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

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

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

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html), comparing rates of:
  + SWDs’ assignment to lower rated teachers, by subject taught and by rating in each educator effectiveness standard; and
  + SWDs’ and non-SWDs’ assignment to teachers with different SGP levels.
* Compare distribution of evaluation ratings across [schools](http://profiles.doe.mass.edu/statereport/educatorevaluationperformance.aspx) .
* Compare distribution of evaluation ratings for inclusion teachers or other teachers of SWDs to the distribution for all other teachers, at the school and district levels.

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

* Are SWDs more likely to be enrolled in certain courses? Are there differences in teacher ratings in such courses?
* How well do all evaluators understand what good instruction looks like in inclusion or substantially separate classrooms? Is this uniform across all schools/departments? Could this be a root cause of differences in ratings?
* Do the district’s induction and mentoring program and other training approaches provide sufficient support for teachers serving SWDs?
* Are teachers trained to succeed in family and community engagement (Standard III) with families of SWDs?
* How can the district promote collaboration among teachers who share SWDs, to improve teacher effectiveness?
* The [Guidebook for Inclusive Practice](http://www.doe.mass.edu/edeval/guidebook/) has educator-developed tools to enhance inclusive practice instruction and evaluations, including a [planning guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.docx) for job-embedded PD and the [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.docx); additional [resources on evaluating special educators](http://www.doe.mass.edu/edeval/specialed/) can help calibrate and determine ratings
* [Keeping Quality Teachers](https://www.wested.org/online_pubs/li-05-01.pdf) summarizes best practices for retention of effective teachers and provides self-assessment tools, with a focus on special educators
* The [Multi-Tiered Systems of Support Academies](http://www.doe.mass.edu/sfss/prof-develop/academies-18-19.html) and [Foundations for Inclusive Practice courses](http://www.doe.mass.edu/edeval/guidebook/CourseOverview.docx) train teachers to more effectively serve students with disabilities
* 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

## 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)

* Strategically screen and assign student teachers to develop their skills in working with SWDs in your district.
* Involve teachers of SWDs, administrators, and community stakeholders in evaluating and enhancing training and supports for teachers of SWDs.
* Connect teachers of specific special education programs (such as autism or multiple disabilities) with job-alike peers in other schools or districts, for mentoring or other support.
* Train all school/district evaluators in how to uniformly evaluate instruction of SWDs, to calibrate evaluations.
  + This provides an opportunity for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/) among teachers of SWDs, which can support retention.
* Provide leadership/advancement opportunities to effective teachers of SWDs to retain them in inclusion classrooms.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

**Guides for other gap areas**