In August, we welcomed the newest members of the Educator Effectiveness Teacher and Principal Advisory Cabinets. The Principal Advisory Cabinet (PAC) and the Teacher Advisory Cabinet (TAC) share their insights, suggestions, and feedback with ESE to help refine current policies and inform the development of new policies and resources.

We asked two members from each Cabinet what they’d like other educators to know about their experiences and how being a member has impacted their work.

ESE: Why did you apply for the Teacher Advisory Cabinet?

Kate Fallon, Elementary Math Specialist in Braintree Public Schools: I applied because education is changing in many different ways; ways that I like and ways that I do not understand. Instead of being a backseat participant, I heard about this unique opportunity to have a voice and be part of the solution.

ESE: What have you found most meaningful about being on the Teacher Advisory Cabinet?

Kate: As teachers, our voices are heard and our opinions are valued. Talking with teachers from all over the state has provided opportunities to share ideas, like the Ed Camps professional development model, and share what we love about our jobs. When I leave the TAC meetings, I feel invigorated and empowered. I have just been in the company of incredible teachers and feel very fortunate to have had a glance into their worlds.

ESE: What have you learned from attending your first Principal Advisory Cabinet meeting?

Aliza (Kiki) Moschella, Middle School Assistant Principal in Chelsea Public Schools: During our first meeting together, we spent time unpacking educational decision making from the national level to the school level. The process of connecting the dots between national decisions and school based decisions was eye-opening to say the least. I developed a new appreciation for how all educational reform efforts are connected. This process reaffirmed my belief that collaboration is essential for students to access educational opportunities that enable access to any future imaginable.

ESE: How have you taken back information from the Principal Advisory Cabinet and applied it in your school and/or district?

Paul Plummer, Middle School Principal in South Hadley Public Schools: I think it is important for all educators to model the process that occurs at the ESE cabinet meetings. We all have responsibilities and requirements in our work, but it is important to give everyone a voice during planning and implementation. I use open forums, brief online surveys, and PLCs to model this collaboration in my building. Many times I have discovered that the results are greatly improved when you solicit input and listen to the thoughts of others.
ESE: How have you taken back information from the Teacher Advisory Cabinet and applied it in your school and/or district?

Rob Powers, High School History Teacher in Freetown-Lakeville Regional School District:

My experience with the TAC has been invaluable to the many roles that I fill: as a union leader, as an instructional leader, and as a classroom teacher. The Teacher Advisory Cabinet experience proved particularly helpful when our district’s joint labor-management team was developing our student feedback instruments. Thanks to the insights gained from TAC, I was able to effectively communicate to my colleagues the spirit of this element, resulting in student feedback instruments that fully support teacher reflection and growth. The biggest takeaway for me is that collaborative decision making around policy creation and implementation can be a powerful tool. Including teacher and administrator voices at all decision making meetings not only helps increase the likelihood of successful implementation, but it builds understanding and trust in the long term.

The Cabinets play an important role in opening lines of communication between ESE and teachers and school leaders across the state. You can learn more about the Cabinets by watching a brief video and reading last year’s end-of-year reports.

The Cabinets only touch a small portion of educators in the state. ESE is committed to empowering them to share their experiences and take what they learn back to their colleagues and districts. We’ll continue to share updates through the newsletter, Teachers’ Top Three from ESE, and convenings. Join us on social media by tweeting @MASchoolsK12, and using the hashtags #MATeacherCabinet, #MAPrincipalCabinet, and #Top3fromESE.

New Video Series: The MA Educator Evaluation Framework

The MA Educator Evaluation Framework Video Series reviews the purpose of the Evaluation Framework, the two ratings every educator receives, and key features the 5-Step Evaluation Cycle.

Schools, districts, and educator preparation programs may use these to:

- Build a shared understanding across all educators of the educator evaluation framework
- Prepare new teachers and administrators on the basic components of the educator evaluation framework

This series features members of ESE’s Teacher and Principal Advisory Cabinets and includes the following short clips (2-5 minutes):

- Shared Expectations: The MA Educator Evaluation Framework
- Supporting Educator Practice
- Supporting Educator Impact on Student Learning
- Self-Assessment
- Goal-Setting
- Implementing the Educator Plan (including evidence collection and Formative Assessment/Evaluation).
- Summative Evaluation
- Educator Plans

Take a look at the full series here. Click on the picture to the right to jump right to a timely reminder of the goal-setting process. Remember to also check out the TEEM videos featured in our August newsletter, which include interviews with educators from four districts describing how they use the evaluation process to support growth.

Connecting Ed Prep and Employment

As mentioned in our August Newsletter, some educator preparation programs will be piloting the Candidate Assessment of Performance (CAP) during the 2015-2016 academic year. The CAP is a requirement for pre-service teachers to complete as part of their preparation programs. ESE has just released the CAP “Flyover” Prezi to provide all CAP Pilot participants, including program supervisors, cooperating teachers, and student teachers with a deeper understanding of the CAP content and process.

Districts may also be interested to learn how CAP sets high expectations for student teachers, relies on the expertise of cooperating teachers, and is purposefully aligned to educator evaluation. The CAP Flyover explores:

- The goals of CAP
- The CAP Content: the 6 Essential Elements
- The CAP Process: the 5-Step Cycle
- Collecting Evidence
- Using the CAP Rubric

You can access the CAP Flyover Prezi here. As you navigate through the Prezi, you will find relevant videos embedded within the presentation. These videos are intended to provide additional information on various aspects of the 5-Step Cycle, such as self-assessment, goal-setting and implementation.

A narrated version of the CAP Flyover will be posted on the CAP webpage soon. The narrated version provides additional information about the CAP system. Additional resources to support the CAP Pilot will be made available on the CAP webpage later this fall. For questions, email us at edprep@doe.mass.edu.

Learn more at a regional meeting!
We know that teachers are the most powerful in-school factor for student success. In June 2015, Massachusetts submitted an Equity Plan to the United States Department of Education. The plan furthers our moral imperative: to ensure that all students—especially low-income and minority students—have equitable access to great teachers and principals. In the plan, ESE identified persistent barriers students face in regards to access to experienced, well prepared, and effective educators. The plan also includes strategies to eliminate these inequities.

One of the strategies for learning more about and tackling these equity gaps is the launch of a new Professional Learning Network. In partnership with ten district and school partners, the Educational Equity PLN will pilot strategies included in the MA Equity Plan, as well as strategies developed by participants in response to local needs. Districts adopting similar strategies will work together throughout the 2015-16 school year to learn from one another to advance students’ access to strong teachers and principals.

Participating in this PLN are: Amherst-Pelham, Boston, Everett, Milton, Needham, Randolph, Springfield (Forest Park Middle School), Taunton, Unlocking Potential Network, Lawrence.

Participants have already begun enthusiastically digging into their data around equity gaps associated with educator preparation, experience, and effectiveness. They’ve also started identifying commonalities in order to work together on strategies for addressing these gaps. Working with this diverse cohort will allow ESE to cultivate a more comprehensive understanding of equity gaps, root causes, and effective strategies, so that similarly diverse schools and districts can learn from the PLN’s outcomes.

In partnership with the Education Delivery Institute and the Northeast Comprehensive Center, we look forward to learning from the PLN’s experiences and sharing these lessons throughout the Commonwealth. For more information on the Equity Plan, see our new Equitable Access webpage. Please direct any questions or comments to educatordevelopment@doe.mass.edu.

### Overview of the MA Equity Plan
- Furthers our moral imperative: to ensure that all students—especially low-income and minority students—have equal access to excellent educators
- Focused on increasing student experiences with excellent educators; not about redistributing teachers
- Developed with input from diverse stakeholders, including teachers, administrators, district leaders, and parents

Access the MA Equity Plan here: [http://www.doe.mass.edu/educators/equitableaccess/plan.html](http://www.doe.mass.edu/educators/equitableaccess/plan.html)

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**Autism Endorsement for Licensure**

In July 2014, the Legislature passed and the Governor signed into law Chapter 226 of the Acts of 2014, An Act Relative to Assisting Individuals with Autism and Other Intellectual or Developmental Disabilities. The law directed the Board of Elementary and Secondary Education to establish a teacher endorsement in autism in order to meet the unique and complex educational needs of students on the autism spectrum. On September 22, 2015, the Board of Elementary and Secondary Education promulgated regulations establishing the autism endorsement. The autism endorsement (like all endorsements with the exception of Sheltered English Immersion) is a voluntary endorsement indicating that the educator has acquired specialized knowledge and skill in this area; however, school officials may require the endorsement or other qualifications for educators, in addition to basic licensure.

**Who may get the Autism Endorsement?** Educators who hold one of the following licenses* at either the Initial or Professional level: Teacher of Students with Moderate Disabilities (PreK-8; 5-12); Teacher of Students with Severe Disabilities (All); Teacher of the Deaf and Hard-of-Hearing (All); Teacher of the Visually Impaired (All).

*Educators with comparable licenses may satisfy the prerequisite license requirement. For example, licenses such as Children with Severe Special Needs, Intensive Special Needs, Teacher of Special School and Classes and Special Needs.

**What are the paths to obtaining the Autism Endorsement?**

1. Complete an ESE approved course of study; 2. Pass an ESE approved assessment; 3. Through the Interstate Agreement (Oregon, Nevada, Michigan, Florida, West Virginia, Delaware, and Pennsylvania have an autism credential); 4. Grandfather clause—for candidates who have applied for the endorsement and completed all requirements by 12/31/16.

Educators can apply for the endorsement online through their ELAR account and additional information will soon be posted on [www.mass.gov/ese/licensure](http://www.mass.gov/ese/licensure).
Mark Your Calendar

Developing Effective Mentors and Cooperating Teachers

Register to attend a regional meeting! This series of meetings will bring together districts and educator preparation programs to share practices for supporting novice teachers. Meetings will include resources for training and supporting mentors and cooperating teachers aligned to the 2015 Guidelines for Induction and Mentoring Programs and the new Candidate Assessment of Performance (CAP), the performance assessment for teachers in training.

Learn more about who should attend and register here. All meetings are from 4:00pm – 6:00pm:
- November 4th, Hatfield
- November 9th, Plymouth
- November 16th, Millbury
- November 19th, Beverly
- November 12th, Weston

Space is limited. Register early!

Calibration Video Library: Classroom Instruction Videos & Calibration Protocols

ESE is excited to make available over 40 videos of classroom instruction plus sample calibration protocols and activities to help districts promote a shared understanding of instructional practice and high quality feedback. Drawn from School Improvement Network’s rich collection of educational content, the library includes 42 videos of K-12 instruction that span four main content areas (ELA, Math, Science, and Social Studies), are aligned to 2011 MA Curriculum Frameworks, and depict a range of practice. Later this month, all 42 videos plus sample calibration protocols and activities will be published on ESE’s website. We look forward to your feedback on this exciting new resource.

Guidebook Partners Update

40 teams of Massachusetts educators, administrators, and educator preparation providers are partnering with ESE to give feedback on the tools of the Educator Effectiveness Guidebook for Inclusive Practice. The Guidebook Partners will use and review the tools through the course of the school year and provide valuable feedback that will inform a revision in the summer of 2016. The Guidebook’s tools are aligned to activities in the Educator Evaluation Framework and promote evidence-based best practices for inclusion. At this time of year, you may be particularly interested in the Guidebook tools aligned to goal-setting for instruction and positive behavior supports.

Congratulations to the Educator Licensure Team!

ESE’s Educator Licensure team was recognized by Governor Baker and received the 2015 Manuel Carballo Governor’s Award for Excellence in Public Service at the end of September. In the last year, the licensure team reduced the turn-around time for licensure application reviews from 34 weeks to less than two weeks, updated the licensure website (now on Mass.gov), renovated the Welcome Center at ESE at 75 Pleasant St. in Malden, and doubled the hours of the Licensure Call Center (781-338-6600) while reducing the average wait time on the phones by more than nine minutes.

Questions or Comments are Always Welcome at EducatorEvaluation@doe.mass.edu

Contact the Educator Evaluation Team
Claire Abbott, Evaluation Training Program, Implementation Support, Student and Staff Feedback
Susan Berglund, Evaluation Liaison to Level 3 and Level 4 Districts
Matt Holloway, Evaluation Training Program, Evaluator Capacity, Student and Staff Feedback
Kat Johnston, Teacher Leadership, Communications, Implementation Support
Simone Lynch, Assistant Director, Center for Educator Effectiveness
Ron Noble, Educator Evaluation Manager
Craig Waterman, District-Determined Measures, Evaluator Capacity

Contact the Educator Development Team at EducatorDevelopment@doe.mass.edu.
Contact the Educator Preparation and Assessment Team at EdPrep@doe.mass.edu.
Contact the Office of Educator Licensure at 781-338-6600 (Monday-Friday 9am-12pm & 2pm-5pm).

The Department of Elementary and Secondary Education is committed to preparing all students for success in the world that awaits them after high school. Whether you are a student, parent, educator, community leader, taxpayer, or other stakeholder interested in education, we invite you to join us in this endeavor. **We are guided by this mission...**"To strengthen the Commonwealth’s public education system so that every student is prepared to succeed in postsecondary education, compete in the global economy, and understand the rights and responsibilities of American citizens, and in so doing, to close all proficiency gaps."

And by these goals...
- Strengthen curriculum, instruction, and assessment
- Improve educator effectiveness
- Turn around the lowest performing districts and schools
- Use data and technology to support student performance
- Support the social, emotional, and health needs of students and families


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