 2006-07 USI in 10, USII in 11 and WHI in 8, WHII in 9)

DEDHAM (in transition; by 2006-7 USI will be in 10, USII in 11; then WHI will be in 8 and WHII in 9)

DOUGLAS

(WHI in 9, WHII in 10)

EAST BRIDGEWATER (has a 4x4 block schedule that allow them to teach USI an II in the same year)

FALL RIVER (in transition; will be USI/9, USII/10 in 2005-06; WHI and II in 11)

FALMOUTH (USI in 8, not clear about USII)

FOXBOROUGH (possibly moving to grades 10 and 11 in 2005-06; 2004-05, WHI in 9, WHII in 10)

GRANBY

(WHI in 9, WHII in 10)

GREENFIELD

(WHI in 9, WHII in 10)

HARWICH

(WHI in 9, WHII in 10)

HINGHAM (with AP US as option in 11; WHI in 9, WHII in 10)

HOPEDALE

(WHI in 9, WHII in 10; no plans to change)

LEE

(WHI in 9, WHII in 10)

LEICESTER (may move to USI/10 USII/11 in 2005-06; 2004-05 WHI in 9, WHII in 10)

MALDEN (may eventually move to 9 and 10, with post WWII in 11)

MARTHA'S VINEYARD

(WHI in 9, WHII in 10)

MEDFORD

(WHI in 9, WHII in 10)

METHUEN (would like to move to USI/10 USII/11 in 2005-06; WHI in 9, WHII in 10 in 2004-05)

MILTON

(USI listed in both 8 and 11; WHI in 9, WHII in 9 and 10)

NAUSET

(WHI in 9, WHII in 10)

NEWTON

(under review, in the process of deciding; WHI may eventually be in 8, WHII in 11)

NORTH ANDOVER

(WHI in 9, WHII in 10)

NORTH ATTLEBOROUGH

(WHI in 9, WHII in 10 in 2004-05; will be USI/9, USII/10 in 2005-06 and WHI will move to 8, WHII to 11)

**NORTH READING**

(in the process of deciding; WHI in 9, WHII in 10)

**NORTHAMPTON** (4X4 block schedule, eventually will teach US I / II in 2 blocks in 11; WHI in 9, WHII in 10)

**NORTHBRIDGE**

(WHI in 9, WHII in 10)

**PALMER**

(WHI in 9, WHII in 10)

**QUINCY**

(WHI in 9, WHII in 10)

**RANDOLPH**

(WHI in 9, WHII in 10)

**READING**

(USI listed in both 8 and 11; WHI in 9, WHII in 10)

**SALEM**

(WHI in 9, WHII in 10)

**SHARON**

(WHI in 9, WHII in 10)

**SWAMPSCOTT**

(WHI in 9, WHII in 10)

**REGIONAL SCHOOLS: 11**

**ATHOL-ROYALSTON** (possibly moving to USI/10, USII/11 in 2005-06; WHI in 9, WHII in 10)

**BERLIN-BOYLSTON**

(WHI in 9, WHII in 10)

**BRIDGEWATER-RAYNHAM** (WHI in 9, 1 semester WH II in 10; may shift to USI in 9 and USII in 10)

**CENTRAL BEKSHIRE**

(WHI in 9, WHII in 10)

**DOVER-SHERBORN**

(examining various sequences for future; WHI in 9, WHII in 10)

**GROTON-DUNSTABLE**

(WHI in 9, WHII in 10)

**VOCATIONAL-TECHNICAL SCHOOLS:**

0

**CHARTER SCHOOLS: 1**

**SOUTH BOSTON HARBOR ACADEMY**  
(WHI in 9, WHII in 10)

**TEWKSBURY** (USI listed in both 8 and 11, USI, WHI and WHII are integrated with English; WHI in 9, WHII in 10, block schedule)

**WAYLAND**

(currently USI and II in 11, considering 8 and 11; WHI in 9, WHII in 10)

**WAREHAM** (after 2004-05 grade 9 will become WH II, grade 10, US I, grade 11, USII)

**WELLESLEY** (USI in 7, USII in 8 and 11; WHI in 9, WHII in 10))

**WESTPORT** (WH survey in 9, WHII in 10; changes may happen in 2005-06)

**WINCHENDON** (will be examining the sequence in 2004-05; WHI in 9, WHII in 10)

**WINCHESTER**

(WHI in 9, WHII in 10)

**WINTHROP** (changes may happen in 2005-06; WHI in 9, WHII in 10)

One unidentified district

**OLD ROCHESTER**

(WHI in 9, WHII in 10)

**RALPH C. MAHAR**

(discussing possible changes; USI in 11, USII in 12, WHI in 9, WHII in 10)

**SPENCER/EAST BROOKFIELD**

(WHI in 9, WHII in 10)

**TANTASQUA/UNION 61** (American studies in 8 and 11; after 2004-05, 2 semesters of US history in 11; WHI in 9, WHII in 10)

**TRITON REGIONAL**

(examining various sequences for future; WHI in 9, WHII in 10)

**PRIVATE/CH 766 SCHOOLS: 2**

**JUDGE ROTENBERG CENTER,**  
**CANTON**  
**LEARNING CENTER FOR DEAF**  
**CHILDREN**

**Pathways 2 OR 5 (US History I in grade 9, US History II in grade 10): 27**

USI: United States History I

WHI: World History I

8, 9, 10, 11, 12: grade 8, etc

USII: United States History II

WHII: World History II

DISTRICTS: 11

AYER

(WHI in 9, WHII in 11)

BURLINGTON

(WHI in 8, WHII in 11)

BROCKTON

(WHI in 8, WHII in 11)

GLOUCESTER

(WHI in 8, world cultures and religions in 11)

LAWRENCE

LEOMINSTER

(WHI in 7 and 8, WHII in 11)

MAYNARD

(WHI in 8, WHII in 11)

MILLIS

(WHI in 8)

SAUGUS

(WHI in 8, WHII in 11)

SOMERVILLE

(by 2005-06, civics in 8; WHII will be in 11 in 2006-07)

WATERTOWN

WHI in 8, AP European History in 11 and 12)

REGIONAL SCHOOLS: 2

KING PHILIP

(WHI in 8, WHII in 11)

PENTUCKET

(WHI in 8, WHII in 11)

VOCATIONAL-TECHNICAL SCHOOLS: 9

BAY PATH

BLACKSTONE VALLEY

(WHII in 11)

BRISTOL-PLYMOUTH

(planned for 2005-06)

ESSEX AGRICULTURAL

(WHII in 11)

GREATER FALL RIVER

(WHI and II in 11)

MINUTEMAN REGIONAL

(WHI in 11, WHII in 12))

OLD COLONY

(WHII in 11)

SOUTHERN WORCESTER COUNTY REGIONAL

(by 2005-06, WHII in 11)

UPPER CAPE (grades 11 and 12 are economics I and II)

CHARTER SCHOOLS: 3

ABBY KELLEY FOSTER

(WHI in 8, WHII in 11; 1 semester classical history in 12)

PIONEER VALLEY PERFORMING ARTS

(world geography and humanities in 11 and 12)

STURGIS

(International Baccalaureate [IB] history of Americas I and II also offered or will be offered; in 2005-06 IB European I will be added, in 2006-07, IB European II)

PRIVATE/CH 766 SCHOOLS: 2

ST. ANNE'S HOME, METHUEN

(WHI and II in 7 and 8)

WILLOW HILL SCHOOL

(WHI in 8)

## **OTHER SEQUENCES: 61**

✓ A sequence ending in grade 10: 19

○ A sequence ending in grade 11: 13

★ Other sequences, possibly ending in grade 8 if the school does not go beyond that grade: 29

USI: United States History I      WHI: World History I      8, 9, 10, 11, 12: grade 8, etc.

USII: United States History II      WHII: World History II

### DISTRICTS: 29

#### ★ ACUSHNET

(K-8, USI in 8)

#### ✓ ANDOVER

(USI in 8, USII in 10; WHI and II to 1900 in 9)

#### ★ AYER

(K-8, USI in 8)

#### ○ BOSTON

(US I in 9, US II in 11; beginning in 2005-06, USI in 10, USII in 11)

✓ BRAINTREE (USI/8, review Revolution and Constitutional period 4<sup>th</sup> term in 9, USII in 10; WHI in 9, WHII in 11, required course in American government open to 10, 11, 12)

#### ★ CARLISLE

(K-8, USI in 8)

✓ DARTMOUTH (second semester /8 is USI 1750-1800 and Civics, the rest of USI in 9, USII/10)

✓ EAST LONGMEADOW (govt/civics in 8, may combine with USI in 2005-06; modern US/world/10; AP US History an elective in 10; WHI in 9, WHII elective in 11, 12)

#### ★ EDGARTOWN

(K-8, USI in 8)

#### ★ FLORIDA

(K-8, USI in 8)

#### ★ Granville

(K-8, medieval/world religions in 8)

○ HAVERHILL (USI in 8, USII to Spanish American War 10, the rest 11; WHI in 9, WHII in 10 and 11)

#### ✓ HOLLISTON

(USI in 8, US II in 10; WHI in 9, WHII in 11)

#### ★ Lexington

(Diamond Middle School, USI in 8)

#### ○ MARBLEHEAD

(I year US in 11; world cultures in 9, world history, west in 10)

✓ NEW BEDFORD (USI in 8, USII in 10; WHI in 8, WHII in 10)

#### ★ OAK BLUFFS

(K-8, USI in 8)

○ OXFORD (I year USI and II in 11, WHI in 9, WHII in 10)

✓ PEABODY (USI to pre-Rev and civics in 8, Rev to Reconstruction/9, Reconstruction to Present/10; WHI and II in 11)

#### ★ SOUTH HADLEY

(USI in 8, USII in 9; WHI in 10 and 11, WHII in 11)

#### ★ SUDBURY

(K-8, USI in 8)

○ SUTTON (USI to Civil War in 8, 1850-1920 in 10, 1920 to Present in 11; WHII in 9)

✓ TAUNTON (USI/8, US II/10; may change in 2005-06; WH in 9 and 11)

#### ★ TISBURY

(K-8, USI in 8)

✓ TYNGSBOROUGH (USI/8, US II/10; developing a primary documents course for 10; WHI in 11, WHII in 12)

✓ WEST BOYLSTON (USI to 1850 in 8, USII to 1920 in 9, USIII 1920-present in 10; WHII in 11)

✓ WESTFIELD (USI in 8, USII in 10; WHI and II in 9)

#### ○ WILMINGTON

(I year US in 11, WHI in 8 and 9, WHII in 10)

#### ✓ WOBURN

(USI in 8, USII in 9 and 10; WHII in 10)

REGIONAL SCHOOLS: 6

- ★ ASHBURNHAM-WESTMINSTER  
(K-8, USI in 8)
- ✓ BERKSHIRE HILLS (USI in 8, USII in 10)
- HAMPDEN-WILBRAHAM (USI in both 8 and 10, USII in 11; WHI in 7, WHII in 9)

- ✓ LINCOLN-SUDBURY  
(USII in 1, WHII in 9)
- MOHAWK TRAIL (USII, review of Constitution, 1878-present/11; WHII in 8 and 10; 1 term, block schedule)
- NASHOBA REGIONAL (USI in 7, USII in 8, USI/II in 11; WHI and WHII in 9)

VOCATIONAL-TECHNICAL SCHOOLS: 2

- FRANKLIN COUNTY (USI in 11, WHI in 9, WHII in 10)
- SOUTHEASTERN REGIONAL (USI/9 and first half of 10, USII/second half of 10 and 11)

CHARTER SCHOOLS: 13

- ★ ATLANTIS  
(USI in 8)
- ★ BOSTON RENAISSANCE  
(USI and II and WHII in 11)
- ★ CAPE COD LIGHTHOUSE  
(USI in 8)
- ★ FRAMINGHAM COMMUNITY  
(USI/8)
- ★ LOWELL COMMUNITY  
(USI in 6, USII in 8)
- ★ MARBLEHEAD  
(WHI in 8)
- MEDIA and TECHNOLOGY  
(USI in 11)
- ✓ MYSTIC VALLEY (USI in 8, USI and II in 10; WHI and WHII in 9)

- ✓ ROXBURY CHARTER HIGH SCHOOL FOR BUSINESS  
(world geography in 9, USI and II in 10; economics in 11; civics in 12)
- ★ ROXBURY PREP  
(USI in 8)
- ✓ SABIS/SPRINGFIELD  
(USI 1730-1860/8, USII 1860-1950/9, USIII 1950-present/10, world history/geopolitics in 8)
- ★ SEVEN HILLS  
(USI in 8)
- ★ UPHAM'S CORNER  
(USI in 7, USII in 8; WHI in 6)

PRIVATE/CH 766 SCHOOLS: 11

- ★ CARDINAL CUSHING (individualized, aligned to elementary)
- ★ CHILDREN'S STUDY HOME/MILL POND SCHOOL  
(ungraded, has both US and world history)
- ★ DEVEREUX  
(USI in 8 and 9, USII in 11 /12; WHI in 9, WHII in 10)
- ★ EAGLETON  
(individualized)
- LEARNING PREP SCHOOL (10 and 11 civics, govt, economics and geography integrated)
- ★ LINCOLN SCHOOL (USI/8)

- ★ LIPTON SCHOOL (alternate world/US history, serve individual student needs)
- ✓ PELHAM ACADEMY, LEXINGTON  
(USI in 7, USII in 8 and 11; WHI in 9, WHII in 10)
- ★ PENIKESSE ISLAND SCHOOL  
(individualized)
- ★ SOLSTICE SCHOOL DAY PROGRAM  
(USI in 11, USII in 12; WHI in 9, WHII in 10)
- ✓ WILLIE ROSS SCHOOL (USI in 7, USII in 8 and 10; WHI in 9, WHII in 10)



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## Massachusetts Curriculum Frameworks

### Survey Results of History and Social Science Course Sequences Middle School Geography and Ancient/Classical Civilizations November 2004

The Massachusetts Department of Education published the Massachusetts History and Social Science Curriculum Framework in 2003. The framework's recommended sequence for grades 6 and 7 is geography at grade 6 and ancient and classical civilizations at grade 7 but the framework authors acknowledged that local educators might choose some other sequence. This survey was conducted in the winter and spring of 2004 as part of planning for a middle school history/social science component of the Massachusetts Comprehensive Assessment System (MCAS). Its purpose was to determine the course sequences that would be in place in schools and districts in 2004-2005 and to gather information on possible changes anticipated by districts in the future.

The survey was sent all districts, regional schools, charter schools, and private schools serving public special education students. Two hundred twelve responses were received; these responses are summarized in the table below.

The table below summarizes the responses and lists of districts and details of their sequences are on the following pages.

#### Geography and Ancient/Classical Civilizations Sequences, 2004-05

Course Sequence	Number/Percent of Responses
Geography in Grade 6, Ancient /Classical Civilizations in Grade 7	95 / 44.8%
Ancient /Classical Civilizations in Grade 6, Geography in Grade 7	74 / 35.0%
Other Sequences, including both subjects both years or only one subject listed	43 / 20.2%
Total	212 / 100%

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## Commonwealth School Leadership Project

### Distributed Leadership Conference on December 1, 2004

To: Superintendents, Charter School Leaders, Principals, and Teachers

From: David P. Driscoll, Commissioner of Education

Date: November 5, 2004

On December 1 the Department of Education will sponsor a Distributed Leadership conference at the Best Western Royal Trade Plaza Hotel in Marlborough. I write to invite your participation. The goal of this event is to begin to engage educational leaders from across the state in distributed leadership and to assist districts in creating leadership opportunities for teachers. This event is sponsored through the Wallace Foundation's State Action for Education Leadership Project.

Registration for this day-long conference will begin at 8:30 a.m.; the program will begin at 9:00 with a keynote on leadership and its impact on student learning. Participants will have the opportunity to speak with and network with their counterparts from other school districts on strategies for distributing leadership. Concurrent sessions will be offered and repeated throughout the conference. Discussion topics include:

- Distributing Leadership Across the District;
- Improving Student Performance Through Distributed Leadership;
- Rethinking the role of Assistant Principals; and,
- Teachers in Leadership Roles.

Superintendents, principals, or their designees are invited to attend along with teacher leaders. I urge you to notify and encourage representatives from your districts to attend especially those who attended one of last year's Aspiring Leader meetings.

#### [Register for the conference](#)

For more information about the event or how to participate, please email Lonnie Powers at the Department of Education: [Lpowers@doe.mass.edu](mailto:Lpowers@doe.mass.edu).

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## Massachusetts Family Literacy Consortium

*Our vision is successful families. Our mission is successful partnerships.*

### November is Family Literacy Month

November 5, 2004

Dear Friends:

In recognition of the critical role parents play in achieving the goals of Education Reform and the federal No Child Left Behind law, I am pleased to announce that Governor Mitt Romney has declared **November as Massachusetts Family Literacy Month**. This annual celebration, sponsored by the Massachusetts Family Literacy Consortium and the Massachusetts Reading Leadership Team, underscores the importance of strong literacy skills that help each family member be successful in school and in life.

I have been impressed by the breadth and depth of learning opportunities created to celebrate Family Literacy Month. From young children engaging in interactive literacy activities with their parents to middle school students holding reading circles with their parents, communities are recognizing and supporting parents as full partners in their children's education. I applaud your efforts and encourage you to continue this tradition. Our website ([www.doe.mass.edu/familylit](http://www.doe.mass.edu/familylit)) has resources that can help:

-  [Governor Romney's 2004 Proclamation of Massachusetts Family Literacy Month](#)
-  [A Guide to Celebrating Massachusetts Family Literacy Month](#)
-  [The National Center for Family Literacy Activity Calendar](#)
-  [Every Grownup is a Famous Storyteller](#)
-  [Office of Reading Links and Resources](#)
-  [The Especially for Parents page of the U.S. Department of Education website](#)
-  [The Massachusetts Adult Basic Education and English for Speakers of Other Languages Directory](#)
-  [Public Service Announcements featuring the Adult and Family Literacy Hotline](#)
-  [Success Story of Millerine Moise from the Boston Public Schools Family Literacy Program](#)

The Massachusetts Family Literacy Consortium is a statewide partnership of 14 state agencies, statewide and community organizations, parents, and other interested parties working to integrate and coordinate family literacy and family support. The Massachusetts Reading Leadership Team was convened by the Department to oversee and evaluate the successful implementation of our Reading First initiative. It includes membership from a broad range of stakeholders including Reading First districts, teacher organizations, higher education, and representatives of state and federally funded literacy programming.

Together, I am confident we are building the successful partnerships that will help us achieve success for all Massachusetts families. Thank you.

Sincerely,

David P. Driscoll  
Commissioner of Education

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*Massachusetts Department of Education*

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## Recognition Programs

### 2005-2006 Massachusetts Teacher of the Year Program

To: Superintendents, Principals, Teachers, and Other Interested Parties

From: David P. Driscoll, Commissioner of Education

Date: November 2004

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It is again time to solicit nominations for the Massachusetts Teacher of the Year Program. This will be the forty-fourth year of participation in this nationwide program.


The Teacher of the Year should be an exemplary educator who demonstrates professionalism, leadership, excellent communication skills, and an outstanding and measurable commitment to student achievement and to the teaching profession.

To be considered for the program, a teacher must first be nominated by way of a brief letter to the Department. Administrators, teachers, parents, students and community members are invited to submit nominations. Upon receipt of the nomination, the teacher is sent an application form.

The Massachusetts Teacher of the Year will share his/her expertise with educators, students, community members and others on a limited basis in the evenings, on weekends, and during the summer while maintaining regular classroom responsibilities.

Teachers who are selected as Massachusetts Teacher of the Year finalists and semi-finalists will be included in a pool of outstanding educator talent, who may be called upon to assist the Department of Education on various review panels.

We are making every effort to see that as many teachers as possible are nominated. Public school teachers from all geographic areas, every ethnic and racial group, veteran teachers or newcomers may be considered for nomination.

I have enclosed a [flyer](#)  that I hope you will widely distribute. **The deadline for nominations is January 28, 2005.**

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# Nominate a Great Teacher for 2005-2006 Massachusetts Teacher of the Year!

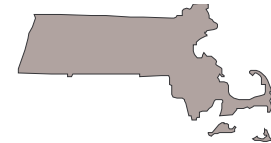


We are inviting your nominations of public school teachers who deserve to be recognized in the Massachusetts Teacher of the Year Program.

The Teacher of the Year will share his/her expertise with teachers, districts, and community members on a limited basis in the evenings, on weekends, and during the summer, while maintaining his or her duties in the classroom.

## For nominations please include:

1. First and last names of the teacher being nominated;
2. Name and address of the teacher's school;
3. Brief statement why the teacher deserves to be nominated; and
4. Your name & address.



DEADLINE FOR NOMINATIONS: January 28, 2005

Massachusetts



Department of  
Education

Please send nominations to  
The Teacher of the Year Program  
Massachusetts Department of Education  
Attn: Deborah J. Walker  
350 Main Street, Malden, MA 02148

\*\*\*

TEL: 781-338-3347 FAX: 781-338-3395  
email: djwalker@doe.mass.edu



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## Massachusetts Curriculum Frameworks

### 2005 Content Institute Program Informational Session

To: Superintendents, Principals, and Other Educational Leaders

From: David P. Driscoll, Commissioner of Education

Date: November 2, 2004

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The Department of Education is pleased to inform you that we will be hosting an informational session for those who are interested in submitting a proposal to conduct a 2005 Content Institute. The 2005 Content Institute program provides funding for discipline-specific content institutes in which educators strengthen the knowledge they need for teaching the content of the standards in the frameworks.

Grants will be awarded on a competitive basis to eligible partnerships to improve student achievement. Proposals may be submitted by partnerships of a Massachusetts public school district, collaborative, or charter school working in collaboration with a Massachusetts college, university, cultural institution, or professional educational organization to support the implementation of the Massachusetts Curriculum Frameworks and efforts to raise the achievement of students.

A Request for Proposals (RFP) for the 2005 Content Institute Program will be released by the Massachusetts Department of Education in late November and will be available on our website at <http://finance1.doe.mass.edu/Grants/>.

An informational session for applicants will be held on Tuesday, November 30, 2004 from 1:00 - 4:00 PM at the Department of Education in Malden in the 3rd floor conference room.

*In addition to the general informational session, a meeting specifically for those interested in submitting a proposal in the content area of History and Social Science will take place at 11:00 AM at the same location as the general meeting.*

To register for one or both sessions, please contact Michele Cipoletta at [mcipoletta@doe.mass.edu](mailto:mcipoletta@doe.mass.edu) or 781-338-3492 by Friday, November 26, 2004.

Directions to the Department of Education in Malden can be found at: <http://www.doe.mass.edu/contact/doedirections.asp>.

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  - 1-866-MCAS220



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## Massachusetts Comprehensive Assessment System

### MCAS Assessment Development Committee (ADC) Recruitment

To: Superintendents, Charter School Leaders, Principals, and Directors of Educational Collaboratives, Approved Special Education Private Schools, and Institutional Schools

From: David P. Driscoll, Commissioner of Education

Date: October 26, 2004

The Department of Education is seeking educators to serve as members of the English Language Arts (ELA), Reading, Mathematics, Science and Technology/Engineering, and History and Social Science Assessment Development Committees at various grade levels. Members of these committees are directly involved in assisting the Department in the process of developing MCAS test items. We are looking for members with content expertise, familiarity with the Massachusetts [Curriculum Frameworks](#), and teaching experience. This is a rewarding professional development opportunity for educators who are interested in learning about large-scale, standards-based assessment. Please inform your faculty and colleagues of this opportunity.

#### Committee Members' Responsibilities

Assessment Development Committee members assist the Department of Education in the review of MCAS reading passages (ELA and Reading only), test items, and scoring rubrics. Responsibilities include reviewing MCAS items for:

- alignment with the Massachusetts *Curriculum Frameworks* and MCAS performance standards
- clarity and precision of language
- content accuracy
- developmental appropriateness
- instructional worthiness

Committee members are charged with reviewing all questions prior to field-testing and making suggestions for refinements. After items have been field-tested, committee members review the items again along with item performance data. ELA committee members also review writing prompts and make recommendations regarding their selection for use on MCAS tests.

#### Membership Term and Meeting Schedule

The membership term for new members runs from January 2005 through December 2005. Committee members are required to attend all scheduled meetings during the school year and the summer. There are approximately 8-10 full days (9:00 a.m. - 4:00 p.m.) of meetings throughout the year, including summer meetings.

Upon selection, successful applicants will be sent a calendar of meetings and will be asked to confirm their availability for these meetings. The first meetings of the new committees will be either in mid-February or early March, depending on the committee for which an applicant is selected.



## Reimbursement of Expenses

The Department will reimburse districts for actual substitute teacher costs up to \$100 per day. Committee members are reimbursed for mileage, and lodging is provided to members who live 70 or more miles away from the meeting site. In addition, committee members receive professional development points for their service and, for summer meetings only, are awarded a small honorarium.

## Application Procedure

Complete applications must include the following three components:

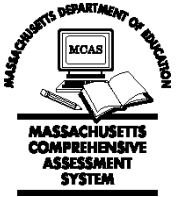
1. **Current résumé** (including current course syllabi if available)
2. **Statement of interest**  
(a brief statement of 1 to 2 pages that describes why the applicant wishes to serve and what particular training and experience will enable the applicant to make a positive contribution as an MCAS ADC member) *Please note: Current committee members who wish to reapply are not required to submit a new statement of interest.*
3. **Completed Application Form with Superintendent's signed recommendation**

The deadline for receipt of applications is **Friday, December 3, 2004**. Notification will be sent by the third week of December 2004. Please see the attached **application**   for further directions.

If you have any questions, please call Phil Robakiewicz, Administrator for Test Development, at (781) 338-3625.

Thank you for your interest.

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**MCAS ASSESSMENT DEVELOPMENT COMMITTEE MEMBER APPLICATION:  
2004-2005**

Name (Last) \_\_\_\_\_ (First) \_\_\_\_\_

Current Position \_\_\_\_\_

Home Address (Street) \_\_\_\_\_

(City/Town) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip) \_\_\_\_\_

Home Phone ( \_\_\_\_\_ ) \_\_\_\_\_ E-mail \_\_\_\_\_

School Name \_\_\_\_\_ District \_\_\_\_\_

School Address (Street) \_\_\_\_\_

(City/Town) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip) \_\_\_\_\_

School Phone ( \_\_\_\_\_ ) \_\_\_\_\_ School Fax ( \_\_\_\_\_ ) \_\_\_\_\_

I am interested in serving on the following committee(s) (please check **no more than 3**):  
You may serve on only one ADC.

- |                 |       |               |       |                         |       |
|-----------------|-------|---------------|-------|-------------------------|-------|
| Reading Grade 3 | _____ | Math Grade 3  | _____ | H/SS Grade 5            | _____ |
| ELA Grade 4     | _____ | Math Grade 4  | _____ | H/SS Grade 7            | _____ |
| Reading Grade 5 | _____ | Math Grade 5  | _____ | H/SS Grade 10           | _____ |
| Reading Grade 6 | _____ | Math Grade 6  | _____ | Sci & Tech/Eng Gr. 5    | _____ |
| ELA Grade 7     | _____ | Math Grade 7  | _____ | Sci & Tech/Eng Gr. 8    | _____ |
| Reading Grade 8 | _____ | Math Grade 8  | _____ | Chemistry (High School) | _____ |
| ELA Grade 10    | _____ | Math Grade 10 | _____ | Physics (High School)   | _____ |
|                 |       |               |       | Tech/Eng (High School)  | _____ |

*\*Please note: Reading tests do not include a composition component.*

If currently a teacher, please indicate:

Years of teaching experience \_\_\_\_\_

Course(s) you now teach \_\_\_\_\_

\_\_\_\_\_

Do you have any experience working with students who have disabilities? If yes, please explain.

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Do you have any experience working with limited English proficient students? If yes, please explain.

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Superintendent's Recommendation

I support the application of \_\_\_\_\_ to serve on the  
\_\_\_\_\_ MCAS Assessment Development Committee.

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Please note that this application must be accompanied by:

- A **current** résumé, and
- A **statement of interest** (new members only) describing why you wish to serve as a member of the MCAS Assessment Development Committee and what particular training and experience you have that will enable you to make a positive contribution to the committee's work.

I certify to the best of my knowledge that the information provided herein is true and complete.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please return this MCAS ADC application by mail or fax no later than **5:00 p.m., December 6, 2004**, to:

MCAS ADC Applications  
Student Assessment Services Unit  
Massachusetts Department of Education  
350 Main Street  
Malden, MA 02148

Phone: (781) 338-3625  
Fax: (781) 338-3630