



Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

## **Advisory Councils to the Board of Elementary and Secondary Education: Annual Reports for 2011-2012**

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September 2012

**Massachusetts Department of Elementary and Secondary Education**  
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This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Mitchell D. Chester, Ed.D.  
Commissioner

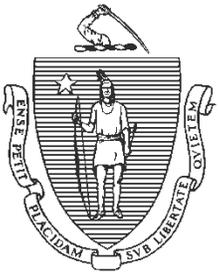
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Mitchell D. Chester, Ed.D.  
Commissioner

September 2012

Dear Members of the Board of Elementary and Secondary Education,

State law (G.L. Chapter 15, Section 1G) establishes a general framework for advisory councils to the Board of Elementary and Secondary Education. In 2011-2012, there were seventeen active advisory councils to the Board – Adult Basic Education, Arts Education, Community Service-Learning, Educational Personnel, Educational Technology, English Language Learners/Bilingual Education, Gifted and Talented, Global Education, Interdisciplinary Health Education and Human Services, Life Management Skills, Mathematics and Science Education, Parent and Community Education and Involvement, Racial Imbalance, School and District Accountability and Assistance, Special Education, Technology/Engineering Education, and Vocational Technical Education. In addition, the State Student Advisory Council, whose members are elected by other students rather than appointed by the Board, is an active and important advisory council to the Board.

I want to take this opportunity to express my appreciation to the many volunteers who serve on the advisory councils and contribute their expertise to further the goals and priorities of the Board and Department in the interest of reducing proficiency gaps and promoting high standards to prepare the public school students of the Commonwealth for college and careers.

The enclosed document, *Advisory Councils to the Massachusetts Board of Elementary and Secondary Education: Annual Reports for 2011-2012*, is compiled by the Department and provided to apprise you of advisory council activities and recommendations. Each council report is submitted by the chair or co-chairs of the council for your information and consideration. The reports and their recommendations are those of the councils and not of the Department. If the Board is interested in greater detail on the activities and recommendations of any council, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Mitch D. Chester".

Mitchell D. Chester, Ed.D.  
Commissioner of Elementary and Secondary Education

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# **ADULT BASIC EDUCATION ADVISORY COUNCIL**

## **Annual Report**

**June 2012**

### **I. INTRODUCTION**

The Adult Basic Education (ABE) Advisory Council was charged by the Commissioner of Elementary and Secondary Education to advise Adult and Community Learning Services (ACLS) on how to increase the number of adult basic education students who enter into and succeed in post-secondary education by reviewing the multiple strategies being implemented by ACLS, assist in developing a plan to determine which strategies are most effective, and assist ACLS with developing ways of evaluating impact and outcomes.

### **II. 2011-2012 WORK OF THE COUNCIL**

In FY2012, the ABE Council began to address the Commissioner's charge by developing its understanding of the available data that track the transition of adult learners to post-secondary education and, also, by increasing its knowledge of the strategies used by ACLS in support of increasing the number of adult learners who are successful in post-secondary education.

The ABE Council reviewed data from the System for Managing Accountability and Results Through Technology (SMARTT), the adult basic education's data collection system that provides information on both student demographics and student outcomes, as well as, information about program outcomes. The Council also reviewed data from the National Student Clearinghouse, a database that captures aggregate data on the number of Massachusetts students who enroll in post-secondary education.

The ABE Council was provided an overview of the strategies that ACLS is implementing to increase the number of adult learners moving into post-secondary education. These efforts include: supporting Transition to Community College programs at 12 community colleges, developing professional content standards in mathematics and implementing professional development to ensure ABE teachers have the skills and knowledge needed to support the Common Core State Standards, and participating in the Massachusetts Community College Workforce Development Transformation Agenda's initiative to create industry specific curriculum that leads adult learners to further education at the community colleges.

The ABE Council also discussed in-depth perceptions of "college readiness" of Council members, ABE staff, and ABE students. Challenges that keep ABE students from attending college include lack of understanding of how to get into college, academic differences between GED and college level work, lack of time and/or financial resources, misunderstanding of the benefits of college certificates and degrees, and a general sense by all (including the students themselves) that ABE students will not do well in college. These discussions helped the Council build a context for the issue and will be helpful as work continues on this issue over the next several months.

The ABE Council was apprised of changes to the GED that will affect adult learners beginning in January 2014. These changes include the transfer of ownership of the GED from a non-profit corporation to Pearson-VUE, a for-profit company, and the issues related to policies which affect the GED. The Council discussed the possible ramifications of this change and heard about the GED Options Working Group, a committee of the National Adult Education Professional Development Consortium, which is exploring alternatives to the GED.

### III. COUNCIL RECOMMENDATIONS

Given the common need of the K-12 system and the ABE system to align curriculum and instruction with the Common Core State Standards, the ABE Advisory Council recommends that the ABE system be included as an integral part of the Department of Elementary and Secondary Education's (Department) efforts to prepare for the implementation of the Common Core State Standards. ABE would greatly benefit from being included in professional development and from having access to the resources available to the K-12 system.

The ABE Advisory Council acknowledges the need to increase the number of adult learners who access and succeed in post-secondary education. However, the ABE Advisory Council would encourage the Department to continue its commitment to serving adult learners at all levels of literacy including those most in need of literacy services.

The ABE Advisory Council is concerned about the changes to the GED and encourages ACLS to continue to pursue options aligned with the public service mission of the GED.

The ABE Advisory Council encourages ACLS to pursue research opportunities to ensure that the strategies being implemented to increase the number of adult learners accessing post-secondary education are effective.

### IV. COUNCIL DETAILS

**Department Administrator:** Anne Serino, ABE State Director, Adult & Community Learning Services

**Department Liaison:** Anne Serino, ABE State Director

**Chairperson:** Mary Sarris, Executive Director, North Shore Workforce Investment Board

**Members of the 2011-2012 Advisory Council:**

James Ayres, Executive Director, United Way of Hampshire County

Ernest Best, Executive Director, Massachusetts Alliance of Adult Learners

Arthur Chilingirian, Executive Director, ValleyWorks Career Center, Lawrence

Linda Faria Braun, Consultant, Braun Associates, North Easton

Elaine Fox, Workforce Development Coordinator, Massachusetts American Federation of Labor & Congress of Industrial Organizations

Barbara Krol-Sinclair, Director, Intergenerational Literacy Program – Chelsea

Andre Mayer, Senior Vice President, Associated Industries of Massachusetts

Daniel O'Malley, Director of Education, Hampden Sheriff's Department, Ludlow

Lisa Soricone, Research and Evaluation Analyst, Commonwealth Corporation

Luanne Teller, SABES Central Resource Center Director, World Education, Inc., Boston

Steven Ultrino, Director of Education, Middlesex Sheriff's Office

Valerie Vigoda, Adult Education Director, Jackson/Mann Community Center, Alston

**Council Meeting Dates in 2011-2012:**

January 5, 2012, February 2, 2012, April 4, 2012, May 21, 2012

# **ARTS EDUCATION ADVISORY COUNCIL**

## **Annual Report**

**June 2012**

### **I. INTRODUCTION**

The Charge from the Commissioner directed the Arts Education Advisory Council (AEAC) to do the following:

- Continue work based on the recommendations for revision to the Arts Curriculum Framework, and link such recommendations with the work of the National Coalition for Core Arts Standards (NCCAS).
- Identify:
  - exemplary practitioners in the various disciplines of the Arts to assist with the revision process; and
  - possible partnership opportunities with exemplary practitioners and professional arts organizations, so that professional development opportunities that will educate all practitioners about integrating and implementing the Arts Curriculum Framework may be provided statewide.

### **II. 2011-2012 WORK OF THE COUNCIL**

During the 2011-2012 year, the AEAC continued the process of the consideration of the revision of the Frameworks by doing the following:

- Compiled a list of arts educators and other arts practitioners (available on request/not ready for public posting) in the four traditional domains of the arts: Dance, Music, Theatre, and Visual Arts, as well as the additional area of Media Arts which will be included in the national arts standards by the NCCAS.
- Constructed a list of arts organizations which may be potential partners (also included in the list of practitioners; and available on request).
- Composed an array of “Essential Questions” in arts education, in preparation for collaboration on the creation of the new National Core Arts Standards (included as Appendix I) and a revised Massachusetts Arts Curriculum Framework.
- Discussed how to organize a revised Massachusetts Arts Curriculum Framework, considering the inclusion of what skills and abilities students need to succeed in the 21st century, as well as for college and career readiness.

The members of the Council considered the specific kinds of literacy required to have literacy in each of the specific arts domains, in addition to verbal literacy. How does a composer imagine sound in her mind and then write that down in standard music notation? How does a theatre director or designer communicate meaning and feeling through scenic image and dramatic metaphor? How does a visual artist use the principles and elements of design to create an original artwork? How does the choreographer use Labanotation to choreograph a new ballet? Each of these tasks requires significant artistic-literacy development over many years to enable a person to communicate through that art form as a new kind of “language.”

Also considered was the relationship of these artistic languages to that of English language arts literacy, numeracy, and scientific literacy. The exploration and articulation of this interrelationship should lead to the establishment of a strong interweaving between competencies in the Arts Core and the Common Core.

In line with the model being used for the development of the NCCAS, the Council determined to forge Framing Essential Questions based on the categories of Creating, Performing, and Responding (CPR). Building on the work of 2010-2011, the Council further explored ideas regarding the structure and formatting of the Arts Curriculum Framework, specifically adding a stronger focus on the “Connections Strand” as a way to bring coherence and clarity to the Framework. This resulted in the development of a document (Appendix I) that attempted to organize Arts Curriculum Framework around learning activities involving Creating, Performing, Responding, and Connecting (“CPR+C”). (For more information regarding the proposed framework of the new National Standards for Arts Education, please see Appendices II and III at the end of this report, or available on request.)

The work of this year’s AEAC has resulted in an evolving document that will be an important contribution to the NCCAS project and our own Arts Curriculum Framework. The AEAC delayed investing significant time moving towards a new MA Arts Curriculum Framework until the NCCAS has issued a draft document, which is not expected until later this year. This caused the Council to focus on areas that would be applicable to a new MA Framework regardless of the specifics in the NCCAS document.

The AEAC believes that its work creating Essential Questions (EQs) has generated two “bookends” useful in developing a new MA Arts Curriculum Framework. On one hand they will help members to envision, formulate, and state what is important for students to know and be able to do. On the other hand, the Essential Questions will further connect artistic literacy to 21<sup>st</sup> century skills, the Creative Challenge Index, and areas needed for focused professional development. Sandwiched between these bookends will be the “meat” of the Framework, namely the learning standards that will develop knowledge and skills in Creating, Performing, Responding, and Connecting. Much of this will be delineated in the National Core Standards currently under development by NCCAS.

The AEAC envisions this EQs document to be a useful tool for educators. As part of a new MA Arts Curriculum Framework, the EQs will be a valuable resource for our arts educators in Massachusetts (and beyond) as the Department moves toward publishing units based on Understanding by Design (UBD) and further implementation of the Common Core. The EQs can be used as tools in professional development to assist educators and districts with linking curricula with Common Core.

A task that remains is to review, adapt, and expand the list of EQs so that they (1) apply to all 5 domains of the arts, and (2) identify and ask appropriate experts to write domain-specific EQs for dance and media arts, currently lacking in the draft. Any connecting questions will be termed “multidisciplinary” or “cross-disciplinary.”

The list of EQs formulated by the AEAC has been forwarded to the NCCAS writing teams for their consideration as part of the Core Arts Standards currently under development. Additionally, AEAC members envision the EQs to be the end pieces, the foundation, and the supporting structure for the revised MA Arts Curriculum Framework.

The AEAC believes that it should, at present, focus on eight to ten big, overarching EQs that apply to all of the arts. Then, for next year, we can further delineate specific domain-specific EQs. These BIG questions can tie together ALL of the arts. Furthermore, these EQs will be grounded in clearly articulated Enduring Understandings, essential for developing comprehensive curriculum in and through the arts. These Enduring Understandings tie in with the document in Appendix III, section 1-4 (SEADAE consensus as of August 31, 2011) being used as a framework for the development of NCCAS national standards.

It is expected that NCCAS will have its work completed by the end of this current calendar year. Once adopted, the AEAC can then begin the task of adapting the new National Core Standards in the Arts as part of a new MA Arts Curriculum Framework. During this coming fall of 2012, people identified with expertise in all five domains of the arts as well as arts integration should be invited to serve on a larger committee to continue working on the new Framework as soon as NCCAS has completed its work, probably beginning in January 2013.

### III. COUNCIL RECOMMENDATIONS

The AEAC recommends that:

- The Council continue work on the draft list of the Essential Questions, that was constructed and submitted to the NCCAS writing teams for use in development of national standards, so that the Essential Questions may be used in the revision of the MA Arts Curriculum Framework and as a resource for Massachusetts Arts Educators in the development of units and lesson plans.
- The Department communicate with the identified practitioners to assist with the development of any curriculum units to accompany the MA Arts Curriculum Framework as applicable per discipline.
- The Department fund staff development and learning institutes for arts educators to develop skills in building and implementing curriculum grounded in Essential Questions and Enduring Understandings. Such professional development might also include themes represented in 21<sup>st</sup> century learning (emphasizing critical and creative thinking and collaboration in arts learning).
- The Department fund curriculum summits to support the integration of disciplines, including the arts, through the development of universal Essential Questions and Enduring Understandings.
- The Department create opportunities for arts educators and school administrators to dialogue about the Essential Understandings common in the arts and foundational to learning throughout the curriculum.
- AEAC continue working on revised Arts Curriculum Framework in close collaboration with NCCAS via liaison.

### IV. COUNCIL DETAILS

**Department Administrator:** Susan Wheltle, Director, Office of Literacy and Humanities

**Department Liaison:** Lurline V. Muñoz-Bennett, Arts Education and Equity Coordinator,  
Office of Literacy and Humanities

**Co-Chairpersons:** Charles E. Combs

Jonathan C. Rappaport

## Members of the 2011-2012 Advisory Council

Name and Affiliation
Daniel J. Albert, Music Teacher, Williams Middle School, Longmeadow
Gary R. Bernice, Director of Bands, Springfield High School of Science and Technology, Springfield
Julie Bradley, Dance Teacher, Dance Teachers' Club of Boston
Charles Combs, Ph.D., Theatre and Drama Educator, Higher Education Consultant, Chair Emeritus Berklee College of Music
Diane Daily, Education Program Manager, Mass Cultural Council (MCC)
Beth Delforge, Arts Curriculum Director K-12, Marblehead Public Schools
Lynn Feldman, VP Networking & Advocacy, Arts Learning
Jennifer Fidler, Visual Arts Liaison, Wilmington Public Schools
Priscilla Kane Hellweg, Executive/Artistic Director of Enchanted Circle Theater, Holyoke
Julie Jaron, Director of Visual & Performing Arts, Springfield Public Schools
Lisa Leach, Performing Arts Liaison; Worcester Public Schools
Stacey Lord, Visual Arts Teacher, Worcester East Middle School, Worcester
Arlene Black Mollo, Ph.D., Professor of Art Education, College of Visual & Performing Arts, UMass Dartmouth
Sandra Nicolucci, Ed.D., Associate Professor of Music Education, Boston University
Myran Parker Brass, Executive Director for the Arts, Boston Public Schools
Luci Prawdzik, Ed.D., Supervisor of Art K-12, Somerville
Jonathan Rappaport, Executive Director Arts Learning, and Faculty, Anna Maria College
R. Barry Shauck, Assistant Professor & Head of Art Education; Boston University
Benedict J. Smar, Ph.D., Coordinator of Music Education, Department of Music & Dance, University of Mass., Amherst
Rosanne E. Trolan, Special Education Art Teacher; Cotting School, Lexington
Jessica B. Wilke, Music Teacher, F. G. Houghton Elementary School, Sterling

## Council Meeting Dates in 2011-2012

November 17, 2011, January 19, 2012, March 15, 2012, May 17, 2012

## APPENDIX I

CREATING—PERFORMING—RESPONDING--CONNECTING  
 (“C P R C”)  
 ESSENTIAL GUIDING QUESTIONS  
 AEAC Composite Review Draft  
 MAY 2012

MASSACHUSETTS ARTS CURRICULUM FRAMEWORK  
 “Preparing artful, thoughtful, and creative young people for the 21<sup>st</sup> century”  
COMPOSITE TALLY OF RETURNED SURVEYS

*Items in red and bold indicate strong consensus that these items are important Essential Questions*

Proposed Essential Questions	Is this an EQ?
<b>CREATING</b>	
IN GENERAL	
• How does fostering <i>student-centered</i> learning give students opportunities to develop their own creative, interpretive, and analytic skills?	3
• How can we learn about ourselves and others in the world by being involved in creativity?	5
• How is creativity connected to problem solving?	4
• How is imagination a part of creativity?	4
• Do all art forms require creativity and imagination?	1
• How do exploration and discovery become part of creativity?	2
• Can you analyze creativity and make it a skill?	2
• How do you build confidence in the creative process?	3
• <b>Why is the expression of emotion important to a society?</b>	<b>6</b>
• <b>Why is creativity important to people?</b>	<b>7</b>
• Why is creativity important in the arts?	5
• Why do people have different interpretations of the same piece?	1
• Why are people inspired to be creative?	5
• How might creativity manifest itself in audience response?	0
• How does creating demonstrate concept ownership?	3
• How can teachers support creativity?	3
• How can creativity/creating be taught?	3
• <b>Why is creativity important outside of the arts?</b>	<b>6</b>
• <b>Why should students create?</b>	<b>6</b>
DANCE	
• None submitted	
THEATRE/DRAMA	
• <b>Why do we play?</b>	<b>8</b>
• <b>Why do we imitate?</b>	<b>7</b>
• How do we play?	5
• How do we play cooperatively?	3
• What can we create using our bodies and voices?	2
• What can we share with others by playing?	3
• How is creating in acting similar to creating in design and technology?	3
MEDIA ARTS	
• None submitted	
MUSIC	
• What makes musical improvisation?	4
• <b>Why improvise?</b>	<b>7</b>

<b>Proposed Essential Questions</b>	<b>Is this an EQ?</b>
• Where do musical ideas come from “on the spot”?	1
• What inspires musical composition?	5
• What makes a musical composition?	5
• <b>Why have people across cultures and across history improvised and composed music?</b>	<b>6</b>
• <b>What inspires people to compose music?</b>	<b>6</b>
• Where does musical inspiration come from?	4
• <b>How does technology affect musical creativity?</b>	<b>7</b>
• <b>Why does some music last and some music fade away?</b>	<b>6</b>
<b>VISUAL ARTS</b>	
• How do different materials and media produce different effects?	1
• Why do artists use more than one medium?	3
• What is the appropriate vocabulary for methods materials and techniques?	0
• How is this vocabulary applied to the making of art?	0
• Why be respectful of art materials?	2
• How deep can an artist go in exploration of materials and techniques?	0
• How proficient can an artist be with materials and techniques?	0
• <b>What makes visual literacy?</b>	<b>9</b>
• What happens when an artist explores more than one medium?	2
• What criteria exemplify the knowledge of unique characteristics of particular media, materials and tools?	1
• What are the elements and principles of design?	1
• Why learn about color?	4
• How does color create a mood?	4
• What are the different ways colors can be used in a work of art?	0
• Why learn about line?	3
• What are different ways to use line in a work of art?	0
• Why work from observation?	4
• <b>What is abstraction?</b>	<b>7</b>
• Why create art from memory or imagination?	4
• How can an artwork be created that demonstrates a purposeful use of elements and principles of design?	2
• What do different kinds of lines bring to a work of art?	1
• What is texture in a work of art?	1
• How are different textures created in a work of art?	0
• What is surface texture?	1
• What is visual texture?	1
• What is shape and form?	2
• What ways can pattern and symmetry be used in a work of art?	0
• How is space and composition defined in a work of art?	0
• Where can balance, rhythm, repetition, variety and emphasis be seen in a work of art?	1
• What is representational?	3
• How can symbols be used in a work of art?	2
<b>PERFORMING</b>	
<b>DANCE</b>	
• None submitted	
<b>THEATRE/DRAMA</b>	
• What are the tools of the actor?	2
• What are the tools of the director?	2
• What are the tools of the designer?	2
• What are the tools of the technician?	2

Proposed Essential Questions	Is this an EQ?
• What are the tools of the playwright?	2
• <b>How do these theatre artists use their tools to make the imaginary real?</b>	<b>6</b>
• <b>Why do they make the imaginary real?</b>	<b>6</b>
• What is the difference between reading a play script and attending a theatrical production of the play?	3
MEDIA ARTS	
• None submitted	
MUSIC	
• <b>Why sing?</b>	<b>7</b>
• Why sing solo?	5
• Why sing with others?	5
• <b>Why do people everywhere sing?</b>	<b>9</b>
• What makes singing enjoyable?	5
• <b>What makes a song?</b>	<b>6</b>
• What makes “in tune” singing?	2
• What makes a singing voice?	1
• What makes a “changing” voice?	1
• What makes “correct” singing technique?	2
• What keeps a singing voice healthy?	2
• How can so many songs come out of a simple scale?	5
• <b>What makes a folk song?</b>	<b>6</b>
• What do folk songs reveal about the people who create them?	4
• Why do people have such different-sounding singing voices?	2
• <b>Why read music?</b>	<b>6</b>
• <b>Why write music down?</b>	<b>6</b>
• Do all cultures write down music in the same way?	3
• How does music last <u>without</u> being written down?	5
• <b>What makes music literacy?</b>	<b>8</b>
• How do written musical symbols get translated into sounds?	0
• How can I invent symbols to represent sounds?	2
• Is it always important to offer students’ performance opportunities?	0
• How much weight/time/attention should be given to performance?	1
• Who gets to “do” art; select students or everyone? Why?	5
• What thinking and technical skills are developed in arts performance?	3
• What are the benefits to students participating in formal vs. informal performance/exhibition?	2
• What is the balance between technical skill development and aesthetic sensitivity?	5
• How much students’ personal expression should be encouraged?	3
• How do I interpret “standard” music notation?	0
• How can technology be used to notate music?	1
• What makes a musical notation system efficient and widely understandable?	1
• <b>What makes an instrument?</b>	<b>6</b>
• Why are there so many instruments?	4
• Why play an instrument?	0
• How can playing an instrument enrich my life?	2
• Why play solo?	3
• Why play in an ensemble?	3
• Why practice?	3
• Why do people everywhere create and play similar instruments?	3
• How are instruments categorized and grouped?	1
• What does it take to invent an instrument?	1
• How do instruments get their unique sounds?	2

<b>Proposed Essential Questions</b>	<b>Is this an EQ?</b>
• What makes instrumental tone color?	1
• Why are instruments played in so many different ways?	3
<b>VISUAL ARTS</b>	
• Why should students exhibit their art?	5
• What is the purpose of revising artwork?	5
• What is the purpose of drafting and refinement in art?	5
• <b>Why do we critique art?</b>	<b>9</b>
• What is the purpose of self-assessment in art?	5
• What is included in exhibition preparation?	2
<b>RESPONDING</b>	
<b>IN GENERAL</b>	
• What are the various methods for responding to a work of art?	4
• At what stage of the creative process should an artist seek response from others in regards to their artwork?	1
• How should an artist respond to critical feedback of their art? What is appropriate and/or inappropriate?	1
<b>DANCE</b>	
• None submitted	
<b>THEATRE/DRAMA</b>	
• What is “good” acting?	5
• What is “good” design?	5
• What is “good” playwriting?	5
• Why do people attend theatre events?	5
• <b>What is theatrical “style”?</b>	<b>6</b>
• What is dramatic form? And why are there different forms?	3
• Why does theatre evoke emotional responses?	4
• <b>Why do audiences care about imaginary people and events?</b>	<b>6</b>
• <b>How is theatre a reflection of the society in which it was written or produced?</b>	<b>6</b>
<b>MEDIA ARTS</b>	
• None submitted	
<b>MUSIC</b>	
• <b>Why do people listen to music?</b>	<b>9</b>
• <b>What makes people respond to music?</b>	<b>6</b>
• How does music arouse emotions?	5
• How does music inspire physical responses?	4
• What makes deep listening?	3
• What makes musical “taste”?	5
• <b>What makes some music stand the test of time?</b>	<b>6</b>
• What determines a listener’s musical preferences?	3
• What makes music “popular”?	4
• What makes music “classical”?	3
• Why is music so different from culture to culture?	5
• <b>What makes musical style?</b>	<b>6</b>
• What makes a musical genre?	5
• What causes people to respond to musical performers?	2
• What defines the relationship between musicians and the audience in live performances?	2
• What makes appropriate audience behavior?	3

<b>Proposed Essential Questions</b>	<b>Is this an EQ?</b>
• How can the internet affect people’s responses to music?	2
VISUAL ARTS	
• <b>How do we describe artwork?</b>	<b>6</b>
• <b>Why do we analyze art?</b>	<b>8</b>
• What is visual art vocabulary?	3
• <b>Why use visual art vocabulary?</b>	<b>6</b>
• <b>How do we interpret art?</b>	<b>7</b>
• <b>How do we evaluate art?</b>	<b>7</b>
CONNECTING	
IN GENERAL	
• <b>What is art?</b>	<b>9</b>
• <b>Why make art?</b>	<b>9</b>
• <b>Who makes art?</b>	<b>6</b>
• Why do people everywhere make art?	5
• What does art tell us about the people who made it?	4
• What makes a community value art?	5
• How does a society influence present and future artists?	4
• <b>What makes an artistic style?</b>	<b>7</b>
• What does artistic style reveal?	2
• How do musicians influence each other?	4
• What causes styles to change over time?	5
• What causes certain art works to stand the “test of time”?	4
• How do artists employ the technologies of their own time?	3
• <b>How do arts contribute to the process of innovation?</b>	<b>6</b>
• What role does artistic thinking and meaning-making play in the education of the whole child?	4
• <b>How can the arts contribute to solutions for the complex problems and challenges of the 21<sup>st</sup> century?</b>	<b>6</b>
• <b>How can the arts be connected to other disciplines (English, History, Mathematics, the Sciences),</b>	<b>6</b>
• Foreign Language, Health, etc.?	0
• What cultural impact do the arts have in today’s society?	5
• How do the 21 <sup>st</sup> century learning skills connect to the arts?	5
• What is the role of the 21 <sup>st</sup> century artist in today’s global community?	5
• What role does art play in various career paths following high school/college?	4
DANCE	
• None submitted	
THEATRE/DRAMA	
• None submitted	
MEDIA ARTS	
None submitted	
MUSIC	
None submitted	
VISUAL ARTS	
None submitted	

Proposed Essential Questions	Is this an EQ?
<b>CREATING</b>	
<b>Why is music (the arts) such an integral part of the human experience?</b>	<b>6</b>
Does a performance have to be public to be meaningful?	2
What criteria do we use to evaluate a performance?	1
What makes a significant and meaningful performance?	4
How does the style of music being performed affect the behavior of the audience?	3
How does creating and performing in the arts differ from viewing the arts?	4
How do museums/collections tell a story? (telling being the performance)	4
How is feeling or mood conveyed musically? visually? through movement?	3
In what ways have technological changes influenced artistic expression?	4

**ADDENDUM TWO: WHAT DO WE WANT TO TEACH CHILDREN AS ARTISTS TO BE?**

<b>Proposed Essential Questions</b>	<b>Is this an EQ?</b>
<b>Teach children to be: Originators.</b>	
<i>In what ways are the ideas that you express in your work unique and unusual?</i>	2
<i>How does the solution that you've arrived at reflect a strictly personal and individual manner of arriving at problem solutions?</i>	0
<i>In what ways have you developed new ideas from a) listening to others, and/or b) looking at the artwork of others?</i>	3
<b>Teach children to be: Idea-trackers.</b>	
<i>How do you foster your ability to think of many possibilities when solving a particular art problem?</i>	3
<i>What is the process you use when choosing the most significant and suitable solution(s) for your artwork?</i>	2
<i>Describe how your experiences in art have made you dissatisfied with ordinary and commonplace solutions?</i>	0
<i>How are you sure when you've chosen the strongest way to tell what you know?</i>	3
<b>Teach children to be: Imagination-stormers.</b>	
<i>Relate the ways making art has strengthened your ability to be inquisitive or imaginative when looking at things which at first glance seem mysterious, unknown or puzzling.</i>	1
<i>How does making art teach us to be unafraid to plunge forward into uncharted territory?</i>	3
<b>Teach children to be: Independent.</b>	
<i>Tell in your own words a situation in art class that has helped you become someone who shows initiative, relies on your own judgments, and is unafraid of differing with others?</i>	2
<b>Teach children to be: Expressive and flexible.</b>	
<i>What aspects of your art are characteristic of your ability to be outgoing and free in expressing opinions or feelings concerning relationships with others?</i>	1
<i>What questions are posed in your artwork that could be seen as unimportant or ridiculous by others?</i>	1
<i>Explain ways your involvement with art has taught you to be understanding and gentle with others, while remaining firm in your own convictions?</i>	1
<i>Show us instances in your artwork of times that you've been happy and laughed; sad and cried. How has art played a significant role in your life during those times?</i>	1
<b>Teach children to be: Perceptually alert.</b>	
<i>What means do you employ to use all of your sensory equipment to gain awareness and knowledge of your world?</i>	2
<i>In what ways has making and looking at art enhanced your ability to be observant?</i>	2
<i>In what ways has making and looking at art taught you more about yourself?</i>	3

APPENDIX II – NCCAS Draft Framework

<b>Overarching Framework</b>				
<b>Philosophical Foundations</b>		<b>Lifelong Goals</b>		
<b>Creating, Performing/Sharing, Responding</b> <i>Processes throughout the disciplines.</i>				
<b>Connecting/Connections</b> <i>(by art form)</i>				
<b>Components Within Each Process</b>		<b>Enduring Understandings</b> <i>Related to Each Process</i>	<b>Essential Questions</b>	
		←—————→		
<b>Dance</b>	<b>Media Arts</b>	<b>Music</b>	<b>Theatre</b>	<b>Visual Arts</b>
<b>Evidence of Learning (by art form)</b> <b>Cornerstone Assessment Models</b> <b>Implemented by a Learning Plan &amp; Quality Instruction</b>				
<b>Enduring Understandings</b>  <i>Same as above</i>	<b>Essential Questions</b>  <i>(Exemplars by art form reflecting age appropriate practice)</i>	<b>Learning Standards</b>  <i>(Knowledge and Skills)</i>	<b>Model Cornerstone Assessments</b>  <i>Demonstrations of Student Learning &amp; Indicators of Student Success</i>	

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## APPENDIX III

### Proposed Details of Next Generation National Arts Standards

SEADAE consensus as of August 31, 2011

1. National Arts Standards should extend **PreK-14**.
  1. Extending to 14 (college sophomore) will enable standards writers to work with higher education colleagues to delineate college general education arts expectations that articulate with Pre-12 expectations and might also apply to students in technical/community/junior colleges.
  2. Such general education expectations would provide the basis for new AP and other exams/courses in the arts, designed to enable students to master and demonstrate their mastery of college-level work.
  3. Based on the work described above, designers of teacher preparation can then treat teacher standards in part as what students who *major* in an art form should learn beyond the core standards for *all* college-educated students.
  4. National Arts Standards should include **Big Ideas/Enduring Understandings**. At least some of these will be shared across art forms.
  5. National Arts Standards should help teachers **focus** their work, rather than providing an unrealistically broad scope.
    1. In other words, standards should make more choices for schools/teachers than recent eclectic curricula and standards have been willing/able to make.
    2. Thoughtful choices will cause some initial controversy, but ultimately be a great boost to education in the field.
    3. National Arts Standards should explicitly reflect embedded **21st century skills** (we'll need to look at both the Kay/Partnership and ISTE models).
    4. National Arts Standards should be based on the expectation that students, regardless of later elective choices, learn a **common body of skills/content** in each art form **Pre-8**.
  5. National Arts Standards should be **grade-by-grade** from PreK-8 in each arts area.
    1. To accommodate delivery systems that vary from district to district and state to state, writing committees will consider whether to “level” standards – i.e., outline successive levels of competence – in secondary electives strands in all of the arts. Designers must be sensitive to the possibility that substituting titles such as “emerging,” “novice,” and “intermediate” for specific grade level expectations might offer states/districts/schools that care less about arts learning the “wobble room” to embrace a lower standard of expectation for their students.
    2. To create standards delineated grade by grade, writers will need to incorporate specific content to an extent that the original standards avoided.
      1. Writers could create outlines of key categories of content, more specific than those provided in the NAEP framework.
      2. Within those categories, writers could provide “literature lists” and other helps. Such helps could also be generated as part of a wiki-ish process.
    3. National Arts Standards should be differentiated for electives.
      1. Standards should be developed for NCES elective courses/codes, as revised in 2010 with input from professional arts education organizations.
      2. Electives may begin at least as early as the introduction of elementary instrumental music, or as late as a college arts course to fulfill a general education elective.

3. Elective standards should take the form of “**value added**” **outcomes** – they should delineate what students making a particular elective choice should learn *beyond* the core PreK-8 standards expected for all.
4. With the help of higher education/research colleagues including College Board, standards writers should base grade level (or possible cluster) expectations on what **research** reveals that students can do when provided with quality instruction over time.
5. Standards writers should, to the extent possible, validate National Arts Standards’ research-based-but-still-somewhat-theoretical expectations by examining **student work** uploaded by skilled teachers – perhaps using wiki (or EdSteps?) tools – that demonstrate what well-taught children actually do, and also provide the basis for benchmarking (anchor sets), pre-service and in-service teacher training.
  1. This student work might be based on published indicators, or even on common assessments that distill discrete expectations into more complex performances with scoring tools.
  2. The next generation of [www.CTcurriculum.org](http://www.CTcurriculum.org), which will be completed by spring 2011, is one tool that could facilitate this process; another is the SCASS/Arts database of on-demand assessment items.

# COMMUNITY SERVICE-LEARNING ADVISORY COUNCIL

## Annual Report

June 2012

### I. INTRODUCTION

The Community Service-Learning (CSL) Advisory Council works to review, advise, and make recommendations on state service-learning programs and policies to promote academically meaningful, sustained, and high quality service-learning experiences throughout students' schooling.

In school year 2011-2012, the CSL Advisory Council worked to develop guidance and recommendations about how service-learning can support the Department's and the Board's goals of closing the achievement gap and the expectations gap. The CSL Advisory Council's charge was to: (1) develop or identify models that integrate service-learning into the new Massachusetts Curriculum Frameworks that incorporate the Common Core Standards; and (2) identify resources to support service-learning.

### II. 2011-2012 WORK OF THE COUNCIL

Given the recent elimination of federal Learn and Serve America funding, Massachusetts' only dedicated funding to support schools and districts in growing and sustaining the practice of service-learning, the CSL Advisory Council spent considerable time discussing and identifying potential sources of support to continue its implementation.

The following are examples of programs and/or initiatives where service-learning has been or will be used as a successful strategy to engage students and meet identified goals. The Council sees these areas as places where existing resources have been and can be used to support ongoing service-learning efforts.

#### **Service-Learning and STEM**

Over the last three years, as part of the Green in the Middle (GIM) initiative, 10 high-need middle schools have developed and implemented environmental service-learning projects that connect to science, technology, engineering, and mathematics (STEM) content areas. Teachers and students implemented projects that ranged from school beautification to hazardous waste disposal/awareness to reduce/reuse/recycling campaigns. Students acquired and practiced using new knowledge and skills from the Massachusetts Curriculum Frameworks, including Science, Technology/Engineering, Mathematics, and English Language Arts (ELA). Teachers developed lessons and activities that served to engage students in identifying environmental problems, researching, proposing, and implementing solutions to those problems, and reflecting on what they learned and accomplished. Students developed 21<sup>st</sup> century skills such as problem-solving and critical thinking, communication and collaboration, and creativity and innovation.

#### **Service-Learning and Academic Support**

Many schools are using service-learning as a tool for helping students who are struggling to meet their Competency Determinations. For example, in Central Berkshire, students needing remediation in ELA and mathematics participated in a summer transition program that helped them master knowledge and skills in these subject areas through various service-learning projects. Some students learned and applied mathematics skills to create mathematical games and teach younger students; others used English language arts and developed stories and recorded them for visually impaired community members.

## **Service-Learning and Dropout Prevention**

Many schools are using service-learning as a strategy for dropout prevention. For example, North Adams has integrated service-learning into a variety of classrooms and programs, but in particular has developed a summer transition program for at-risk rising 9<sup>th</sup> graders that engages them in service-learning. A variety of studies have shown [evidence that service-learning helps engage and retain students in school](#): Civic engagement activities raised the odds of graduation and improved high school students' progress in reading, mathematics, science, and history; and students who participated in service-learning activities in high school were 22 percentage points more likely to graduate from college than those who did not participate.

## **Service-Learning and the Massachusetts Curriculum Frameworks, incorporating the Common Core**

Service-learning is a teaching methodology that engages students and teachers in a process to identify and meet community needs while learning and mastering academic knowledge and skills. As such, it provides an opportunity for teachers and districts to consider its use as they plan for and implement the new Massachusetts Curriculum Frameworks (MCF), incorporating the Common Core.

The introduction to the MCF for English Language Arts and Literacy acknowledges that “Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace.” Service-learning provides a context in which students can practice this application in real-life, hands-on ways. Most of the Guiding Principles outlined in the ELA Framework are easily connected to service-learning practice and pedagogy. For example, Guiding Principle 9 “An effective English language arts and literacy curriculum nurtures students’ sense of their common ground as present or future American citizens and prepares them to participate responsibly in our schools and in civic life” ties directly to the outcomes realized in the practice of service-learning.

In the Mathematics Curriculum Frameworks, Guiding Principle 1 states, “Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding.” Again, service-learning has been shown to be an effective strategy for delivering content to get at these characteristics. Service-learning provides relevance and context for mathematics standards that are complex and often difficult to master.

## **III. COUNCIL RECOMMENDATIONS**

Service-learning is an important tool for schools and communities in engaging students in their learning. The practice supports students’ acquisition and mastery of the Massachusetts Curriculum Frameworks (incorporating the Common Core State Standards) as well as 21st century skills. The Council makes the following recommendations with respect to supporting the ongoing practice of service-learning:

- The Department should identify ways to provide discrete support for service-learning efforts, particularly for coordination at school/district level.
- The Department should continue to promote and support schools and districts in their use of service-learning as a strategy to successfully achieve their goals for students in academic support programs, out-of-school time programs, dropout prevention initiatives, etc. Particular programs and initiatives in which service-learning should be an encouraged strategy include: implementing the new Massachusetts Curriculum Frameworks, college and career readiness, and implementing the Conditions for School Effectiveness.

- We commend the Department for maintaining the Service-Learning Specialist position at the Department. This maintains critical infrastructure and knowledge and it sends a message that service-learning is an essential tool for schools and communities to achieve their goals for young people.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Rachelle Engler Bennett, Director of Learning Support Services

**Department Liaison:** Kristen McKinnon, SL and ASOST Grant Coordinator

**Chairperson(s):** Richard Cairn, The Collaborative for Educational Services

**Members of the 2011-2012 Advisory Council:**

Beverley Bell, Director, Teacher Education Program, College of the Holy Cross, Worcester

Richard Cairn, Founding Director of Emerging America; Teaching American History Program, The Collaborative for Educational Services

Barbara Canyes, Executive Director, Massachusetts Campus Compact

Georgia Clancy, Service Learning Coordinator, Whitman-Hanson School District

Varsha Desai, Principal, Blackstone Millville Regional School District

Anne French, Service Learning Director, North Adams Public Schools

James Gibbons, Consultant, Gibbons Consulting Services

Beth McGuinness, Director of Programs, Massachusetts Service Alliance

Audrey Murph-Brown, School Social Worker, Springfield Public Schools

Kathleen Shorter, Head Teacher, River Valley Charter School

Todd Wallingford, Curriculum Director for Secondary English and Social Studies, Hudson Public Schools

Terry Yoffie, Parent, Newton

**Council Meeting Dates in 2011-2012:**

January 18, 2012, March 16, 2012, April 24, 2012

# EDUCATIONAL PERSONNEL ADVISORY COUNCIL

## Annual Report

June 2012

### I. INTRODUCTION

The Educational Personnel Advisory Council (EPAC) advises the Commissioner and the Board of Elementary and Secondary Education on issues pertaining to all educational personnel. This year, the Council met four times and focused on topics including the implementation of the evaluation standards; the proposed regulatory changes including, but not limited to, leadership standards and program approval; strengthening the knowledge of our educator workforce in the area of English Language Learners; and strategies for attracting and recruiting a diverse educator workforce.

### II. 2011-2012 WORK OF THE COUNCIL

#### **Educator Evaluation:**

The new educator evaluation framework in Massachusetts was a major focus for the Council this year. The American Institute for Research (AIR) and the Massachusetts Department of Elementary and Secondary Education (Department) provided a presentation to the Council and distributed information at the December meeting. The main points presented and discussed included educator ratings, rubrics, public reporting, unannounced visits, model contract language for districts, and using multiple measures in determining evaluation ratings. The Department recognized the Council's concerns regarding the density of the rubrics and the suggestion that they be more concise. A consideration was raised about the alignment between the educator evaluation framework and the Preservice Performance Assessment (PPA). It was noted that teachers of record who are also completing a practicum would be evaluated using both the PPA as well as the educator evaluation framework. Discussion regarding the timelines, the district evaluation team, and multiple measures ensued. The Department stated that it would develop a model system (released in January 2012: <http://www.doe.mass.edu/edeval/model/>) with evaluation tools along with trainings to support districts as they implement the new educator evaluation system.

#### **Proposed Regulatory Changes:**

Over the course of the year proposed regulatory changes in leadership, licensure, and program approval were presented for discussion and to solicit feedback. An overview of the next steps for the leadership standards including the four standards of practice (aligned to educator evaluation standards) were presented by the Department. The Department informed the Council that the indicators will not be put into regulations; instead they will be addressed in official guidelines.

In addition to the Professional Standards for Administrative Leadership, the following changes to licensure and preparation program approval regulations were discussed:

- Creating a Foreign Language license in American Sign Language (603 CMR 7.06 (10) (c));
- Providing the opportunity for school nurses to be eligible for a Supervisor/Director license (603 CMR 7.09 (3) (b) 1. c. iii.);
- Accepting the Middle School Humanities and Middle School Mathematics/Science MTEL for a Moderate Disabilities 5-12 license (603 CMR 7.06 (25) (a)); and
- Allowing superintendents to accept a Vocational license for a position for which there is no obvious "Academic" license (603 CMR 7.14 (11)).

The New Waiver Process and proposed changes to regulations were presented to the Council in June. Specific information was reviewed regarding ELAR Modifications, a revised Affidavit, as well as, regulatory changes to 603 CMR 7.14(13), Hardship Waivers and Critical Shortage, and 603 CMR 7.02, Definitions. A discussion on waiver data ensued and members voiced a concern regarding the impact on teacher retention, the Preliminary license, Highly Qualified status, and the volume of waivers granted and renewed.

The goal is to see to it that every classroom in the Commonwealth is staffed by an effective educator and schools and districts are organized to support student achievement and success. To that end, the Board adopted new Educator Evaluation Regulations in June 2011 and new Administrative Leadership Regulations in December 2011, as two components of a comprehensive system to support educator development across the career continuum.

The proposed amendments to the Educator Licensure and Preparation Program Approval Regulations that are to be presented at the June Board meeting for a final vote will advance educator effectiveness in the following ways:

- a. **Proposed standards for the English as a Second Language educator license.**  
The proposed amendments would revise the subject matter knowledge requirements for the English as a Second Language (ESL) license to reflect current research on teaching ESL. These changes are a companion to the RETELL initiative launched in February 2012 to strengthen teaching and learning for English language learners.
- b. **Proposed standards for program approval, Professional licensure, and other matters.** The proposed amendments would:
  - Build an outputs-driven approval process for educator preparation programs with reporting requirements to support a new accountability system for all educator preparation programs;
  - Revise the requirements for the Professional license to allow content-specific pedagogy courses (e.g., how to teach mathematical concepts to students) as well as content courses (e.g., mathematics) to be used for Professional licensure;
  - Increase the number of hours of practical, field-based experience that educators are expected to have in preparation for licensure; and
  - Clarify exemptions regarding the requirement to hire licensed personnel.

### **RETELL Initiative:**

The Rethinking Equity and Teaching for English Language Learners (RETELL) initiative was presented by the Department to inform the Council of this important initiative to improve and better support academic achievement of English language learners (ELLs). The RETELL initiative will require at least 25,000 teachers of core academic subjects and administrators who supervise them to qualify for the Sheltered English Immersion (SEI) Teacher or Administrator Endorsement by July 1, 2016. The implementation plan and proposed changes to the Educator Licensure and Preparation Program Approval, Licensure Renewal, and Education of English Language Learners regulations were discussed and distributed to the council. The timelines and roll out plans were discussed as well as a tentative June date to go back to the Board for vote. The council voiced concerns about teacher workload, the amount of PDP's needed for re-licensure, fees required for the SEI Endorsement, and the definition of "core academic teacher". The council was also concerned about the time, money, and resources spent to develop and implement the Category training. The Department recognized that the Category training and more specifically, the "train the trainer" model, lacked rigor and consistency.

### **Educator Workforce:**

The Department presented on a newly published report on *The Status of the Massachusetts Educator Workforce* report. This report is intended to help the Commonwealth support its educators by providing a clear understanding of the current status of our educator workforce, both its strengths and areas for improvement. The Council engaged in a discussion regarding educator supply and demand. Concerns were voiced as to the number of teachers hired on a Preliminary license, special education waivers, teacher mobility, and retention rates of superintendents and principals. The report had been discussed in previous years with EPAC members and the Department had solicited feedback about the data elements to be used in the analysis. The Council was pleased with the report and gave feedback regarding future data collection. A targeted report will be published in December 2012 and a second comprehensive report will be issued in 2013.

The Preliminary license was further analyzed by data distributed by the Department at the June 2012 meeting. A lengthy discussion resulted in concerns regarding the number of teachers teaching on a Preliminary license in the Commonwealth, teachers on a Preliminary license who earn professional teaching status in the districts, confusion among administrators with the licensure process and requirements, and the information available on the Department's website. Recommendations were made for further data collection and analysis, and integration with waiver data.

The Department also presented the results of the TELLMass survey and the members were informed that after July 1, 2012 the district and school data will be available on the Department's website at the following link: <http://tellmass.org/reports/>. Conversations ensued regarding professional development and teacher engagement in their schools' decision making process.

Lastly, the work to launch a Diversity Summit was presented and the Department solicited feedback from the Council that included: What is your personal vision of a diversity summit? Are we envisioning a launching or an event? Who needs to be involved in the planning? Who needs to be involved in the Summit itself? A discussion ensued on a definition of diversity specifically as it applies to the Diversity Summit and recommendations were given from the Council.

### **III. COUNCIL RECOMMENDATIONS**

#### **Educator Evaluation:**

- Consider how the EPIMS data will capture teachers who are not renewed in their current teaching position due to layoffs, not poor ratings.
- Create a solution to avoid an overlap of evaluation systems for teachers of record. They would be evaluated using the Preservice Performance Assessment (PPA) and the educator evaluation system in the districts.

#### **Educator Preparation:**

- Develop a way to capture retention rates of preservice teachers who may leave the program based on personal reasons, e.g., finances, rather than on the quality of the educator preparation program.
- Consider the candidates' employment goals when they enter a preparation program as it may affect retention and hiring data. Some candidates may have no intention of pursuing a position in administration even though they complete the licensure program.

#### **Rethinking Equity and Teaching for English Language Learners (RETELL) Initiative:**

- There should be a review of the timelines for the attainment of the SEI Endorsement for all licensed educators in the Commonwealth.
- Clarify the definitions of core academic subjects and core academic teachers in the regulations as they are inconsistent with one another.
- The Department should prioritize initiatives and take into consideration teacher and district work overload.
- Consider the amount of time and money that has already been spent on the development and implementation of the Category Training and create a solution for the teachers who have taken the training.

#### **The Diversity Summit:**

- Look for successful models outside of Massachusetts.
- Explore policies to open the pipeline for more diverse teacher candidates. Secure a dynamic speaker and involve leaders in the field.
- Connect the Diversity Summit to Educator Evaluation.
- Clarify cultural proficiency and stress the importance of diversity for 21<sup>st</sup> century skills.
- Develop a specific agenda and focus.
- Use a multi-tiered approach to include all stakeholders, administrators, teachers, and partners.
- Focus on training, recruiting, maintaining, and increasing the cultural competence of the current workforce.

#### **Educator Workforce Report:**

- Include Preliminary licenses by district and field and new teacher working under a Preliminary license.
- Include the number of Massachusetts licensed teachers who are working out-of-state.
- Examine better ways to measure shortages and hiring needs (new ELAR collection on number of applicants for licensed positions as part of waiver process).
- Consider using comparison groups for the retention data, for example, compare Massachusetts educator retention rates to other fields, such as nursing.
- Consider the challenge of Professional teacher status not being portable as it encourages movement before three years of employment and little movement after three years of employment.
- Consider including Correlation/Causation analysis on retention and student achievement; effect of principal retention on teacher retention; and correlations with TELLMass survey.
- Include data on the percentage of teachers who move to other roles within public education.

#### **TELLMass Survey Results:**

- Consider the consequences of the RTTT districts that do not meet the threshold of a 50% participation rate. How would that affect their RTTT status?
- Include how the Department will define “high quality professional development” and consider what the bar will be.
- Determine the bar for the statement, “Empowerment: Teachers do not feel engaged in important decisions about their school.” Consider changing the language for that finding.

## **IV. COUNCIL DETAILS**

**Department Administrator:** Claudia Bach, Director, Educator Policy, Preparation, and Leadership Development

**Department Liaison:** George Sheehan, Supervisor, Educator Licensure Office

**Chair:** Fred Fuentes, Director of Educational Options, Boston Public Schools

**Members of the 2011-2012 Advisory Council:**

MaryAnn Byrnes, Past President, Massachusetts Council for Exceptional Children  
Lynda Coffill, Principal Coach, Massachusetts Elementary Schools Principals' Association  
Mary Czajkowski, Superintendent, Agawam Public Schools  
Stacey DeBoise-Luster, Human Resource Manager, Worcester Public Schools  
Fred Fuentes, Director of Educational Options, Boston Public School  
Barbara Garvey, Teacher, Brockton Public Schools  
Linda Hayes, Assistant Director, Massachusetts Secondary Schools Administrators' Association  
Katherine Hibbard, Associate Professor, Framingham State College  
Desiree Ivey, Director of Teacher Training and Recruitment, Shady Hill School, Cambridge  
Eileen Lee, Executive Director, Math for America, Boston  
Shirley Lundberg, School Committee Member, Massachusetts Association of School Committees  
Craig Martin, Teacher, Boston Public Schools  
Donald McCallion, Executive Director, Massachusetts Association of School Personnel Administrators  
Kathleen McLaughlin, Math Resource Teacher, Lowell Public Schools  
Peter Mili, Teacher, Cambridge Public Schools  
Dan Murphy, Director of Educational Policy and Programs, American Federation of Teachers – Massachusetts  
Talmadge Nardi, Teacher, Academy of the Pacific Rim Charter School, Boston  
Lorne Ranstrom, Past-President, Massachusetts Association of Colleges for Teacher Education  
Phyllis Renton Walt, Professor, Early Childhood, Massachusetts Bay Community College

**Council Meeting Dates in 2011-2012:**

October 5, 2011, December 7, 2011, March 7, 2012, June 6, 2012

# EDUCATIONAL TECHNOLOGY ADVISORY COUNCIL

## Annual Report

June 2012

### I. INTRODUCTION

The Educational Technology Advisory Council (ETAC) consists of a broad cross section of educational technology experts from Massachusetts school districts, the technology industry, and the nonprofit sector.

### II. 2011-2012 WORK OF THE COUNCIL

ETAC established three committees to generate recommendations to the Department and the Board of Elementary and Secondary Education (Board) in the following areas:

1. Job description/needs for a new Director of Educational Technology
2. Online learning
3. District and school technology infrastructure

ETAC met multiple times with Department staff to better understand, and provide input into, Department initiatives such as the new teaching and learning system and the virtual schools legislation. ETAC also met with Eric Conti from the Burlington Public Schools to hear about lessons learned from that district's experience with a new 1:1 iPad initiative.

### III. COUNCIL RECOMMENDATIONS

On April 2, 2012, ETAC submitted a memo to Associate Commissioner Julia Phelps with the recommendations generated by the Job Description Committee. In addition to containing a recommended job description for the Instructional Technology Director, the memo included supplemental materials that the committee drew upon during its research.

Last year's ETAC advised the Board of the need for leadership in four areas related to online learning. This year, based on the advice of the Online Learning Committee, ETAC reiterates those recommendations, with one caveat. The first recommendation has been amended to reflect ETAC's concern about recent legislation's emphasis on fully virtual learning to the exclusion of blended in-person and supplemental online learning. As amended, ETAC recommends leadership by the Board in the following four areas:

1. Quality online courses and programs: The Board should recognize the variety of models for online instruction, including blended, supplemental, and fully online models, and identify methods for ensuring the quality of each.
2. Quality online teaching: The Board should understand that online instruction requires different skill sets than traditional classroom pedagogy and identify opportunities to ensure educators have the necessary skills.
3. Technology access: The Board should assist districts, students, and teachers in identifying, planning for, and acquiring the necessary technology to make online learning available to all students and teachers.
4. Policy changes: The Board should identify areas in which existing policy is inconsistent with the evolving needs of online learning and virtual schools, and advocate for changes that eliminate these barriers and support effective growth.

The Infrastructure Committee, too, identified many of the same concerns and opportunities as those raised by last year's ETAC. In particular, districts are concerned about how to make planning and purchasing decisions now that will affect their ability to adequately perform online assessments in the coming years. ETAC accepted a report by the committee entitled "Major Topic Areas Related to the Infrastructure Requirements of Online Assessments." The report addressed the following topic areas:

- Access to sufficient bandwidth
- Access to devices
- Changes to school schedules
- Test administration
- Professional development
- Technical support
- Needs assessment, planning, and funding

The complete report, along with last year's report, titled "Preparing for Online Assessment: Challenges and Opportunities," is available on the ETAC web page at <http://www.doe.mass.edu/boe/sac/edtech/>.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Julia D. Phelps, Associate Commissioner, Center for Curriculum and Instruction

**Department Liaison:** Susan Hargrave, Instructional Technology Specialist

**Co-Chairpersons:** Annamaria Schrimpf, Director of Educational Technology, Winchester Public Schools; Maxim Weinstein, Executive Director, StopBadware

**Members of the 2011-2012 Advisory Council:**

Susan Birrell, Regional Partner, Focus Eduvation

Charles Milton Burnett, Retired Superintendent, Peabody Public Schools

Shelley B. Chamberlain, Executive Director, MassCUE

Ellen M. Driscoll, Technology Systems Administrator, Middleborough Public Schools

Geraldine J. Fegan, President, New England School Library Association

Edwin Guarin, Academic Developer Evangelist, Microsoft

Stephen Kelley, Managing Partner, TECedge LLC

Charles F. Kilfoye, Director of Instructional Technology, Northeastern University Online

Ellen Martin, Assistant Superintendent, Marshfield Public Schools

Steven Mazzola, Director of Technology, Belmont Public Schools

Lee McCanne, Director of Technology and School Libraries, Weston Public Schools

Kimberly Rice, Assistant Chief Operating Officer, Boston Public Schools

Thomas J. Stella, Assistant Superintendent, Everett Public Schools

Stephen Sylvia, Principal, Squantum Elementary School, Quincy Public Schools

Jean E. Tower, Director of Technology, Northborough/Southborough Public Schools

Barbara Treacy, Director, EdTech Leaders Online, Education Development Center, Inc.

David S. Troughton, Senior Program Associate, Office of School Partnerships, Graduate School of Education, UMass Lowell

**Council Meeting Dates in 2011-2012:**

Full Council: November 22, 2011, January 31, 2012, March 27, 2012, June 5, 2012

Job Description Committee: February 22, 2012, March 23, 2012

Infrastructure Committee: April 12, 2012

Online Learning Committee: June 5, 2012

**ENGLISH LANGUAGE LEARNERS/BILINGUAL EDUCATION ADVISORY  
COUNCIL  
Annual Report  
June 2012**

**I. INTRODUCTION**

In the 2011-12 school year, the English Language Learners (ELL)/Bilingual Advisory Council was charged with providing guidance to the Department of Elementary and Secondary Education (Department) about the current and proposed professional development opportunities for teachers of English language learners, changes to the current requirements for teacher licensure, and the statewide adoption of the World-Class Instructional Design and Assessment (WIDA) Standards for the instruction of English language learners. We were grateful for the opportunity to advise the Department during this time of incredible change in the Commonwealth.

**II. WORK OF THE COUNCIL IN SCHOOL YEAR 2011-2012**

- The Council testified before the Board of Elementary and Secondary Education about the current state of professional development in Massachusetts for teachers of English language learners.
- The Council drafted and sent a letter to the commissioner stating its position on the Rethinking Equity and Teaching for English Language Learners (RETELL) initiative and making recommendations for teacher training.
- A subcommittee met on November 22, 2011 and on December 15, 2011 to work on this letter.
- The Council engaged in investigation and discussion of upcoming changes and their potential impact on districts.
- The Council advised the Director of the Office of English Language Acquisition and Academic Achievement (OELAAA) about issues related to RETELL and WIDA.

**III. COUNCIL RECOMMENDATIONS**

Consistent with the recommendations in the aforementioned letter to the Commissioner, the Council recommends the following:

*That the RETELL initiative courses include a quantity of hours of rigorous, high quality professional development comparable to the number of hours currently recommended for Category trainings, offering credits equivalent to two graduate level courses and combining the current Category trainings.*

- These courses should be required for all administrators/principals, all general education teachers/content area teachers, and specialists (Physical Education/P.E., Health, Music, Art, Computer/Technology).
- Courses will cover research-based theories of first and second language acquisition, literacy, sheltered content practices, and culture and socio-emotional issues (inclusive of the needs of students with interrupted formal education (SIFE), dually identified special education and ELL students, newcomers, and long-term ELLs).
- SEI trained individuals should be grandfathered with a bridge course connected to WIDA and the Common Core.
- Rigorous, high-quality professional development provided by English as a Second Language (ESL) experts will be available to ESL teachers.
- Professional development must be available concerning co-teaching for teams of ESL and content teachers.

- Professional Learning Communities be established comprised of ESL and content area teachers that include coaching, sustainability, the use of ELL assessment data to inform and guide instruction (e.g., ACCESS/W-APT, DART, reading assessments, MCAS data, etc.), and supporting application of best practices when teaching ELLs.
- Administrators and principals will use the skills and knowledge acquired through the required courses mentioned above when evaluating teachers and monitoring implementation of instructional practices and student achievement of ELLs.
- All pre-service teachers will complete rigorous courses to prepare them to teach English Language Learners, covering such areas as linguistics, cultural and socio-emotional awareness, strategies for teaching reading and writing and Science, Technology/Engineering, and Mathematics (STEM), theories of first and second language acquisition, and how to shelter content instruction.
- Field service and practicums will include working with ELL students and ESL teachers.
- Opportunities will be available for in-district facilitators to be trained to provide ongoing professional development in order to build capacity and sustain the PLCs.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Dr. Esta Montano, Director, OELAAA

**Department Liaison:** Ms. Michelle Griffin, Title III Coordinator, OELAAA

**Co-Chairpersons:** Ms. Leah Palmer, ELL Director, Martha's Vineyard Public Schools  
Ms. Robyn Dowling-Grant, K-12 Coordinator, English Learner Education, Lexington Public Schools

**Members of the 2011-2012 Bilingual/ELL Advisory Council:**

Dr. Karrie J. Allen, Principal, Norrback Avenue School, Worcester

Ms. Farah Assiraj, Senior Academic Design and Support Specialist, Boston Public Schools

Ms. Lynne Britton, ELL Curriculum and Instruction Specialist, Springfield Public Schools

Ms. Suzanne Coffin, Teacher, Haverhill Public Schools

Ms. Jenifer Cooke, ESL Tutor, Ipswich Public Schools

Dr. Ayanna Cooper, Educational Consultant

Dr. Sarah Davila, Director, English Language Learner Programs and Services, Somerville Public Schools

Dr. Marta Guevara, Director of Interventions and English Language Education, Amherst-Pelham Regional Schools

Ms. Francine Johnson, ESL Teacher, Greater Lawrence Technical High School

Ms. Jean L. LaRosa, English Language Learner Teacher, K-5, A.C. Whelan Elementary School, Revere Public Schools

Ms. Juyon Lee, Student Representative, Wellesley Public Schools

Dr. Sun-Hee Lee, Parent Representative, Assistant Professor, Department of East Asian Languages and Literature, Wellesley College

Ms. Erin M. Lenski, ELL Teacher, Reid Middle School, Pittsfield Public Schools

Ms. Eva Loh, Student Representative, Wellesley Public Schools

Ms. Debbie Sek, Parent Representative, Wellesley Public Schools

Ms. Sonya Merian, ESL Facilitator/ESL and Spanish Teacher, Holliston Public Schools

Ms. Clara Pena-Gonzalez, ELL Programs Supervisor, Lawrence Public Schools

Ms. Nadene B. Stein, Principal, Northeast Elementary School, Waltham Public Schools

Ms. Jaana K. Thorarensen, Director, English Language Learning Program, Salem Public Schools

Dr. Denise L. Pagan-Vega, Chief of Federal Programs, Springfield Public Schools

**Council Meeting Dates in 2011-2012:** November 10, 2011, January 12, 2012, March 22, 2012, May 17, 2012

**GIFTED AND TALENTED ADVISORY COUNCIL**  
**Annual Report**  
**June 2012**

**I. INTRODUCTION**

**Gifted and Talented Advisory Council (GTAC) Philosophy Statement**

This Council works toward its charge from the Commissioner and Board of Elementary and Secondary Education by exploring and recommending actionable strategies and plans to address the special needs of “beyond grade level” students and “gifted underachievers” throughout the Commonwealth. This Council will only consider strategies that are compelling, measurable, fiscally responsible, deployable, and sustainable in its support of providing a world class education for all students within the Commonwealth, in every school, across every city and town, and from *all* economic, racial, and ethnic backgrounds.

**2011-2012 GTAC Charge:** The Gifted and Talented Advisory Council was charged by the commissioner to “consider the implications of the educator effectiveness (evaluation) system for teachers of gifted and talented students, and recommend elements that would be useful to include in a model.” The Department of Elementary and Secondary Education (Department) has established the rubrics to be used next year for the new evaluation system; however, we do welcome the chance to be part of the conversation about district-determined measures and impact ratings.

**II. 2011-2012 WORK OF THE COUNCIL**

Our Council, which has more than doubled in size since last year, met in December to discuss the new charge. At our meeting, Samantha Warburton, of the Department’s Educator Policy, Preparation, and Leadership unit, presented a summary of the new educator evaluation system that some districts will adopt in the 2012-2013 school year. The first six parts of the Model Educator Evaluator System were essentially complete and ready for release in January. The timeline presented by Ms. Warburton included the development of a guidance document regarding district-determined measures and impact rating on which work would begin mid-March. Her suggestion was that this could be a point of input from the Gifted and Talented Advisory Council. Hence, the Council developed a short report which was communicated to Ms. Warburton on March 15, 2012.

**III. COUNCIL RECOMMENDATIONS**

In the March report, the Council provided three definitions/measurements for the Educator Evaluation guidance document as well as two areas the Department should support:

1. **Definition of Growth:** We are concerned about the likelihood that student performance measures will only include comparisons to grade-level standards. Students performing beyond grade level must *also* have meaningful and measurable opportunities for academic growth. Administrators and educators at all levels should be evaluated on whether they are developing these educational growth models and expectations for these students. Even if students begin a school year performing substantially above grade level, the explicit expectation should be that every student makes demonstrable and measurable progress in all subject areas.

2. **Assessment and Measurement:** Districts are required to use at least two measures of student learning gains that shall be employed at each school, grade, and subject for testing. Most standardized tests only measure grade-level competencies, creating ceiling effects that limit the possibility for measuring growth for high ability learners. These students need assessments that measure growth beyond grade-level proficiency in order to deliver valid measures for this population. These measures must include pre-assessment, formative assessment, and grade-level team assessment activities to build comprehensive performance assessments for these students. The Council recognizes the newly-introduced Progress and Performance Indicator (PPI), which credits schools for moving children from Proficient to Advanced on the MCAS, as a step in the right direction.
3. **Teaching Teams:** Assessment of educators need to address an educator’s collaborative work in developing meaningful interventions for students performing beyond grade level.
4. **Models:** The Department must provide guidance on and exemplars for curricular activities and pre-, formative, summative, and common assessments within each unit of study in the model curricula being developed that will monitor growth and learning of all students, including beyond grade-level learners. The new anchor standards for ELA, History/Social Studies, Science, and Technology/Engineering and the incorporation of standards for Mathematical Practice lend themselves well to discussions concerning how to make academic accommodations for learners beyond grade level.
5. **Training:** The Department must provide staff development regarding needs of high-ability learners in order to adapt curriculum and instructional practice. Currently, there are only 19 educators in the Commonwealth who hold a license as teachers for the Academically Advanced, which means that the majority of these students rely on the regular classroom teacher to address their needs. The Council strongly recommends that all teachers receive training in this area.

Our recommendations, however, go beyond suggestions for guidance. Specific language addressing the needs of the beyond grade-level learner and the gifted underachiever should be included throughout the rubric. Educators, especially superintendents and building principals, need to be held accountable for their efforts to support these students.

#### **Language for Superintendent Evaluation**

- Encourage districts and schools to provide meaningful support and curriculum for students performing beyond grade level
- Develop and value a core group of building administrators who advocate and protect this community
- Implement administrative policies and actions that ensure effective access to rigorous curriculum and appropriate assessments for high-ability students

#### **Language for Principal Evaluation**

- Provide training and resources for teachers to adequately challenge beyond grade-level students and gifted underachievers
- Require teachers to report on students performing beyond grade level
- Develop and value a core group of teachers and staff who fulfill the role of advocating for this community and serving as mentors for teachers and students
- Develop building-wide policies that inform and support families of high-ability learners
- Develop building-wide policies that ensure access to rigorous curriculum and appropriate assessments for high-ability students

### **Language for Teacher Evaluation**

- Use appropriate assessments to inform instruction and support the growth of high-ability students
- Collaborate with other teachers, interventionists, and other staff to address the needs of beyond grade-level students
- Inform and support families of high-ability learners
- Implement classroom practices that ensure access to rigorous curriculum and appropriate assessments for high-ability students
- Engage in professional development to build capacity to serve high-ability learners

### **IV. COUNCIL DETAILS**

**Department Administrator:** Barbara Libby

**Department Liaison:** Carol Lach

**Chairperson:** Lorretta M. Holloway (Framingham State University, Associate Professor)

#### **Members of the 2011-2012 Advisory Council**

Tyrone Mowatt, Vice-Chair, FromTopDown, Strategy and Research

Rachelle Toomey, Secretary, BAE Systems, Systems Engineer

Donna Astion, Berkshire Hills Regional Schools, Teacher

Janis Baron, KITE, director; Teachers 21, Consultant

M. Kate Carbone, Triton Regional School District

Rebecca Duda, Dracut Public Schools, Teacher

Oscar Loureriro, Brookline Public Schools, Director of Data Management and Evaluation

Elizabeth Pratt, Leominster Public Schools, Principal

Michele Proude, Hull Public Schools, parent

Aimee Yermish, da Vinci Learning Center, Psychologist, Educational Therapist

#### **Council Meeting Dates in 2011-2012:**

December 2, 2011, January 24, 2012, February 10, 2012, March 9, 2012, May 23, 2012

# **GLOBAL EDUCATION ADVISORY COUNCIL**

## **Annual Report**

**June 2012**

### **I. INTRODUCTION**

The Global Education Advisory Council (GEAC) is committed to infusing a global perspective into Massachusetts schools. The work of GEAC focuses on advocating for the integration of global education into other curriculum disciplines as linked to economic, environmental, and humanitarian issues in today's world. In addition to advising and providing information to the Board and the Department of Elementary and Secondary Education (Department) about engaging students in learning about the changing world, the Council acts as a liaison between Global Education Massachusetts (GEM) and the Department. Council members also collaborate with the Massachusetts Association of School Superintendents (MASS) and the Massachusetts Secondary School Administrators Association (MSSAA).

### **II. 2011-2012 WORK OF THE COUNCIL**

Work of the Council focused on Commissioner Chester's charge:

- Continue work begun last year on identifying qualities present in school districts with strong global education programs.
- Research additional resources and existing programs for elementary and secondary schools/districts.
- Draft recommendations for districts as they develop new or sustain existing global education programs.

### **III. COUNCIL RECOMMENDATIONS**

Through discussions, GEAC noted that the following qualities were present in school districts with strong global educational programs:

- Global education is explicitly stated in the district mission statement/core values.
- The school committee and superintendent strongly advocate for global education.
- A strong emphasis on the teaching of foreign language exists at all levels.
- The high school has certificate/diploma programs related to global education.
- The high school has a variety of elective courses connected to global education, for example, Global Economics, Global Literature, Global Ethics, and Cultural Art.
- Strong local (for example, the Rotary Club) and parental support.
- Cultural contact through international travel or neighborhoods with a strong cultural emphasis.
- Global education related extracurricular programs such as Model UN, International Summit Team, Foreign Language Clubs, and culturally-related clubs.
- Opportunities for teacher travel funded by other sources.
- Global resources through technology, for example Skype.
- Interdisciplinary programs that connect core areas to global education.
- Expansion of the literature base in English classes.
- The International Baccalaureate Program.
- Funding for global education is embedded in the budget.
- Global education is embedded throughout the curriculum.
- Geography is included in the regular curriculum.
- World Economy is integrated in the curriculum.

The following are recommendations for districts as they develop or sustain existing global education programs:

- Global education should be explicitly stated in the district mission statement, strategic plan, and budget.
- The district should study other districts with exemplary programs.
- The district should identify practices that are already in place.
- Sources of additional funding should be identified.
- Technology should be used to maximize international communication.
- Lack of funds should not deter a district from implementing a global education program.
- The district should start by developing a matrix showing where global education is already present in the district.
- Global education should be connected to the new teacher evaluation system.
- A systematic approach to implementing global education should be developed.
- The district should publicize what is happening in the district.

GEAC has identified the following high schools as having strong global education programs: Brookline High School, Needham High School, Masconomet High School, Swampscott High School, Burlington High School, Brockton High School, and Newton North and South High Schools

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Susan Whelple, Director of the Office of Literacy and Humanities

**Department Liaison:** Karen White, Office of Literacy and Humanities

**Chairperson(s):** Tom Gwin, Principal, Winchester High School

##### **Members of the 2011-2012 Advisory Council:**

Paul Beran, Egypt Forum Program, Harvard University

Elaine Cawley Weintraub, History Department Head, Martha's Vineyard Regional High School

Jamie David, Director of Public Diplomacy, Consulate General of Israel to New England,  
Department of Public Diplomacy

Donna Dixon Paolini, Director of Administration, Curriculum and Grants, Bridgewater-Raynham Regional School District

Phyllis Dragonas, Former Deputy Superintendent, Melrose Public Schools

Timothy Farmer, Superintendent, Sharon Public Schools

Kongli Liu, Assistant Director for Academic Programs, U.S. China Institute, Bryant University

Ariel Libhaber, Assistant Director, Boston-Haifa Connection, Combined Jewish Philanthropies

Patrick Loconto, Interpreter, Fallon Clinic, Worcester

Mary McCarthy, Principal, Hubert Kindergarten Center, Hudson Public Schools

Nancy Mirra, Foreign Language Department Chair, Masconomet Regional School District

Patricia Puglisi, Assistant Principal of Curriculum and Instruction, Reading Public Schools

Marylee Rambaud, Associate Professor, Boston University

Jane Rizzitano, Foreign Language Department Head, Brockton Public Schools

Jalene Tamerat, Teacher, Josiah Quincy Upper School, Boston Public Schools

Rosemary Vickery, Principal, John F. Kennedy Middle School, Natick Public Schools

Ginny Zaid, Psychologist, Randolph Public Schools

Pei Zhang, Global Director, US China Sci-Tech Education Promotion Association

##### **Council Meeting Dates in 2011-2012:**

December 14, 2011, January 26, 2012, March 19, 2012, May 15, 2012

**INTERDISCIPLINARY HEALTH EDUCATION AND HUMAN SERVICES  
ADVISORY COUNCIL  
Annual Report  
June 2012**

**I. INTRODUCTION**

The Interdisciplinary Health Education and Human Services Advisory Council (IHEHS AC and Council) focuses on ways that schools can address health issues both through educational approaches (health education, physical education, family/consumer sciences) and school health services (school nursing, counseling, and other mental and social services). The IHEHS AC met four times during the 2011-2012 school year and spent most of the meeting time addressing the two charges given to the Council by the Board of Elementary and Secondary Education (Board): (1) to provide input on the revision of the *1999 Comprehensive Health Curriculum Framework*; and (2) to advise on implementation the new federal and Massachusetts Wellness Policy regulations.

**II. 2011-2012 WORK OF THE COUNCIL**

The IHEHS Advisory Council began its work on the *Comprehensive Health Curriculum Framework* revision by reviewing the status of the current *Framework*, which includes not only health education but also standards relating to physical education and family/consumer sciences. During the 2010-2011 school year, the Department's Health Education coordinator conducted a web-based survey to solicit suggestions about ways the *Framework* should be revised. She also convened a Frameworks Revision Group which met four times and which drafted eight recommendations concerning Frameworks revision. Because the Health Education coordinator left the Department early in the 2011-2012 school year, further work on the *Frameworks* revision has been stalled this year.

The Council reviewed draft recommendations made for revisions to the Framework, paying particular attention to areas that might be called into question by the Board of Elementary and Secondary Education. One potential weak spot identified by the Council was the recommendation that the revised *Framework* consist of three separate sections: health education, physical education, and family and consumer sciences. Members of the Council viewed strengthening the physical education section as an important goal, but questioned the value of a separate section on family/consumer science (FCS). Council members who had been part of the Frameworks Revision Group reported that discussions of FCS had focused on the desire to keep the key life-skills topics from FCS that are included in the current health framework, rather than a desire to have a full FCS section. It was pointed out that there have been no proposals that all 16 content areas covered in national FCS standards (e.g., textiles, facilities management) be included in the revised Framework, only that some of them should be.

Another *Framework*-related topic considered by the Council was the balance between skills and content knowledge. The current MA *Framework* is organized primarily around content topics, with skills mentioned inconsistently, while the National Health Education Standards focus primarily on the health skills young people need to improve and maintain their health and to reduce risk-taking behaviors. The Council decided to recommend a skills-focused approach to organizing the *Framework*, bringing Massachusetts closer to national standards without sacrificing essential content. The Council also had additional recommendations for the Frameworks revision; see Section III.

To address the second charge from the Board, the Council spent considerable time generating many suggestions about how the Department could best address new state and federal wellness policy provisions. These included providing professional development across the state, developing guidelines and frequently-asked-questions documents, developing PowerPoints that could be used by school or district groups, including a review of wellness policies in Coordinated Program Reviews, and making presentations and sending out information to organizations of education professionals in Massachusetts. Updates on progress in implementing these suggestions were included in several subsequent Council meetings.

A final concern considered by the Council, though not one listed among the charges to the Council, was relative lack of attention that schools and the Department were paying to mental and behavioral health issues. Several Council members expressed distress at the perceived increase in unaddressed student mental/behavioral health problems and also expressed a desire for stronger support from the Department for schools by having the recommendations of the Behavioral Health in Public Schools Task Force implemented.

### **III. COUNCIL RECOMMENDATIONS**

#### **Revision of the Massachusetts Comprehensive Health Curriculum Framework**

- That the revised Framework should increase attention given to physical education, which is only minimally covered by the current *Framework*. Since Massachusetts legislation (MGL Chapter 71, Section 3) stipulates that physical education is to be “taught as a required subject in all grades for all students” it is important that detailed clear learning standards for each grade level be spelled out in the *Framework*. The title of the revised Framework might be *Massachusetts Comprehensive Health and Physical Education Framework*.
- That the revised *Framework* should include applicable topics and standards from Family and Consumer Sciences, as it does now, but that there should not be a separate Family and Consumer Sciences section. Human growth and development, consumer health, and ecological health were specifically mentioned as traditional FCS topics that should continue to be included in our *Framework*.
- That, since the goal of health education is to foster healthy behaviors rather than just content knowledge, explicit instruction, modeling, practice, and feedback on health-related skills is important. Therefore, the Council recommends that the new *Framework* use the *National Health Education Standards* (organized around skills) as the foundation and that content be taught through skills.
- That the *Framework* should emphasize the research base behind many health education curricula and should advocate strongly for the use of science-based or evidence-based programs where possible.
- That there should be a separate section in the revised *Framework* on the importance of schools taking a coordinated approach to school health. This includes a strong recommendation that health education and physical education teachers, school nurses, counselors, and others should work together, and that curriculum maps for different disciplines should be coordinated, for example by aligning health education and science curricula to eliminate gaps and overlaps in topic coverage.

#### **Federal and Massachusetts Wellness Policy Provisions**

The Council made a number of useful recommendations about actions that the Department’s school health and school nutrition staff could take to help districts with new regulations requiring district-level school wellness advisory committees and requiring the strengthening of school wellness policies. Department staff implemented many of these recommendations during the 2011-2012 school year, including holding regional School Wellness Forums and beginning the

development of guidance documents related to school wellness advisory committees and wellness policies. The Council did not make any recommendations regarding actions that the Board should take on these issues.

### **Behavioral Health Issues in Schools**

The Council recommended that the Department create an office to facilitate implementation of the recommendations of the Behavioral Health in Schools Task Force and to provide technical assistance, training, and resources to promote mental and behavioral health in schools.

## **IV. COUNCIL DETAILS**

**Department Administrator:** Kathleen C. Millett, Administrator, Nutrition, Health, and Safety

**Department Liaison:** Carol Goodenow, Director, Coordinated School Health

**Chairperson:** Thomas Zaya, Department Chair, Health and Wellness, Reading High School

### **Members of the 2011-2012 Advisory Council:**

Patricia Boland, Health Educator, Monument Valley Regional Middle School

Nancy Carpenter, Executive Director, Massachusetts Association for School-Based Health Care

Mary Connolly, Consultant and Instructor in Health Education, Cambridge College

Patricia Dandrea, Health and Physical Education Department Head, Smith Vocational and Agricultural High School

Deborah Del Dotto, Associate Director of Education, Collaborative for Educational Services

Katherine Kelly, Health Educator, Easton Public Schools

Christine Kenney, Department of Youth Services

Mary Ellen Kirrane, Department Head, K-8 Wellness Department, Brockton Public Schools

Alicia Lapomardo, School Psychologist, Ephraim Curtis Middle School, Sudbury

Allison LeClair, Director of Curriculum and Instruction, Agawam Public Schools

Donna Marshall, Department of Early Education and Care

Christine Scirica, MD, Instructor and Pediatrician, Harvard Medical School

Anne Sheetz, Director of School Health Services, MA Department of Public Health

Arlene Tierney, Adjunct Professor, Counseling Psychology, American International College

Cynthia Tomlin, School Nurse, Ditson Elementary School, Billerica

Thomas Zaya (Council Chair), Department Head, Health and Wellness, Reading High School

### **Council Meeting Dates in 2011-2012:**

November 4, 2011, January 27, 2012, March 2, 2012, May 4, 2012

# LIFE MANAGEMENT SKILLS ADVISORY COUNCIL

## Annual Report

June 2012

### I. INTRODUCTION

The vision of the Life Management Skills Advisory Council (LMSAC) is for students to become responsible individuals, independent learners, and productive members of society, who can function alone, within a family, and as contributing members of the community.

The objectives for the LMSAC are to:

- 1) Identify the knowledge and life skill sets necessary to fulfill the Council's and the Department's vision;
- 2) Identify examples of delivery systems that incorporate accountability; and
- 3) Promote integration of life management skills into core academics.

During the 2011-2012 school year, the LMSAC has:

- Reviewed the Board's charges regarding the Personal Responsibility Education Program and the Department's Health Frameworks
- Refined the *18 for 18s - A Guide for Entering Adulthood Responsibly*, an assessment tool designed to measure a student's mastery of life skills
- Worked with the Federal Reserve Bank of Boston in refining the *18 for 18s* for application in a pilot program in several high schools in the Commonwealth as an online resource
- Had representation on the Health Frameworks revisions
- Continued to investigate resources for the implementation of *18 for 18s* in an online format.

### II. 2011-2012 WORK OF THE COUNCIL

#### Charge to the Advisory Council

The LMSAC responded to the two charges from the Board of Elementary and Secondary Education to guide its work this year. The LMSAC is charged to:

- Collaborate with schools, financial institutions, and consumer groups to develop *18 for 18s - A Guide to Entering Adulthood Responsibly* in a way that incorporates changing technologies and thereby making the tool relevant to the intended audiences.
- Review the Health Frameworks and make recommendations about what revisions are needed to integrate and apply life skills from the *18 for 18s* assessment tool.

#### Partnerships and Collaborations

Members of the LMSAC continue to seek partnerships with secondary and post-secondary education administrators to promote *18 for 18s* as a tool to be incorporated into curriculum and teacher professional development activities.

#### Review Health Frameworks

Members of the LMSAC reviewed and submitted comments on the *Progress Report for ESE's Comprehensive Health Curriculum Framework Review Panel*.

The LMSAC has an ongoing belief that:

- Continuing communications are needed between the Commissioner, the Board and LMSAC, administrators, educators, and community members in an effort to develop and offer opportunities for life skills education.
- An essential component of educating the whole child includes the achievement and expectation of life skills mastery, and should be recognized as such.
- Core academic content /curriculum areas require support for integration and application of life skills and the core academic curriculum must incorporate higher order skills that are teachable, learnable, and measurable.

The LMSAC recognizes the importance of using classroom- and school-based systems to enhance curriculum and instruction. The Council also continues to pursue the potential for using *18 for 18s - A Guide to Entering Adulthood Responsibly* as a high quality instructional tool, which may supplement core curriculum instruction outside of the classroom.

In 2010-2011, after exploring available resources, the LMSAC subsequently partnered with the Federal Reserve Bank of Boston to refine and plan a pilot of the *18 for 18s* program. We are currently working with the Federal Reserve Bank to develop a web-based, interactive program that can be accessed on a mobile device at school or used outside of the classroom. The site will be easy to navigate and housed on the Federal Reserve Bank or Framingham State University website.

Features will include:

- Questions that are simple and easy to understand, scoured to ensure no political slants, with links to pertinent online resources at the end of each
- Graphics attractive to young adults, ages 16-18
- Assessment tool to evaluate students' mastery of life skills
- Hardware necessary for students to participate in the pilot school(s)

Questions and suggested responses will be evaluated using the feedback of students and teachers regarding topics, difficulty, strength, and importance of questions.

The LMSAC seeks support of the Commissioner and Board, in partnership with the Federal Reserve Bank of Boston, to continue to develop this product to provide high quality curriculum and instruction for all students. Using the results of the pilot study, the LMSAC will continue to refine the format, features, and delivery mechanisms to better meet the needs of diverse audiences and settings.

The LMSAC understands the importance of supportive administrators at the state and local levels, effective educators, knowledgeable parents, and motivated students. The Council also realizes that life skills education requires these factors for its success.

### **III. COUNCIL RECOMMENDATIONS**

The LMSAC recommends:

- Recognition of the importance of access to life skills education for students, with access by educators, administrators, parents, and community members
- Efforts to foster strong partnerships with schools, financial institutions, regulatory agencies, and consumer groups in furtherance of those efforts

- Integration and application of life skills (*18 for 18s - A Guide to Entering Adulthood Responsibility*) into the Health Frameworks to better meet the needs of diverse audiences and settings
- Inclusion of the *18 for 18s* into curriculum and teacher professional development activities

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Kathleen Millett, Office for Nutrition Health and Safety Programs

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

**Chairperson:** Richard Andrea, Blue Hills Regional High School

##### **Members of the 2011-2012 Advisory Council**

Shirley Chao, Director of Nutrition Massachusetts Executive Office of Elder Affairs

Jennifer Davis Carey, Worcester Education Collaborative

Maureen Harty-Vacca, North Reading School Committee

Linda Hunchak Rohr, Family and Consumer Studies Educator, Silver Lake Middle School

Carol Lewis, Federal Reserve Bank of Boston

John Magnarelli, Director Special Nutrition Programs, US Department of Agriculture Northeast Region

Cindy Rice, President, Eastern Food Safety

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

Janet Schwartz, Chair, Department of Consumer Sciences, Framingham State University

##### **Council Meeting Dates in 2011-2012:**

November 21, 2011, December 20, 2011, April 19, 2012, May 23, 2012

**MATHEMATICS & SCIENCE AND TECHNOLOGY/ENGINEERING ADVISORY  
COUNCILS**  
**Joint Annual Report**  
**June 2012**

**I. INTRODUCTION**

This year, the charge for both the Mathematics and Science Advisory Council (MSAC) and the Technology/Engineering Advisory Council (TEAC) was “to consider the implications of the educator effectiveness (evaluation) system for teachers of STEM, and recommend elements that would be useful to include in a model.” Both Councils initially made a detailed reading of the model evaluation rubrics and considered methods to ensure that the evaluation process provides meaningful feedback both to administrators and teachers of STEM subjects through the implementation of the evaluation system. As the charge of both Councils was the same, this joint report aims to encourage a STEM perspective on the work of the educator evaluation system.

**II. 2011-2012 WORK OF THE COUNCILS**

Teachers are professionals by virtue of their years of training and practice. A key characteristic of professionals is that they creatively plan and enact new strategies in their professions. At the same time, professionals in all disciplines are routinely evaluated, in order to provide their administrators with an overview of their performance and to provide useful feedback to the professional. In brief, a good evaluation system provides informative feedback that helps the professional improve, while a bad evaluation system becomes a checklist that the professional must adhere to at the expense of his/her own creativity. Even a well thought out evaluation process can become a burden to the administrator and a liability to the professional if it is poorly implemented.

This year, the Councils considered the effect of the implementation of the new model Educator Evaluation (EE) rubric on STEM teachers. Our main focus is on the implementation of the rubric and considerations of some adjustments to the rubric to enhance the broader purposes of the evaluation system.

It is almost axiomatic that a teacher should be evaluated by administrators who are proficient in the teacher’s subject, since an administrator with limited STEM background may have difficulty spotting a teacher with deep subject content knowledge versus a teacher who only adequately understands the material and only superficially gets the material across. As a corollary, teachers of multiple subjects (e.g., elementary teachers) should be evaluated on all main subjects by administrators with strong content knowledge in these subjects. In particular, *STEM teachers’ content knowledge should be evaluated by STEM-knowledgeable administrators, and all teachers’ STEM lessons should be evaluated by STEM-knowledgeable administrators.*

However, most administrators in Commonwealth schools do not come from a STEM background, and many administrators are much stronger in literacy skills than in STEM skills. Thus, it seems unlikely that there are enough STEM-knowledgeable administrators to evaluate all our STEM teachers.

There is a large group of STEM-knowledgeable personnel in our schools, namely experienced STEM teachers and administrators with specific STEM skills, such as STEM curriculum coordinators. For this report, we will call these knowledgeable personnel Teacher Leaders (TLs), although other terms are used as well. As administrators, STEM curriculum coordinators may be

able to evaluate STEM teachers, but in most districts teachers cannot evaluate other teachers under union regulations. Therefore, many of the most highly qualified individuals may not be able to participate in the evaluation process.

Fortunately, it should be possible to separate the summative/evaluative aspects of the EE rubric, namely the rating process, from the formative aspects, namely the feedback process. Subject to a district by district union agreement, we envision having STEM TLs present during the evaluation process, to *observe but not evaluate* teachers' subject content knowledge. The TLs would instead function as a "peer observer," providing feedback to the teacher without the administrator present. It is desirable for the TL and the administrator to be able to discuss teachers' areas of growth, both for the teachers' benefit and to educate administrators with limited STEM backgrounds, but the nature and scope of this discussion, again, must be worked out subject to district union regulations. In this way, the evaluation process builds in a mechanism for teacher growth and administrator knowledge.

While the Department can develop guidelines and support (see the recommendations below), the districts and their unions are in the best position to develop their own implementation of this feedback process. Districts can decide on who their TLs are and the form of the feedback, either in individual or group sessions.

Past MSAC and TEAC reports are relevant to this process. High quality STEM professional development, sustained and focused on content knowledge, plays a key role in helping teachers with the key Standard I on Curriculum, Planning, and Assessment. The vertical integration in STEM subjects highlighted in the 2011 report is well developed in the Common Core State Standards in mathematics adopted by the Commonwealth, and we hope that developing science and technology/engineering standards will be similarly vertically integrated. This vertical integration should be specifically mentioned in the EE rubric. However, the horizontal integration between mathematics and science, also highlighted in the 2011 report, is not evident in the EE rubric, precisely because there is little emphasis on horizontal integration in the current curriculum. We once more call for increased interactions between mathematics, science, and technology/engineering curricula. Other past Council reports have highlighted the importance of STEM practices to students' education. STEM subjects give students unique opportunities to develop critical analytic skills and to apply these skills to modeling, applications, and design. Therefore, we recommend that the Department consider adding STEM-specific elements to the EE rubric.

If properly implemented, the new Educator Evaluation system has the potential to strengthen the professional growth of STEM teachers by recognizing the key skills required to provide a successful STEM learning experience. We hope that the Department and the districts will work together to ensure that the EE system helps all educators in our public schools deliver curriculum more effectively through the process of yearly review and progressive improvement.

### **III. COUNCIL RECOMMENDATIONS**

The first two recommendations focus on the evaluation process.

- The Educator Evaluation system should embody the principle that each teacher should be evaluated in all major subjects he/she teaches. In particular, all teachers should be evaluated on the STEM subjects they teach. This should be explicitly stated in the EE rubric in Element I-A-1 (Subject Matter Knowledge) in the teacher rubric. The Educator Evaluation system should encourage all teachers' STEM lessons be evaluated by STEM-knowledgeable administrators.

- The goal of the Educator Evaluation system should be to have the professional growth of all teachers of STEM subjects supported by STEM-knowledgeable administrators; where that is not possible, professional growth should be supported by STEM-knowledgeable Teacher Leaders. The Department should give guidance to districts and unions to develop criteria for Teacher Leaders, or Teacher Leaders who will serve as peer observers, to observe but not evaluate STEM teachers' subject content and pedagogy knowledge, and who will work with teachers to improve content knowledge. Districts should explore whether Teacher Leaders and administrators can discuss teachers' areas of growth. The Department should offer workshops to train Teacher Leaders in the observation and feedback process.

The next set of recommendations address suggested changes to the model EE rubrics. Please refer to Appendix A for particular examples that may be incorporated into the EE rubrics.

- The vertical integration built into the recently adopted standards for mathematics and necessary for all subjects should be built into the EE rubric as a criterion. The Department should similarly encourage districts to increase integration of mathematics, science, and technology/engineering curricula; this should be reflected in the EE rubric.
- The EE rubrics should reflect the importance of scientific inquiry, engineering design, and mathematical practices in STEM teaching and learning.

The following are additional recommendations of the Technology/Engineering Advisory Council.

- Both teachers and administrators should be held accountable for adherence to prudent practices regarding safety in labs through inclusion of such a criteria in the EE rubric.
- The state currently recognizes teachers with three different licenses as viable instructors of Technology/Engineering: Industrial Arts, Technology Education, and Technology/Engineering. These three titles, however, cause significant confusion for districts. The TEAC recommends that all teachers holding Industrial Arts and Technology Education licenses should be converted to the current Technology/Engineering license. This will eliminate the confusion that administrators have with the required certification needed to teach Technology/Engineering classes.

#### IV. COUNCIL DETAILS

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

**Department Liaisons:** Meto Raha and Jacob Foster, Office of Mathematics, Science, and Technology/Engineering

**MSAC Co- Chairpersons:** Dr. Steven Rosenberg, Professor of Mathematics, Boston University  
Ms. Sandra Ryack-Bell, Executive Director, Museum Institute for Teaching Science

**Members of the 2011-2012 Mathematics and Science Advisory Council:**

Mr. Robert Akie, Co-Department Head, Mathematics Department, Franklin High School

Dr. Kathleen Bodie, Superintendent, Arlington Public Schools

Dr. Andrew Chen, President, EduTron Corporation

Ms. Sharon DiCicco, Math Teacher and MCAS Tutoring Coordinator, Ashburnham-Westminster Public Schools

Mr. Mark Duffy, Mathematics Department Chair, Pembroke Public Schools  
Dr. Solomon Friedberg, Chairman, Professor of Mathematics, Boston College  
Mr. Mark Johnston, Math and Science Teacher, Lynn Public Schools  
Ms. Christyna Laubach, Department Chair and Teacher, Lenox Public Schools  
Dr. Eileen Lee, Executive Director, Math for America Boston  
Mr. Barnas Monteith, Senior Vice President, Advanced Diamond Solutions  
Ms. Judy Moore, Elementary Teacher, Harvard Public Schools  
Mr. John Mosto, Physics and Math Teacher, Chelmsford Public Schools  
Mr. Josh Mower, Mathematics Teacher, Lynn Public Schools  
Ms. Lauren Provost, Department of Education, University of New Hampshire  
Ms. Nitzan Resnick, Director, The New Science and Math Initiative

**TEAC Chairperson:** Ms. Susan Sanford, Technology/Engineering High School Teacher,  
Worcester Public Schools

**Members of the 2011-2012 Technology/Engineering Advisory Council:**

Ms. Denise Barlow, Technology/Engineering High School Teacher, Framingham Public Schools  
Ms. Sarah Calla, Technology/Engineering Teacher, Methuen Public Schools  
Mr. Thomas Davis, Executive Director, Greater New Bedford Industrial Foundation  
Mr. John J. DeCicco, Technology Education High School Teacher, Oakmont Regional Schools  
Dr. Patricia Hogan, Associate Professor of Physics, Suffolk University  
Mr. Scott Jewell, Technology Education Middle School Teacher, Ipswich Public Schools  
Mr. Matt McGee, Assistant Professor, Fitchburg State University  
Mr. David Patrick, Engineering High School Teacher, Bridgewater-Raynham Public Schools  
Mr. Joseph Ramos, Technology/Engineering High School Teacher, Somerset Public Schools  
Ms. Sharlene Yang, Professional Development Director, Boston Museum of Science

**Council Meeting Dates in 2011-2012:**

December 14, 2011, January 26, 2012, March 29, 2012, May 3, 2012

## Appendix A: SPECIFIC RUBRIC RECOMMENDATIONS

**Indicator I-A, Element I-A-1.** Subject Matter Knowledge: We recommend adding “in all major subjects taught” after “Demonstrates expertise in subject matter and the pedagogy it requires.” This is to emphasize that teachers of STEM subjects, whether specialists or not, are evaluated on their STEM teaching.

**Indicator I-A, Element I-A-4.** Well-Structured Lessons: Guidelines for curriculum instruction should be highlighted, including guidelines for the amount of instruction in e.g., STEM subjects, so the phrase “following district or Department guidelines” should be added. We would like to see “hands on STEM activities” following “engagement strategies.” We also recommend changing “Develops well structured [and highly engaging] lessons ...” in the Proficient [and Exemplary] columns to “Develops well structured, vertically and horizontally integrated [and highly engaging] lessons ...” However, this assumes that teachers are given time to meet regularly with colleagues to develop integrated lessons, as recommended in last year’s MSAC/TEAC report. (This is a criterion for administrators to receive an Exemplary rating in Element I-A-2 of the administrator rubric.)

**Indicator I-A, Element I-A-new element.** STEM Classroom and Personal Safety: Potential ratings may read as follows: Unsatisfactory: Maintains no attention to STEM classroom safety; Needs Improvement: Does not demonstrate sufficient knowledge of STEM classroom safety; Proficient: Demonstrates sound practice and knowledge of STEM classroom safety; Exemplary: Models expert practice and knowledge of STEM classroom safety.

**Indicator I-A, Element I-A-new element.** Focus on STEM Practices: Potential ratings may read as follows: Unsatisfactory: Scientific inquiry, engineering design, and mathematical practices are not a significant part of the classroom experience; Needs Improvement: Scientific inquiry, engineering design, and mathematical practices are taught throughout the curriculum but students have difficulty solving problems using the practices; Proficient: Scientific inquiry, engineering design, and mathematical practices are taught throughout the curriculum and students use the practices to solve problems; Exemplary: Scientific inquiry, engineering design, and mathematical practices are taught throughout the curriculum and students regularly use the practices to solve complex problems.

**Indicator I-C, Element I-C-2.** Sharing Conclusions with Colleagues: “Regularly shares with all appropriate colleagues (e.g., general education, special education, and English learner staff)”. This is admirable, but again assumes that there is time set aside for this sharing. Is the Department recommending that districts set up such meetings? If so, this should be explicitly stated; if not, this indicator is unrealistic.

**Indicator II-A, Element II-A-1.** Quality of Effort and Work: Add “Problem solving and other” before “rubrics”.

**Indicator II-A, Element II-A-2.** Student Engagement. After “uses instructional practices,” we recommend adding “such as exploratory/inquiry based, concrete examples before abstraction, social learning groups, etc., that exemplify best practices of learning.”

**Indicator II-A, Element II-A-3.** Meeting Diverse Needs. In the Exemplary column, we recommend “Uses a varied repertoire of practices such as IEP support, RTI staff, counseling, etc., to create structured opportunities ...”

**Indicator II-D, Element II-D-3.** Access to Knowledge: In the Exemplary column, the teacher is expected to develop or adapt instructional “with colleagues.” Some districts do not provide even for common planning time to meet with regular colleagues, much less with teachers of “English learners and students with disabilities.” As above, this Element is realistic only if the Department is recommending that time be set aside for such meetings.

**Indicator IV-B, Element IV-B-1.** Professional Learning and Growth. Can teachers receive Proficient or Exemplary ratings just by logging many hours of professional development? For the Exemplary column, who evaluates the quality of curriculum development or professional development?

**PARENT AND COMMUNITY EDUCATION AND INVOLVEMENT ADVISORY  
COUNCIL  
Annual Report  
June 2012**

**I. INTRODUCTION**

The Parent and Community Education and Involvement (PCEI) Advisory Council was charged by Commissioner Chester and the Board of Elementary and Secondary Education (Board) to focus its work on additional refinements to the *Massachusetts Family, School, and Community Partnership Fundamentals*. These had been developed by previous PCEI Advisory Councils over the past three years. During a presentation about the *Fundamentals* to the Board on September 26, 2011, members asked the PCEI to identify “power” indicators to streamline the number of indicators under each Fundamental; emphasize the role parents play as educators; and, simplify language to make the *Fundamentals* more user-friendly. Additionally, the PCEI was asked to package the *Fundamentals* with an introduction and exemplary practices and to collect feedback about the *Fundamentals* from users.

**II. 2011-2012 WORK OF THE COUNCIL**

The PCEI held five meetings this school year and welcomed frequent visitors to its meetings, including Karyl Resnick (Department), Matthew Nixon (Department) and ML Nicols (parent). The PCEI focused on three areas or topics of interest this school year; the first being to process and integrate the Board’s feedback and the Commissioner’s charge into its work. The PCEI decided at its first meeting to create two subcommittees to work on revisions to the Introduction to the *Fundamentals* and to explore how to identify exemplary practices to be included in the *Fundamentals*. Subsequently, the Introduction was changed to reflect the underlying philosophy and foundation of the *Fundamentals* that families and schools must partner together and share responsibility for each child’s education. The PCEI also discussed eliminating several appendices of the original *Fundamentals* document and to retain only the glossary appendix. After several revisions and discussions over the course of several meetings, the PCEI approved the revisions to the Introduction and inclusion of only Appendix A: Glossary of Terms; these changes have been incorporated into the current *Fundamentals* document.

A second area of focus for the PCEI was the work of the subcommittee on exemplary practices to illustrate the *Fundamentals*. The subcommittee explored what it means to be an exemplary practice, how to solicit examples, who decides which practices are exemplary, and how to disseminate these practices. The subcommittee concluded that identifying “power” indicators or those indicators that are the most important for each Fundamental would not provide the flexibility needed to meet the unique and diverse needs of each family, school, district, and community. The subcommittee shared its discussions and concerns with all members at several meetings throughout the year. The PCEI voted to seek “promising” rather than “exemplary” practices. As a way to gather these examples and to acknowledge the work currently being done in family and community engagement by many schools and districts across the state, the PCEI discussed the possibility of collaborating with the Department to develop a process for recognizing current efforts. The PCEI voted to explore next year with the Department ways to acknowledge and recognize schools and districts for their family and community engagement efforts.

A third area of focus for the PCEI was the alignment of the *Fundamentals* with the Massachusetts Model System for Educator Evaluation for superintendents, school-level administrators, teachers, and specialized instructional support personnel. A PCEI subcommittee

was formed to initially compare both documents and to suggest possible ways of creating a “crosswalk” between them. The preliminary review suggested that elements of each indicator under the standard for family and community engagement in the rubrics for educator evaluation be aligned with corresponding indicators and Levels of Implementation in the *Fundamentals*. Creating such a correlation would identify strategies school personnel can use to enhance and expand their engagement with families and the community. Further work needs to be done on this alignment and the PCEI decided to extend this work into the next school year and to share it with the Department.

During the course of the year, several additional ideas to promote family and community engagement efforts in schools were introduced by members. One suggestion discussed was to ask the Department to request each district to designate a person to be the contact for district-wide family and community engagement; this information would be included in the School/District Profiles, thus enabling connections between district personnel doing similar work within their districts. A second idea that the PCEI discussed and decided to table until next year was to explore collaborating with the Department on how to connect with institutions of higher education around family and community engagement and the use of the *Fundamentals*. Since the Massachusetts Model System for Educator Evaluation now includes a criterion on family and community engagement for superintendents, school-level administrators, teachers, and specialized instructional support personnel, colleges and universities need to include family and community engagement in their pre-service and continuing education course work.

### **III. COUNCIL RECOMMENDATIONS**

1. The PCEI recommends that it continues exploring ways to acknowledge and recognize effective family and community engagement practices in schools and districts across Massachusetts. The PCEI would like to work with the Department to develop a process for recognizing the work that is currently happening as a strategy to introduce the *Fundamentals* to schools and districts and to gather promising practices that could be shared statewide.
2. The PCEI recommends it continues its work on developing a comprehensive alignment of the *Fundamentals* with the family and community engagement criteria included in the Massachusetts Model System for Educator Evaluation. By citing within the *Fundamentals* descriptions of family and community engagement efforts, varying levels of implementation and strategies to enhance engagement, this “crosswalk” will provide examples of research-informed practice for superintendents, school-level administrators, teachers, and specialized instructional support personnel to help them reach proficient and exemplary levels of performance in engaging families and communities.
3. The PCEI recommends that its work be connected with the work of the other Board Advisory Councils. The PCEI suggests that the chairs of Councils whose work is affected by family and community engagement meet periodically to discuss their work and seek ways that the Councils might collaborate and work together to support each other’s efforts.
4. The PCEI recommends that it continues exploring the work being done by the Department through Special Education Policy and Planning to disseminate family surveys and collect data about family and community engagement. The Department has volunteered to provide information in the fall to the PCEI about the family surveys and data collected to date. The PCEI would like to offer to the Department its assistance in supporting parental capacity building efforts through ways that would be helpful such as suggesting modifications to the survey, additional questions, and alternate forms of access for families.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Anne Serino

**Department Liaison:** Kathleen Rodriguez

**Chairperson:** Margaret O'Hare, Director, Massachusetts Parent and Information and Resource Center (PIRC) at the Federation for Children with Special Needs

**Members of the 2011-2012 Advisory Council:**

Kimberly M. Artez, Parent, Lead Teacher: Bay Cove Early Intervention

Evelyn Bouley, Title I/MCAS Assistant: Greater New Bedford Regional Vocational Technical School

Anna Maria Chacon, Parent, Teacher: Framingham Public Schools

Kristine Coffey-Donahue, Parent, Attorney: Law Office of Kristine D. Coffey-Donahue

Clayton L. Connor, Vice President, Board of Trustees: Rowe Camp and Conference Center

Patricia Gorham, Director of SOAR: Swampscott Public Schools

Abigail C. Hanscom, Director of Student Services: Westwood Public Schools

Marilyn Hughes, Regional Manager, Cape Cod Child Development

Kim Hunt, Parent, former President: Massachusetts PTA

Kathleen Jones President, CEO and Founder: TTT Mentor Program, Cambridge

JoAnne McCormick, Director of Guidance: Dedham Public Schools

Kathleen Meagher, Transition Specialist/Clinical Psychologist: Shore Educational Collaborative/Lynn Community Health Center

Brian Middleton-Cox, Principal: Harry Lee Cole School, Boxford

Stuart Peskin, Executive Director: Title I Dissemination Project

Julie A. Salois, Associate Executive Director: Community Teamwork Inc.

Michelle Sylvaria, Humanities Department Head: Morton Middle School, Fall River

**Council Meeting Dates in 2011-2012:**

December 1, 2011, January 26, 2012, March 5, 2012, April 12, 2012, May 10, 2012

# MASSACHUSETTS FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIP FUNDAMENTALS June 2012

The *Massachusetts Family, School, and Community Partnership Fundamentals (Fundamentals)* are the result of a multi-year collaborative process in defining guidelines and research-based practices for the engagement of families, schools, and communities in supporting equitable learning opportunities for students. This initiative was coordinated by the Parent and Community Education and Involvement (PCEI) Advisory Council of the Massachusetts Board of Elementary and Secondary Education Board (Board). It incorporates the voices, passion, shared purpose and collaboration of students, parents, families, educators, administrators, researchers, additional Board advisory councils, and community organization representatives.

Massachusetts is a leader in setting and supporting high expectations for students, educators, and schools. With the development of these *Fundamentals*, Massachusetts has a new tool to support high expectations for family, school, and community partnerships with the goal that coordinated, comprehensive, and systemic supports create opportunities for all students to achieve academic proficiency and beyond.

The *Fundamentals* acknowledge the important, necessary, and valuable role played by each student's family, community, and school in preparing students for success in the 21st century. Families, educators, and community members share both the responsibilities and the opportunities to promote learning and skill-building, varied educational experience, relationship-building, and enhancement of the health and well-being of all children and youth within each community.

The federal Elementary and Secondary Education Act defines family engagement<sup>1</sup> as: [T]he participation of parents [family] in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- Parents [family] play an integral role in assisting their child's learning;
- Parents [family] are encouraged to be actively involved in their child's education at school; and
- Parents [family] are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child [*Title 1, Section 9101(32), ESEA.*]<sup>2</sup>

According to the National Family, School, and Community Engagement Working Group Recommendations for Federal Policy: June 2009, family engagement is:

- A shared responsibility where schools and community organizations commit to engaging families in meaningful and culturally respectful ways and where families actively support their children's learning and development;
- Continuous across a student's life, beginning in infancy and extending through college and career preparation programs; and
- Carried out everywhere that children learn, including homes, early childhood education programs, schools, after-school programs, faith-based institutions, playgrounds, and community settings.<sup>3</sup>

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<sup>1</sup> Federal law uses the term "parent involvement." In keeping with current terminology and trends, "family engagement" is used in throughout this document.

<sup>2</sup> Department of Education, "Parent Involvement Title I, Part A, Non-regulatory Guidance," (Washington, DC, 2004).

The *Fundamentals* recognize that family and community engagement involves everything parents and families do to support their children’s learning at home and in the community. The *Fundamentals* support the creation of pathways to partnerships that honor the dynamic, multiple, and complementary ways children learn and grow. They apply to all stages of a child’s educational career because parent and family support at every age significantly impacts a child’s educational outcomes.

There are many ways that parents and families support their children’s learning and development. To name a few, they provide home environments conducive to learning, guide children through complex school systems, advocate when problems arise, and collaborate with educators and community groups to achieve equitable learning opportunities for all students. Yet some families may need additional support to fully realize this potential. When schools and communities build on family strengths and knowledge and when parents participate in school activities and decision-making about their children’s education, children achieve at higher levels. When parents are involved in education, children do better in school and schools improve.<sup>4</sup>

Each Fundamental is organized along a continuum of Levels of Development and Implementation for specific Indicators which reflect the responsibilities, opportunities, and expectations of families, schools, school districts, and communities in partnering together to support student performance and academic achievement. The *Fundamentals* serve as an invitation and expectation for active participation and collaboration of all stakeholders in self-assessment and action-planning on behalf of all students. The *Fundamentals* are inclusive of all families and the vast range of skills, talents, dynamics, resources, and stories they contribute to this partnership, in coordination with community and school-based contributions.

The *Massachusetts Family, School, and Community Partnership Fundamentals* are:

**Fundamental 1: Welcoming All Stakeholders**

**Fundamental 2: Communicating Effectively**

**Fundamental 3: Supporting the Success of Children and Youth**

**Fundamental 4: Advocating for Each Child and Youth**

**Fundamental 5: Sharing Power and Responsibility**

**Fundamental 6: Partnering with the Community**

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<sup>3</sup> “National Family, School, and Community Engagement Working Group: Recommendations for Federal Policy June 2009,” accessed 2/23/11, <http://www.hfrp.org/publications-resources/browse-our-publications/national-family-school-and-community-engagement-working-group-recommendations-for-federal-policy>.

<sup>4</sup> Lewis, Anne.; Henderson, Anne T., “Urgent message: Families Crucial to School Reform,” 1998.

## Massachusetts Family, School, and Community Partnership Fundamentals

### Fundamental 1: Welcoming All Stakeholders<sup>† ††</sup>

Schools create and ensure a welcoming culture and environment for all families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development.

Indicators	<b>Level 1: Initiating</b> Basic level of development and implementation	<b>Level 2: Progressing</b> Functioning level of development and implementation	<b>Level 3: Mastering</b> Highly functioning level of development and implementation embedded throughout school practice	<b>Current Status</b> Date _____
A. Creating a respectful atmosphere for stakeholders	The school maintains clear signage that is welcoming to parents and visitors in the main languages used by families in the district.	The school is a welcoming place with a designated space such as a family center where families can connect with each other and staff to address issues, share information, and plan family engagement activities.	The school and district share responsibility with stakeholders from all neighborhoods and backgrounds to identify and break down barriers to family engagement related to race, ethnicity, family structure, religion, physical and mental abilities, educational background, and socioeconomic status of families.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Developing personal relationships	The school offers opportunities for families to connect with school staff and visit classrooms.	Parents and community members volunteer to work in the school office to welcome visitors and provide information and support to families and students.	Family volunteers from diverse neighborhoods and backgrounds are trained to serve as mentors to help other families become more engaged in the school. Families are greeted in their home language by friendly front office staff.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Providing opportunities for volunteering	The school invites families to volunteer in field trips, fundraising activities, and varied learning opportunities.	The school has a family engagement action team that organizes a formal volunteer program. Parent group members, other parents, and community members are welcome to volunteer their services in the school or individual classrooms.	The school volunteer program reaches out to families and community members across all neighborhoods and backgrounds, acknowledging unique experiences and skills, and offering varied volunteer opportunities at home, at school, and in the community.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Ensuring accessible programming by removing economic obstacles to participation	The school identifies external resources and after-school/enrichment programs that are free or low cost, and refers families to them.	Family and student activities and events are free. All stakeholders collaborate to cover the costs through the school budget, parent group fundraising, and contributions from community businesses and organizations.	The school and district share responsibility with stakeholders to plan and implement high quality family programs to be held at the school and in community locations such as libraries, community centers, faith-based centers, homes in different neighborhoods, and/or work sites.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

<sup>†</sup> English language learners (ELL) and their parents/guardians have rights under federal and state laws and regulations. These rights are summarized in the Rights of English Language Learners addendum to these Fundamentals.

<sup>††</sup> Title I districts and schools must implement the activities listed in Section 1118(e) of the NCLB legislation to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement. These activities are summarized in the Title I District and School Parent/Guardian Involvement Rights, Policies, and Compacts addendum to these Fundamentals.

**Fundamental 2: Communicating Effectively**

Families and school staff engage in regular, meaningful dialogue about learning, high academic expectations, achievement, and healthy development of students. Schools systematically share information and solicit input about school goals and initiatives with the broader community.

Indicators	<b>Level 1: Initiating</b> Basic level of development and implementation	<b>Level 2: Progressing</b> Functioning level of development and implementation	<b>Level 3: Mastering</b> Highly functioning level of development and implementation embedded throughout school practice	<b>Current Status</b> Date _____
A. Using multiple communication paths <sup>†</sup>	School staff informs students and families of upcoming events using a variety of media and communication pathways, including regular print and electronic notices, person-to-person, phone messages, in the languages used by families and the community. As issues arise, a team of administrators, teachers, families, community members, and students, when appropriate, strategically look at developing trends, assessing the need for a school-wide, community supported response/solution.	School staff collaborates with all families, the school council, parent groups, and family engagement staff/team to develop connections with families through multiple two-way communication tools in multiple languages. The school has a process for outreach to all school families and students, keeping them informed, when appropriate, of any pertinent changes, developing concerns and/or possible solutions in the school community.	Families, students, communities, and school staff communicate in interactive ways, both formally and informally, in language that the families and students can understand, using a range of interpersonal and community strategies, technology and media. The principal meets regularly with the school council, parent, and student government/ leadership groups, and keeps them informed of current school issues, concerns, and solutions.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Surveying families, students and community members to identify issues and concerns	The school conducts a family and student school climate survey that is translated into multiple languages and is implemented in multiple ways. It has a high return rate and the survey results are shared and discussed with parents and students, posted at the school, and on the school and district websites.	Survey data are collected annually and results are compared from year to year to assess progress. Results inform the development of family and student engagement programs and activities.	Survey results are reflected in the School Improvement Plan and are used to guide the development of the student engagement plan, family engagement programs, and other school activities.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Providing access to school administration	The principal and other school administrators are welcoming and available for brief conversations regarding issues and concerns, and to meet with the school council or families by appointment at times that are convenient for families.	The principal and other school administrators have an open-door policy for families and share information about school-wide issues at school council meetings, with opportunities for individual follow-up discussion by appointment.	The principal and other school administrators' open-door policy extends equitably across the school community. They meet regularly with families in small groups, or one-on-one as needed, in school, and in different neighborhoods.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Facilitating connections among families and students and community	The school and school council/parent groups provide opportunities for parents to get to know each other, i.e. social events for families, including other community members.	The school and school council/parent groups jointly develop programs honoring the diversity that families bring and encourage cross-cultural understanding.	The school and school council/parent groups take intentional steps to help parents build relationships and achieve greater cross-cultural understanding with those beyond their own neighborhood and culture.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

<sup>†</sup> Special Education state regulation at 603 CMR 28.07(8) stipulates that districts shall ensure communications and meetings with parents and students are in simple and commonly understood words in both English and the primary language of the home, if the primary language is not English. Where parents or students are unable to read in any language or are blind or deaf, communications shall be made orally in English or with the use of a foreign language interpreter, in Braille, in sign language, via TDD, or in writing.

### Fundamental 3: Supporting the Success of Children and Youth

Families, schools, and community organizations focus their collaboration on supporting student learning and healthy development in all settings (including home, school, and community) and provide regular, meaningful opportunities for children and youth to strengthen the knowledge and skills needed to be effective 21st century citizens.

Indicators	Level 1: Initiating Basic level of development and implementation	Level 2: Progressing Functioning level of development and implementation	Level 3: Mastering Highly functioning level of development and implementation embedded throughout school practice	Current Status Date _____
A. Linking student work to learning standards which lead to college and career readiness for all students	Student work is displayed throughout the school in a way that shows how academic and vocational standards are being met.	The school explains to families what students are learning in the classroom throughout the year, and what proficient work looks like.	Families, school, and community representatives collaborate to align school events and community resources to learning standards, and to ensure that families and students understand how to connect the standards to their learning.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Using standardized test results and other data to inform decision-making about increasing student achievement	The school and district recognize the importance of analyzing student performance data to identify achievement gaps amongst and between groups of students. The school informs families, in a language they understand, about the results of standardized tests, and how their children performed on the tests. <sup>†</sup>	The school and district jointly analyze student performance data with constituent groups. The school, parent group, and community collaborate to disseminate information through various media and multiple venues to all families regarding how to interpret test data, how to help each child based on the child's performance scores, and what the test results indicate about the school.	The school and district jointly analyze student performance data with constituent groups and jointly develop strategies to identify and reduce achievement gaps amongst and between groups of students. Families, school personnel and community representatives participate in academic and curriculum committees to discuss how to raise expectations and achievement for every student on academic and vocational paths.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Helping families support learning at home and at school	To help families understand how they can reinforce learning at home, the school has a clear home-school partnership and homework policy. The school helps families support their children's learning at home and provides resources for children to complete homework and other learning assignments.	The school, parent group, and community collaborate to offer opportunities through various media and multiple venues for families to learn how they can support their children's learning at home, at school and in the community.	The school, parent group and community collaborate to develop and implement ongoing, systemic strategies based on academic performance data and needs identified by families, to assist families in supporting their children's learning both at home and in school.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Promoting out-of-school-time learning	The school informs all families and students, in a language they understand, of home, school, and community-based learning opportunities that are available outside school hours.	The school, parent group, and community offer home, school, and community-based learning opportunities in order to improve student achievement.	The school actively collaborates with diverse community organizations, local businesses, and families to provide learning opportunities. These programs are aligned with learning standards and contribute to measurable student achievement.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

<sup>†</sup> The Parent and Student Participation principle of the Individuals with Disabilities Education Act (IDEA) reinforces the belief that the education of children with disabilities is made more effective by strengthening the role of parents in the special education process. IDEA requires that parents and legal guardians of children with disabilities and students, as appropriate, participate in every step of the process. Parent involvement includes but is not limited to: equal partnership in the decision-making process; the right to participate in all special education planning and decision-making activities about their child's special education (e.g., the development of an individual education plan or IEP); the right to give consent for activities such as evaluations, placement, and changes in placement; the right to receive prior written notice each time the school proposes to take (or refuses to take) certain actions; and the release of information to others. Detailed information is available at [www.doe.mass.edu/spec/parents.html](http://www.doe.mass.edu/spec/parents.html) and <http://www.idea.ed.gov>.

**Fundamental 4: Advocating for Each Child and Youth**

Families, schools, and community partners respect and value the uniqueness of each child and youth and are empowered to advocate for all students to ensure that they are treated equitably and have access to high quality learning opportunities.

<b>Indicators</b>	<b>Level 1: Initiating</b> Basic level of development and implementation	<b>Level 2: Progressing</b> Functioning level of development and implementation	<b>Level 3: Mastering</b> Highly functioning level of development and implementation embedded throughout school practice	<b>Current Status</b> Date _____
A. Helping families understand how the school and district operates, as well as the rights and responsibilities of parents under federal and state laws <sup>†</sup>	The school distributes information to all families, in a language they understand, about their children’s educational rights and how the school and district operates, including its mission, goals and organizational structure.	The school, parent group, and community jointly develop and disseminate information through various interpersonal strategies, media and multiple venues, to all families about the school, its policies and procedures as well as children’s educational rights, parent involvement opportunities, and required mandates in state and federal programs.	The school, parent group, and community work together to organize parents to help other parents understand how the school operates and how to exercise their rights under state and federal education laws in order to ensure student learning and achievement.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Developing families’ capacity to be effective advocates for their children and to engage in civic advocacy for student achievement	The school distributes information to all families, in a language they understand, about procedures for how families can get questions answered and concerns addressed regarding their children’s education.	The school, parent group, and community collaborate to collect and disseminate information through interpersonal strategies, various media and multiple venues, to all families regarding advocacy strategies and techniques, political issues and local community concerns affecting education.	The school, parent group, and community work together to establish school policies and procedures that support and promote parents as advocates and active partners in decision-making at the school.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Learning about resources to support student achievement leading to college and career readiness	The school distributes information to all families and students, in a language they understand, about academic, vocational, college and career readiness programs available in the school, such as tutoring programs, after school enrichment classes, Advanced Placement courses, summer programs, etc.	The school, parent group, and community collaborate to develop and disseminate information through interpersonal strategies, various media and multiple venues, to all families about available programs and resources, both in the school and in the community, for academic, vocational, college and career readiness support and enrichment.	The school, parent group, and community collaborate to create a family resource center that is accessible to all families and provides information about services that support achievement, makes referrals to academic, vocational, college and career readiness programs, and helps plan family, school, and community events and informational programs.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Helping students and families make smooth transitions and ensure that students are college and career ready <sup>††</sup>	The school offers information and resources to all families and students, in a language they understand, about transitions from one grade to the next and about educational options and post-secondary opportunities available in the school and community.	The school and parent group provide orientation programs to help students and families prepare for the next grade level or school. The school and parent group provide programs to help students and families make informed decisions that connect college and career interests with academic programs.	A comprehensive program is developed jointly by the school and parent group to help families stay connected and remain involved as their children progress through school. Partnerships are created between the school, local colleges and universities, and community businesses to expand opportunities for career exploration and preparation.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

<sup>†</sup> Special Education state regulation at 603 CMR 28.03(1)(a)(4) stipulates that districts shall conduct, in cooperation with the special education parent advisory council, at least one workshop annually within the school district on the rights of students and their parents and guardians under state and federal special education laws.

<sup>††</sup> Federal special education regulations at 34 CFR sections 300.43 and 300.320(b) and state statute chapter 71B, section 2 requires districts to provide transition planning and services to assist the student with disabilities to transition to community living, employment, and/or postsecondary education. Such planning in Massachusetts begins at age 14 or younger, if appropriate.

**Fundamental 5: Sharing Power and Responsibility**

Families, school staff, and community partners have equal access, voice and value in informing, influencing, and creating policies, practices, and programs affecting children, youth and families.

<b>Indicators</b>	<b>Level 1: Initiating</b> Basic level of development and implementation	<b>Level 2: Progressing</b> Functioning level of development and implementation	<b>Level 3: Mastering</b> Highly functioning level of development and implementation embedded throughout school practice	<b>Current Status</b> Date _____
A. Developing effective parent engagement groups that represent all families <sup>†</sup>	Existing parent organizations identify the current status of parent engagement and identify under-represented, under-served, and/or isolated or disconnected students or families.	Under-represented, under-served, and/or isolated or disconnected families are encouraged and trained to become partners in the improvement of school performance.	Under-represented, under-served, and/or isolated or disconnected students and families are active participants in the improvement of school performance.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Developing parent leadership	The school and district recognizes the need for informed and skilled parent leaders. The school utilizes the knowledge and skills of parent leaders.	The school and district provide leadership opportunities and train parents to become effective leaders.	Members of under-represented and under-served families are actively solicited, trained and supported to become effective parent leaders.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Ensuring that all stakeholders have a voice in all decisions that affect children	The school principal establishes and maintains an active school council, consisting of parents who are representative of all families, school staff, representatives from community groups, and, in high schools, students, to share in decision making about school improvement plans and budgetary, curricular, and policy issues.	The school council conducts a needs assessment to families, school staff, community representatives, and, in high schools, students and uses the results to inform school improvement plans and budgetary, curricular, and policy decisions.	The school council continues to use and monitor the responses of the needs assessments conducted with families, school staff, community representatives, and in high schools, students to inform its decision-making. The school council collaborates with the district’s school committee to expand its responsibilities to include additional functions, such as hiring staff, educator evaluations, etc.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
D. Connecting families and schools to local officials	Parent and community groups recognize the importance of developing close ties with local elected officials.	School administrators are encouraged to respond to concerns generated by parent and community groups regarding improved school performance.	Elected and appointed officials are personally invited to share their views and respond to concerns generated by parent and community groups regarding improved school performance.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

<sup>†</sup> Special Education state regulation at 603 CMR 28.07(4) requires districts to create a districtwide special education parent advisory council offering membership to all parents of eligible students and other interested parties.

**Fundamental 6: Partnering with the Community**

Families and school staff collaborate with community partners to connect students and families to expanded learning opportunities and community services in order to support achievement and civic participation.

<b>Indicators</b>	<b>Level 1: Initiating</b> Basic level of development and implementation	<b>Level 2: Progressing</b> Functioning level of development and implementation	<b>Level 3: Mastering</b> Highly functioning level of development and implementation embedded throughout school practice	<b>Current Status</b> Date _____
A. Linking to community resources	School staff, organized parent group and/or school council collect and make available information for families about community resources.	School staff determines families’ needs and work to identify community resources to match those needs. School staff share information with families.	School staff and school volunteers (and a paid parent liaison, if one is in place) use the school’s family resource center as a place to inform families about services, make referrals to programs, and help with follow-up.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
B. Partnering with community groups to strengthen families and support student success	The organized parent group and/or school council is aware of local community agencies and posts notices of their events and services in the school.	School staff and the parent group and/or the school council reach out to community organizations to explore service provision to some of the school’s children and families. School staff also reaches out to businesses to solicit donations (of services or human resources) and/or sponsorship of events.	Community and business representatives work with school and parent leaders to assess the school community’s needs. Partnerships and programs are developed to support student success and align with school and district priorities. Together, the school and its partners find creative solutions to funding and staffing needs. These relationships are formalized with memoranda of understanding.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet
C. Turning the school into a hub of community life	The school and district make buildings open and available for use by outside groups in the evenings and weekends.	School facilities such as the computer lab, library/media center, classrooms, and gym are open year-round for broad community use. School families and the surrounding community members participate in the programming offered by outside agencies.	The school and district offers resources and activities for the whole community, drawing on community agencies, organizations, and other educational institutions. The school is open extended hours for use by outside groups to provide services and educational opportunities to the school’s families and the community.	<input type="checkbox"/> Level 3: Mastering <input type="checkbox"/> Level 2: Progressing <input type="checkbox"/> Level 1: Initiating <input type="checkbox"/> Not here yet

# Massachusetts Family, School, and Community Partnership Fundamentals

## Appendix A: Glossary of Terms used in Fundamentals, Indicators and Levels of Implementation

**Families** and **parents** are used interchangeably to refer to adults who are responsible for a student.

**Families from diverse neighborhoods and backgrounds** and **diverse families** include families from all races, ethnicities, family structures, religions, and socioeconomic status, as well as families with varying physical and mental abilities and families without permanent homes.

**Parent group** refers to an organization which represents families and parents of students who attend the school, such as Parent Teacher Association or Parent Teacher Organizations, Title I Parent Advisory Council, Special Education Parent Advisory Council, English Language Learners Parent Advisory Council, etc.

**School council** is the advisory group at every public school required by Massachusetts education law, consisting of parents, school, staff, representatives from community groups, and, in high schools, students. School councils are led by the principal as co-chair and whose functions are to develop school improvement plans and participate in budgetary, curricular and policy decision making.

**School staff** is inclusive of all adults employed in a school, including educators, administrators, counselors, school nurses, administrative support personnel, cafeteria workers, custodial staff, etc.

**Stakeholders** refers to groups of people interested in education, including but not limited to students, families, educators, school administrators, elected officials, community leaders, faith-based organizations, health care providers, businesses, and other community service providers.

**Supporting children's learning at home and school** refers to the ways families and educators can partner together to reinforce and enhance what children are learning. Multiple ways of learning and use of universal design (environments, activities and products accessible to all) are included in the strategies used by families and educators.

# **RACIAL IMBALANCE ADVISORY COUNCIL**

## **Annual Report**

**June 30, 2012**

### **I. INTRODUCTION**

The Racial Imbalance Advisory Council (RIAC) is dedicated to the tenets of educating diverse populations together and increasing the educational and social achievements of all students with a particular focus on children of color. There is concern with the status of student integration in public schools. Enduring disparities persist for students in the Commonwealth of Massachusetts, and RIAC's mission is to raise awareness and address such inequities in publicly-funded K–grade 12 education systems. During the 2011-2012 academic year, RIAC members engaged in addressing Commissioner Chester's and the Board of Elementary and Secondary Education's three-part charge.

### **II. 2011-2012 WORK OF THE COUNCIL**

Charge 1: RIAC was charged to review, within the Commonwealth, the role of equity and its relationship to the academic progress and promise of all students, particularly students of color.

In addressing this charge, RIAC finds that the achievement gap between African American and Latino students and their Asian and white peers in Massachusetts still exists as evidenced by MCAS data. When resources, consistent support, and quality leadership are available to schools and their students, an increase in academic achievement and the quality of education can be the result.

A lack of equity in resources and educational opportunity is the basis for the achievement gap (better termed the "opportunity to learn" gap). Across the Commonwealth, access to high quality, rigorous, culturally competent teaching and instruction, high expectations for students and staff, and equitable distribution of resources and educational opportunities is inconsistent and varied. RIAC believes it is a civil rights issue that every student has an equal opportunity to learn; concurrently, the Department should support the will to educate all children through appropriate administrative evaluative measures and accountability efforts through both the district and the Department. RIAC acknowledges the efforts of change by the Department within the teacher evaluation process which requires an expertise in cultural competency.

Charge 2: RIAC was charged to work with key representatives of the Massachusetts Association of School Superintendents (MASS) and the Massachusetts Association of School Committees (MASC) to examine superintendent and school board policies that may negatively affect the academic progress of students of color and their families; or that include exemplars in policy development.

RIAC members met with the Executive Directors for MASS and MASC. The Directors emphasized the importance of school districts having strong diversity policies and strategic plans that reflect these policies. RIAC members and the Directors reviewed drafts of surveys to collect information on diversity policies.

RIAC members also met with the Department's Associate Commissioners of the Office of District and School Accountability and the Office for Student Services. They discussed district policies (e.g., for advanced course placement, and extracurricular activities) that are dependent upon pre-established academic benchmarks, teacher recommendations, parent/student request,

and sometimes the availability of transportation. RIAC members expressed a concern that some policies may inadvertently exclude culturally diverse students and families.

Charge 3: RIAC was charged with assisting the Department in developing an analysis procedure [hereinafter “OGAP” – Opportunity Gap Analysis Procedure] to explore disparities in access to important educational-related resources such as counseling services, availability of high quality AP courses, arts education and enrichment curriculum opportunities (e.g., after school and summer learning).

In the course of researching this charge, subcommittee members reviewed the 1964 report issued by the Commission on Racial Imbalance and also met with Office for Civil Rights (OCR) attorney Kate Upatham for an overview on the Civil Rights Data Collection (CRDC). In developing an OGAP, RIAC recommends that the Department combine the frameworks used in the 1964 racial imbalance analysis and OCR’s 2012 report,<sup>5</sup> (see additional resources in footnote).

RIAC suggests that such an analysis highlight disparities between schools based on their demographic compositions (e.g., see “Unequal Access to Rigor” chart, p. 6 in OCR report). Framed another way: “How do the educational experiences of students differ, based on the demographic composition of schools?” or “What are the concrete, modern-day implications of racial imbalance and/or poverty concentration in the Commonwealth?” RIAC envisions the product of such an “opportunity gap analysis” to be an annual report released by the Department that clearly and concisely outlines unequal access to important education-related resources (including access to middle-income peers and PTA/PTO contributions) in a manner that is accessible to the general public, similar to the OCR analysis.

### **III. COUNCIL RECOMMENDATIONS**

RIAC considers it vitally important that the Department increase its focus on identifying and then closing “opportunity gaps” between students of color and their white peers. To this end, RIAC recommends that the Department:

- Increase accountability and reporting with respect to the progress that is being made in promoting equity and closing opportunity and achievement gaps, by publishing an annual report that clearly and concisely outlines disparities in access to important education-related resources in a manner that is accessible to the general public, similar to the analysis released by the USED’s Office for Civil Rights in 2012. Such an analysis should highlight disparities between schools based on their demographic compositions;
- Create an Equity/Opportunity to Learn Office within the Department to monitor and support districts’ efforts to ensure access to quality education;
- Hold districts accountable by monitoring and establishing corrective action plans that promote equity, access, and the elimination of the opportunity to learn gap;

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<sup>5</sup> For the entire report, see <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>. Other resources that RIAC believes would help the Department develop a robust OGAP framework include: 1) The Same Starting Line: How School Boards Can Erase the Opportunity Gap Between Poor and Middle-Class Children (The Appleseed Network, 2011); 2) The Geography of Opportunity: Building Opportunity in Massachusetts (The Kirwan Institute, 2009); 3) The Arts Advantage (Boston Public Schools Arts Expansion Initiative, 2011); and 4) Segregation and Exposure to High-Poverty Schools in Large Metro Areas (Diversity Data, 2010). RIAC can provide a list of individuals and organizations we believe could contribute to the development of an OGAP.

- Openly support and highlight districts' efforts to make racial equity a priority in their policy development process;
- Sustain investments, and focus on equity in the disbursement of funds;
- Prioritize funding for targeted teaching opportunities before and after school, and during the summer that provide opportunity for students who have experienced opportunity gaps to catch up to their more advantaged peers;
- Work with MASS and MASC to insure that policies on advanced course placement that is dependent upon pre-established academic benchmarks, teacher recommendations, and parent/student request do not inadvertently exclude students and families of color who have less "American cultural capital" to aggressively network with their teachers and/or school administration;
- Provide sufficient funding for professional development for school administrators to better prepare them to fulfill the charge of assessing and directly addressing issues of racial equity in school policies and practices related to the academic progress of students of color;
- Enhance licensing requirements for school superintendents and principals to include proficiency in cross-cultural competency; and
- Provide categorical funding for diversity initiatives within schools.

Due to the complexity of this work, RIAC is requesting to continue working on its charge to develop an opportunity gap analysis procedure. The development of this analysis tool presents possibilities for RIAC to collaborate with other councils, such as the Arts Education Advisory Council. RIAC is also recommending that the Department considers using the Diversity Summit as a forum in which to explore the development of OGAP with RIAC.

### III. COUNCIL DETAILS

**Department Administrator:** Susan Wheltle, Director, Office of Literacy and Humanities, Curriculum and Instruction

**Department Liaison:** Lurline Muñoz-Bennett, Arts Education and Equity Coordinator, Office of Literacy and Humanities, Curriculum and Instruction

**Co- Chairpersons:** Ms. Rachel Bowen Coblyn, Human Resources Assistant Director, Amherst Pelham Regional  
Ms. Nealon Jaynes-Lewis, Organizational Representative, NCLB Administrator, Springfield Public Schools

#### **Members of the 2011-2012 Advisory Council:**

Dr. Jorgelina Abbate-Vaughn, Associate Professor, Curriculum Instruction, U. Mass, Boston

Ms. Satinder K. Aujla, Science Teacher, Doherty High School, Worcester

Ms. Christine Canning Wilson, CEO, New England Global Network LLC

Ms. Gina J. Chirichigno, Outreach Coordinator, National Coalition on School Diversity

Ms. Barbara Fields, Organizational Representative, Black Educators Alliance of MA, Boston

Mr. Jose J. Lopez, Civics Teacher, Curley K-8 School, Boston

Ms. Catherine McCarthy, District Coordinator, Enopi Education SES Provider, Longmeadow

Dr. Kahris McLaughlin, Affirmative Action Officer, Cambridge Public Schools

Dr. Denise Messina, Director of Student Services, Cohasset Public Schools, Cohasset

Ms. Christine Murray, Financial & Grants Administrator, Boston University School of Medicine

Mr. Robert A. Principe, Associate Director, Hiatt Center for Leadership, Beaver Country Day School

Ms. Jenee Palmer Ramos, English Teacher & Brookline High School Literacy Project Director, Brookline

Ms. Margaret Daniels Tyler, Senior Program Officer, U.S. Special Initiatives, Gates Foundation

Ms. Kimberley J. Williams, Senior Officer, Office of Equity, Boston Public Schools

**Council Meeting Dates:**

November 10, 2011, December 2, 2011, January 19, 2012, March 8, 2012, May 11, 2012, June 15, 2012

**SCHOOL AND DISTRICT ACCOUNTABILITY AND ASSISTANCE ADVISORY  
COUNCIL  
Annual Report  
June 2012**

**I. INTRODUCTION**

The 15-member Advisory Council on School and District Accountability and Assistance (AAAC) advises the Board of Elementary and Secondary Education on matters pertaining to the development and implementation of the Commonwealth's School and District Accountability and Assistance system. The Council reviews and advises ESE and the Board on the policies and practices of the Centers for Targeted Assistance and School and District Accountability. In the 2011-12 year, the Council continued to advise on Level 3 and 4 school and district planning, planning for the first Level 5 schools and districts, and targeted assistance strategies.

**II. 2011-2012 WORK OF THE COUNCIL**

**Overview**

This year, much of the work of the Council reflected the current context in which ESE is focused on implementation of accountability and assistance efforts, rather than on the comprehensive redesign of these efforts. The Council helped to identify important questions and considerations relative to implementation of various initiatives.

Priority areas of focus centered on helping ESE to refine practices and policies that that the Council has been helping to develop over the past several years, including:

- District Reviews
- Level 3 District Assistance Efforts
- Level 4 Schools Identification and Assistance

**Activities**

The Council met five times since SY 2011-12. Topics of discussion included:

- Level 5 District Planning Process for Lawrence Public Schools.
- District Review Planning
- Level 4 District Accelerated Improvement Plan Process
- Changes to Accountability Regulations
- Level 4 Schools
  - Learning from Year 1
  - Identification of 2011 Level 4 schools
- Level 3 District Assistance
- Level 5 Schools Planning

**III. COUNCIL RECOMMENDATIONS**

The Council offered specific input on the various topics outlined above. Recommendations included the following:

- **Accountability Regulations.** The Council made recommendations relative to updating ESE's accountability regulations, specifically with regard to clarifying the ways in which a district can be designated Level 4 for significant district-wide deficiencies.

- **ESEA Flexibility Waiver.** The Council offered recommendations relative to the ESEA waiver application, specifically relative to goal-setting (halving proficiency gaps), classification of schools and districts in levels (e.g., considering whether some schools would have “no level”), and the use of the high needs group.
- **District Reviews.** For the fourth year since a 2008 law eliminated the Office of EQA, placing responsibility for accountability via District Reviews with ESE, the Council is again disappointed and concerned that effective funding for accountability overall and District Reviews in particular continues to be reduced by the legislature. The mandate from the 2008 law of 40 District Reviews a year has not been realized in any subsequent year and faces further reduction to a handful of reviews (less than 10) in FY13. This continual backsliding in the number of District Reviews affects all aspects of accountability and effective application of targeted assistance and now threatens to strip ESE of the staffing needed to maintain skills and minimal capacity to conduct reviews. The Council offered recommendations for how ESE can continue to conduct meaningful District Reviews given increasingly limited resources. Specifically, the Council recommended that ESE explore alternatives to the Comprehensive District Reviews, including Targeted and/or Streamlined District Reviews. ESE is actively developing proposals that reflect this recommendation, with ongoing input from the Council. The Council has also recommended that ESE continue to prioritize reviews of the lowest performing districts by reserving 75% of its capacity for this purpose, while at the same time ensuring that some number of higher performing districts is also reviewed annually as a way to capture learning from those districts and ensure statewide accountability.
- **Educator Evaluation Implementation.** The Council recommended that ESE consider leveraging the new educator evaluation system as an organizing initiative around which to coordinate other ESE initiatives, including integrating it into the PARCC work and being deliberate about helping districts understand how major ESE initiatives fit together.
- **Report on Emerging Practices in Level 4 Schools.** The Council offered recommendations for making this preliminary report more useful to district and school leaders, such as incorporating specific and practical examples. The final version of this report reflects the Council’s input. ESE will continue soliciting feedback from the Council on ways that lessons learned from Level 4 schools can inform ongoing accountability and assistance efforts.
- **Level 5 Schools Planning.** After hearing preliminary plans for Level 5 schools intervention, including options for school management models, incubation of restart operators, and considerations for implementation in 2013-14, the Council offered recommendations relative to the way in which ESE can present this information as it gets further developed.

#### IV. COUNCIL DETAILS

**Department Administrator:** Lynda Foisy, Senior Associate Commissioner, Division of Accountability, Partnerships, and Assistance

**Department Liaison:** Erika Alvarez Werner, Level 3 and 4 District and School Assistance Coordinator

**Chairperson:** Joe Esposito, Retired CFO, Solid Works and Former EMAC Board Member

**Members of the 2011-2012 Advisory Council:**

Beverly Miyares, Professional Development Specialist, Massachusetts Teachers Association

Linda Noonan, Executive Director, Massachusetts Business Alliance for Education

Anne McKenzie, Executive Director, Lower Pioneer Valley Educational Collaborative

Dr. John Portz, Chair, Political Science Department, Northeastern University

Dorsey Yearley, Executive Director, The Education Collaborative

Laura Perille, Executive Director, EdVestors, BPS Parent  
Dr. Susan Therriault, Research Analyst, American Institutes for Research  
Andrew Churchill, Assistant Director, Center for Education Policy, UMass/Amherst  
Ms. Margaret Doyle, Principal, Thorndyke Road Elementary School, Worcester; (MA  
Elementary and Secondary School Principals Association Representative)  
Mr. Matthew Malone, Superintendent, Brockton Public Schools (MA Association of School  
Superintendents representative)  
Julia Bowen, Executive Director, Berkshire Arts & Technology Charter Public School, (MA  
Charter Public School Association representative)  
Elizabeth Freedman, Principal, Greater Lawrence Technical High School, (Massachusetts  
Secondary School Administrators Association representative)  
Jeff Thielman, President, North Cambridge Catholic High School, (MA Association of School  
Committees representative)  
Tari Thomas, Assistant Superintendent, Mahar Regional Public Schools  
(Massachusetts Elementary Principals Association representative)

**Council Meeting Dates in 2011-2012:**

October 5, 2011, December 14, 2011, February 8, 2012, April 4, 2012, May 31, 2012

**SPECIAL EDUCATION STATE ADVISORY COUNCIL**  
**Annual Report**  
**June 2012**

**I. INTRODUCTION**

**Executive Summary and Council Charge**

The Special Education State Advisory Council (SAC) has had an active and productive year. The SAC engaged in discussions this year on a wide variety of issues critical to special education. As charged by federal and Commonwealth statute and Commissioner Chester, SAC deliberations and recommendations focus on the Massachusetts State Performance Plan, identifying areas of unmet needs, and on developing planning and policy guidance.

In addition, the SAC was charged by the Commissioner: “Using the white paper “Child-First Practice when Servicing Students with Disabilities in Educational Settings” and “MA Family, School, and Community Partnership Fundamentals,” develop technical assistance or recommended next steps to improve parent/professional partnerships in schools, with particular focus on that partnership when the student is a student with disabilities.”

The SAC met four times for six-and-a-half hour sessions during 2011-2012. Additionally, members of the SAC participated in the State Special Education Steering Committee Meeting in December 2011. This meeting was held by the Department’s Special Education Planning and Policy Development Office for the purpose of obtaining feedback from a variety of stakeholders on the review of Massachusetts’ activities in relation to performance targets for the twenty State Performance Plan indicators now required under IDEA 04.

The SAC continued to encourage representation of statewide interests and concerns at SAC meetings by ensuring diversity in membership, holding our meetings in a central location, and disseminating our meeting schedule to facilitate public participation.

**II. 2011-2012 WORK OF THE COUNCIL**

**State Performance Plan and Annual Performance Report**

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

*In preparation for the December 13, 2011 Steering Committee meeting, in addition to a review of all indicators at our November meeting, numerous SAC members participated in the December 7, 2011 State Performance Plan Interest Groups meeting to gather feedback and provide input on the following:*

- Graduation/Drop-Out (Indicators #1, #2)
- Assessment (Indicator #3)
- Suspension (Indicator #4)
- Least Restrictive Environment (Indicator #5)
- Early Childhood (Indicators #6, #7)
- Parent Involvement (Indicator #8)
- Secondary Transition (Indicators #13, #14)

- Hearing Requests/Due Process/Mediation (Indicators #17, 18, 19)

**Identifying Unmet Needs and Advising on Special Education Plans and Policies**

In keeping with the SAC charge to advise on special education plans and policy and identify unmet needs, all SAC meetings included updates from the State Director of Special Education and the Special Education Planning and Policy Office on Department activities as well as reports regarding stakeholder concerns and developments from the “field” by Council members.

In addition to the Annual Review of the State Performance Plan (SPP) and Annual Performance Report (APR), numerous issues related to special education were determined to present “unmet needs.” The SAC identified the following critical challenge areas:

1. Achievement Performance Gap: Students with disabilities continued to perform significantly below non-disabled peers. The aggregate performance for all students scoring Proficient or better on 2011 MCAS follows:

	Students without Disabilities	Students with Disabilities	Percentage Point Gap
2011 ELA	78	30	48
2011 Math	67	21	46

2. Supporting Inclusion: Best Practices for collaboration between special educators and general educators to ensure meaningful inclusion for students with disabilities.
3. Supporting students with mental health and behavioral needs: The SAC continued to explore avenues to improve access, integration, delivery, and measurement of behavioral and mental health supports services, including the Behavioral Health and Public Schools (BHPS) Framework & Self-Assessment Tool for Schools.
4. Implementation of Social and Emotional Learning (SEL) Guidelines

**SAC Discussions and Recommendations contributed to the following:**

1. The development of statewide suspension policy (SPP Indicator 4) for the Technical Assistance Advisory: Improving Data and Practices Regarding Disciplinary Removals of Students with Disabilities, 6/13/2012.
2. Guidance on the impact of the Autism Insurance Law and continued responsibilities for students with ASD as in the Administrative Advisory: The Autism Insurance Law, August 22, 2011.
3. SAC representatives met with Darlene Lynch, the PQA Director, to discuss issues and provide input on potential complaint resolution communication and process improvements.

**III. COUNCIL RECOMMENDATIONS**

***SAC Discussions, Endorsements, and Recommendations:***

1. Endorsed the continuation and additional development of Mass FOCUS Academy as a tool for training and professional development.
2. Endorsed the development and establishment of Massachusetts Licensure Academy to assist teachers with waivers to earn licensure.
3. Reviewed the Department’s general education’s *Guidelines on Implementing Social and Emotional Learning (SEL) Curricula*. The SAC recommended the development of a measurement process, professional development and examples of best practice as well as additional Department communication and guidance for the implications and implementation of SEL for students with disabilities.

4. Recommended that the Department continue to consider data collected through the SPP indicators and examine how this data can improve outcomes and policy.
5. Reviewed the *Special Education in the Commonwealth Report* of Dr. Hehir and Associates. SAC recommended additional areas for analysis.
6. Recommended that the Department explore improvements to both process and materials related to informing families about special education process, procedures and rights.
7. Recommended exploration of more proactive, family-friendly and accessible communication methods.
8. Recommended the SAC meet for an additional half day in 2012-2013, for a total of four full-day and one half-day meetings to allow for policy recommendation discussions as well as completion of Commissioner's charge.
9. Recommended development of guidance on any impact of anticipated changes to Autism Spectrum diagnoses in DSM-V.
10. Recommended the Department consider contingency planning to address the potential impact of Sequestration. The Congressional Budget Office, the nonpartisan office that advises Congress on the implications of its proposals, has estimated that sequestration will mean a cut of approximately 8 percent to all education programs.
11. Recommended the SAC continue discussion and policy guidance development related to identified critical challenge areas of Achievement Gap, Meaningful Inclusion, and Mental and Behavioral Health.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Marcia Mittnacht

**Department Liaisons:** Matthew Korobkin and Lauren Viviani

**SAC Chairperson:** Jennie DunKley

**SAC Vice-Chairperson:** Patricia Schram, MD

##### **Members of the 2011-2012 Advisory Council:**

Louis Abbate, President and CEO, Willie Ross School for the Deaf, Private School Representative

Jane Buckley, Supervisor, Massachusetts Rehabilitation Commission, Transition Representative

Ann Capoccia, Department of Mental Health Designee

Peter Cirioni, State Coordinator, Office for the Education of Homeless Children and Youth, DESE

Richard Cotell, Parent Representative

Perry Davis, Former Superintendent, Massachusetts Association of School Superintendents,  
Representative of Individuals with Disabilities

Mary Dennehy-Colorusso, Department of Public Health Designee, Part C Representative

Jennie DunKley, Chairperson, Special Education Consultant and Advocate, Parent Representative

Alison Fraser, Public and Education Policy Consultant, Parent Representative

Nicole Grazado, Special Education Teacher, Swampscott Public Schools

Gail Havelick, Bureau of Family Health & Nutrition, Department of Public Health Designee

Carla B. Jentz, Executive Director, Massachusetts Administrators for Special Education

Christine Kenney, Department of Youth Services Designee

Mary Murray, Department of Youth Services Designee

Evelyn Nellum, Department of Early Education and Care Designee

Alec Peck, Interim Associate Dean Faculty and Academics, Lynch School of Education, Boston  
College, Higher Education Representative

Susan E. Rasicot, Director of Special Education, Foxborough Regional Charter School, Charter School  
Representative

Patricia Schram, MD, FAAP, Vice Chairperson, Pediatrician, Parent Representative  
Julie Sinclair, Statewide Educator for the Federation for Children with Special Needs (FCSN) and  
Parent Representative  
Susan Stelk, Director of Education, Department of Children and Families Designee  
Nancy Sullivan, Executive Director, The Education Collaborative (TEC), Massachusetts Organization of  
Educational Collaboratives Designee  
Shelby Walker, Parent Representative

We would like to thank Marcia Mittnacht, Massachusetts State Director of Special Education,  
and Matthew Korobkin and Lauren Viviani, the Department SAC liaisons, for their invaluable  
participation in our meetings as well as their work to support activities between meetings.

Respectfully submitted by,  
Jennie DunKley, SAC Chairperson  
On behalf of the Massachusetts Special Education Advisory Council

# VOCATIONAL TECHNICAL EDUCATION ADVISORY COMMITTEE

## Annual Report

June 2012

### I. INTRODUCTION

In Massachusetts, vocational technical education (VTE), which includes agricultural education, has a history of more than one hundred years of serving the needs of students through a relevant, meaningful, and rigorous career focused approach that adapts to and evolves with the needs of the local, state, national, and global economies. The unique strength of this educational model continues to be business/industry/registered apprenticeship partnerships that exist for every VTE program through Program Advisory Committees. The VTE community is grateful for the support it receives from Program Advisory Committee members concerning curricula relevance, emerging trends in industry, prioritization of capital equipment, scholarships, donations, and cooperative education/career placement opportunities for students. This is a model that truly is designed to ensure that students are prepared with the skills necessary for success in the 21<sup>st</sup> century.

The Vocational Technical Education Advisory Council is in its fourth year of existence and represents the interests of 44,615 students enrolled in more than 700 M.G.L. Chapter 74-state-approved vocational technical education (VTE) programs in 70 school districts. The Council met five times during the 2011-2012 school year to work on the following priorities:

- Review funding issues, concerns, and difficulties with regard to renovation and expansion projects for the Commonwealth's 26 regional vocational technical schools.
- Promote equitable, fair and educationally sound State licensing opportunities for students enrolled in M.G.L. Chapter 74 Cosmetology programs.
- Promote the development and implementation of a Certificate of Occupational Proficiency credential for students that will be valued by stakeholders, provide data to improve student achievement, be based on regularly updated VTE Frameworks, include a state-of-the-art competency tracking system as well as the attainment of Industry Recognized Credentials where appropriate.
- Review the RTTT plan on MassCore as the default curriculum and advise on how to implement in vocational technical education programs.
- Promote the development and implementation of a linkage model between secondary-level vocational technical education and postsecondary opportunities.

### II. 2011-2012 WORK OF THE COUNCIL

**Construction Project Funding:** The Commonwealth's 26 regional vocational technical (VTE) high schools serve approximately 9 percent of Massachusetts high school students. The districts were formed and the schools were built 40-50 years ago in a movement to regionalize and expand vocational program offerings that require large educational spaces. They are an integral part of the Commonwealth's workforce development system, and a point-of-pride in the state's educational system. Many of these schools now require renovation but it is becoming apparent that without additional state support, insurmountable structural impediments in the approval process will prevent these renovations from moving forward.

Legal issues, competing local priorities, minority rule for bonding approval, and state reimbursement levels too low to incentivize the "member" communities to sustain their commitment to regionalization ensures that many of these schools, especially in large districts, will be renovated piecemeal or not at all.

**Cosmetology Student Licensure:** The Board of Registration in Cosmetology requested a letter from the VTE Council in April clarifying the high school cosmetology student issue. The Council responded on April 24, 2012 in part as follows:

The VTE Advisory Council is respectfully requesting that the Board of Registration of Cosmetologists consider further relaxing the requirements of 240 CMR 4.07(2) to allow credit to be granted for sophomore vocational students who have attained the age of 15 as follows: *“Effective immediately, the Board will accept hours completed by a vocational student 15 years of age or older who is in their sophomore year of school (there is no change to the prohibition on credit for “exploratory” type programs).”*

The VTE Advisory Council received the following response from the Board in part on June 14, 2012:

“The Board has considered this new request and finds relief to be worth considering. Therefore, in the near future, the Board will propose amendments to 240 CMR 4.07(2) to ensure that no sophomore is discouraged from entering a Board approved cosmetology program because of their age. The Board does request patience, as legally this must go through a rule-making process, including public hearings. However, it is pleased to be able to accommodate a mutually acceptable resolution. “

**Certificate of Occupational Proficiency:** The Education Reform Act of 1993, M.G.L. Chapter 69 Section 1D (iii), established the Certificate of Occupational Proficiency to be awarded to students who successfully complete a comprehensive education and training program in a particular trade or professional skill area. The certificate is supposed to reflect a determination that the recipient has demonstrated mastery of a core of skills, competencies and knowledge comparable to that possessed by students of equivalent age entering the particular trade or profession from the most educationally advanced education systems in the world. Yet, to date, the students in the Commonwealth do not receive this certificate. The development and implementation of the certificate has become extremely elusive, frustrating, and difficult during the last eighteen years.

The Council commends ESE for implementing the current VTE Frameworks revision project and is hopeful that all VTE Frameworks will be placed on a three-year revision cycle moving forward. The Council is also hopeful that ESE will fill the vacant C.O.P. Director position in the near future and begin the process of reviewing and amending regulations as necessary to allow the Certificate of Occupational Proficiency to become a reality for vocational technical and agricultural students of Massachusetts.

**RTTT (Race To The Top) and MassCore as the Default Curriculum:** A subcommittee of the Council met on two occasions with representatives from the ESE to discuss this complex and difficult issue. These discussions were primarily focused on the following issues and concerns:

- MassCore may require many vocational technical schools to incur significant construction, renovation, lab equipment, textbook, and supply costs in order to increase the number of science labs to meet the default curriculum lab science course requirement.
- MassCore may require the hiring of additional science teachers as well as the potential laying off of vocational technical teachers currently teaching embedded academic courses in some schools. As a result, many schools may incur significant unemployment compensation costs.
- MassCore may result in a greater shift toward more traditional academic courses and away from relevant and engaging vocational technical offerings with embedded academic content

which may be viewed as the further erosion of the mission of our vocational technical schools.

- MassCore may reduce the number of hours students are currently awarded for work experience and classroom time toward their state licensure requirements for occupations such as plumbing, electrical, cosmetology, and others.
- MassCore may be viewed as a “one size fits all” initiative although students at many vocational technical schools who have not adopted the MassCore model are currently achieving at very high levels.

**Postsecondary Linkages:** The need exists to extend, expand, and streamline linkages between secondary-level VTE and postsecondary-level opportunities and programs.

The first Statewide Articulation Agreement was successfully completed in 2011 for Computer Aided Drafting (CAD). Fifteen Massachusetts Community Colleges and several M.G.L. Chapter 74 approved Secondary Career/Vocational Technical High Schools across the Commonwealth formed a Statewide Articulation Taskforce through the Massachusetts Community College Executive Office (MCCEO).

The current taskforce is in the process of completing six additional statewide articulation agreements in the following programs: Engineering Technology, Culinary Arts, Automotive Technology, Design & Visual Communications, Information Support Services & Networking, and Early Childhood Education.

In a uniform and consistent manner, this collaboration allows for M.G.L. Chapter 74 vocational high school students to enroll at any community college and be awarded credits for work previously completed at the vocational high school level. It also supports a seamless continuum of education for students while streamlining the agreement process. It is expected that the six new Statewide Articulation Agreements will be formalized in the fall of 2012 and the taskforce will continue to identify additional programs and work on new agreements through the 2012-2013 school year.

The Vocational Technical Community also worked to form the first collaborative STEM Early College High School initiative, The Academy for College Excellence (ACE). This program is a collaborative effort between the School of Professional Studies at Northeastern University, MAVA, and 10 vocational high schools across the state. This pilot is in the area of Information Technology and is a hybrid model of distance learning and face-to-face instruction. Twenty eight rising juniors have enrolled and completed orientation. They will start their course work in July and will be able to earn 18 college credits while in high school.

### III. COUNCIL RECOMMENDATIONS

**Construction Project Funding:** The Council recommends that the Commonwealth review the funding mechanisms for regional vocational school construction projects and work to develop a solution that encourages sustaining these districts by incentivizing their expansion and/or renovation through potential adjustments to the MSBA reimbursement formula.

**Cosmetology Student Licensure:** The Council commends ESE and the Board of Registration in Cosmetology for mutually agreeing to resolve this regulatory issue in order to allow 15-year-old sophomore students in approved M.G.L. Chapter 74 cosmetology programs to receive credit for

instructional hours. This change will greatly enhance educational opportunities for many future cosmetology students.

**Certificate of Occupational Proficiency (C.O.P.):** The Council recommends that all VTE Frameworks be revised and updated on a three-year cycle. The Council further recommends that a C.O.P. Director be appointed to lead this important initiative. There is much work to be done with regard to developing and implementing an assessment system that is practical, affordable, based on high quality frameworks and learning standards, and driven by a state-of-the-art competency tracking system.

**RTTT and MassCore as the Default Curriculum:** The Council recommends that the ESE continue to recognize MassCore as a recommended curriculum at this time due to the potential negative consequences that will result for many schools if it was to become a default curriculum.

**Postsecondary Linkages:** The Council recommends continuing with the efforts to develop and implement additional opportunities for articulation agreements, dual enrollment, early college high school and advanced placement in apprenticeship programs. This will allow students to participate in seamless post-secondary initiatives that build on their program of studies.

#### **IV. COUNCIL DETAILS**

**Department Administrator:** Lisa Sandler, Acting State Director of Career/Vocational Technical Education, CVTE/ESE

**Department Liaison:** Maura Russell, CVTE/ESE

**Co-Chairpersons:** Roger Bourgeois, Superintendent, Essex Agricultural Technical School District

Emily Lebo, Director of Career and Technical Education, Boston Public Schools

#### **Members of the 2011-12 Advisory Council:**

Casey Atkins, Deputy Director for Policy and Boards, MA Division of Professional Licensure

Ted Coghlin, Jr., Chair, General Advisory Committee, Worcester Technical H.S.

Letitia K. Davis, Director of Occupational Health Surveillance Program, MA DPH

Alice B. DeLuca, Chair, Minuteman Regional Vocational Tech. High School Committee

Jennifer Weiss Donovan, AIA, LEED, Registered Architect/Contract Coordinator - Payette Associates

David Ferreira, Executive Director, MA Assoc. of Vocational Administrators (MAVA)

Sharon A. Grundel, Workforce Development, MA AHEC, UMass Medical School

Torrey Johnson, Student Representative, Vice President of MA Skills USA

Robert Kenrick, Program Manager, MA Department of Labor Standards

Thomas A. Theroux, Executive Director, Plumbing, Heating, Cooling Contractors of MA

Erin Trabucco, Policy Advisor, Greater Boston Chamber of Commerce

J.M. "Buck" Upson, Member, Hampden County Regional Employment Board

David R. Wallace, Director, MA Division of Apprentice Training

Sue Veins, MA Vocational Association (MVA)

Erin Yates, MA Community Colleges Executive Office

#### **Council Meeting Dates:**

October 12, 2011, December 14, 2011, February 8, 2012, April, 11, 2012, June 13, 2012