

# **H 1054: An Act Relative to Educator Excellence**



# **The Working Group for Educator Excellence (WGEE)**

A coalition of 26 organizations &  
over 60 individuals supporting  
educational excellence &  
comprehensive reform built  
on the knowledge base of professional teaching

# Organizations in WGEE

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- American Federation of Teachers, MA
- Associated Industries of MA
- MA Administrators for Special Education
- MA Association for Supervision and Curriculum Development
- MA Association of College and University Reading Educators
- MA Association of Colleges for Teacher Education
- MA Computer Using Educators
- MA Association of School Committees
- MA Association of School Personnel Administrators
- MA Association of School Superintendents
- MA Association of Science Teachers
- MA Business Alliance for Education
- MA Business Roundtable
- MA Elementary School Principals Association
- MA Foreign Language Association
- MA Organization of Educational Collaboratives
- MA Parent Teacher Association
- MA Reading Association
- MA School Library Association
- MA Secondary School Administrators' Association
- MA Teachers Association
- Small Business Association of New England
- Strategies for Children, Inc.
- Stand for Children
- *Teachers*<sup>21</sup>
- Urban Superintendents Network

# The Problem...

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- Currently in MA, education stakeholders\* do not work systematically to promote stronger teaching & leadership
- Stakeholders do not have guidelines/protocols for strengthening teaching & leadership
- Stakeholders have varied understanding of key reform levers & nature & complexity of professional knowledge

\* *professional associations, business groups, K-12 educators, higher education teacher preparation faculty, & DESE*

# The Problem...

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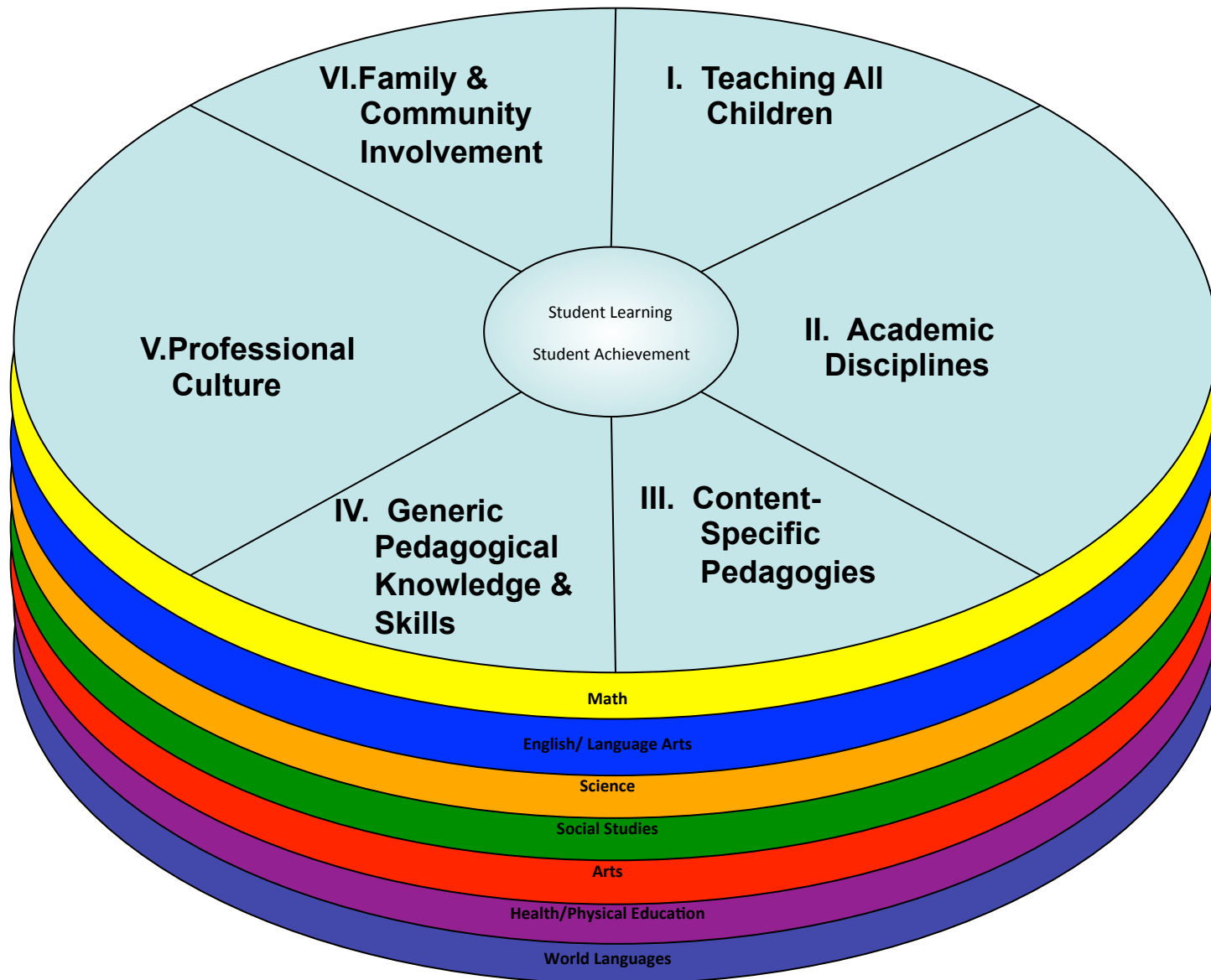
- Stakeholders need greater clarity & shared understanding about what constitutes:
  - ⇒ effective teaching
  - ⇒ effective educational leadership

# Proposed Solutions: *Clarify knowledge base*

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- Develop & codify the knowledge base of professional teaching
- Align MA professional teaching standards with the codified knowledge base

# *Knowledge & Skills for Professional Teaching*



# Proposed Solutions: *Align Key Levers/ Processes with Professional Knowledge & Skills*

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- Align teacher preparation & licensure
  - Educator Preparation
  - Licensure
  - Re-licensure
- Align levers in districts, drawing on lessons from 3 pilot districts
  - Recruitment, hiring, & placement
  - Comprehensive induction
  - Professional development
  - Supervision & evaluation
  - Teacher leadership
  - Organizational structure
  - Adult professional culture



# What does alignment look like?

Professional Teaching Standard: *General Pedagogic Knowledge & Skills*  
Performance Indicator: *Belief in effort-based ability*

## *Three levers in action :*

- **Recruitment & Hiring:** Interview protocols include questions regarding candidates' beliefs about effort-based ability
- **Induction:** Induction sessions engage teachers in reflecting on their beliefs about their own effort-based ability & help to connect with their beliefs about students' effort-based abilities
- **Supervision & Evaluation:** Evaluation protocols include examining evidence of teachers' messages to students about effort-based ability

# What does alignment look like?

Professional Teaching Standard: *Professional Culture*

Performance Indicator: *Non-defensive self-examination of student results*

## *Three levers in action:*

- **Teacher Leadership:** Mentor/lead teachers are trained to promote non-defensive examination of student performance data during team meetings
- **Organizational Structure:** Administrators create systems, protocols, & incentives for non-defensive examination of student results
- **Adult Professional Culture:** Staff meetings & mentoring sessions model protocol use & non-defensive analysis of school performance data

# Proposed Solutions: *Strengthen Leadership*

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- Codify the knowledge base of administrative leadership
- Align MA administrative leadership performance standards with the codified knowledge bases of teaching & leading
- Provide guidelines/protocols for continuous quality improvement

# Anticipated Results...

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- Greater efficiencies in how resources are used
- More effective instruction for all students
- Improved student performance across all MA schools

# Current WGEE Projects

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- **High Expertise Teaching (HET)** to create detailed & specific inventory of range of professional knowledge & skills & teacher repertoires
- **Pilot Schools** to demonstrate the validity & utility of WGEE proposals: Attleboro, Brockton, Revere
- **H 1054 Legislation** to institute a comprehensive, systematic plan that impacts all key levers of influence on educator capacity, quality, & expertise in a coordinated & sustainable manner;  
**requesting phase I at this time**
- **Public Information** to educate stakeholders & the general population

The phases of H1054 as projected in the  
next two slides  
correspond to the order defined  
in the updated version of the bill

# H 1054 Timeline

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Attleboro, Brockton  
and Revere –  
Currently piloting  
parts of Phases II  
and III

Phase  
I

- Define knowledge & skills of effective teaching across grade levels & content areas in deep & detailed way (half completed)

Phase  
II

- Align performance-based teaching standards with codified professional knowledge base
- Align higher education systems for educator preparation with state systems for licensure

Phase  
III

- Align district systems (recruitment, induction, professional development & teacher leadership) for human resource development
- Define knowledge & skills of effective administrative leadership

# Phase IV: After the three prior phases are completed

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- Update formula for public school funding, MGL Chapter 70 *Bold action urgently needed*
- Provide for long-term sustainability of reforms in Phases I-III *Essential for the future*



# An Optimistic Future

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- WGEE fosters **communication, consensus-building, coordination, & commitments** across multiple stakeholders
- H 1054 legislation **specifies & supports comprehensive reform**
- Comprehensive reform represents the greatest **hope for transforming learning for all students** in Massachusetts, especially those most in need

# Get Involved!

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## Educate others:

- ✓ Your colleagues
- ✓ The school community
- ✓ The parent community
- ✓ The business community
- ✓ Other educational stakeholders

# Get Involved!

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## Contact your state Senator or Representative:

- ✓ Move the bill out of committee for voting by the MA House & Senate during the 2012 spring legislative session
- ✓ Go to [www.malegislature.gov/](http://www.malegislature.gov/)

## To read the bill go to:

<http://www.malegislature.gov/Bills/187/House/H01054> (updated version in Committee)

# Contact WGEE:

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