Developing Accountability in Preparation Programs for Teachers of Elementary Children: The Massachusetts Model

Sandra Stotsky
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REQUIREMENTS
FOR
TEACHERS OF READING
A. Require programs preparing elementary, special education, and early childhood teachers to address the research base for reading instruction.

The components of research-based reading instructional knowledge need to be spelled out in detail in licensure regulations, not just in guidelines.
B. Ensure that all required reading courses in teacher preparation programs consistently stress research-based knowledge for reading instruction.

Since program approval tends to take place no oftener than once every five or six years, a state department of education may require all approved programs in a state to use a state-prepared evaluation form for student teaching containing criteria addressing research-based reading instructional knowledge and to submit these forms when recommending candidates for licensure each semester.
C. Require programs preparing reading specialists to address the research base for reading instruction. The components of research-based reading instructional knowledge need to be spelled out in detail in licensure regulations, not just in guidelines.
D. Require prospective elementary, special education, and early childhood teachers to pass (with a high cut-off score) a dedicated licensure test of research-based reading instructional knowledge, as well as a subject matter test covering other subjects they teach.
E. Require all prospective reading specialists to pass (with a high cut-off score) a more advanced, dedicated licensure test of research-based reading instructional knowledge.
REQUIREMENTS FOR TEACHERS OF ARITHMETIC
A. Require programs preparing elementary, special education, and early childhood teachers to provide coursework in the mathematical knowledge they will need.

The basic mathematical knowledge needed by these three groups of teachers should be spelled out in detail in licensure regulations, not just in guidelines.
B. Ensure that all required mathematics courses in teacher preparation programs for these three groups of teachers consistently stress the mathematical knowledge they need.

Since program approval tends to take place no oftener than once every five or six years, a state department of education may require all approved programs in a state to use a state-prepared evaluation form for student teaching using criteria that address the teaching skills based on this knowledge and to submit these forms when recommending candidates for licensure each semester.
C. Require programs preparing elementary mathematics specialists to provide the knowledge base needed for teaching mathematics and supervising or coaching other elementary teachers.

The mathematical knowledge needed for supervising or coaching elementary, special education, and early childhood teachers of arithmetic should be spelled out in detail in licensure regulations, not just in guidelines.
D. Require prospective elementary, special education, and early childhood teachers to pass (with a high cut-off score) a dedicated licensure test of the mathematical knowledge needed for teaching arithmetic in K-6, as well as a dedicated test of reading instruction and a subject matter test covering the other subjects they teach. (Not yet in place.)
E. Require all prospective elementary mathematics specialists to pass (with a high cut-off score) a more advanced, dedicated licensure test of mathematical knowledge.
References
Contact Sstotsky@aol.com for copies.