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|  | Educator Evaluation Training Funding and Data Advisory Report |
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| An Act Providing for the Implementation of Educator Evaluations Systems in School Districts – Chapter 131 of the Acts of 2012October 2013 |
| Massachusetts Department of Elementary and Secondary Education75 Pleasant Street, Malden, MA 02148-4906Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370www.doe.mass.edu |
| ESE logoThis document was prepared by the Massachusetts Department of Elementary and Secondary EducationMitchell D. Chester, Ed.D.Commissioner **Board of Elementary and Secondary Education Members**Ms. Maura Banta, Chair, MelroseMr. Daniel Brogan, Chair, Student Advisory Council, DennisDr. Vanessa Calderón-Rosado, MiltonMs. Harneen Chernow, Jamaica PlainMs. Karen Daniels, MiltonMs. Ruth Kaplan, BrooklineDr. Matthew Malone, Secretary of Education, RoslindaleDr. Pendred E. Noyce, WestonMr. David Roach, SuttonMitchell D. Chester, Ed.D., Commissioner and Secretary to the BoardThe Massachusetts Department of Elementary and Secondary Education, an affirmative action employer, is committed to ensuring that all of its programs and facilities are accessible to all members of the public. We do not discriminate on the basis of age, color, disability, national origin, race, religion, sex, gender identity, or sexual orientation.  Inquiries regarding the Department’s compliance with Title IX and other civil rights laws may be directed to the Human Resources Director, 75 Pleasant St., Malden, MA 02148-4906. Phone: 781-338-6105.© 2013 Massachusetts Department of Elementary and Secondary EducationPermission is hereby granted to copy any or all parts of this document for non-commercial educational purposes. Please credit the “Massachusetts Department of Elementary and Secondary Education.”This document printed on recycled paperMassachusetts Department of Elementary and Secondary Education75 Pleasant Street, Malden, MA 02148-4906Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370www.doe.mass.eduState Seal of Massachusetts |

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|  |  |
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| Mitchell D. Chester, Ed.D.*Commissioner* |  |

October 2013

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: Educator Evaluation Training Funding and Data Advisory Report.

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

In June 2012, the Legislature passed and the Governor signed into law *An Act Providing for the Implementation of Education Evaluation Systems in School Districts* ([Chapter 131 of the Acts of 2012](http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter131/)), which was supported by both the [Massachusetts Teachers Association](http://www.massteacher.org/) and [Stand for Children](http://stand.org/massachusetts). The new law includes the following requirements:

* districts must provide training for all evaluators and for all teachers and administrators;
* districts must develop and submit plans for funding the training;
* districts must publish their evaluation training schedules;
* ESE is to encourage districts to use federal and other funds appropriate for this purpose;
* ESE is to collect and report evaluation data, working with an advisory committee; and
* laws on layoffs and transfers are amended (these take effect in 2016).

The new training and Funding Plan mandates took effect beginning in school year 2012-13 for Race to the Top districts and all other districts required to implement evaluation systems consistent with the regulations. The Department has created a number of resources to support implementation of the new requirements and the educator evaluation system overall.

I continue to stress the importance of implementing the new educator evaluation system with conscientiousness. A robust educator evaluation system is essential to help promote the growth and development of our educators as well as to ensure a great teacher for every classroom and a great leader for every school.

If you have any questions, please feel free to contact me.

Sincerely,

Mitchell D. Chester, Ed.D.

Commissioner of Elementary and Secondary Education

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# Introduction

The Department of Elementary and Secondary Education (Department) respectfully submits this report to the Legislature pursuant to the requirement under, “An Act Providing for the Implementation of Education Evaluation Systems in School Districts”. Chapter 131 of the Acts of 2012, Section 5 and 8 that states:

*[[1]](#footnote-1)Section 5:* *The department shall submit a report to the chairs of the joint committee on education not later than December 31, 2012 describing how such training is being funded by the commonwealth and the districts.*

Section 8*: There shall be established a board of elementary and secondary education educator evaluation data advisory committee…..The committee shall provide recommendations to the board of elementary and secondary education concerning what information shall be collected for the purpose of assessing the effectiveness of district evaluation systems in assuring effective teaching and administrative leadership in public schools and how such information shall be made available to the public. …….The committee shall file a report not later than December 31, 2012 with the clerks of the senate and house of representatives who shall forward it to the joint committee on education.*

This legislative report is an update on how the Commonwealth and school districts are funding the educator evaluation training and an update on the educator evaluation data advisory committee.

# Overview

The Commonwealth’s new Educator Evaluation regulations were adopted on June 28, 2011 by the Board of Elementary and Secondary Education. The regulations are designed to:

* Promote growth and development of leaders and teachers,
* Place student learning at the center, using multiple measures of student learning, growth and achievement,
* Recognize excellence in teaching and leading,
* Set a high bar for professional teaching status, and
* Shorten timelines for improvement.

The Department is committed to supporting effective implementation, and is using federal *Race to the Top* grant funds to do so. We are developing a model system for evaluating administrators and teachers that districts can choose to adopt or adapt. The Department is working with early adopter districts and others to develop the model system, along with training materials, resources, and networks designed to support districts in implementing the new regulations. Similarly, the Department is developing guidelines and resources for identifying and using multiple measures of student performance. Districts participating in *Race to the Top* will have additional resources to help support implementation.

**Implementation Timeline[[2]](#footnote-2)**

For 2011-12: All 34 Level 4 schools and identified “early adopter” districts

For 2012-13: All 234 *Race to the Top* districts

For 2013-14: All 169 other districts

On June 29, 2012, the Legislature passed and the Governor signed into law An Act Providing for the Implementation of Education Evaluation Systems in School Districts Chapter 131 of the Acts of 2012, which was supported by both the Massachusetts Teachers Association and Stand for Children. The new law includes the following requirements:

* Districts must provide training for all evaluators and for all teachers and administrators;
* Districts must develop and submit plans for funding the training;
* Districts must publish their evaluation training schedules;
* The Department is to encourage districts to use federal and others funds appropriate for this purpose;
* The Department is to collect and report evaluation data, working with an advisory committee; and
* laws on layoffs and transfers are amended (these take effect in 2016).

This legislative report is an update on how the Commonwealth and school districts are funding the educator evaluation training and an update on the educator evaluation data advisory committee.

# Educator Evaluation Training Funding

## State Funding

The Commonwealth has committed $3.5 million in Race to the Top (RTTT) money to supplement the cost of implementing an educator evaluation training program in all RTTT districts by funding pre-approved vendors to provide training and services at a substantially reduced cost to districts in two categories:

Category A: Training Module Delivery – Vendors pre-approved for this category deliver the Department-designed training modules to school leadership teams.

* Approved vendors for Category A: Center for Collaborative Education, Collaborative for Educational Services, Learning Innovations at West Ed, Massachusetts Teachers Association Center for Education Policy and Practice, Ribas Associates, and Teachers 21

Category B: Evaluator Training - Vendors pre-approved in this category provide high quality regional and district-level evaluator training and coaching consistent with the Department Model System rubrics and School-Level Implementation Guide.

* Approved vendors for Category B: Cambridge Education, Center for Collaborative Education, Research for Better Teacher, and Teachers 21

These subsidies go directly to vendors approved in those categories above, who then offer training and services to districts. Vendors that are not approved for Categories A or B are not eligible to receive a subsidy from the Department.

## District Funding

For state fiscal year 2013, the Department asked all RTTT districts to submit a Funding Plan, a requirement of Chapter 131 of the Acts of 2012, which ask districts to indicate the publication date of its educator evaluation training schedule, and complete a table listing the resources they are allocating towards educator evaluation training. The Department then tabulated both the funding sources and the amount attributed to each source.

A total of 233 districts submitted Funding Plans. The overall total expenditure of training for new educator evaluation systems estimated by the 233 districts is $9,208,940. Data indicate that the overall total expenditure reported ranged from $0 to $1,916,129, with an adjusted average expenditure of $26,356.00 (see Table 1). The Funding Plan asked districts to report separately on expenditures for evaluation trainings of a) school leadership teams, b) evaluators, and c) teachers and other educators by four sources of funding: Race to the Top, Chapter 70, Title IIA, and other funding sources. However, since districts reported that evaluation trainings for school leadership teams and evaluators were often combined, the two categories were collapsed in this report. As shown in Table 1 below, the Funding Plans submitted by districts indicate that funds spent on teacher and other educator evaluation trainings ranged from $0 to $605,520, with an adjusted average expenditure of $15,024.39. Expenditures of evaluation trainings for school leadership teams and evaluators ranged from $0 to $1,310,609, with an adjusted average expenditure of $11,216.01.

**Table 1. Overall Training Expenditures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***N*** | **Minimum** | **Maximum** | **Average Expenditure across all Districts** | **Adjusted Averagea** |
| Total Funds reported for School Leadership Team/Evaluator Trainings | 233 | $0.00 | $1,310,609.00 | $22,198.52 | $11,216.01a |
| Total Funds reported for Teacher/Other Educator Trainings | 233 | $0.00 | $605,520.00 | $17,667.02 | $15,024.39a |
| Overall Total Reported | 230 | $0.00 | $1,916,129.00 | $40,038.87 | $26,356.00a |

aThis average excludes expenditure estimates from Boston, Springfield, and Worcester to reflect a non-skewed average.

The Funding Plan asked districts to report their funding sources for conducting the evaluation trainings (see Table 2), and the data show that about half (50.52 percent) of the funds assigned towards evaluation training overall were allocated from federal RTTT funds that districts applied for and received through the state. This was followed by state Chapter 70 professional development funds which accounted for slightly over a quarter (28.14 percent) of the funds districts reported setting aside for evaluation training. Districts reported least use of Federal Title IIA funds for evaluation training (6.76 percent).

**Table 2. Overall Training Expenditures by Funding Source**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Funding Source** | ***N*** | **Minimum** | **Maximum** | **Sum** | **Percent of Total** | **Average** |
| Race to the Top | 233 | $0.00 | $1,125,000.00 | $4,652,251.00 | 50.52% | $20,139.61 |
| Chapter 70 | 233 | $0.00 | $385,431.00 | $2,591,822.00 | 28.14% | $11,220.01 |
| Title IIA | 233 | $0.00 | $160,000.00 | $622,436.00 | 6.76% | $2,694.53 |
| Other Funding Sources | 233 | $0.00 | $852,459.00 | $1,342372.00 | 14.58% | $5,811.13 |
| **Total**  |  |  |  |  **$9,208,881.00** |  |  |

Slightly over a quarter (28.3 percent) of the districts who submitted a Funding Plan reported their evaluation trainings to be wholly funded (100 percent) through RTTT funds. Fourteen percent of the districts reported using Title IIA funds for financing one to 25 percent of their evaluation trainings.

## Other Funding Sources

Many districts indicated the use of “other” funding sources in the narrative of their Funding Plan. In general, responses from the districts ranged from using school-, district- and other funding beyond RTTT. The types of funding at each level (district, state, grants or foundation) varied by source, as identified in Table 6, below.

**Table 6. Other Funding Narrative**

| **Type of Funds\*** | **Number of Reported** |
| --- | --- |
| *Local School Funds* |
| School Budget/Appropriation Funds (General) | 7 |
| School Budget/Appropriation Funds (Chapter 70) | 2 |
| School Budget/Appropriation Funds (Professional Development) | 4 |
| *District Funds* |
| District Budget/Appropriation Funds (General) | 19 |
| District Budget/Appropriation Funds (Professional Development) | 8 |
| District Budget/Appropriation Funds (Substitute Coverage) | 4 |
| *Other Funds*  |
| Other Grant Funding  | 11 |
| Regional Collaborative Funds  | 3 |

*\*The description of these funds is taken directly from the Funding Plans reports submitted by districts without additional explanation or descriptive text.*

Overall, many districts noted that the Evaluator Training and School Leadership Trainings conducted included the same group of staff members, thus the “other” funding source was the same for both sets of trainings. Additionally, in many cases districts used a combination of funds.

For local school funds, most districts indicated their use of school budget and appropriations only generally. A couple specified general funds plus Chapter 70 funds. Very few of the school-level funds used cited specific funding sources, but those that did indicated the use of school-level professional development funds.

For district-level funding types, many districts indicated general district budget and appropriations were used for funding their evaluation system training. Some districts specified which type of district budget or appropriation funding was used, either professional development funds or substitute coverage funds. For the most part, districts that indicated using district-level professional development funds included this source under the Teacher Evaluation Training section.

Other types of funding include additional grant funding that the districts won, such as the Early Adopter Grants, the RTTT HR Pilot Grants, Special Education Grants, the DSAC Targeted Assistance Grants, and the Teacher Incentive Funds Planning Grant. Further, one district mentioned foundation funding from the Amelia Peabody Foundation.

## Districts with No Funding Allocations

Thirty-six districts total reported $0 in funding for all three trainings—school leadership, evaluator, and teacher – meaning that these districts conducted these trainings, but did not use funding to complete the trainings. A large majority of districts included the expenditure of providing the trainings as regular budget items. It appears that districts reported no expenditures when using regularly scheduled professional development meetings (for teacher evaluation system training) or school leadership team meetings (for school leadership/evaluator training), as this work was considered part of the district’s regularly appropriated funds for administrative salaries. This was the most frequently cited reason for providing a zero balance in funding lines. Also four charter schools were included in the district trainings at no cost to the charter schools.

Additionally, many districts reported no funding for at least one of the three trainings:

* 75 districts indicated $0 in funding school leadership training along with two districts that reported funding of less than $100
* 129 districts indicated $0 in funding for evaluator training, along with one district that reported funding of less than $100
* 200 districts indicated $0 in funding for teacher training

# Educator Evaluation Data Advisory Committee

The Department established an Educator Evaluation Data Advisory Committee per the June 2012 law, An Act Providing for the Implementation of Education Evaluation Systems in School Districts ([Chapter 131 of the Acts of 2012](http://www.malegislature.gov/Laws/SessionLaws/Acts/2012/Chapter131/)). The Committee was charged with providing recommendations to the Board of Elementary and Secondary Education concerning what information shall be collected for the purpose of assessing the effectiveness of district evaluation systems in assuring effective teaching and administrative leadership in public schools, and how such information shall be made available to the public.

The Committee recommended the Department:

* Create reports that promote improvement at all levels, keep student learning at the center, and foster continuous dialogue on enhancing student outcomes.
* Ensure that reports are clear, relevant, and reflective of local context.
* Convey consistent messages about the appropriate and accurate use of educator evaluation data.
* Convey consistent messages about the appropriate and accurate use of educator evaluation data.
* Maintain confidentiality of individual educators’ ratings.
* Support research on implementation and outcomes of the educator evaluation framework.
* Conduct additional analyses.

The Committee also made recommendations for districts and educator preparation programs. Ultimately, the Committee determined the reporting mechanisms that accompany the new system should support the objective of the educator evaluation system itself: to promote improvement at all levels, keep student learning at the center, and foster continuous dialogue on enhancing student outcomes.

A copy of the report may be found here: <http://www.doe.mass.edu/boe/docs/2013-06/item6.html>

# Appendix A: Educator Evaluation Funding Plan

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# Appendix B: An Act Providing for the Implementation of Education Evaluation Systems in School Districts

*Whereas,* The deferred operation of this act would tend to defeat its purpose, which is to provide forthwith for the implementation of education evaluation systems in school districts, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:*

SECTION 1. The purpose of this act is to assure the effective implementation of the education evaluation system adopted by the board of elementary and secondary education by providing training for teachers and administrators in evaluation and supervision; to assure that indicators of job performance as evidenced by evaluation and other factors are the primary factors in school staffing decisions; and to create a system of data collection to assess the effectiveness of the evaluation system in achieving its purposes.

SECTION 2. [Section 1I of chapter 69 of the General Laws](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter69/Section1L), as appearing in the 2010 Official Edition, is hereby amended by inserting after the fifth paragraph the following paragraph: The board shall establish and maintain a data system to collect information from school districts for the purpose of assessing the effectiveness of district evaluation systems in assuring effective teaching and administrative leadership in the public schools. Such information shall be made available in the aggregate to the public; provided, however, that any data or information that school districts, the department or both create, send or receive in connection with educator evaluation that is evaluative in nature and which may be linked to an individual educator, including information concerning an educator’s formative assessment or evaluation or summative evaluation or performance rating or the student learning, growth and achievement data that may be used as part of an individual educator’s evaluation, shall be considered personnel information within the meaning of subclause (c) of clause Twenty-sixth of [section 7 of chapter 4](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleI/Chapter4/Section7) and shall not be subject to disclosure under said clause Twenty-sixth of said s[ection 7 of said chapter 4](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleI/Chapter4/Section7) or under [section 10 of chapter 66](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleX/Chapter66/Section10).

SECTION 3. [Section 42 of chapter 71 of the General Laws](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section42), as so appearing, is hereby amended by striking out the seventh paragraph and inserting in place thereof the following paragraph: Nothing in this section or section 41 shall affect the right of a superintendent to lay off teachers pursuant to reductions in force or reorganization resulting from declining enrollment or other budgetary reasons. No teacher with professional teacher status shall be laid off pursuant to a reduction in force or reorganization if there is a teacher without such status for whose position the covered employee is currently certified or if there is a less qualified teacher with such status holding the same or similar position for which the covered employee is currently certified. No teacher with such status shall be displaced in accordance with the terms of a collective bargaining agreement or otherwise by a more senior teacher with such status unless the more senior teacher is currently certified pursuant to section 38G and is at least as qualified for the position as the junior teacher holding the position. The criteria for determining a qualified teacher under this paragraph shall be subject to the collective bargaining provisions of [chapter 150E](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXXI/Chapter150E); provided, however, that any such collectively bargained for qualifications shall include, as the primary factors, indicators of job performance, including overall ratings resulting from comprehensive evaluations conducted consistent with section 38 and the best interests of the students in the school or district; and provided further, that for the purposes of this paragraph, no distinction shall be made between the overall performance ratings established by the board of elementary and secondary education finding that the teacher has met or exceeded acceptable performance standards developed under said section 38 and that are defined by the board as proficient and exemplary. The school committee and the collective bargaining representative may negotiate for seniority or length of service only as a tie-breaker in personnel actions under this paragraph among teachers whose qualifications are no different using the qualifications collectively bargained for in accordance with this paragraph.

SECTION 4. [Section 59B of said chapter 71](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section59B), as so appearing, is hereby amended by striking out the first paragraph and inserting in place thereof the following paragraph: The superintendent of a school district shall appoint principals for each public school within the district at levels of compensation determined in accordance with policies established by the school committee. Principals employed under this section shall be the educational administrators and managers of their schools and shall supervise the operation and management of their schools and school property, subject to the supervision and direction of the superintendent. Principals employed under this section shall be responsible, consistent with district personnel policies and budgetary restrictions and subject to the approval of the superintendent, for hiring all teachers, athletic coaches, instructional or administrative aides and other personnel assigned to the school and for terminating all such personnel, subject to review and prior approval by the superintendent and subject to this chapter. Prior to any assignment to a school of a teacher previously employed in another school in the district including, but not limited to, voluntary transfer, involuntary transfer, reduction in force, and recall, the superintendent shall consult in good faith with the principal concerning the assignment and application of any collectively bargained for selection criteria. In the case of an assignment in connection with the involuntary transfer or recall of a teacher to another school, any collectively bargained for selection criteria shall include the factors set forth in the seventh paragraph of section 42. The principal of any school which requires an examination for student admission shall be solely and exclusively responsible for hiring all teachers, instructional or administrative aides and other personnel and for terminating all such personnel without the requirement of review or prior approval by the superintendent before such hiring or termination. This section shall not prevent a person from serving as the principal of 2 or more elementary schools or the use of teaching principals in such schools.

SECTION 5. In order to fund the evaluation training program developed by the department of elementary and secondary education for all evaluators and for all teachers, principals and administrators required to be evaluated under [section 38 of chapter 71 of the General Laws](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38) in school districts participating in the commonwealth’s Race to the Top activities, the department of elementary and secondary education shall pay $3,500,000 of the cost of providing training for evaluators and school teams, consistent with the approved Race to the Top grant, and districts shall pay the additional costs for school team training and the costs associated with providing training for evaluators. The additional district funding required to implement school team and evaluator training is estimated at $5,000,000 for fiscal year 2013. Consistent with federal law, the department of elementary and secondary education shall encourage districts to use federal Title II-A grant funds, in addition to any other available funds, for such training. The department of elementary and secondary education shall require all such districts to develop and submit, in coordination with each district’s annual Title II-A needs assessment, a plan for funding the training required to implement the educator evaluation system using available local, state and federal funds. The department shall review and approve such plans. Beginning in school year 2012-2013, any such district that has not already commenced an evaluation training program shall not require teachers to be evaluated until the district has published an evaluation training schedule for teachers, principals and administrators who are required to be evaluated under said [section 38 of said chapter 71](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38). Each such district shall publish a training schedule not later than October 1, 2012. The department shall submit a report to the chairs of the joint committee on education not later than December 31, 2012 describing how such training is being funded by the commonwealth and the districts.

SECTION 6. All school districts required to adopt and implement evaluation systems consistent with 603 CMR 35.00 for the 2013-2014 school year shall provide an evaluation training program developed by the department of elementary and secondary education for all evaluators and for all teachers, principals and administrators required to be evaluated under [section 38 of chapter 71](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38). The district funding required to train school teams and evaluators in school districts required to implement evaluation systems for the 2013-2014 school year is estimated at $5,200,000 for fiscal year 2014. Consistent with federal law, the department of elementary and secondary education shall encourage such districts to use federal Title II-A grant funds, in addition to any other available funds, for such training. The department of elementary and secondary education shall require all such districts to develop and submit, in coordination with each district’s annual Title II-A needs assessment, a plan for funding the training required to implement the educator evaluation system, using available local, state, and federal funds. The department shall review and approve such plans. Beginning in the school year 2013-2014, any such district that has not already commenced an evaluation training program shall not require teachers to be evaluated until the district has published an evaluation training schedule for teachers, principals, and administrators who are required to be evaluated under said [section 38 of said chapter 71](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section38). Each such district shall publish a training schedule not later than October 1, 2013. The department shall submit a report to the chairs of the joint committee on education not later than December 31, 2013 describing how such training is being funded by the commonwealth and the districts.

SECTION 7. Notwithstanding any other general or special law to the contrary and for the purposes of assuring adequate resources for implementing an evaluation training program for teachers and administrators in every school district, districts implementing the new evaluation system in fiscal year 2013 shall allocate some or all of its fiscal year 2013 chapter 70 professional development allotment in fiscal year 2013 to implement an evaluation training program for all teachers and administrators. Districts implementing the new evaluation system in fiscal year 2014 shall allocate some or all of its [chapter 70](http://www.malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter70) professional development allotment in fiscal year 2014 to implement an evaluation training program for teachers and administrators.

SECTION 8. There shall be established a board of elementary and secondary education educator evaluation data advisory committee which shall consist of the commissioner of elementary and secondary education or a designee, who shall serve as chair, the secretary of education or a designee, the senate and house chairs of the joint committee on education or their respective designees and 9 persons to be appointed by the governor from among the organizations which participated in the educator evaluation task force. The committee shall provide recommendations to the board of elementary and secondary education concerning what information shall be collected for the purpose of assessing the effectiveness of district evaluation systems in assuring effective teaching and administrative leadership in public schools and how such information shall be made available to the public. Such information may include surveys of teachers and administrators and data related to implementation of the district evaluation system and the district evaluation training program, percentage of staff evaluated, the number of teachers granted professional teacher status, the number of teachers and administrators voluntarily and involuntarily leaving employment in the district, the percentage of teachers and administrators in each performance ranking and data tracking aggregate changes in performance ranking. The committee shall file a report not later than December 31, 2012 with the clerks of the senate and house of representatives who shall forward it to the joint committee on education. The report shall include recommendations to the board concerning the information to be collected annually, how such information shall be made available to the public annually and the advisability of engaging a researcher to study the data and provide a report to the board, together with suggested questions and focus for such research.

SECTION 9. Sections 3 and 4 shall take effect on September 1, 2016; provided, however, that collective bargaining agreements negotiated after the effective date of this act shall be subject to said sections 3 and 4 on and after September 1, 2016.

# Appendix C: Educator Evaluation Implementation by District

|  |  |  |
| --- | --- | --- |
| **Identified in 2010****District** | **School** | **Level** |
| Boston |  Blackstone | Elementary |
| Boston |  Dearborn | Middle |
| Boston |  Elihu Greenwood | Elementary |
| Boston |  Harbor School | Middle |
| Boston |  Jeremiah E Burke High | High |
| Boston |  John F Kennedy | Elementary |
| Boston |  John P Holland | Elementary |
| Boston |  Orchard Gardens | Elementary/Middle |
| Boston |  Paul A Dever | Elementary |
| Boston |  The English High | High |
| Boston |  William Monroe Trotter | Elementary |
| Fall River |  Henry Lord Middle | Middle |
| Fall River |  John J Doran | Elementary |
| Fall River |  Matthew J Kuss Middle | Middle |
| Holyoke |  Morgan Elem | Elementary/Middle |
| Holyoke |  Wm J Dean Voc Tech High | High |
| Lawrence |  Arlington Elementary School | Elementary |
| Lawrence |  South Lawrence East Middle School | Middle |
| Lowell |  Charlotte M Murkland Elem | Elementary |
| Lynn |  E J Harrington | Elementary |
| Lynn |  Wm P Connery | Elementary |
| New Bedford |  John Avery Parker | Elementary |
| Springfield |  Alfred G Zanetti | Elementary/Middle |
| Springfield |  Brightwood | Elementary |
| Springfield |  Chestnut Street Middle | Middle |
| Springfield |  Elias Brookings | Elementary |
| Springfield |  Gerena | Elementary |
| Springfield |  High School Of Commerce | High |
| Springfield |  Homer Street | Elementary |
| Springfield |  John F Kennedy Middle | Middle |
| Springfield |  M Marcus Kiley Middle | Middle |
| Springfield |  White Street | Elementary |
| Worcester |  Chandler Elem Community | Elementary |
| Worcester |  Union Hill School | Elementary |

|  |  |  |
| --- | --- | --- |
| Chelsea[[3]](#footnote-3) | Chelsea  | High |

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| --- |
| **Early Adopter Districts**  |
| Ashland |
| Attleboro |
| Chelsea High School |
| Everett |
| Franklin |
| Greater Lawrence Regional Vocational Technical School |
| Mashpee |
| Reading |
| Revere |
| Wachusett |
| Wareham |
| Whitman-Hansen |

| **Race to the Top Districts** (N participating = 234) |
| --- |
| Acushnet |
| Agawam |
| Amesbury |
| Amherst |
| Ashland |
| Attleboro |
| Auburn |
| Avon |
| Barnstable |
| Bedford |
| Belchertown |
| Bellingham |
| Belmont |
| Berkley |
| Beverly |
| Billerica |
| Boston |
| Bourne |
| Boxborough |
| Braintree |
| Brewster |
| Brockton |
| Cambridge |
| Chelmsford |
| Chelsea |
| Chicopee |
| Clinton |
| Danvers |
| Douglas |
| Dracut |
| East Bridgewater |
| Eastham |
| Easthampton |
| East Longmeadow |
| Edgartown |
| Everett |
| Fairhaven |
| Fall River |
| Falmouth |
| Fitchburg |
| Florida |
| Foxborough |
| Framingham |
| Gardner |
| Gloucester |
| Grafton |
| Granby |
| Greenfield |
| Hadley |
| Haverhill |
| Holbrook |
| Holyoke |
| Hudson |
| Ipswich |
| Kingston |
| Lanesborough |
| Lawrence |
| Leominster |
| Longmeadow |
| Lowell |
| Lunenburg |
| Lynn |
| Malden |
| Marblehead |
| Marlborough |
| Marshfield |
| Mashpee |
| Mattapoisett |
| Maynard |
| Medford |
| Medway |
| Melrose |
| Millbury |
| Millis |
| Monson |
| Natick |
| New Bedford |
| Newburyport |
| Newton |
| Norfolk |
| North Adams |
| Northampton |
| North Andover |
| North Attleborough |
| Northbridge |
| North Brookfield |
| Norton |
| Oak Bluffs |
| Orange |
| Orleans |
| Oxford |
| Palmer |
| Peabody |
| Pelham |
| Petersham |
| Pittsfield |
| Plainville |
| Plympton |
| Randolph |
| Reading |
| Revere |
| Rochester |
| Rockland |
| Salem |
| Sandwich |
| Saugus |
| Somerset |
| Somerville |
| Southbridge |
| South Hadley |
| Springfield |
| Stoughton |
| Sudbury |
| Swampscott |
| Swansea |
| Tisbury |
| Truro |
| Tyngsborough |
| Uxbridge |
| Wakefield |
| Waltham |
| Ware |
| Wareham |
| Webster |
| Wellfleet |
| Westborough |
| West Bridgewater |
| Westford |
| Weston |
| Westport |
| West Springfield |
| Williamstown |
| Winchendon |
| Winchester |
| Winthrop |
| Woburn |
| Worcester |
| Wrentham |
| Excel Academy Charter  |
| Academy Of the Pacific Rim Charter Public  |
| Berkshire Arts and Technology Charter Public  |
| Boston Preparatory Charter Public  |
| Christa McAuliffe Regional Charter Public  |
| Smith Leadership Academy Charter Public  |
| Benjamin Banneker Charter Public  |
| Boston Day and Evening Academy Charter  |
| Barnstable Community Horace Mann Charter Public  |
| Edward Brooke Charter  |
| KIPP Academy Lynn Charter  |
| Community Charter School of Cambridge  |
| City On A Hill Charter Public  |
| Codman Academy Charter Public  |
| Conservatory Lab Charter  |
| Community Day Charter Public  |
| Sabis International Charter  |
| Neighborhood House Charter  |
| Abby Kelley Foster Charter Public  |
| Foxborough Regional Charter  |
| Boston Collegiate Charter  |
| Edward M. Kennedy Academy for Health Careers |
| Holyoke Community Charter  |
| Hill View Montessori Charter Public  |
| Lowell Community Charter Public  |
| Lowell Middlesex Academy Charter  |
| Martha's Vineyard Charter  |
| MATCH Charter Public High  |
| New Leadership Charter  |
| North Central Charter Essential  |
| Dorchester Collegiate Academy Charter  |
| Silver Hill Horace Mann Charter  |
| Pioneer Valley Performing Arts Charter Public  |
| Boston Renaissance Charter Public  |
| Roxbury Preparatory Charter  |
| Salem Academy Charter  |
| Seven Hills Charter Public  |
| Prospect Hill Academy Charter  |
| South Shore Charter Public  |
| Atlantis Charter  |
| Martin Luther King Jr. Charter School of Excellence  |
| Phoenix Charter Academy  |
| Global Learning Charter Public  |
| Hampden Charter School of Science  |
| Adams-Cheshire |
| Amherst-Pelham |
| Berkshire Hills |
| Blackstone-Millville |
| Bridgewater-Raynham |
| Chesterfield-Goshen |
| Central Berkshire |
| Concord-Carlisle |
| Dennis-Yarmouth |
| Dighton-Rehoboth |
| Dudley-Charlton Reg |
| Nauset |
| Freetown-Lakeville |
| Groton-Dunstable |
| Gill-Montague |
| Hamilton-Wenham |
| Hampshire |
| Hawlemont |
| Manchester Essex Regional |
| Marthas Vineyard |
| Monomoy |
| Narragansett |
| North Middlesex |
| Pioneer Valley |
| Quabbin |
| Ralph C Mahar |
| Silver Lake |
| Southwick-Tolland-Granville |
| Spencer-E Brookfield |
| Triton |
| Up-Island Regional |
| Wachusett |
| Quaboag Regional |
| Whitman-Hanson |
| Assabet Valley Regional Vocational Technical |
| Blackstone Valley Regional Vocational Technical |
| Cape Cod Regional Vocational Technical |
| Franklin County Regional Vocational Technical |
| Greater New Bedford Regional Vocational Technical |
| Greater Lowell Regional Vocational Technical |
| South Middlesex Regional Vocational Technical |
| Minuteman Regional Vocational Technical |
| Nashoba Valley Regional Vocational Technical |
| North Shore Regional Vocational Technical |
| Old Colony Regional Vocational Technical |
| Southeastern Regional Vocational Technical |
| South Shore Regional Vocational Technical |
| Southern Worcester County Regional Vocational Technical |
| Tri County Regional Vocational Technical |
| Upper Cape Cod Regional Vocational Technical |
| Whittier Regional Vocational Technical |
| Bristol County Agricultural |

# Appendix D: Additional Resources

* ESE Regulations for Educator Evaluation:

<http://www.doe.mass.edu/lawsregs/603cmr35.html>

* ESE Educator Evaluation Model System:

<http://www.doe.mass.edu/edeval/model/>

* ESE Training Workshops for Teachers:

<http://www.doe.mass.edu/edeval/training/teachers/>

* ESE Training Modules for Evaluators:

<http://www.doe.mass.edu/edeval/training/>

* ESE-Approved Vendors:

<http://www.doe.mass.edu/edeval/implementation/vendors.html>

* ESE Guide to Educator Evaluation Training Requirements <http://www.doe.mass.edu/edeval/training/TrainingRequirements.pdf>
* Quick Reference Guides:

<http://www.doe.mass.edu/edeval/>

1. Full legislation text in Appendix B. [↑](#footnote-ref-1)
2. Full list of Educator Evaluation Implementation by District in Appendix C. [↑](#footnote-ref-2)
3. Note: Chelsea High School is not a Level 4 school, but elected to participate in implementation in 2011-2012 [↑](#footnote-ref-3)