**Massachusetts Playbook II**

**EQUITABLE ACCESS TO EXCELLENT EDUCATORS
Using Data and ESE Resources to Close the Gap**

The Massachusetts Department of Elementary and Secondary Education’s Commitment: All students should have equitable access to great educators.

Despite Massachusetts’ successes in public education, substantial outcome gaps persist, namely among students who are economically disadvantaged, students of color, English Learners, and students with disabilities. Because educators are the in-school factor with the **greatest impact on student achievement**, equitable access to excellent educators can close these gaps in student performance. The [**Massachusetts Equity Playbook**](http://www.doe.mass.edu/educators/equitableaccess/Playbook.pdf) provided an initial set of resources for local strategies to improve equitable access. This Equity Playbook II offers additional guidance.

**The** [**Massachusetts State Equity Plan**](http://www.doe.mass.edu/educators/equitableaccess/) **identifies equity gaps based on the following student and educator characteristics:**

**4 STUDENT GROUPS**:

* Students of Color
* Students from Poverty
* Students with Disabilities
* Students who are English Learners

**3 EDUCATOR CHARACTERISTICS:**

* Experience
* Effectiveness
* Preparation

**At the state level...**

Teachers working in HIGH POVERTY and HIGH MINORITY schools are 2x AS LIKELY TO BE IN their FIRST YEAR of teaching, compared to low poverty and low minority schools.

Over the past five years, ECONOMICALLY DISADVANTAGED students were 39% more likely to be assigned to a TEACHER RATED NI/U.\*

Statewide, HISPANIC STUDENTS in Massachusetts were 2x as likely as white students to be assigned to a TEACHER RATED N/IU.

**Strategies to Address Equity Gaps**

1. EDUCATOR PREPARATION
2. EDUCATOR EFFECTIVENESS
3. INCLUSIVE PRACTICE

\*NI/U = Needs Improvement/Unsatisfactory

**% of Students Assigned to First-Year Teachers, 2015-16**

More ECONOMICALLY DISADVANTAGED students, STUDENTS OF COLOR, and ELs had at least one FIRST-YEAR TEACHER.



**% of Students Assigned to Out-of-Field Teachers, 2015-16**

Compared to white students, more than 3x as many STUDENTS OF COLOR had one or more OUT-OF-FIELD TEACHERS.



**KEY**
Eco. Dis. = Economically Disadvantaged
SoC = Students of Color
EL = English Learners
SWD = Students with Disabilities

**At the district level...**

In one urban district, STUDENTS OF COLOR were 2x as likely as white students to have a TEACHER RATED NI/U.

In one suburban district, ELs were 2x as likely as non-ELs to have a FIRST­YEAR TEACHER.

In one small district, STUDENTS OF COLOR were 50% more likely than white students to have a TEACHER RATED NI/U.

**1. Educator Preparation**

Every year, approximately 63,000 students in the Commonwealth are taught by first-year teachers who are graduates of our educator preparation programs; we have a unique opportunity to greatly improve the academic experience for those students. Right now in Massachusetts, first-year teachers are:

* Disproportionately hired by underperforming schools,
* Disproportionately placed in classrooms with our neediest students, and
* Able to grow the most early in their careers.

By improving the depth and quality of preparation for our new teachers, we narrow the "experience gap," improve retention rates for school districts, and improve student outcomes—particularly for our most vulnerable and underserved populations.

**Strategies to Address Equity Gaps**

ESE is working with districts to improve teacher pipelines, especially in hard-to-staff roles, through [Elevate Preparation: Impact Children (EPIC).](http://www.doe.mass.edu/edprep/EPIC/)

* [**Support Partnerships with Ed Prep Programs**](http://www.doe.mass.edu/edprep/partnerships/): Learn about the Partnership Innovation Grant as well as partnerships underway through the Student Teaching Partnership Consortium.
* [**Educator Preparation Profiles**](http://profiles.doe.mass.edu/state_report) **&** [**EDWIN Analytics Report (EV901)**](http://www.doe.mass.edu/edwin/analytics) provide information about Ed Prep program performance related to teacher candidates and completers.

[NEW! INDUCTION AND MENTORING STATEWIDE REPORT:](http://www.doe.mass.edu/educators/mentor/2016/InductionMentoring.docx)

Learn common characteristics of statewide mentoring and induction programs and improve current programming.

[NEW! Matching Mentors to Mentees](http://www.doe.mass.edu/educators/mentor/2016/Matchmaking.docx)

[NEW! Finding Time for Mentors and Mentees to Meet](http://www.doe.mass.edu/educators/mentor/2016/MakingTime.docx)

**2. Educator Effectiveness**

Robust educator effectiveness systems introduce a shared vision of quality instruction and promote professional learning and growth through the provision of high quality feedback.

**New ESE resources to support educator effectiveness include:**

[Online Calibration Training Tool:](http://www.doe.mass.edu/edeval/resources/calibration/tool/) Cultivate a shared understanding of effective practice and high quality feedback among evaluators and educators.

[Calibration and Inclusion Toolkit:](http://www.doe.mass.edu/educators/equitableaccess/ee-pln.html) Improve evaluator calibration and support inclusive practices for general education classrooms based on lessons learned from districts in the Educational Equity Professional Learning Network.

[What to Look for Guides:](http://www.doe.mass.edu/candi/observation/)  Learn what observers should expect to see in English Language Arts, Mathematics, and Science classrooms (up to Grade 8) with these quick guides for observing classroom content and practice.

[Massachusetts Educator Evaluation Framework Video Series](http://www.doe.mass.edu/edeval/resources/eef/) reviews the purpose of the evaluation framework and key features of the 5-Step Evaluation Cycle.

[Transforming Educator Evaluation in Massachusetts Video Series:](http://www.doe.mass.edu/edeval/resources/teem/) Experience examples of transformative evaluation systems that highlight aspects of the 5-Step Evaluation Cycle and innovative District Systems that support effective evaluation implementation.

**3. Inclusive Practice**

[The Educator Effectiveness Guidebook for Inclusive Practice](http://www.doe.mass.edu/edeval/guidebook/) promotes evidence-based practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning. Through the 2015-16 school year, ESE provided technical assistance on the Guidebook to school districts, Ed Prep Programs, and other organizations.

A team of Equitable and Inclusive Practice Ambassadors, coordinated by the Massachusetts Organization of Educational Collaboratives, conducted in-person visits with over 2,100 principals and administrators statewide to share the resources of the 2015 Massachusetts State Equity Plan and to provide technical assistance around applying strategies to close equity gaps.

NEW! [Cultural Proficiency: A Strategy to Address Equity Gaps in Students Achievement and Learning Experiences.](http://www.doe.mass.edu/educators/equitableaccess/ee-pln.html) Lessons, resources and guiding questions for districts pursuing cultural proficiency initiatives.

[Foundations for Inclusive Practice Online Courses:](http://www.doe.mass.edu/edeval/guidebook/) Strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. These courses are one option for MA educators to meet the 15 PDPs [license renewal requirement](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/educator-effectiveness/licensure/academic-prek-12/advancing-or-renewing-a-license.html) at no cost.

* Foundations for Inclusive Practice: Administrator
* Foundations for Inclusive Practice: Educator

As of March 2017, over 3,000 teachers and administrators had enrolled in these courses!

[Low-Income Education Access Project (LEAP) Online Training Module:](http://www.doe.mass.edu/sped/leap/pd.html)  Provides the user with a fundamental understanding of the impact that poverty can have on student performance and is intended for school and district use with groups or individuals, allowing for direct instruction to school personnel.

**Social and Emotional Learning**

Learn about ESE’s participation in the Collaborative for Academic, Social, and Emotional Learning (CASEL's) two-year Collaborating States Initiative (CSI) at the Department’s new [Social and Emotional Learning website](http://www.doe.mass.edu/candi/SEL/).

The Department is partnering with our stakeholders to establish a common language and shared vision of positive social and emotional competencies for all students. Partnership with CASEL and other participating states will allow the Department to achieve those goals by:

* Engaging with our stakeholders, especially our teachers, administrators, and specialized instructional support personnel (SISP);
* Integrating SEL principles with existing policies, resources, and initiatives; and
* Building useful, well-aligned resources.

To receive occasional updates about the progress of this initiative or to submit comments about social and emotional learning in Massachusetts, fill out this [short form](http://www.surveygizmo.com/s3/3034370/Social-and-Emotional-Learning-CSI-Initative).

LINKS TO ALL EQUITABLE ACCESS RESOURCES: [bit.ly/MAEquity](http://www.doe.mass.edu/educators/equitableaccess/information.html)