

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

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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

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