**Equity Roadmap: Potential Next Steps after the**

**Student Learning Experience Report**

We know that teachers are the leading in-school factor in student success. An **equity gap** occurs when historically disadvantaged student groups are **less likely** than their peers to be assigned to teachers who are **experienced**, **in-field**, or **highly rated**.

**How to use this resource:** After using the[Student Learning Experience (SLE) Summary Report](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) to identify equity gaps, this document provides starting points for addressing the gaps. Each link leads to an optional template for planning and tracking the work of developing, implementing, and monitoring equity strategies. After reviewing the general equity guidance below, users can click on the table for suggestions and resources tailored to specific types of equity gaps.

Successfully taking steps to address equity gaps does not always mean eliminating the gaps in the SLE report within a year. Rather, the aim is to **ameliorate any disparities in student groups’ learning experiences and outcomes**. For example, if a school usually has many inexperienced teachers, leaders may plan to decrease the number of new teachers in the long term—but in the **short term**, they may work with teacher preparation programs to train the best possible new teachers. Thus, students of inexperienced teachers are **more likely to have a high-quality learning experience**.

##

## I. [Use additional data](#_District_Equity_Templates:_1)

## *Your district may have data that is more up-to-date than that found in DESE reports. To augment the SLE Summary Report, consider using recent local data, like new evaluations or local benchmark assessments.*

* Analyze SLE [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) at the school level, for all students, and for those in groups experiencing equity gaps.
* Determine whether equity gaps mirror any other disparities between student groups, such as MCAS or benchmark scores; SGP; graduation rates; advanced course enrollment; discipline rates; attendance; or feedback on school climate surveys, if available.
* Identify whether some groups of students are concentrated in certain types of classes, and whether inexperienced, out-of-field, or lower rated teachers are disproportionately teaching certain types of classes.
* Use [Resource Allocation and District Action Reports (RADAR)](http://www.doe.mass.edu/research/radar/) to learn more about how your district allocates people, time, and money. Compare your use of resources to other districts, or to prior years. Reports can help determine:
	+ Does resource use align with district priorities?
	+ How can we allocate resources to further our equity goals?
	+ How can we allocate resources to develop a cost-neutral strategy to address equity gaps?

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* How are students assigned to teachers each year?
* What structures in the scheduling process influence assignment?
* What are we prioritizing in hiring new teachers?
* How does the distribution of our educator evaluation ratings compare to gaps in performance?
* Could root causes of gaps be different in elementary and secondary schools? For example, class assignment often occurs differently in high school. Tracked classes are more common in secondary schools.
* How do schools decide which teachers have which classes? For example, are certain types of teachers more likely to teach advanced, inclusion, or SEI classes? Does this vary across schools?

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* Refine approach to course assignment, so that all students experience the same types of teachers.
	+ Share the detailed SLE Report with guidance counselors, school leaders, and anyone else involved in student-teacher assignment, and ensure they understand how to apply the data.
* Support pathways to increase enrollment of students in poverty, students of color, English learners, and students with disabilities in a range of classes, including advanced classes.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.
	+ The [How Do We Know? Initiative](http://www.doe.mass.edu/research/howdoweknow/) provides resources to help districts select strategies that are likely to succeed, and measure the strategies’ impact.

**Suggested Strategies for Specific Equity Gaps**

|  | Inexperienced teachers | Out-of-field teachers | Lower rated teachers |
| --- | --- | --- | --- |
| Economically disadvantaged students | [Economically disadvantaged students are more likely to be assigned to inexperienced teachers](#_GAP_AREA:_Students) | [Economically disadvantaged students are more likely to be assigned to out-of-field teachers](#_GAP_AREA:_Students_3) | [Economically disadvantaged students are more likely to be assigned to teachers rated Needs Improvement/Unsatisfactory (NI/U)](#_GAP_AREA:_Students_5) |
| Students of color | [Students of color are more likely to be assigned to inexperienced teachers](#_GAP_AREA:_Students_1) | [Students of color are more likely to be assigned to out-of-field teachers](#_I._Use_additional) | [Students of color are more likely to be assigned to teachers rated NI/U](#_GAP_AREA:_Students_6) |
| English learners | [English learners are more likely to be assigned to inexperienced teachers](#_GAP_AREA:_English) | [English learners are more likely to be assigned to out-of-field teachers](#_GAP_AREA:_English_1) | [English learners are more likely to be assigned to teachers rated NI/U](#_GAP_AREA:_English_2) |
| Students with disabilities | [Students with disabilities are more likely to be assigned to inexperienced teachers](#_GAP_AREA:_Students_2) | [Students with disabilities are more likely to be assigned to out-of-field teaches](#_GAP_AREA:_Students_4) | [Students with disabilities are more likely to be assigned to teachers rated NI/U](#_GAP_AREA:_Students_7) |

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## GAP AREA: Students in poverty are more likely to be assigned to inexperienced teachers

## I. [Use additional data](#_District_Equity_Templates:_1)

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 economically disadvantaged students’ assignment to inexperienced teachers, by subject taught.
* Review percent of teachers hired by mid-summer, and by start of school year, disaggregated by school.
* Compare retention rates of teachers, disaggregated by school and by teachers’ years of experience.
* Review teacher exit interviews, if available.

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are economically disadvantaged students disproportionately enrolled in specific courses, such as remedial courses? Do such courses have less experienced teachers?
* How effective are the district’s less-experienced teachers, especially those most likely to teach economically disadvantaged students?
* Do teacher recruiting/hiring practices and timelines vary across schools, and could they be a root cause of differences in student-teacher assignment? Are family/community members involved in hiring committees?
* Do retention rates vary by school or by other teacher characteristics? If retention rates for effective educators are lower than desired, why do teachers leave?

## Resources

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* [Guidance on enhancing partnerships with Educator Preparation Programs](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf)
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) on educator pipeline development
* [Slides](http://www.doe.mass.edu/edeffectiveness/equitableaccess/leveraging-partnerships.pdf) & [recording](https://youtu.be/_ss_jbeHPXE) of webinar on strategically leveraging partnerships with educator preparation programs
* [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
* Results of principals’ [surveys](http://www.doe.mass.edu/edprep/surveys/) on the quality of individual preparation programs
* [Mentoring & induction](http://www.doe.mass.edu/edeffectiveness/mentor/resources.html) resources from [districts](http://www.doe.mass.edu/edeffectiveness/mentor/resources.docx) and DESE, including guides to retain [teachers of color](http://www.doe.mass.edu/edeffectiveness/mentor/educators-of-color.docx) and teachers in [hard-to-staff positions](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx)
* 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/) that supports scheduling to meet the needs of diverse learners
* [Online training module](http://www.doe.mass.edu/sped/videos/povertyimpact/story_html5.html) for educators to better understand the impact of poverty on student performance
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve retention and induction
* Target high performing educator preparation programs for recruitment of teachers and student teachers, to improve the effectiveness of novice teachers working in your district.
* Strategically screen and assign student teachers (prospective hires) to develop their skills in working with economically disadvantaged students in your district.
* Strengthen the design, evaluation, and continuous improvement of your induction and mentoring program, to meet new teachers’ needs and promote retention.
* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/) and collaborative decision-making to attract and/or retain experienced, effective educators to higher-poverty schools.
* Implement teacher surveys to learn how to improve teacher job satisfaction and retention

**Guides for other gap areas**

* Develop a clear process for monitoring progress, with short-term and long-term metrics

## GAP AREA: Students of color are more likely to be assigned to inexperienced teachers

##

##  I. [Use additional data](#_District_Equity_Templates:_1)

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 assignment of students of color to inexperienced teachers, by subject taught.
* Review percent of teachers hired by mid-summer, and by start of school year, disaggregated by school, particularly for schools with distinct demographics.
* Compare retention rates of teachers, disaggregated by school and by teachers’ years of experience.
* Review teacher exit interviews, if available.

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are inexperienced teachers concentrated in specific schools or courses?
* Are students of color disproportionately enrolled in specific courses, such as remedial courses or substantially separate special education classes? Do such courses have less experienced teachers?
* How effective are the district’s less-experienced teachers, especially those most likely to teach students of color?
* Do teacher recruiting/hiring practices and timelines vary across schools, and could they be a root cause of differences in student-teacher assignment? Are family/community members involved in hiring committees?
* Do retention rates vary by school or by other teacher characteristics? If retention rates for effective educators are lower than desired, why do teachers leave?

## Resources

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* [Guidance on enhancing partnerships with Educator Preparation Programs](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf)
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) on educator pipeline development
* 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
* [Slides](http://www.doe.mass.edu/edeffectiveness/equitableaccess/leveraging-partnerships.pdf) & [recording](https://youtu.be/_ss_jbeHPXE) of webinar on strategically leveraging partnerships with educator preparation programs
* [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
* Results of principals [surveys](http://www.doe.mass.edu/edprep/surveys/) on the quality of individual preparation programs
* 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
* [Mentoring & induction](http://www.doe.mass.edu/edeffectiveness/mentor/resources.html) resources from [districts](http://www.doe.mass.edu/edeffectiveness/mentor/resources.docx) and DESE, including guides to retaining [teachers of color](http://www.doe.mass.edu/edeffectiveness/mentor/educators-of-color.docx) and teachers in [hard-to-staff positions](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx)
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve retention and induction
* Target high performing educator preparation programs for recruitment of teachers and student teachers, to improve the effectiveness of novice teachers working in your district.
* Strategically screen and assign student teachers

(prospective hires) to develop their skills in working with students of color in your district.

* Strengthen the design, evaluation, and continuous improvement of your induction and mentoring program, to meet new teachers’ needs and promote retention; include a focus on training for cultural proficiency.
* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/) and collaborative decision-making to attract and/or retain experienced, effective educators to schools with large populations of students of color.
* Implement teacher surveys to learn how to improve teacher job satisfaction and retention.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

**Guides for other gap areas**

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## GAP AREA: English learners (ELs) are more likely to be assigned to inexperienced teachers

##

##  I. [Use additional data](#_District_Equity_Templates:_1)

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) comparing rates of assignment of ELs to inexperienced teachers, by subject taught.
* Review percent of teachers hired by mid-summer, and by start of school year, disaggregated by school, particularly for schools with a high proportion of ELs.

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

* Compare retention rates of teachers, disaggregated by school and by teachers’ years of experience.
* Compare retention rates and years of experience in ESL/bilingual classes, SEI classes, and other classes.
* Compare years of experience of teachers who are and aren’t SEI-endorsed
* Review teacher exit interviews, if available.

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are inexperienced teachers concentrated in specific schools or courses?
* Are ELs disproportionately enrolled in specific courses, such as remedial courses or certain electives? Do such courses have less experienced teachers?
* How effective are the district’s less-experienced teachers, especially those teaching ESL/bilingual/SEI?
* Do teacher recruiting/hiring practices and timelines vary across schools, and could they be a root cause of differences in student-teacher assignment? Are family/community members involved in hiring committees?
* Do retention rates vary by school or by other teacher characteristics? If retention rates for effective educators are lower than desired, why do teachers leave?
* Do experienced ESL teachers switch to other program areas, or SEI teachers to non-SEI classrooms? If so, why?

## Resources

* [Guidance on enhancing partnerships with Educator Preparation Programs](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf)
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) on educator pipeline development
* 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
* [Slides](http://www.doe.mass.edu/edeffectiveness/equitableaccess/leveraging-partnerships.pdf) & [recording](https://youtu.be/_ss_jbeHPXE) of webinar on strategically leveraging partnerships with educator preparation programs
* [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
* Results of principals [surveys](http://www.doe.mass.edu/edprep/surveys/) on the quality of individual preparation programs
* 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
* [Mentoring & induction](http://www.doe.mass.edu/edeffectiveness/mentor/resources.html) resources from [districts](http://www.doe.mass.edu/edeffectiveness/mentor/resources.docx) and DESE, including guides to retaining [teachers of color](http://www.doe.mass.edu/edeffectiveness/mentor/educators-of-color.docx) and teachers in [hard-to-staff positions](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx)
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve retention and induction

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* Target high performing educator preparation programs for recruitment of teachers and student teachers, to improve the effectiveness of novice teachers of ELs in your district.
* Strategically screen and assign student teachers (prospective hires) to develop their skills in working with ELs in your district; place prospective content teachers in SEI classrooms.
* Strengthen the design, evaluation, and continuous improvement of induction and mentoring program, to meet new teachers’ needs and promote retention; include a focus on training to meet the needs of ELs.
* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/) and collaborative decision-making to attract and/or retain experienced, effective teachers of ELs.

**Guides for other gap areas**

* Implement teacher surveys to learn how to improve teacher job satisfaction and retention.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

## GAP AREA: Students with disabilities (SWDs) are more likely to be assigned to inexperienced teachers

##

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

## I. [Use additional data](#_District_Equity_Templates:_1)

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) comparing rates of assignment of SWDs to inexperienced teachers, by subject taught.
* Review percent of teachers hired by mid-summer, and by start of school year, disaggregated by school, particularly special education teachers.
* Compare retention rates of teachers, disaggregated by school and by teachers’ years of experience.
* Compare retention rates and years of experience in inclusion, substantially separate, and other classrooms.
* Review teacher exit interviews, if available.

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are inexperienced teachers concentrated in specific schools or courses?
* Are SWDs less likely to be enrolled in some courses, such as advanced courses or certain electives? Do such courses have less experienced teachers?
* How effective are the district’s less-experienced teachers, especially those teaching SWDs?
* Do teacher recruiting/hiring practices and timelines vary across schools, and could this be a root cause of differences in student-teacher assignment? Are family/community members involved in hiring committees?
* Do retention rates vary by school or by other teacher characteristics? If retention rates for effective educators are lower than desired, why do teachers leave?
* Do experienced special education teachers switch to other program areas? If so, why?

## Resources

* [Planning guide](http://www.doe.mass.edu/edeval/guidebook/JobEmbedGuide.docx) for job-embedded PD on inclusive practice, and the [Master Schedule Review](http://www.doe.mass.edu/edeval/guidebook/8b-masterschedreview.docx) from the [Guidebook for Inclusive Practice](http://www.doe.mass.edu/edeval/guidebook/)
* [Guidance on enhancing partnerships with Educator Preparation Programs](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf)
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) on educator pipeline development
* [Slides](http://www.doe.mass.edu/edeffectiveness/equitableaccess/leveraging-partnerships.pdf) & [recording](https://youtu.be/_ss_jbeHPXE) of webinar on strategically leveraging partnerships with educator preparation programs
* [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
* Results of principals [surveys](http://www.doe.mass.edu/edprep/surveys/) on the quality of individual preparation programs
* [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
* [Mentoring & induction](http://www.doe.mass.edu/edeffectiveness/mentor/resources.html) resources from [districts](http://www.doe.mass.edu/edeffectiveness/mentor/resources.docx) and DESE, including guides to retaining teachers in [hard-to-staff positions](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx), such as special educators
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve retention and induction

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* Target high performing educator preparation

programs for recruitment of teachers and student teachers, to improve the effectiveness of novice teachers of SWDs.

* Strategically screen and assign student teachers (prospective hires) to develop skills in working with SWDs in your district; place prospective content teachers in inclusion classrooms.
* Strengthen the design, evaluation, and continuous improvement of induction and mentoring program, to meet new teachers’ needs and promote retention; include a focus on training to meet the needs of SWDs.
* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/) and collaborative decision-making to attract and/or retain experienced, effective teachers of SWDs.

**Guides for other gap areas**

* Implement teacher surveys to learn how to improve teacher job satisfaction and retention
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

##

## GAP AREA: Students in poverty are more likely to be assigned to out-of-field teachers

##

##  I. [Use additional data](#_District_Equity_Templates:_1)

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 economically disadvantaged students’ assignment to out-of-field teachers, by subject taught.
* Determine types of positions that are hardest to fill or filled latest in the year, at each school.
* In schools/subjects where students in poverty are more often assigned to out-of-field teachers, identify which types of courses have out-of-field teachers.

##

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are economically disadvantaged students more likely to be in certain types of courses, such as remedial courses? Do such courses have more out-of-field teachers?
* Does the district target hard-to-staff subject areas in its recruitment and retention efforts?
* How many teachers or paraprofessionals in the district are working to add/attain a license in a hard-to-staff area?
* Do retention rates vary by subject? If retention of effective teachers is lower than desired, why do teachers leave?

##

* The Edwin Out of Field Teacher Assignments Report (SE821) lists assignments of out-of-field teachers in a district
* A [brief guide](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx) on recruitment and retention of teachers in hard-to-staff areas
* Some out-of-field teachers may use [Structured Guidance & Supports](http://www.doe.mass.edu/licensure/academic-prek12/sgs/) for meeting the licensure Competency Review
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve recruitment and induction
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) and [guidance](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf) on educator pipeline development
* 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

## Resources

**Guides for other gap areas**

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* When recruiting teachers, or placing student

teachers, target high performing educator

preparation programs that prepare teacher candidates for hard-to-staff subjects.

* + Consistently communicate with preparation programs about your district’s hiring needs.
* “Grow your own”: systematically support teachers/paraprofessionals working toward teaching licenses in hard-to-staff areas.
* Involve teachers in hard-to-staff roles in creating plans to recruit and retain effective teachers in their subjects.
* Work with local educational collaboratives or statewide subject-specific teacher organizations to recruit and support educators in hard-to-staff subjects.
* Evaluate and enhance your new teacher induction program, and other teacher supports, to better address the needs of teachers in hard-to-staff areas, and thus promote recruitment/retention.
* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/), and differentiated training, to retain effective teachers in hard-to-staff subjects.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

**GAP AREA:** Students of color are more likely to be assigned to out-of-field teachers

##

## I. [Use additional data](#_District_Equity_Templates:_1)

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) comparing rates of:

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* + assignment to out-of-field teachers, disaggregated by student racial/ethnic group; and
	+ assignment to out-of-field teachers, by subject taught.
* Determine types of positions that are hardest to fill or filled latest in the year, at each school.
* Compare retention rates of effective teachers, by school and by subject taught.
* In schools/subjects where students of color are more often assigned to out-of-field teachers, identify which types of courses have out-of-field teachers.

##

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are students of color more likely to be in certain types of courses, such as remedial courses or substantially separate classrooms? Do such classes have more out-of-field teachers?
* Do special education or ESL teachers switch to general education? If so, why?
* Are out-of-field teachers more likely to be in substantially separate classes, or another type of class?
* Does the district target hard-to-staff subject areas in its recruitment and retention efforts?
* How many teachers or paraprofessionals in the district are working to add/attain a license in a hard-to-staff area?
* Do retention rates vary by subject? If retention of effective teachers is lower than desired, why do teachers leave?

## Resources

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* The Edwin Out of Field Teacher Assignments Report (SE821) lists assignments of out-of-field teachers in a district
* The [Leading Educational Access Project](http://www.doe.mass.edu/leap/pd.html) offers training and resources to promote educational access and decrease inappropriate eligibility determinations for special education – which can especially affect students of color
* A [brief guide](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx) on recruitment and retention of teachers in hard-to-staff areas
* Some out-of-field teachers may use [Structured Guidance & Supports](http://www.doe.mass.edu/licensure/academic-prek12/sgs/) for meeting the licensure Competency Review
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve recruitment and induction
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) and [guidance](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf) on educator pipeline development
* 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
* When recruiting teachers, or placing student

teachers, target high performing educator preparation programs that prepare teacher candidates for ESL and other hard-to-staff subjects.

* + Consistently communicate with preparation programs about your district’s hiring needs.
* “Grow your own”: systematically support teachers/paraprofessionals working toward teaching licenses in hard-to-staff areas.
* Involve teachers in hard-to-staff roles in creating plans to recruit and retain effective teachers in their subjects.
* Work with local educational collaboratives or statewide subject-specific teacher organizations to recruit and support educators in hard-to-staff subjects.

**Guides for other gap areas**

* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/), and differentiated training, to retain effective teachers of ESL and other hard-to-staff subjects.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

## GAP AREA: English learners (ELs) are more likely to be assigned to out-of-field teachers

##

##  I. [Use additional data](#_District_Equity_Templates:_1)

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 ELs’ assignment to out-of-field teachers, by subject taught.
* Determine types of positions that are hardest to fill or filled latest in the year, at each school.
* Compare retention rates of effective teachers, by school and by subject taught
* In schools/subjects where ELs are more often assigned to out-of-field teachers, identify which types of courses have out-of-field teachers.

##

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are ELs more likely to be enrolled in some courses, such as remedial courses or certain electives? Do such courses have more out-of-field teachers?
* Are out-of-field teachers more likely to be teaching SEI classes, or any other type of class?
* Does the district have a sufficient number of SEI-endorsed teachers in hard-to-staff content areas?
* Does the district target hard-to-staff subject areas in its recruitment and retention efforts?
* How many teachers or paraprofessionals in the district are working to add/attain a license in a hard-to-staff area?
* Do retention rates vary by subject? If retention of effective teachers is lower than desired, why do teachers leave?
* Do ESL teachers switch to other program areas, or
* The Edwin Out of Field Teacher Assignments Report (SE821) lists assignments of out-of-field teachers in a district
* A [searchable database](https://gateway.edu.state.ma.us/elar/licensurehelp/ProgramSearchPageControl.ser) to identify programs that prepare teachers for ESL or other hard-to-staff roles
* A [brief guide](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx) on recruitment and retention of teachers in hard-to-staff areas, including ESL
* Some out-of-field teachers may use [Structured Guidance & Supports](http://www.doe.mass.edu/licensure/academic-prek12/sgs/) for meeting the licensure Competency Review
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve recruitment and induction
* To better predict the number of ELs for the next year, you can connect with your family engagement program, local preschools, and the [MA Office for Refugees and Immigrants](https://www.mass.gov/orgs/office-for-refugees-and-immigrants); this can allow districts to project the numbers of ESL teachers needed, and move up their hiring timeline to find quality, licensed candidates
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) and [guidance](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf) on educator pipeline development
* [Example](https://www.mtholyoke.edu/media/mhc-holyoke-partner-teacher-training) of a “grow your own” program, which can develop new special education/ESL 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

## Resources

SEI teachers switch to non-SEI classrooms? If so, why?

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* When recruiting teachers, or placing student

teachers, target high performing educator preparation programs that prepare teacher candidates for hard-to-staff subjects.

* + Consistently communicate with preparation programs about your district’s hiring needs.
* “Grow your own”: systematically support teachers/paraprofessionals working toward teaching licenses in hard-to-staff areas.
* Involve teachers in hard-to-staff roles in creating plans to recruit and retain effective teachers in their subjects.
* Work with local educational collaboratives or statewide subject-specific teacher organizations to recruit and support educators in hard-to-staff subjects.
* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/), and differentiated training, to retain effective teachers in hard-to-staff subjects.

**Guides for other gap areas**

* Develop a clear process for monitoring progress, with short-term and long-term metrics.

##  GAP AREA: Students with disabilities (SWDs) are more likely to be assigned to out-of-field teachers

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

## I. [Use additional data](#_District_Equity_Templates:_1)

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html), comparing rates of assignment of SWDs to out-of-field teaches by subject taught.
* Determine if special education teachers have lower retention rates.
* Compare difficulty of teacher recruitment (for example, rate of late hiring dates) by subject taught and program area.
* Determine whether disproportionate assignment of SWDs to out-of-field teachers overlaps with other equity gaps; for example, if students of color or economically disadvantaged students are overrepresented among SWDs, it may be a cause of those student groups’ rates assignment to out-of-field teachers.
* Identify schools, subjects, and types of courses in which teachers are most frequently teaching out-of-field.

##

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are out-of-field teachers concentrated in specific courses, such as substantially separate classes?
* Does the district have teachers/paraprofessionals who are working toward special education certification, or special educators working toward adding a content-area certification?
* Do special educators switch to other program areas? If so, why?
* If teachers who serve SWDs have lower retention rates, why do they leave?
* Are teacher recruiting/hiring practices different for teachers of SWDs? Are parents/community members involved in hiring teachers of SWDs?

## Resources

**Guides for other gap areas**

##

* The Edwin Out of Field Teacher Assignments Report (SE821) lists assignments of out-of-field teachers in a district
* A [searchable database](https://gateway.edu.state.ma.us/elar/licensurehelp/ProgramSearchPageControl.ser) to identify programs that prepare teachers for special education or other hard-to-staff roles
* [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 [Leading Educational Access Project](http://www.doe.mass.edu/leap/pd.html) offers training and resources to promote educational access and decrease inappropriate eligibility decisions for special education
* A [brief guide](http://www.doe.mass.edu/edeffectiveness/mentor/hard-to-staff-roles.docx) on recruitment and retention of teachers in hard-to-staff areas
* Some out-of-field teachers may use [Structured Guidance & Supports](http://www.doe.mass.edu/licensure/academic-prek12/sgs/) for meeting the licensure Competency Review
* [Strategy overviews and tools](http://wgee.org/best-practices/promising-practices-by-district/) from districts working to improve recruitment and induction
* [District advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.docx) and [guidance](http://www.doe.mass.edu/edeffectiveness/equitableaccess/partnerships.pdf) on educator pipeline development
* [Example](https://www.mtholyoke.edu/media/mhc-holyoke-partner-teacher-training) of a “grow your own” program, which can develop new special educators
* 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

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* When recruiting teachers, or placing student teachers, target high performing preparation programs that prepare teacher candidates for hard-to-staff subjects, including special education.
* Consistently communicate with preparation programs about your district’s hiring needs.
* Develop earlier, prioritized hiring for teachers certified in special education *and* hard-to-staff content areas.
* Evaluate and enhance the new teacher induction program, and other teacher supports, to support and retain teachers of SWDs.
* Systematically support teachers working to add special education certification, or special educators working to add content certification.
* Provide opportunities for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/), and differentiated training professional development, to retain effective teachers in hard-to-staff subjects.
* Develop a clear process for monitoring progress, with short-term and long-term metrics.

## GAP AREA: Students in poverty 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.

##

## I. [Use additional data](#_District_Equity_Templates:_1)

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html), comparing rates of economically disadvantaged students’ assignment to:
	+ lower rated teachers, by subject taught and by rating in each educator effectiveness standard; and
	+ 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 types of courses (such as remedial or advanced courses).

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are economically disadvantaged students overrepresented in certain courses? Could this be a root cause?
	+ If, for example, they are overrepresented in lower-level classes, do evaluators understand what good teaching in such classes looks like?
* How well do all evaluators understand what good instruction of economically disadvantaged students 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 effectively teaching students in poverty?
* Are teachers trained to succeed in family and community engagement (Standard III) with families in poverty?

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* [Online training module](http://www.doe.mass.edu/sped/videos/povertyimpact/story_html5.html) for educators to better understand the impact of poverty on student performance
* 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

## Resources

* Strategically screen and assign student teachers (prospective hires) to develop their skills in working with economically disadvantaged students 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 of economically disadvantaged students, to calibrate educator evaluations.
* 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**

## 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.

##

## I. [Use additional data](#_District_Equity_Templates:_1)

* 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](#_District_Equity_Templates:_2)

* 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](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* 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**

##

## GAP AREA: English learners (ELs) 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.

## I. [Use additional data](#_District_Equity_Templates:_1)

* Analyze Student Learning Experience (SLE) [detailed reports](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html), comparing rates of:
	+ ELs’ assignment to lower rated teachers, by subject taught and by rating in each educator effectiveness standard; and
	+ ELs’ and non-ELs’ 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 ESL teachers or other teachers of ELs to the distribution for all other teachers, at the school and district levels.

## II. [Ask self-assessment/stakeholder engagement questions to explore root causes](#_District_Equity_Templates:_2)

* Are ELs 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 SEI, ESL, or bilingual education? Is this uniform across schools/departments? Could this be a root cause of differences in evaluation ratings?
* Are teachers trained to succeed in family and community engagement (Standard III) with families of ELs?
* Do the district’s induction and mentoring program and other training approaches provide sufficient support for teachers serving ELs?

## Resources

* How can the district promote collaboration among teachers who share ELs, to improve teacher effectiveness?
* The [SEI Smart Card](http://www.doe.mass.edu/retell/sei-smart-card.docx), [ESL Curriculum Resource Guide](http://www.doe.mass.edu/ele/guidance/?section=resource-guide#resource-guide), and other [curriculum resources](http://www.doe.mass.edu/ele/guidance/) can develop educators’ capacity to serve ELs
* [Extending the Learning courses](http://www.doe.mass.edu/retell/courses.html) are DESE-approved professional development for working with ELs
* 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
* To better predict the number of ELs for the next year, you can connect with your family engagement program, local preschools, and the [MA Office for Refugees and Immigrants](https://www.mass.gov/orgs/office-for-refugees-and-immigrants); this can allow districts to project the numbers of ESL teachers needed, and move up their hiring timeline to find quality candidates rated E/P
* 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

## III. [Develop strategy starting points](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* Strategically screen and assign student teachers to develop their skills in working with ELs in your district.
* Involve teachers of ELs, administrators, and community stakeholders in evaluating and enhancing training and supports for lower rated teachers of ELs.
* Work to improve cultural proficiency, so that educators are more effective in teaching diverse learners.
* Train all school/district evaluators in how to uniformly evaluate instruction of ELs, to calibrate educator evaluations.
	+ This provides an opportunity for [teacher leadership](http://www.doe.mass.edu/edeffectiveness/leadership/) among teachers of ELs, which can support retention.
* Provide leadership/advancement opportunities to effective teachers of ELs to retain them in SEI classrooms.

**Guides for other gap areas**

* Develop a clear process for monitoring progress, with short-term and long-term metrics.

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

##

##  I. [Use additional data](#_District_Equity_Templates:_1)

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](#_District_Equity_Templates:_2)

* 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-dev/) 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](#_District_Equity_Templates:) & [monitor progress](#_District_Equity_Templates:_3)

* 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**

## District Equity Templates: Using Data Beyond the Student Learning Experience (SLE) Summary Report

## The Detailed SLE Report

**First, be sure to view the** [**tutorial videos**](http://www.doe.mass.edu/edwin/gateway/slereport-supp.html) **on generating, using and interpreting the detailed report.**

Thinking about the data in your district’s summary report *and* your trends in teacher or student performance in your district, what queries do you want to run in the detailed report? Remember the full variety of filter options available, and that data found in one query may in turn prompt you to run a new query.

**Example cases:** If District A sees that students of color are 1.6 times more likely than white students to be assigned to a lower rated teacher, and does *not* see any large risk ratios at the school level, this may mean that the district-wide equity gap is due to differences between schools. District A should run detailed reports at the school level, in order to easily compare data across schools.

If District B has a persistent gap in math achievement between ELs and non-ELs in middle school, the district should examine detailed reports for middle grade students’ experiences with math teachers.

**Example query: ELs; grades 6, 7 and 8; math classes**

* **Query 1 filter/s:**
* **Query 2 filter/s:**
* **Query 3 filter/s:**
* **Query 4 filter/s:**
* **Query 5 filter/s:**
* **Query 6 filter/s:**
* **Query 7 filter/s:**
* **Query 8 filter/s:**

| **Note where the detailed report showed inequities you want to explore further** |
| --- |
| Where?*(School level, grade level, between schools, etc.)* | What?*(Which group’s assignment to which teachers)* | How much?*(List relevant data)* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Additional Data Sources

List additional sources of quantitative data that relate to **gaps in access to educators** or to **potential root causes of these gaps**.

**Example cases:** If District C sees that students in certain schools are more likely to have had experiences with inexperienced or out-of-field teachers, the district could then compare the number of teacher hires that each school makes at different points in the year, and whether there is any correlation with teacher characteristics.

If District D notices that economically disadvantaged students in its high school are more likely than their peers to be assigned to a frequently absent teacher, the district can explore whether this is related to any disparities in student outcomes. For example, District D can investigate how many of the frequently absent high school teachers were on leave, and data on the effectiveness of their long-term substitutes.

**Examples of additional data sources:**

* Determine whether equity gaps mirror any other disparities between student groups, such as MCAS or benchmark scores; SGP; graduation rates; advanced course enrollment; discipline rates; attendance; or feedback on school climate surveys, if available
* Identify whether some groups of students are concentrated in certain types of classes, and whether inexperienced, out-of-field, or lower rater teachers are disproportionately teaching certain types of classes.
* Look up local data in [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
* Analyze data from student and/or faculty surveys
* Compare retention rates of teachers by experience level, in-field status, and summative ratings
* Use [Resource Allocation and District Action Reports (RADAR)](http://www.doe.mass.edu/research/radar/) to learn more about how your district allocates people, time, and money. Compare your use of resources to other districts, or to prior years. Reports can help determine:
	+ Does resource use align with district priorities?
	+ How can we allocate resources to further our equity goals?
	+ How can we allocate resources to develop a cost-neutral strategy to address equity gaps?

**Data source 1:**

* Connection to gaps shown in SLE Report:
* Key data found in analysis of data source:

**Data source 2:**

* Connection to gaps shown in SLE Report:
* Key data found in analysis of data source:

**Data source 3:**

* Connection to gaps shown in SLE Report:
* Key data found in analysis of data source:

## District Equity Templates: Engaging Stakeholders in Root Cause Analysis

Developing an equity plan will require stakeholder engagement and application of stakeholder input—that can **also help inform root cause analysis**. Consider how to ensure inclusion of diverse stakeholders, including district data coordinators, human resources personnel, students, and representatives of historically disadvantaged student groups. Districts should prioritize consulting with **administrators, teachers and parents**.

**Example cases:** Economically disadvantaged students inDistrict F experience gaps in access to highly rated and in-field teachers. District data suggests that a root cause may be a lack of new teachers’ preparation for the district’s context and student needs. The district can consult new teachers, educator preparation programs, and teacher candidates/student teachers, and ask about how teacher candidates learn to serve economically disadvantaged students to help develop a better picture of how to inform educator preparation.

In District G’s high school, students of color have lower rates of assignment to highly rated teachers, and one root cause is lower enrollment in advanced courses. The district can consult middle and high school teachers, school counselors, students, and parents to understand better the barriers to advanced-course enrollment for students of color, and what the district can do to address the barriers.

**Examples of stakeholder engagement questions:**

* How are students assigned to teachers each year?
* What are we prioritizing in hiring new teachers?
* How does the distribution of our educator evaluation ratings and feedback contribute to gaps in performance?
* What structures in the master schedule are influencing assignment?
* Could root causes of gaps be different in elementary and secondary schools? For example, class assignment often occurs differently in high school. Tracked classes are more common in secondary schools.
* How do schools decide which teachers have which classes? For example, are certain types of teachers more likely to teach advanced, inclusion, or SEI classes? Does this vary across schools?

| **Stakeholder name:** | **Key questions/input to solicit:** |
| --- | --- |
| **Key takeaways for root cause analysis:** |
| **Key takeaways for strategy development:** |
| **Stakeholder name:** | **Key questions/input to solicit:** |
| **Key takeaways for root cause analysis:** |
| **Key takeaways for strategy development:** |

| **Stakeholder name:** | **Key questions/input to solicit:** |
| --- | --- |
| **Key takeaways for root cause analysis:** |
| **Key takeaways for strategy development:** |

| **Specific equity gap area:[[1]](#footnote-1)**  |
| --- |
| Which of the following are likely categories of root causes for this gap area? |
| * Teacher recruitment and hiring
* Teacher development and assignment
* Teacher retention
* Evaluator calibration
* Student course selection and assignment
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| How are the selected root cause categories connected to this equity gap? Which causes are within the district’s control? |
|  |
| Why do you think this is the case?  |
|  |
| How do you know? (data/evidence) |
|  |
| What are the *specific* root cause/s? |
|  |

## Analyzing root causes based on stakeholder feedback and quantitative/qualitative data

Quantitative data and knowledge of local contexts should inform a discussion of root causes of gaps in educator access.

**Example case:** District C may conclude that equity gaps are partially due to teachers waiting until the summer to report that they plan to leave. In that case, administrators in schools with more economically disadvantaged students must often find new hires at the last minute, when the highest quality candidates are no longer available. One factor that the district can control is incentives to disclose plans to leave early, such as allowing departing teachers to retain their benefits over the summer, so that the school can hire replacement teachers earlier.

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**Example template:**

| **Specific equity gap area:** *In District E, ELs are less likely to be assigned to teachers rated E/P.* |
| --- |
| Which of the following are likely categories of root causes for this gap area? |
| * **Teacher recruitment and hiring**
* **Teacher development and assignment**
* Evaluator calibration
* Student course selection and assignment
* **Teacher retention**
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |
| How are the selected root cause categories connected to this equity gap? Which causes are within the district’s control? |
| * *We have difficulty recruiting and hiring teachers with a record of successfully teaching ELs.*
* *Our teachers in schools with larger proportions of ELs require more support in teaching diverse learners.*
* *Our teachers in schools with larger proportions of ELs are more likely to leave the district.*
 |
| Why do you think this is the case? |
| * *Teachers specifically seeking to work with ELs target districts with a larger EL population, and we hire relatively late in the year.*
* *The district has focused on providing individual teachers with training, but not on a systemic approach to building leaders’, coaches’, and evaluators’ capacities to support teachers in serving ELs.*
* *Teachers do not feel adequately supported to teach ELs.*
 |
| How do you know? (data/evidence) |
| * *Recruitment and hiring: anecdotal information from teachers who declined offers at our district; discussions with neighboring high-incidence EL districts; comparison of our hiring timeline to those of neighboring districts*
* *Development: ELs more likely to have teachers with low ratings in Standard II, “Teaching All Students.” Evaluation data shows much variation across evaluators’ ratings and feedback. Teacher survey data shows that SEI teachers do not feel adequately supported by building leaders. Anecdotal evidence shows SEI teachers often turn to ESL teachers for support that they do not receive from leaders.*
* *Retention: Teacher in-service and exit survey data*
 |
| What are the *specific* root cause/s? |
| * *Because we are a moderate-incidence EL district, and prospective hires are not well aware of our EL programs, the SEI teachers who are successful in working with ELs are attracted to jobs in districts with a larger EL population. Because we hire later, we miss the opportunity to hire many successful teachers.*
* *Because our district has focused more on teacher training than on school leader, coach, and evaluator training to improve instruction of ELs, not all leaders, coaches, and evaluators are prepared to support SEI teachers. Evaluators are not calibrated around what best practices in Standard II should look like.*
* *Because our district has not focused on training school leaders, coaches, and evaluators to support teachers of ELs, teachers are more likely to leave the district and be replaced by teachers without experience teaching ELs.*
 |

##

## District Equity Templates: Developing Strategies to Close Gaps

On the following pages, describe strategies to close all identified gaps in access to educators. You may copy and paste the text if you need additional space to describe strategies.

**Example case:** District C may decide to address disparities in access to in-field and experienced teachers by having certain schools begin hiring earlier in the year and/or give these schools priority in interviewing candidates. The district may also provide incentives to teachers for early reporting of planned departures from the district, such as allowing departing teachers to keep benefits over the summer.

**Example case:** District G notices that within its high school, students of color are less likely to be assigned to a highly rated teachers *and* less likely to be enrolled in advanced classes. The district is faced with a choice: should they alter their class assignment policy to ensure that highly rated teachers are assigned equitably to classes at different levels, refine their existing program that supports students of color taking advanced courses, or both?

**Example case:** In District H, students in schools with larger proportions of economically disadvantaged students, and students performing below grade level, have higher rates of assignment to inexperienced teachers. These schools also have higher rates of turnover. To improve its retention of effective teachers, the district refines its teacher coaching and mentoring programs to provide knowledge and skills for effectively teaching economically disadvantaged students and students performing below grade level. The district also institutes a workplace climate survey to learn about other ways to improve teacher retention.

**STRATEGY 1:**

1. **Which equity gap does it address?**
2. [**SMART goal**](http://www.doe.mass.edu/edeval/training/modules/M4Handouts.docx)**:** An aim that is specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked
3. **Description of strategy:** Summary (suitable for external stakeholders) of what you are trying to do and how you will do it
4. **Which root causes are addressed, and how:**
5. **Project leader:** Individual who has the skill and time to take on this strategy as the lead, and why he or she is the right person for the job
6. **Team members and roles:** Others who will be integral to advancing the strategy, and their specific responsibilities
7. **Risks & strategies for mitigation:** Description of what may go wrong or pose an obstacle, and plans for proactively addressing such issues
8. **Overview of timeline (key milestones and dates):** Five to eight key points in the strategy, which will help indicate whether your strategy is on track or at risk of falling behind

| **When** | **What** | **Who** |
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**STRATEGY 2:**

1. **Which equity gap does it address?**
2. [**SMART goal**](http://www.doe.mass.edu/edeval/training/modules/M4Handouts.docx)**:** An aim that is specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked
3. **Description of strategy:** Summary (suitable for external stakeholders) of what you are trying to do and how you will do it
4. **Which root causes are addressed, and how:**
5. P**roject leader:** Individual who has the skill and time to take on this strategy as the lead, and why he or she is the right person for the job
6. **Team members and roles:** Others who will be integral to advancing the strategy, and their specific responsibilities
7. **Risks & strategies for mitigation:** Description of what may go wrong or pose an obstacle, and plans for proactively addressing such issues
8. **Overview of timeline (key milestones and dates):** Five to eight key points in the strategy, which will help indicate whether your strategy is on track or at risk of falling behind

| **When** | **What** | **Who** |
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**STRATEGY 3:**

1. **Which equity gap does it address?**
2. [**SMART goal**](http://www.doe.mass.edu/edeval/training/modules/M4Handouts.docx)**:** An aim that is specific and strategic; measurable; action-oriented; rigorous, realistic, and results-focused; and timed and tracked
3. **Description of strategy:** Summary (suitable for external stakeholders) of what you are trying to do and how you will do it
4. **Which root causes are addressed, and how:**
5. P**roject leader:** Individual who has the skill and time to take on this strategy as the lead, and why he or she is the right person for the job
6. **Team members and roles:** Others who will be integral to advancing the strategy, and their specific responsibilities
7. **Risks & strategies for mitigation:** Description of what may go wrong or pose an obstacle, and plans for proactively addressing such issues
8. **Overview of timeline (key milestones and dates):** Five to eight key points in the strategy, which will help indicate whether your strategy is on track or at risk of falling behind

| **When** | **What** | **Who** |
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## District Equity Templates: Monitoring progress

Planning for effective strategy implementation includes identification of progress metrics, a projected trajectory of those metrics, and plans for quantitative and qualitative monitoring. **For each strategy described in your** [**strategy profiles**](#_District_Equity_Templates:), provide the following information.

 **Note:**  Milestones such as “First working group meeting” are points in a strategy timeline, but *not* progress metrics. Projected progress metrics may include:

* By month X, we will retain 90 percent of E/P rated teachers in our Level 3 and 4 schools
* By the end of school year Y, 100 percent of teachers will participate in training on [best practices for inclusion](http://www.doe.mass.edu/edeval/guidebook/), and have been observed by administrators using [inclusive practices observation tools](http://www.doe.mass.edu/edeval/guidebook/observations.html)
* By the end of school year Z, we will have increased by 75 percent the proportion of teachers in inclusion classrooms who are rated E/P in Standard II

**Example cases:** District C chose to focus on earlier and prioritized hiring in targeted schools. The district could monitor its short-term progress by the proportion of teachers hired by certain dates in each school. As longer-term metrics, the district may compare the ratings of these new hires in their first few years, and the rates of student assignment to higher rated teachers.

District F chose to assign highly rated teachers more equitably across course levels, and to encourage students of color to take advanced courses. The district could monitor short-term progress by comparing the proportions of advanced courses taught by teachers with different ratings, and longer-term progress by tracking one-year SLE Report data for subgroups’ assignments to highly rated teachers.

District H chose to improve retention of new teachers in its high-poverty schools. The district may monitor short-term progress through a workplace climate survey and feedback on its induction and mentoring program. Tracking retention rates of effective teachers and rates of student assignment to experienced teachers may allow the district to monitor longer-term progress.

| **STRATEGY 1:**Gap/s that it addresses: |
| --- |
| Long-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| Short-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| How the district will monitor metrics and fidelity to implementation plan:Who:When: |

| **STRATEGY 2:**Gap/s that it addresses: |
| --- |
| Long-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| Short-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| How the district will monitor metrics and fidelity to implementation plan:Who:When: |

| **STRATEGY 3:**Gap/s that it addresses: |
| --- |
| Long-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| Short-term metric: | How data will be collected: |
| Projected measure after 1 yr: | After 2 yrs: | After 3 yrs: |
| How the district will monitor metrics and fidelity to implementation plan:Who:When: |

1. Table adapted from the Texas Education Agency’s Texas Equity Toolkit [↑](#footnote-ref-1)