

## Massachusetts

### State Overview

**Population<sup>i</sup>:** 6,902,149

**Urbanization<sup>ii</sup>:** 92.0%

**Student Enrollment<sup>iii</sup>:** 932,600

Demographics <sup>iii</sup>		
Demographic	% Student Population	% Teacher Population
Male	51.2	22.8
Female	48.7	77.2
White	61.4	96.6
Black	8.9	‡
Latinx	19.3	1.3
Asian or Pacific Islands	6.7	‡
American Indian or Alaska Native	0.2	‡
2+ Races	3.4	‡

Special Populations <sup>iii</sup>	
Population	% Students
Free- and Reduced-Price Lunch	39.9
English Learners	9.0
Special Education	18.0

### Teacher Workforce

**Size of Total Workforce:** 79,232<sup>iv</sup>

2018 Teacher Preparation Statistics <sup>v</sup>	
Total Completers	4,231
Traditional IHE-based Program	93.5%
Alternative IHE-Based Program	
Alternative Non-IHE-Based Program	6.5%

**Teacher Workforce Reporting:** Annually, Massachusetts publishes data on teacher production that connects program completion, certification, and hiring statistics. However, no connection is made between this data and district-level hiring statistics. Previously, the state has produced one-off reports on the [status of the teacher](#) workforce (2011), [distribution of effective teachers](#) across the state (2013), and a study of [teacher supply and demand](#) (2015).

**Teacher Prep Reporting:** All preparation programs in the state submit data for their annual report as well as to the U.S Department of Education pursuant to Title II. The information collected includes enrollment data, completer performance, educator evaluation data, stakeholder surveys, and more. Massachusetts makes [these reports public](#).

**Vacancies:** The state of Massachusetts does not publicly publish vacancy information.

## Teacher Preparation Programs

**Recruitment:** Massachusetts has a number of recruitment initiatives, including financial incentives, to encourage candidates to enter the teaching profession. Many of these incentives specifically target candidates of color and shortage areas.

Programs for candidates of color include:

- [Massachusetts Partnership for Diversity in Education](#) is committed to recruiting and assisting in producing career opportunities for educators and administrators from diverse backgrounds, and forming collaborative relationships that will enhance staff diversity within school districts. Partner districts are located throughout eastern MA, with funding supporting a variety of district-led diversification initiatives.
- The MA Department of Elementary and Secondary Education (DESE) is currently implementing a [Teacher Diversification Pilot](#) to develop tools to ensure districts across the state are able to enact a thoughtful, integrated talent diversification strategy that reflects best practices in recruitment and retention of a diverse teacher workforce. They are working with TNTP to support districts in tool development, network convenings, and district planning support.
- The [InSPIRED Fellowship](#), also created by the MA DESE, is a leadership opportunity for current educators to support an increase in the diversity of the teacher workforce and retention of educators committed to a culturally responsive and diverse workforce. The Fellows' main goal is to recruit students and young adults from target communities at the high school, community college or undergraduate level into the teaching profession.
- [Annual Induction and Mentoring report](#) analysis to determine which districts have recruitment programs focused on increasing diversity and quality of workforce and what strategies are effective.

Programs to address critical shortage areas include:

- Grow Your Own partnerships between colleges and districts, like [Mount Holyoke and HPS](#).
- [State loan forgiveness and scholarships](#) for educators working in harder to staff areas.

**Certification Requirements:** Certification requirements include performance-based assessments in the form of Massachusetts Candidate Assessment of Performance (CAP), MTEL (subject specific) tests, the Communication and Literacy Skills test, and a pedagogy assessment. An advanced degree is not required for initial license, but after five years of experience, unless an extension is granted, teachers must seek "professional" licensure, and one route to professional licensure is obtaining a master's degree.

**Emergency Certification:** Massachusetts has a [waiver for critical shortage](#) situations that allows teachers to enter the classroom while working towards meeting standard certification requirements. In the [case that a district is unable](#) to hire a licensed or certified teacher after making a good faith effort, the superintendent of the district has discretion to choose to seek a waiver.

**Teacher Prep Program Approval and Accountability:** In order to be approved, programs must submit an application that addresses several indicators and receive a site visit. Programs must be preparing graduates who are ready to effectively teach and lead in the Commonwealth's schools, as well as prepare educators to assume positions in high-needs placements across the Commonwealth. Policy requires providers to demonstrate the state-specific need for continued program operation or to begin implementing a new program.

Providers undergo a comprehensive evaluation at least every seven years, which looks at multiple sources of evidence including:

- Candidate demographics, completion, exam pass rate, and licensure data
- Aggregate employment data of completers
- Aggregate evaluation ratings of completers
- Survey data from candidates, completers, and district personnel

Massachusetts also has the authority to invoke an additional review at any point in time if any of these measures are not meeting expectations. Programs not meeting all accountability criteria are placed on improvement plans and progress towards goals are monitored by the state. If, after one year under review, a program has not made satisfactory progress, its approval may be revoked.

**Teacher Prep Program Requirements:** Massachusetts does not have a GPA requirement for entry into teacher preparation programs. The state has a list of indicators, rather than required coursework, that must be met by completers of approved EPPs. These include: curriculum, planning, and assessment; teaching all students; family and community engagement; professional culture student teaching/clinical practice experience requires 300 hours, with a minimum of 100 hours full responsibility for the classroom, and must take place in the grade level(s) on the license sought. Additionally, Massachusetts requires that PreK-2 early childhood education candidates complete their clinical practice experience at the PreK-K and grades 1-2 level, and that at least one setting must include children with disabilities. MA released [new expectations for early clinical work](#), happening in pre-practicum stages, which go into effect September 2020.

## Policy Landscape

**Governance:** The Department of Elementary and Secondary Education is led by the Commissioner of Elementary and Secondary Education. The current Commissioner is Jeff Riley. The Secretary of Education, James Peyser is the state's chief education official. The Massachusetts Board of Elementary and Secondary Education is composed of 11 members appointed by the governor.

**Union Presence:** Massachusetts [requires collective bargaining](#). The state does not allow teacher strikes but, prior to the *Janus* decision, allowed districts to automatically collect dues from non-member teachers. 92.8% of teachers are part of a teacher's union in Massachusetts, the 13th highest rate in the US.

**Recent Policy Changes:** [Bill H.546](#), first introduced in 2019, focuses on three main goals:

- Developing a statewide master teacher corps program, designed to incentivize highly effective educators to work in high needs schools and recognize and reward these educators for their service. Corps members shall also serve to mentor incoming apprentice teachers and further the goals of the education reform act.
- Convene a teacher preparation and certification task force, which will investigate and study the feasibility of requiring all teacher candidates in educator preparation programs to participate in a teacher residency program and the feasibility of requiring only those teacher candidates who will be seeking employment in high needs districts to participate in a teacher residency program.
- Done by the task force, file a report with the commissioner of elementary and secondary education and the clerks of the house of representatives and the senate and the joint committee on education no later than one year after the enactment of this bill.

## Trends

**Size and composition:** Massachusetts is a highly urban, largely racial homogenous (white) state. The workforce is highly educated, and there are a large number of teacher prep programs in relation to the state's size, and the vast majority of teachers are certified through traditional programs. There is one teacher for about every 12 students in the state, and the workforce demographics are less diverse than the student demographics. Massachusetts collects lots of meaningful data, which they report out on and rely on as metrics of program success. While Massachusetts is

often praised for preparing high quality educators who support high student achievement, there often exists quality disparities between urban and rural schools. Rural schools don't have the same access to a high number of high-quality educators as urban schools, and are not always the focus of statewide initiatives.

**Shortages and mismatches:** In Massachusetts, EPPs are required to conduct a needs assessment for their partner districts at the beginning of the program approval and review cycles. EPP and state leaders then discuss the findings from and implications of this needs assessment as a part of the on-site review process. PK-12 and EPP partnerships are prioritized and considered an integral part of the quality and sustainability of EPPs in the state. Reported surpluses of Elementary educators and shortages of STEM, foreign language, ELL, and Special Education educators. The state is working to improve equitable access to effective educators across the state through data sharing, as well as holding prep programs accountable to meeting district needs.

**Current Focuses and Challenges:** As a state overall, Massachusetts is viewed as an attractive place to teach. Test scores are above the national average, schools are well funded by local revenue sources, and teachers make significantly more than in nearly all neighboring states (with the exception of NY). There are a large number of EPPs, especially in eastern Massachusetts and state recruitment and loan forgiveness programs encourage educators to work in harder to staff areas across the state. They have a surplus of elementary educators, but are experiencing shortages in ELL and STEM. One way they are combatting this is through teacher residency programs and required training/coursework for supporting ELLs. Like Delaware, Massachusetts recognizes large disparities exist across the state (both in regards to racial makeup of teachers/students and access to highly effective educators based on location) and is working to improve equitable access to effective educators across the state through data sharing, as well as holding prep programs accountable to meeting district needs. They rely heavily on data to inform decision making and have multiple bills under review that increase transparency in data reporting in schools. The state also has a larger than nationwide average proportion of charter schools. Their certification requirements are less rigorous/costly than public schools, so are an attractive option for many teacher candidates.

---

<sup>i</sup> *United States Census Quick Facts*. (2018). Retrieved October 2019, from Census.gov: <https://www.census.gov/quickfacts/>

<sup>ii</sup> Iowa State University. (2010). *Urban Percentage of the Population for States*, Historical. Retrieved from Iowa Community Indicators Program: <https://www.icip.iastate.edu/tables/population/urban-pct-states>

<sup>iii</sup> Institute of Education Sciences. (2018). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: [https://nces.ed.gov/programs/digest/2018menu\\_tables.asp](https://nces.ed.gov/programs/digest/2018menu_tables.asp)

<sup>iv</sup> Institute of Education Sciences. (2012). *Digest of Education Statistics*. Retrieved from National Center for Education Statistics: [https://nces.ed.gov/programs/digest/d17/tables/dt17\\_209.30.asp](https://nces.ed.gov/programs/digest/d17/tables/dt17_209.30.asp)

<sup>v</sup> U.S. Department of Education. (2018). *2018 Title II Reports*. Retrieved from Title II: <https://title2.ed.gov/Public/Home.aspx>