Guide to Educator Evaluation Training Requirements

August 2012
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Mitchell D. Chester, Ed.D.
Commissioner

August 28, 2012

Dear superintendents and other interested stakeholders,

I am pleased to present the enclosed Guide to Educator Evaluation Training Requirements to assist school districts in implementing the new training requirements that were enacted into law on June 29, 2012. Because the new requirements take effect beginning in school year 2012-13 for Race to the Top districts, this requires immediate attention.

Background: State Regulations and Model System

The Department of Elementary and Secondary Education (ESE) is committed to supporting effective implementation of educator evaluation to improve student learning. In June 2011, the Board of Elementary and Secondary Education adopted new regulations for the evaluation of Massachusetts educators. Since then, ESE has been working closely with stakeholders to develop the Model System called for in the regulations. With the help of thoughtful suggestions and candid feedback from a wide range of stakeholders, we developed seven components of the Model System, available at http://www.doe.mass.edu/edeval/model/.


In June 2012, the Legislature passed and the Governor signed into law An Act Providing for the Implementation of Education Evaluation Systems in School Districts (Chapter 131 of the Acts of 2012), which was supported by both the Massachusetts Teachers Association and Stand for Children. The new law includes the following requirements:

- districts must provide training for all evaluators and for all teachers and administrators;
- districts must develop and submit plans for funding the training;
- districts must publish their evaluation training schedules;
- ESE is to encourage districts to use federal and other funds appropriate for this purpose;
- ESE is to collect and report evaluation data, working with an advisory committee; and
- laws on layoffs and transfers are amended (these take effect in 2016).
New training and fiscal plan mandates take effect beginning in school year 2012-13 for Race to the Top districts and 2013-14 for all other districts required to adopt and implement evaluation systems consistent with the regulations. The attached Guide outlines the training and funding plan requirements that are mandated by the new law. The Guide also identifies resources and materials that are available now or will be available soon to support implementation of the new requirements.

This Guide is not designed to address the range of other issues that the law addresses, including those affecting layoffs and transfers. Those provisions take effect on September 1, 2016.

ESE has designed the required training to allow districts flexibility in delivering the training programs. For example, districts may conduct training in staff meetings or during common planning time. In combination with structuring training to allow for delivery during the school day, ESE is providing funding to vendors to support districts in meeting the minimum requirements (see Appendix A for additional information). The Guide explains the training requirements and identifies possible funding sources, which include but are not limited to state Chapter 70 funds and federal Race to the Top and Title II, Part A funds.

I wish to stress the importance of conscientious implementation of the new educator evaluation framework and process. A robust educator evaluation system is essential to help promote the growth and development of our educators as well as to ensure a great teacher for every classroom and a great leader for every school.


Thank you for your attention to this important matter. If you have any questions about the Guide, please contact us at EducatorEvaluation@doe.mass.edu.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education
District-level Implications for Educator Evaluation Training

The legislation requires that:

1. **Districts provide an educator evaluation training program developed by ESE for all evaluators and educators required to be evaluated.** Race to the Top (RTTT) districts must provide training in 2012-13, while all other districts required to adopt and implement evaluation systems consistent with ESE regulations must provide training by 2013-14.

   ESE has developed a training program for all evaluators and educators required to be evaluated. Appendix A outlines the minimum requirements for these training programs, describes options for more comprehensive training, and provides updates on and a timeline for the release of training materials.

2. **Districts publish a training schedule.** RTTT districts must publish their schedules by October 1, 2012, while all other districts must publish their schedules by October 1, 2013.

   Districts must publish a schedule for training all district personnel required to be evaluated under G.L. c. 71, s. 38. Districts are considered to have published an evaluation training schedule if the training schedule has been made available in written form to educators subject to this training requirement. Some ways in which districts may choose to publish their training schedules include, but are not limited to:

   - Distributing the schedule to district personnel required to be evaluated via hard copy or email
   - Posting the schedule on an intranet network
   - Posting the schedule on the district website
   - Printing the schedule in a school or district newsletter

3. **Districts that have not commenced an evaluation training program may not require teachers to be evaluated until the district has published an evaluation training schedule for teachers, principals, and administrators.**

   The legislation provides that districts that have not commenced an evaluation training program “shall not require teachers to be evaluated” until the district has published the required evaluation training schedule. Note that this provision refers only to the evaluation of teachers, not to other educators required to be evaluated under section 38 of chapter 71. For information on how to publish an evaluation training program, see above. To determine if a district has “commenced an evaluated training program,” see question I-4 on page 7, below.

4. **Districts submit a funding plan for training in coordination with their Title II-A needs assessment to ESE.** RTTT districts must submit their funding plans to ESE by November 1, 2012, while all other districts must submit their funding plans by November 1, 2013.

   The Title IIA application includes a brief section related to educator evaluation training funding plans. The section asks districts to list all funding sources that they will use to cover the cost of their educator evaluation training. Districts will complete this section of the Title IIA application
through an addendum, which is available on the educator evaluation website at www.doe.mass.edu/edeval/implementation/. In addition, the addendum will be emailed directly to all district Title IIA contacts for completion (see Appendix B for a description of the addendum). RTTT districts must submit this addendum by November 1, 2012. Non-RTTT districts must submit the addendum by November 1, 2013.

5. **Districts allocate some, if not all, of their Chapter 70 foundation budget allotment for professional development to subsidize the cost of implementing a training program. RTTT districts must make this designation in fiscal year 2013, while all other districts must make this designation in fiscal year 2014.**

The legislation requires that districts allocate some or all of their Chapter 70 professional development allotment for a training program but does not specify any particular amount. ESE recommends that districts also allocate Title IIA funds to support the implementation of training programs. Districts may also use other local, state, or federal funds to cover the cost of their training programs. ESE has committed $3.5 million in RTTT money to supplement the cost of implementing an educator evaluation training program in RTTT districts by funding pre-approved vendors that will offer training at a substantially reduced cost to districts. For more information on approved vendors, see http://www.doe.mass.edu/edeval/implementation/vendors.html.
Frequently Asked Questions

Implementation

I-1) The legislation says that districts “shall provide an evaluation training program developed by the department of elementary and secondary education.” What is the definition of an “evaluation training program”?

The new educator evaluation framework introduces requirements that are intended to improve teacher and leader effectiveness through reflective practice and data analysis, strategic goal setting and professional development, timely and actionable feedback, analysis of a wide range of evidence, and frequent observations of practice. Successful implementation of educator evaluation calls for a ready command of the process and requirements so that schools can focus on the heart of the work: effective teaching, strong leadership, and continuous improvement for educators. The evaluation training program is designed to provide educators and evaluators alike with information to implement the framework.

Appendix A outlines minimum requirements, describes more comprehensive training options, and provides a timeline for the release of training materials.

I-2) The legislation refers to “…all teachers, principals and administrators required to be evaluated under section 38 of chapter 71 of the General Laws.” Who is required to be evaluated?

Per 603 CMR 35.00: “603 CMR 35.00 requires that school committees establish a rigorous and comprehensive evaluation process for teachers and administrators.”

Per 603 CMR 35.02: “Administrator shall mean any person employed in a school district in a position requiring a certificate or license as described in 603 CMR 7.09(1) through (5) or who has been approved as an administrator in the area of vocational education as provided in 603 CMR 4.00 et seq. or who is employed in a comparable position in a collaborative, and who is not employed under an individual employment contract.”

Per 603 CMR 35.02: “Teacher shall mean any person employed in a school district in a position requiring a certificate or license as described in 603 CMR 7.04(3) or who has been approved as an instructor in the area of vocational education as provided in 603 CMR 4.00 et seq. or who is employed in a comparable position in a collaborative.”

I-3) The legislation says, “Any such district that has not already commenced an evaluation training program shall not require teachers to be evaluated until the district has published an evaluation training schedule for teachers, principals and administrators.” Does this provision apply to the evaluation of educators other than teachers?

No. This provision in the legislation refers only to the evaluation of teachers.
I-4) What qualifies as commencing or having commenced an evaluation training program at the district level?

Districts have commenced an evaluation training program when they initiate an activity that provides some level of training on the 5-step cycle to any district personnel. The activity may have been initiated or completed prior to the publication of the district training schedule. For example, most Race to the Top districts sent representatives to the ESE January/February 2012 “Getting Started” Workshop, participated in the January 10, 2012 ESE Model System webinar, or participated in the January 10, 2012 ESE Model System conference call and have therefore commenced an evaluation training program.

Other examples of activities that would qualify a district as having commenced an evaluation training program include, but are not limited to:

- Participating in an ESE sponsored training in addition to those listed above (e.g., attending a workshop or conference through various state associations such as the Massachusetts Elementary School Principals Association, the Massachusetts Secondary School Administrators’ Association, or the Massachusetts Association of School Superintendents, or other events where ESE or others presented information about the new evaluation system)
- Piloting or delivering one of the ESE training modules
- Using ESE resources to conduct in-district professional development opportunities centered on the new evaluation system
- Holding staff meetings or department meetings substantially focused on the new evaluation system and training modules relevant to district needs
- Using ESE training materials and/or Model System components to establish educator evaluation working groups that have engaged in planning and discussion
- Receiving training on educator evaluation through an ESE-approved vendor
- Receiving training on educator evaluation based on the ESE training materials

If districts are unsure or have questions regarding whether or not they have commenced an evaluation training program, please contact EducatorEvaluation@doe.mass.edu.

I-5) The legislation says that all districts “shall provide an evaluation training program developed by the department of elementary and secondary education.” If a district has already developed or provided training to its educators on educator evaluation, is the district still required to provide the ESE-developed evaluation training programs?

If a district has developed, begun, or completed training on the new educator evaluation framework, the superintendent may demonstrate that the district’s program satisfies the requirement by

1 All Level 4 and early adopter districts have commenced an evaluation training program.
attesting, in a form that ESE will provide, that the training aligns with the ESE-developed program. ESE will post the form on its website in September.

I-6) The legislation says, “Each such district shall publish a training schedule.” What does it mean to “publish an evaluation training schedule”?

Districts are considered to have published an evaluation training schedule if the training schedule has been made available in written form to district personnel required to be evaluated under section 38 of Chapter 71. Some ways in which districts may choose to publish their training schedules include, but are not limited to:

- Distributing the schedule to district personnel required to be evaluated via hard copy or email
- Posting the schedule on an intranet network
- Posting the schedule on the district website
- Printing the schedule in a school or district newsletter

I-7) Are all districts required to publish a training schedule?

All RTTT districts must publish a training schedule by **October 1, 2012**, while all other districts required to adopt and implement evaluation systems consistent with the regulations must publish a training schedule by **October 1, 2013**.

I-8) Are districts required to submit the training schedule to ESE?

No.

I-9) What new reporting deadlines must districts meet?

Districts must meet a reporting deadline for publishing a training schedule and for submitting a funding plan.

Reporting deadlines for districts (2012 for RTTT; 2013 for non-RTTT):

- **October 1**—Deadline for publishing a training schedule
- **November 1**—Deadline for submitting a funding plan to ESE
Funding

F-1) The legislation says that each district is required “to develop and to submit, in coordination with each district’s annual Title IIA needs assessment, a plan for funding the training required to implement the educator evaluation system.” How do districts develop and then submit their funding plans?

The federal Title IIA grant application includes a brief section related to educator evaluation training funding plans. The section asks districts to list all funding sources that they will use to cover the cost of their educator evaluation training. Districts will complete this section of the Title IIA application through an addendum, which is available on the educator evaluation website at www.doe.mass.edu/edeval/implementation/. In addition, the addendum will be emailed directly to all district Title IIA contacts for completion (see Appendix B). RTTT districts must submit this addendum by November 1, 2012. Non-RTTT districts must submit the addendum by November 1, 2013. All applicants must complete this addendum, even if they relinquish Title IIA funds or flex all Title IIA funds into Title I.

F-2) The legislation provides an estimated cost for implementing an educator evaluation training program. What types of funds can districts use to fund a training program?

The legislation requires that districts allocate some or all of their Chapter 70 professional development funds for a training program but does not specify any particular amount. ESE recommends that districts allocate Title IIA funds to support the implementation of training programs. Districts may also use additional local, state, or federal funds to cover the cost of their training programs. ESE has committed $3.5 million in RTTT money to supplement the cost of implementing an educator evaluation training program in RTTT districts by funding vendors that will offer training at a substantially reduced cost to districts.

F-3) Does this legislation require districts to use federal Title IIA funds to support the implementation of an education evaluation training program?

The legislation provides the opportunity for districts to plan strategically to use multiple funding streams to support an educator evaluation training program, including Title IIA funds. Educator evaluation training for teachers and principals is one of many activities for which a district may use its Title IIA funds. While the legislation does not require districts to use Title IIA funds for training purposes, ESE recommends designating at least a portion of Title IIA funds for educator evaluation training programs. For an overview of the Title IIA requirements and priorities, please see http://finance1.doe.mass.edu/grants/grants13/rfp/1_entitle_code.html.

F-4) What is a Title IIA needs assessment?

To be eligible to receive Title II-A funds, a district must conduct an assessment of local needs for professional development and hiring. The needs assessment process must take into account the activities that need to be conducted in order to support teachers and principals in providing students with the opportunity to meet challenging academic achievement standards. Districts can use the needs assessment to collect and examine information about school-wide issues and then use that data to determine priority goals, develop a plan, and allocate Title IIA funds accordingly.
Appendix A: Evaluation Training Program

Evaluation Training Program Requirements

ESE has developed two educator evaluation training programs: a 4-part series of training workshops for teachers and other educators who are not evaluators, and a 6-part series of training modules for evaluators. If you believe your district has already met the minimum requirements for training either group of educators, see question I-5 on page 7.

The following table identifies which training program districts are required to provide for educators identified in the legislation.

<table>
<thead>
<tr>
<th>Training Workshops for Teachers</th>
<th>Training Modules for Evaluators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Time Requirement</td>
<td></td>
</tr>
<tr>
<td>4 total hours</td>
<td>11 total hours</td>
</tr>
</tbody>
</table>

Districts must provide to:

<table>
<thead>
<tr>
<th>Training Workshops for Teachers</th>
<th>Training Modules for Evaluators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>All educators with evaluator responsibilities</td>
</tr>
<tr>
<td>All educators without evaluator responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

ESE originally designed a series of training modules as a training tool for school leadership teams. Given the new legislative requirements for evaluation training, training modules 2-6, plus a 1-hour Overview, now represent the required training program for all district- and school-level educators with evaluator responsibilities. Therefore, school leadership teams must include all evaluators and may include, at the district’s discretion, others who will share responsibility for implementation such as administrators without evaluator responsibilities and teacher leaders. In cases where teachers and/or educators without evaluator responsibilities are part of a school leadership team that participates in the series of training modules for evaluators, those educators are not required to attend the training workshops for teachers.

The training workshops for teachers are designed for all educators required to be evaluated who do not have evaluator responsibilities. This includes (but is not limited to) classroom teachers, specialized instructional support personnel (guidance counselors, nurses, school psychologists, for example), and instructional specialists. For a definition of educators to be evaluated, please see question I-2 on page 6.

The following information outlines the minimum requirements for each training program, describes options for more comprehensive training, and provides information about training materials.
**Training Workshops for Teachers**

ESE is developing the training workshops for teachers in partnership with Massachusetts teachers. These workshops will be released in September and October and made available on the ESE website at [www.doe.mass.edu/edeval/implementation](http://www.doe.mass.edu/edeval/implementation). As materials are released, ESE will provide guidance on their use with both classroom teachers and other educators.

### Minimum Requirements

**Total Minimum Time Required**

- 4 hours. (1 hour orientation + 3 workshops @ 1 hour each = 4 hours)

#### Orientation

- **Delivery options:** district administrator, school administrator, or teacher leader
- **Minimum requirement:** one hour orientation (Training Module 1: Overview is an optional alternative training)
- **Content:** describes the 5-step Evaluation Cycle from a teacher’s perspective, highlighting opportunities and responsibilities for teachers and other non-evaluator staff
- **Training materials:** PowerPoint presentation, detailed presenter notes. PowerPoint will include customizable slides for the district/school to insert local procedures such as timelines, expectations for evidence gathering and sharing, forms, etc.

#### Workshops

- **Delivery options:** districts (through their schools) can use a variety of settings to deliver these workshops. The sessions are designed to be led by a department head or grade/team lead in a small group setting, such as common planning time. Some, however, may want to deliver the sessions to a school’s full faculty. For example, an administrator might present the workshop during a faculty meeting, with staff breaking into small groups for the work components of the session.
- **Minimum requirement:** all three workshops
- **Content:** self-assessment, using a rubric, goal setting, and plan development
- **Training materials:** meeting agenda, handouts, protocol to lead participants through process, and a guide for the facilitator including references to relevant parts of the Model System Guidance to allow for self-study prior to walking the group through the session

### Options for More Comprehensive Teacher Training

Districts may choose to provide the Evaluation Training Modules (described below) to deliver more comprehensive training to their staff, either in place of or in addition to the Workshops. Districts and schools could also offer a customized combination based on local need. For example, a district might provide: 1) the Orientation, 2) workshops for Unpacking the Rubric and Self-Assessment, and 3) the complete Module 4 on setting S.M.A.R.T. goals followed by a workshop to create team S.M.A.R.T. goals.
**Training Modules for Evaluators**

The training modules required for evaluators represent a subset of the 8-module series on educator evaluation. This 6-part training program covers the following topics: 1-hour Overview of the Evaluation Framework, Unpacking the Rubric (Module 2), Self-Assessment (Module 3), S.M.A.R.T. Goals and Educator Plan Development (Module 4), Gathering Evidence (Module 5), and Observations & Feedback (Module 6). With the exception of the 1-hour Overview, each module includes 2 hours of required training plus an additional hour of optional training.

Modules 2-5 are available on the ESE website: [www.doe.mass.edu/edeval/implementation/modules/](http://www.doe.mass.edu/edeval/implementation/modules/). The 1-hour Overview will be released on September 4, 2012; Module 6 will be released in September 2012.

**Minimum Requirements**

**Total Minimum Time Required**

11 hours. (1 hour overview + 5 modules @ 2 hours each = 11 hours)

**1-Hour Overview**

- **Delivery options:** includes district administrator, school administrator, or vendor
- **Minimum requirement:** one hour overview (Module 1, optional, is a two- or three-hour training)
- **Content:** Describes 5-step Evaluation Cycle and overall framework
- **Training materials:** PowerPoint presentation; detailed facilitator notes

**Training Modules 2-6**

- **Delivery options:** includes district administrator, school administrator, or vendor
- **Minimum requirement:** the first two hours of each module (the third hour, optional, is focused on implementation)
- **Content:** Unpacking the Rubric (Module 2); Self-Assessment (Module 3); Goal Setting & Educator Plans (Module 4); Gathering Evidence (Module 5); and Observations & Feedback (Module 6).
- **Training materials:** PowerPoint with detailed notes; scripted facilitator's guide with guiding questions and recommended strategies for potential challenges; participant handouts

**Options for More Comprehensive Training**

Districts may choose to provide the last hour of the modules for additional information on implementation or practice with observations. They might also choose to offer Module 1, a more comprehensive overview with an introduction to the research base and work of the Task Force. Each module has suggested homework.

Another option for more comprehensive training is to use a vendor approved by ESE to conduct evaluator training. A list of vendors approved to deliver such services under Category B of RFR-12EPLKC1 will be available at [www.doe.mass.edu/edeval/implementation/vendors.html](http://www.doe.mass.edu/edeval/implementation/vendors.html). A portion of the $3.5 million that ESE has committed to supporting the evaluation training program delivery will fund ESE-approved
vendors to provide evaluator training to districts at a reduced cost. These training programs range from approximately 24 to 82 hours.

Next Steps for ESE-developed Evaluator Training

ESE is committed to continually improving the resources and supports available to districts. We welcome your feedback as you implement these evaluation training programs. ESE will conduct a needs assessment in late fall of 2012 and early winter of 2013 in order to plan for the development of additional resources to support districts in training evaluators. This needs assessment will be based on vendor and participant feedback from the training modules, a review of ESE-approved vendors' evaluator training curricula, and a gap analysis to identify the areas in which evaluators may benefit from more extensive training, such as calibrating for inter-rater reliability or analyzing data from multiple sources.

Materials

Update on ESE Educator Evaluation Training Modules

ESE is developing a series of eight training modules to support the implementation of the new Massachusetts educator evaluation framework.

1. Module 1: Overview
2. Module 2: Unpacking the Rubric
3. Module 3: Self-Assessment
5. Module 5: Gathering Evidence
7. Module 7: Rating Educator Performance*
8. Module 8: Rating Impact on Students**

Modules 1-5 include a detailed facilitator guide, PowerPoint presentation with facilitator notes, and a handout packet and are available on the ESE Educator Evaluation website under “Training Modules” (www.doe.mass.edu/edeval/implementation/modules/).

Module 6: Observations & Feedback will be available in September 2012.

*Module 7: Rating Educator Performance diverges from the 3-hour format of the first six modules and will be available to all educators through an online tutorial. This 10-15 minute narrated presentation reviews Step 5 of the 5-Step Cycle, determining a Summative Rating. The tutorial describes the recommended process for developing a Summative Performance Rating that incorporates ratings on the four Standards of practice, as well as an overall assessment of goal progress. This online module will be available on the ESE Educator Evaluation website in early fall 2012.

**Module 8: Rating Impact on Students will be released in Summer 2013 to coincide with the implementation of district-determined measures in Level 4 schools, beginning in 2013-2014. Module 8 will review guidelines for determining a Student Impact Rating based on multiple measures of student growth and achievement, including district-determined measures and state assessments.
Timeline

Districts are expected to provide training programs for all educators required to be evaluated within the first year of implementing the new educator evaluation framework. ESE is publishing all ESE-developed evaluation training programs on its website at www.doe.mass.edu/edeval/implementatio...modules/. The following timeline details the dates by which each component will be available.

Table 1: Timeline for Training Materials

<table>
<thead>
<tr>
<th>Available Now:</th>
<th>Teachers and All Other Educators</th>
<th>School and District Leadership Teams/ Evaluators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orientation Workshop</td>
<td>Modules 1-5</td>
</tr>
<tr>
<td></td>
<td>1-Hour Overview</td>
<td></td>
</tr>
<tr>
<td>Coming Soon:</td>
<td>Workshop 1: September 24, 2012</td>
<td>Module 6: September 2012</td>
</tr>
<tr>
<td></td>
<td>Workshop 2: October 1, 2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop 3: October 1, 2012</td>
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</tbody>
</table>

Links to Resources


http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter131/

ESE Regulations for Educator Evaluation:
http://www.doe.mass.edu/lawsregs/603cmr35.html

ESE Educator Evaluation Model System:
http://www.doe.mass.edu/edeval/model/

ESE Training Workshops for Teachers:
http://www.doe.mass.edu/edeval/implementation/

ESE Training Modules for Evaluators:
http://www.doe.mass.edu/edeval/implementation/

ESE-Approved Vendors:
http://www.doe.mass.edu/edeval/implementation/vendors.html

Contact us:
EducatorEvaluation@doe.mass.edu.
Appendix B: Title IIA Addendum

The Title IIA addendum for Race to the Top districts is a requirement of Chapter 131 of the Acts of 2012. The addendum will be available at the following locations:

- the educator evaluation website: [http://www.doe.mass.edu/edeval/implementation/](http://www.doe.mass.edu/edeval/implementation/)
- the Title I website: [http://www.doe.mass.edu/apa/titlei/grant-applications/default.html](http://www.doe.mass.edu/apa/titlei/grant-applications/default.html)

**Instructions for completing the addendum:**

Districts must address the funding plan component by completing the table in question c.

ESE is also requesting the publication date of the training schedule via questions a and b in the addendum. Note: districts are not required to submit the training schedule to ESE. Rather, ESE is requesting that districts indicate whether they have published a training schedule by answering yes or no to question a.

In addition to the question on publication of the training schedule, districts will complete a table listing the resources they are allocating towards educator evaluation. ESE is required to collect both the funding sources and the amount attributed to each source. Districts using funds other than Title IIA, Ch. 70, or RTTT are asked to identify both the funding source and the dollar amount.

As with Title IIA applications, Race to the Top districts’ addendums are due to ESE on November 1, 2012 but will be accepted on a rolling basis prior to that date.

For an overview of the Title IIA requirements and priorities, please see

[http://finance1.doe.mass.edu/grants/grants13/rfp/1_entitle_code.html](http://finance1.doe.mass.edu/grants/grants13/rfp/1_entitle_code.html)