## GAP AREA: Students of color are more likely to be assigned to teachers rated Needs Improvement/Unsatisfactory (NI/U)

By meeting Massachusetts’s moral imperative to provide **all students with equitable access** to excellent educators, schools can also close gaps in educational outcomes.

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## I. [Use additional data](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-otherdata.docx)

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html), comparing:
	+ rates of assignment to lower rated teachers, by race/ethnicity;
	+ rates of assignment of students of color to lower rated teachers, by subject taught, and by rating in each educator effectiveness standard; and
	+ rates of assignment of students of color to teachers with different SGP levels.
* Compare distribution of evaluation ratings across [schools](http://profiles.doe.mass.edu/statereport/educatorevaluationperformance.aspx), particularly schools with distinct demographics.
* Compare distribution of evaluation ratings across any types of courses (such as remedial or advanced courses).
* Analyze any discrepancies in discipline rates, course passing rates, attendance, or student feedback, between:
	+ white students and students of color; and
	+ students in classes with lower rated teachers and those in classes with higher rated teachers.

## II. [Ask self-assessment/ stakeholder engagement questions to explore root causes](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-rootcauseanalysis.docx)

* Are students of color overrepresented in certain courses? Could this be a root cause?
	+ For example, are they overrepresented in lower level or substantially separate classes?
* How well do all evaluators understand what culturally proficient instruction of students of color looks like? Is this uniform across schools/departments? Could this be a root cause of differences in evaluation ratings?
* How well is evaluation calibrated across schools and classes with different demographics?
* Do the district’s induction and mentoring program and other training approaches provide sufficient support for cultural proficiency?
* Are teachers trained to succeed in family and community engagement (Standard III) with diverse families?

## Resources

## III. [Develop strategy starting points](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-strategies.docx) & [monitor progress](http://www.doe.mass.edu/edeffectiveness/equitableaccess/resources/templates-progress.docx)

* Districts shared experiences and insights on improving educators’ [cultural proficiency](http://www.doe.mass.edu/edeffectiveness/equitableaccess/cultural-proficiency.pdf); [guidance resource](http://www.doe.mass.edu/sfs/sel/sel-all.docx) on the intersection of culturally responsive teaching and social-emotional learning
* The Educator Evaluation Rating District Summary in Edwin Analytics (EV319) shows district- and school-level data on the distribution of evaluation ratings and on student demographics, and can be sorted by standard
* The [Online Calibration Training Tool](http://www.doe.mass.edu/edeval/resources/calibration/tool/) helps evaluators come to a common understanding of what quality instruction looks like; users can select from a [calibration video library](http://www.doe.mass.edu/edeffectiveness/prof-learning/calibration/)
* [Profiles](http://profiles.doe.mass.edu/search/search.aspx?leftNavId=11238) and Edwin Analytics (EV901) reports on the preparation programs that supply your novice teachers
* The [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.docx), a tool from the [Guidebook for Inclusive Practice,](http://www.doe.mass.edu/edeval/guidebook/) supports scheduling to meet the needs of diverse learners
* Strategically screen and assign student teachers (prospective hires) to develop their skills in working with students of color in your district.
* Involve teachers, administrators, and community stakeholders in evaluating and enhancing training and supports for lower rated teachers.
* Train all school/district evaluators in how to uniformly evaluate instruction to calibrate evaluations; include evaluation of cultural proficiency.
* Leverage educator evaluation to improve effectiveness; focus on [meaningful feedback](http://www.doe.mass.edu/edeffectiveness/prof-learning/calibration/protocols-activities.html).
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

**Guides for other gap areas**