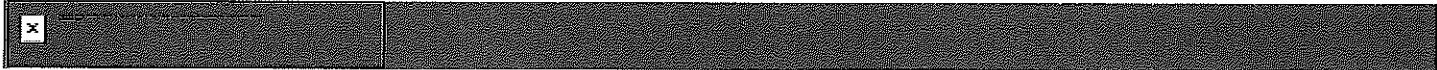


From: noreply@formstack.com
Sent: Sunday, January 24, 2016 8:55 PM
To: RegReform (ANF)
Subject: A Clearer Code: Regulatory Reform



Formstack Submission for form A Clearer Code: Regulatory Reform

Submitted at 01/24/16 8:55 PM

Name (optional):: Carol-Anne

Company/Organization (if applicable) (optional)::

Address (optional)::

Primary Phone (optional)::

Email (optional)::

CMR Number (If known): :

General Regulatory Themes:: Building Codes/Accessibility Standards

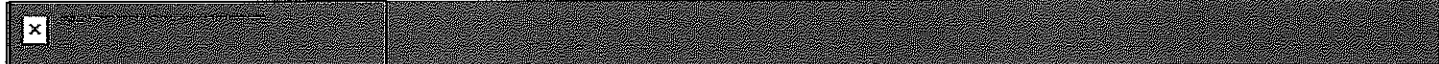
Please list the Agency or Agencies affiliated with this regulation:: RETELL

Describe the regulatory issue or observation:: That ridiculous RETELL - ELL course that we must pay for and be tested on. This should be a statewide initiative done during our mandated PD days!! They force people to take a course that really does not address the true needs of teachers, and our great ELL families and students, and if you do not take the course you cannot re-certify.

Suggestions for improvements to the regulation::

[Terms](#) | [Privacy](#)
Copyright © 2016 Formstack, LLC. All rights reserved.
This is a customer service email.
Formstack, LLC
8604 Allisonville Rd.
Suite 300
Indianapolis, IN 46250

From: noreply@formstack.com
Sent: Sunday, January 24, 2016 9:09 PM
To: RegReform (ANF)
Subject: A Clearer Code: Regulatory Reform



Formstack Submission for form A Clearer Code: Regulatory Reform

Submitted at 01/24/16 9:08 PM

Name (optional):: Laura Burrows

Company/Organization (if applicable) (optional)::

Address (optional)::

Primary Phone (optional)::

Email (optional)::

CMR Number (If known): :

General Regulatory Themes:: Education

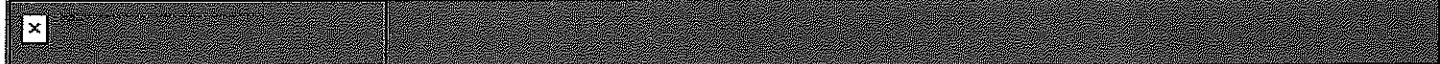
Please list the Agency or Agencies affiliated with this regulation:: DESE

Describe the regulatory issue or observation:: DDM requirements are a time-wasting, unneeded expense that costs educators hours and school districts time as well as money. It is also incredibly hard to implement properly as far as "secure testing" practices go as every dept/grade does something different.

Suggestions for improvements to the regulation:: Remove the DDM requirement and stick to the new evaluation standards.

[Terms](#) | [Privacy](#)
Copyright © 2016 Formstack, LLC. All rights reserved.
This is a customer service email.
Formstack, LLC
8604 Allisonville Rd.
Suite 300
Indianapolis, IN 46250

From: noreply@formstack.com
Sent: Sunday, January 24, 2016 9:12 PM
To: RegReform (ANF)
Subject: A Clearer Code: Regulatory Reform



Formstack Submission for form A Clearer Code: Regulatory Reform

Submitted at 01/24/16 9:11 PM

Name (optional)::

Company/Organization (if applicable) (optional)::

Address (optional)::

Primary Phone (optional)::

Email (optional)::

CMR Number (If known): :

General Regulatory Themes:: Education

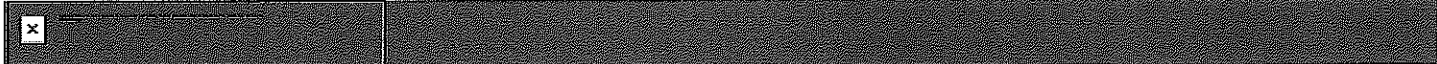
Please list the Agency or Agencies affiliated with this regulation::

Describe the regulatory issue or observation:: DOE DDM mandates are not a valuable use of classroom or teacher planning/ meeting time

Suggestions for improvements to the regulation:: DDMs as part of the evaluator education system focus once again more on testing and less on learning. Forced implementation of this assessment and subsequent data collection takes valuable classroom and teacher planning time away from my students.

[Terms](#) | [Privacy](#)
Copyright © 2016 Formstack, LLC. All rights reserved.
This is a customer service email.
Formstack, LLC
8604 Allisonville Rd.
Suite 300
Indianapolis, IN 46250

From: noreply@formstack.com
Sent: Monday, January 25, 2016 5:43 AM
To: RegReform (ANF)
Subject: A Clearer Code: Regulatory Reform



Formstack Submission for form A Clearer Code: Regulatory Reform

Submitted at 01/25/16 5:43 AM

Name (optional)::

Company/Organization (if applicable) (optional)::

Address (optional)::

Primary Phone (optional)::

Email (optional)::

CMR Number (If known): :

General Regulatory Themes:: Education

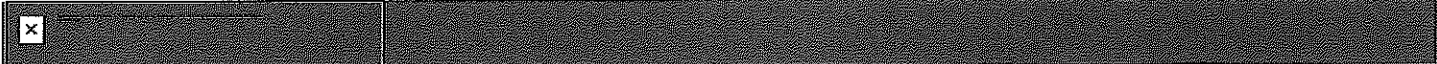
Please list the Agency or Agencies affiliated with this regulation:: DESE

Describe the regulatory issue or observation:: district Determined Measures are another way to continuously test and compare students from year to year. Testing does not determine a person's success in life but does contribute to stress in one's life. Teachers and students are under tremendous pressure to score well rather than learn to deal with life. People are not numbers and life is not about numbers either.

Suggestions for improvements to the regulation:: Stop the mandate for DDM's. Stop the testing mania.

[Terms](#) | [Privacy](#)
Copyright © 2016 Formstack, LLC. All rights reserved.
This is a customer service email.
Formstack, LLC
8604 Allisonville Rd.
Suite 300
Indianapolis, IN 46250

From: noreply@formstack.com
Sent: Monday, January 25, 2016 6:31 AM
To: RegReform (ANF)
Subject: A Clearer Code: Regulatory Reform



Formstack Submission for form A Clearer Code: Regulatory Reform

Submitted at 01/25/16 6:31 AM

Name (optional)::	Zach Snow
Company/Organization (if applicable) (optional)::	Sharon public schools
Address (optional)::	
Primary Phone (optional)::	
Email (optional)::	
CMR Number (If known): :	
General Regulatory Themes::	Building Codes/Accessibility Standards

Please list the Agency or Agencies affiliated with this regulation:: DESE

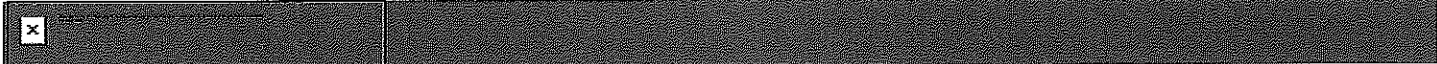
Describe the regulatory issue or observation:: DDMs are a step in the wrong direction. At a time where we need to be creating more enriching curriculum and focusing less on state testing, DDMs involve much more testing. It breaks my heart to start off the school year with a required pre test DDM, especially knowing that they are going through the same process in every high school subject. "Welcome to high school; here's a test." And then we have to use them again in April for a post test (again, in all of their subject classes). And then two months later they get final exams. Very redundant unnecessary testing. (Not to mention they get MCAS in between the second round of DDMs and their final exams.) Plus the whole basis of DDMs is tying teacher evaluations to test scores via the "value added" method, a model that has been disputed by the very economists who devised it.

Suggestions for improvements to the regulation:: With the new ESSA, states have more autonomy on testing issues and tying teacher evaluations to test scores. With decrying of over testing by parents, teachers, and President Obama, the time is now to dismantle these extra unnecessary bureaucratic tests known as DDMs.

[Terms](#) | [Privacy](#)
Copyright © 2016 Formstack, LLC. All rights reserved.
This is a customer service email.
Formstack, LLC
8604 Allisonville Rd.
Suite 300
Indianapolis, IN 46250



From: [Redacted] <noreply+75c00f227c8e8cf8@formstack.com>
Sent: Monday, January 25, 2016 6:39 PM
To: RegReform (ANF)
Subject: A Clearer Code: Regulatory Reform



Formstack Submission for form A Clearer Code: Regulatory Reform

Submitted at 01/25/16 6:38 PM

Name (optional):: Susan Memoli

Company/Organization (if applicable) (optional)::

Address (optional)::

Primary Phone (optional)::

Email (optional):: [Redacted]

CMR Number (If known): :

General Regulatory Themes:: Education

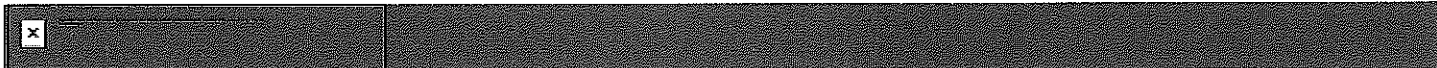
Please list the Agency or Agencies affiliated with this regulation::

Describe the regulatory issue or observation:: As a career educator, I am concerned about the insane amount of useless requirements such as DDM's that are taking precious time away from teaching and learning. Creativity has all but vanished from the classroom. Let teachers work with students and eliminate the roadblocks that do not contribute to a more well rounded, deeper thinking individual.

Suggestions for improvements to the regulation:: Trust educators who are licensed to make good decisions. Empower administrators to make good choices for their schools.

[Terms](#) | [Privacy](#)
 Copyright © 2016 Formstack, LLC. All rights reserved.
 This is a customer service email.
 Formstack, LLC
 8604 Allisonville Rd.
 Suite 300
 Indianapolis, IN 46250

From: [REDACTED] <noreply+44b3fc700e687354@formstack.com>
Sent: Friday, January 29, 2016 6:02 PM
To: RegReform (ANF)
Subject: A Clearer Code: Regulatory Reform



Formstack Submission for form A Clearer Code: Regulatory Reform

Submitted at 01/29/16 6:01 PM

Name (optional):: June Gustafson

Company/Organization (if applicable) (optional):: Hingham Public Schools Hingham Education Association VP

Address (optional):: [REDACTED]
[REDACTED]
[REDACTED]

Primary Phone (optional)::

Email (optional):: [REDACTED]

CMR Number (if known): :

General Regulatory Themes:: Licensing and Permitting

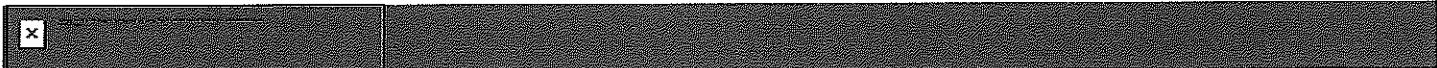
Please list the Agency or Agencies affiliated with this regulation:: DESE and teacher certification, especially in STEM high need areas.

Describe the regulatory issue or observation::

Suggestions for improvements to the regulation:: Add some common sense to this process.

[Terms](#) | [Privacy](#)
Copyright © 2016 Formstack, LLC. All rights reserved.
This is a customer service email.
Formstack, LLC
8604 Allisonville Rd.
Suite 300
Indianapolis, IN 46250

From: [REDACTED] <noreply+44b3fc700e687354@formstack.com>
Sent: Friday, January 29, 2016 6:08 PM
To: RegReform (ANF)
Subject: A Clearer Code: Regulatory Reform



Formstack Submission for form A Clearer Code: Regulatory Reform

Submitted at 01/29/16 6:07 PM

Name (optional)::	June Gustafson
Company/Organization (if applicable) (optional)::	Hingham Public Schools Hingham Education Association VP
Address (optional)::	[REDACTED]
Primary Phone (optional)::	
Email (optional)::	[REDACTED]
CMR Number (If known): :	

General Regulatory Themes::	Licensing and Permitting
------------------------------------	--------------------------

Please list the Agency or Agencies affiliated with this regulation::	DESE and teacher certification, especially in STEM high need areas.
---	---

Describe the regulatory issue or observation::	<p>Why on earth would the Commissioner need to review this? This teacher gets emails trying to woo him back to the tech sector at three times his salary. He was my school's Rookie of the Year. This is what discourages the best people. It is completely small minded and a huge waste of resources.</p> <p>Thank you, June</p> <p>Read his letter below:</p> <p>Commissioner Chester,</p> <p>I hope this letter finds you well. I have encountered an issue with my teaching license renewal, and I have been advised the only way to resolve it is through a Commissioner's Determination.</p> <p>Here is a brief overview of the situation; I passed the Middle School Math/Science MTEL for my preliminary license when I got into teaching. Last year I completed my graduate degree to qualify for my initial license. When I</p>
---	--

applied to my graduate program a math/science concentration was not an option, so I chose a science track, and now have a science endorsement on my masters. Unfortunately that's now causing headaches.

At the end of my graduate program, I applied for a math/science initial license. That application was rejected because I have a science endorsement on my degree (not a math/science endorsement). I find it amazing that a masters in teaching with a science endorsement plus six years of teaching math and science does not qualify as "Completion of a Massachusetts approved program for this license at the appropriate grade level" for a math/science license.

As a result, I contacted DESE and it was suggested I should apply for my general science initial license instead, since the endorsement on my graduate program would be considered an approved program for that license. I then did exactly that and applied for a General Science (5-8) initial license. That license was rejected, however, because I took the Middle School Math/Science MTEL, not the General Science (5-8) MTEL. I've attached the descriptions of the tests for reference, but in short, they test the exact same content knowledge. If anything the combined math/science test is considerably harder as the the pass rate for the math/science test is significantly lower than the pass rate for the general science test (49% pass rate for the Middle School Math/Science test compared to an 85% pass rate for General Science last year). I don't understand how a math/science MTEL that qualifies me to teach general science for 5 years does not count as meeting the criteria "Achieve a passing score on the General Science subject matter test" for a science license. The science test is literally exactly the same.

I graduated with a bachelor's degree in biology, then I spent 10 years gaining industry experience in biotech. Once I decided to change careers, and get into teaching I took the math/science MTEL that showed I was knowledgeable and qualified to teach both subjects. I have since taught 6th grade math and science for four years, before writing and implementing a STEM curriculum for our school for the past two years. My educator evaluation was rated as exemplary last year, in a highly competitive, excellent school district. At the risk of coming across as arrogant, I am exactly the type of qualified individual the state should be recruiting to teach science and/or math.

I hope you will agree, the issue I have bumped into does nothing to promote good teaching practices, or to ensure quality educators in the classroom, it is an oversight that merely acts as an impediment to highly qualified teachers recertifying their credentials. It seems logical to me the Math/Science MTEL should count as a prerequisite for a Math or Science initial license. And a math or science endorsed master's program along with years of teaching experience in those subjects should count as an approved program for a math/science initial license.

As I mentioned, the MTA and DESE have advised me the only way to resolve this is to request a Commissioner's Determination directly from you. I have included the necessary form, along with some supporting documentation, in this package, but I wanted to give you a summary of why this packet was landing on your desk.

Thank you for your consideration.

**Suggestions for
improvements to the**

Add some common sense to this process.