

**CREATING TOMORROW: PREPARING THE NEXT GENERATION OF TEACHERS
IMPROVING QUALITY AND PERFORMANCE**

Goal I: Hold all campuses--public and independent--accountable for program and student performance.		
Action	Authority	Timetable
1. Require immediate external review of teacher education programs: Immediately require institutions with 1998 Teacher Test pass rates (combined Literacy and Subject Tests on the April and July 1998 test administrations) below the state average (54.9%) to conduct an objective, independent, external assessment of the teacher education program. Institutions must submit the external report and action plan for improvement to the Joint Board of Education/Board of Higher Education Commission (see Goal 6) by June 30, 1999. Guidelines for the review will be developed and review panels will be approved by the Commission.	Joint Commission, Institutions	June 1999
2. Eliminate certification authority for underperforming programs: Withdraw state approval to endorse candidates for certification from institutions and/or program (subject) areas that fail to meet minimum standards in two successive years.	BOE	Fall 2003
a) Place “under review” institutions that fail to meet the minimum standard of an 80% pass rate on the <u>communication and literacy test</u> by August 1, 2000 and 90% by August 1, 2001.* <small>*The Department of Education will need to develop guidelines for defining test-taking cohorts and calculating pass rates for these cohorts.</small>	BOE	August 2000, 2001
b) Place “under review” Board of Education approved programs within an institution that fail to meet the minimum standard of an 80% pass rate on a <u>subject matter test</u> by August 1, 2000 and 90% by August 1, 2001.*	BOE	August 2000, 2001
c) Withdraw state approval to endorse candidates for certification for institutions and/or program (subject) areas “under review” that fail to meet minimum performance standards within two years.	BOE	Fall 2003
3. Strengthen program accountability measures: Call on the Board of Education to use its regulatory power to strengthen program accountability measures.	BOE	Completed Fall 1999
a) Strengthen institutional and program standards and approval processes to include teacher certification test results and other demonstrable performance assessments.	BOE	Fall 1999
b) Permit institutions that attain a pass rate of 90% or higher over a three-year period to develop alternative literacy and subject matter assessments that are demonstrably more demanding than the current Teacher Test.	BOE	Fall 2002

IMPROVING QUALITY AND PERFORMANCE

Goal 2: Commit institutions to high standards and continuous improvement in quality and performance.		
Action	Authority	Timetable
1. <u>Require institutions to demonstrate a commitment to improve the quality of teacher education programs and program certification areas.</u> Boards of trustees, presidents, and faculty in the arts and sciences and in education must take responsibility for improving the academic program of prospective teachers and must make this an institution-wide priority.	Institutions	January 1999
2. <u>Establish partnerships with K-12 teachers and administrators.</u> Partnerships must be established to ensure shared responsibility for the preparation of new teachers. Comprehensive assessments of the performance of new teachers and review of teacher education programs areas require the involvement of K-12 teachers and administrators.	Institutions	Spring 1999
3. <u>Review regularly and refine academic programs that prepare students to be K-12 teachers.</u>	BOE or BHE, Institutions	Fall 1999
a) Strengthen the foundation that is provided to prospective teachers in the arts and sciences and limit the number of methods courses to those required for certification. Require a minimum of 30 credits in the major, at least 15 of which are at advanced levels.	Institutions	Fall 1999
b) Ensure that mentors/cooperating teachers for beginning teachers are outstanding educators and reward them accordingly.	Institutions	Fall 1999
c) Facilitate the involvement and investment of faculty from the arts and sciences in teacher preparation.	Institutions	Fall 1999
d) Provide evidence that program and teaching effectiveness is evaluated regularly using multiple outcome measures. Use the results of these evaluations to improve program and teaching quality.	Institutions	Fall 1999

Board of Higher Education (BHE) Board of Education (BOE)

IMPROVING QUALITY AND PERFORMANCE

Goal 3: Ensure that students from approved programs will have the knowledge and skills that are needed to pass the Massachusetts Teacher Test.		
Action	Authority	Timetable
1. <u>Raise admission requirements for all teacher education programs.</u>	Institutions	Spring 1999
a) Institutions should require all students to complete successfully an assessment of college-level reading and writing skills prior to admission into teacher education programs using either a passing score on the communication and literacy portion of the Teacher Test or an alternative assessment.	Institutions	Fall 1999
b) Institutions should require all students to complete successfully an assessment of content in their discipline prior to student teaching using either a passing score on the content area of the Teacher Test or an alternative assessment as a prerequisite for student teaching.	Institutions	Fall 1999
2. <u>Test results should be used in the review of general education, teacher education programs, and program certification areas.</u> Faculty across disciplines should use results of the test as a guide to review and improve teacher preparation program curricula and requirements, general education coursework, and the academic major.	Institutions	Spring 1999

Board of Higher Education (BHE) Board of Education (BOE)

Goal 4: Attract academically well-prepared students from diverse backgrounds to the teaching profession.

Action	Authority	Timetable
1. Direct financial incentives to high achieving high school students willing to teach in the public schools of the Commonwealth.	BHE, Legislature, Governor	Fall 1999
<p>a) Tomorrow's Teachers Scholarships: This new program, introduced by Governor Cellucci and supported by the Legislature with a \$3 million appropriation, sends a strong message to all high school students. If they achieve high grades in high school and are committed to becoming teachers, there is a very good chance they will receive a scholarship for free tuition and fees for four years at a state college or at the University of Massachusetts. Priority will be given to students committing to teach in areas of greatest need. The payback is a commitment to teach four years at a public school in Massachusetts. After initial implementation, it is recommended that the program be expanded to include students attending independent institutions of higher education.</p> <p>An appropriation of \$27 million over the next four years would guarantee that up to 3,200 outstanding high school students (or 800 students per year) could participate. If fully implemented, the ultimate result would be that 50% of teacher education program graduates of Massachusetts public institutions will have graduated in the top 25% of their high school class and will have maintained a minimum cumulative college GPA of 3.2. The real beneficiaries will be the public school children of the Commonwealth.</p>	BHE, Legislature, Governor	Fall 1999
b) Incentive Program for Aspiring Teachers: A student enrolled in an undergraduate arts and sciences program who decides to become a teacher should also be eligible for financial assistance. A tuition waiver program proposed by the Board of Higher Education should be established and awarded on a competitive basis. Five hundred thousand dollars (\$500,000) per year would provide two years of tuition support to approximately 150 new students each year who meet GPA requirements at a state college or at the University of Massachusetts.	BHE	Fall 1999
2. Fast-track alternative certification for second-career professionals. Streamline the process for alternative certification but do not compromise academic standards.	BOE	Fall 1999
a) Develop a <i>Pathways to Teaching Program</i> to expedite alternative certification for qualified professionals interested in changing careers.	BOE	Fall 1999
b) Create a <i>College-to-School</i> certification track for individuals with college teaching experience who want to teach elementary or secondary education.	BOE	Fall 2000

Board of Higher Education (BHE) Board of Education (BOE)

**CREATING TOMORROW: PREPARING THE NEXT GENERATION OF TEACHERS
IMPROVING RECRUITMENT AND RETENTION**

Goal 4 continued: Attract academically well-prepared students from diverse backgrounds to the teaching profession.

3. <u>Launch a campaign to promote teaching as a profession.</u>	BHE, BOE	January 1999
a) Publicize the Tomorrow's Teachers Scholarship Program by launching a promotional campaign to attract high-achieving high school students, especially those from underrepresented populations.	BHE	January 1999
b) Publicize new or existing programs that target prospective teachers from diverse groups. Award incentives to institutions able to demonstrate success in implementing strategies to recruit into teaching: undergraduate liberal arts and science students, graduate students completing master's level work in academic subject areas, and students from diverse backgrounds. Provide incentives for institutional strategies that promote early awareness programs (e.g., Future Teachers of America) and partnerships with community colleges to develop programs for paraprofessionals interested in seeking certification.	BOE, BHE, Institutions	Fall 1999

Board of Higher Education (BHE) Board of Education (BOE)

Goal 5: Retain highly competent teachers.

Action	Authority	Timetable
1. <u>Reward outstanding teachers who make a commitment to teach in Massachusetts public schools.</u>	BHE	Fall 1999
a) The creation of a <i>Career Advancement Program (CAP)</i> would reward new teachers with up to five free graduate courses, one for each of their first five years of teaching. A commitment of \$250,000 would provide tuition waivers at a Massachusetts public state college or university for up to 500 new teachers.	BHE	Fall 1999
b) <i>Collaborative Teachers Tuition Waivers</i> would provide tuition waivers for Massachusetts public school teachers who mentor a full-time student-teacher. A collaborative teacher could receive a waiver for up to six credits for each student teacher mentored with a maximum of one student teacher mentored per semester. Two hundred fifty thousand dollars (\$250,000) would provide waivers at a public state colleges or UMass for up to 500 collaborating teachers.	BHE	Fall 1999

Board of Higher Education (BHE) Board of Education (BOE)

Goal 6: Promote ongoing systemic change.

Action	Authority	Timetable
<p>1. Appoint a Joint Board of Education/Board of Higher Education Commission. A ten-member Commission made up of six representatives from the two Boards and two at-large members selected by each Board should be appointed immediately. The Commission should be charged with responsibility for monitoring the implementation of this plan and making recommendations to the respective boards on issues related to teacher education. The Chair of the Commission should rotate every year between the two Boards, beginning with the Board of Higher Education. Members should be appointed for three-year staggered terms. The Commission should submit an annual report to the Governor and Legislature on the condition of teacher preparation and institutional performance.</p>	Governor	November 1998
<p>The following items should be high on the Commission's agenda:</p> <ul style="list-style-type: none"> • Approve action plans submitted by institutions with 1998 Teacher Test pass rates below the state average. • Review the Massachusetts Education Reform Commission report and, when appropriate, prepare recommendations on changes that are needed to strengthen current regulations for certification and program approval. • Recommend program approval standards that include more rigorous outcome measures and other evidence of program quality and effectiveness and certification requirements that align curriculum frameworks and principles of effective teaching. • Clarify the relationship between provisional, provisional with advanced standing, and standard certification. • Specify appropriate liberal arts and sciences majors for K-8 certification. • Monitor Department of Education efforts to refine the Teacher Test administration procedures and provide Teacher Test validation information and background test materials to faculty and students. 	Commission	Ongoing
<p>2. Establish a permanent statewide database on teaching. Given the current level of resources committed to education reform efforts, the absence of a mechanism for collecting and reporting teacher-related data is unacceptable. Comprehensive data are needed on teacher education programs, program graduates, areas of study, and state workforce needs. The Joint Commission must have access to these data. The Department of Education shall be responsible for maintaining the database.</p>	Legislature, Governor, BOE	Fund by September 1999