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|  | Report to the Legislature: Educator Evaluation Training Funding Report |
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| An Act Providing for the Implementation of Educator Evaluation Systems in School Districts – Chapter 131 of the Acts of 2012  July 2014  Massachusetts Department of Elementary and Secondary Education  75 Pleasant Street, Malden, MA 02148-4906  Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370  www.doe.mass.edu |
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| Mitchell D. Chester, Ed.D.  *Commissioner* |  |

July 2014

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: Educator Evaluation Training Funding 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 worked 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/)[[1]](#footnote-1).

As a reminder, 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;
* the Department is to encourage districts to use federal and other 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).

The new Training and Funding Plan mandates took effect beginning in school year 2012-13 for Race to the Top districts and in 2013-14 non-Race to the Top 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. For a link to those resources, see <http://www.doe.mass.edu/edeval/>.

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 states:

*[[2]](#footnote-2)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.*

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

# 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. The Department developed a Model System for evaluating administrators and teachers that districts chose to either adopt or adapt. The Department continues to work with districts and others to further refine the model system, along with training materials, resources, and networks designed to support districts in implementing the new regulations. Similarly, the Department has developed guidelines and resources for identifying and using multiple measures of student performance. All districts have full access to Educator Evaluation resources to help support implementation.

**Implementation Timeline[[3]](#footnote-3)**

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 142 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 other 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.

# 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 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[[4]](#footnote-4)\*, 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 2014, the Department asked 142 non-Race to the Top (RTTT) districts to submit funding plans for their educator evaluation training, a requirement of Chapter 131 of the Acts of 2012, *An Act Providing for the Implementation of Education Evaluation Systems in School Districts*. The Department asked districts to indicate the publication dates of their educator evaluation training schedules and to complete tables listing the resources they are allocating toward educator evaluation training in the 2013–14 school year. The Department then tabulated both the funding sources and the amounts attributed to each source.

A total of 122 districts submitted funding plans. Explanations for why twenty districts did not submit funding plans were varied, including: fourteen districts completed trainings with neighboring districts, three Commonwealth charter schools were included in home district trainings, two charter schools received training from their management organization[[5]](#footnote-5)\*, and one district merged to become part of a regional school district and received training with the new district. Overall total expenditures for training in the new educator evaluation systems estimated by the 122 districts are $4,474,685. Data indicate that reported overall total expenditures ranged from $0 to $1,232,040, with an average expenditure of $36,677.75 (see Table 1). Only four districts reported higher than the average overall total expenditures: Brookline ($432,164), Holliston ($265,624), Plymouth ($339,411), and Quincy ($1,232,040). The adjusted average expenditure, not including the totals from these four districts, is $18,690.22.

**Table 1. Overall Training Expenditures**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***N*** | **Minimum** | **Maximum** | **Average Expenditures Across All Districts** | **Adjusted Averagea** |
| Overall total reported | 122 | $0.00 | $1,232,040.00 | $36,677.75 | $18,690.22a |

aAdjusted average excludes expenditure estimates from Brookline, Holliston, Plymouth, and Quincy districts to reflect a non-skewed average.

The Department’s funding plan template requested districts to report separately on expenditures for evaluation training of (a) school leadership teams, (b) evaluators, and (c) teachers and other educators relative to four sources of funding: RTTT, Chapter 70, Title IIA[[6]](#footnote-6), and other funding sources. As shown in Table 2 below, the funding plans submitted by districts indicate that they were likely to spend more of their evaluation training funds on training for teachers and other educators than on school leadership teams or evaluator training. District expenditures for training teachers and other educators ranged from $0 to $1,112,810, with an adjusted average expenditure of $9,694.14. Some examples for this wide range of district training expenditures include: Training was conducted using existing structures and human resources, so they did not need to expend or allocate additional funding; multiple groups attended the same training so districts did not need to expend additional funds to cover both groups.

**Table 2. Overall Training Expenditures by Training Group**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | ***N*** | **Minimum** | **Maximum** | **Average Expenditures Across All Districts** | **Adjusted Averagea** |
| Total funds reported for school leadership team trainings | 122 | $0.00 | $73,809.00 | $5,596.23 | $4,636.58a |
| Total funds reported for evaluator trainings | 122 | $0.00 | $339,411.00 | $7,645.38 | $3,589.63a |
| Total funds reported for teacher/other educator trainings | 122 | $0.00 | $1,112,810.00 | $22,691.51 | $9,694.14a |

aAdjusted average excludes expenditure estimates from Brookline, Holliston, Plymouth, and Quincy districts to reflect a non-skewed average.

The Department’s funding plan template asked districts to report their funding sources for conducting the evaluation trainings (see Table 3), and the data show that “Other Funding Sources” accounted for well over half (67.6 percent) of the funds assigned to evaluation training overall. This was followed by state Chapter 70 funds, which accounted for 19.9 percent of the reported funds set aside by districts for evaluation training. The least-used funding source for district evaluation training included federal Title IIA grants (12.4 percent).

**Table 3. Overall Training Expenditures by Funding Source**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Funding Source** | ***N*** | **Minimum** | **Maximum** | **Total** | **Percent of Total** | **Average** | **Adjusted Averagea** |
| Race to  the Top | 122 | $0.00 | $0.00 | $0.00 | 0.0% | $0.00 | $0.00 |
| Chapter 70 | 122 | $0.00 | $332,705.00 | $892,133.00 | 19.9% | $7,312.57 | $4,208.80 |
| Title IIA | 122 | $0.00 | $31,300.00 | $556,041.00 | 12.4% | $4557.71 | $4,678.31 |
| Other funding sources | 122 | $0.00 | $899,335.00 | $3,026,511.00 | 67.6% | $25,012.49 | $9,886.90 |
| **Total** |  | | | **$4,474,685.00** |  | | |

aAdjusted average excludes expenditure estimates from Brookline, Holliston, Plymouth, and Quincy districts to reflect a non-skewed average.

## District Funding: Other Funding Sources

Many districts indicated the use of “other funding sources” in the narrative of their funding cost reports. In general, other funding sources cited by districts included school-, district-, and state-level funds. The types of funding at each level (local, district, state, and other) varied by source, as identified in Table 4 below.

**Table 4. Sources Specified Under Other Funding**

| **Type of Funding\*** | **Number of Mentions** |
| --- | --- |
| *Local school funds* | |
| School budget/appropriation funds (general) | 8 |
| School choice funds | 1 |
| Town budget/appropriation | 4 |
| *District funds* | |
| District budget/appropriation funds (general) | 16 |
| District budget/appropriation funds (professional development) | 1 |
| *Unspecified local funds* | |
| Local budget (general funds) | 21 |
| Local budget (professional development) | 2 |
| *ESE Subsidized Funds* | |
| ESE approved vendors for educator evaluation training | 14 |
| *Other funds* | |
| Title I[[7]](#footnote-7)/Coaching | 1 |

\*Descriptions of these funds are taken directly from the addendum reports submitted by districts without additional explanation or descriptive text.

Many districts noted that the evaluator and school leadership trainings they conducted included the same groups of staff members, and thus the “other funding source” was the same for both training categories. Moreover, in many cases, districts used combination of funds such as both Title IIA and Chapter 70, to support trainings for educators in each category; some used multiple sources for one type of training, while others used different sources for different types of training. Many districts used a combination of either Title IIA and/or Chapter 70 funds along with some form of local funding. Common designations for local funding include general funds, local or district budget, and state funds.

For local school funds, most districts that broke out their sources mentioned school budget and appropriations without going into further detail. A few districts specified general funds bolstered by Chapter 70 funds. Very few districts mentioned specific budget line items. Districts that provided detail about the specific sources of funding listed the following: general funds, operating funds, or professional development funds. Several districts listed general or local budget funds without specifying whether these were drawn from school- or district-level sources. Others cited funding from town budgets or appropriations.

Many of the districts that reported district-level funding noted that general district budgets and appropriations were used to fund their evaluation system training. Some districts specified that professional development funds were used. For the most part, districts used district-level professional development funds for Teacher Evaluation Training, not for School Leadership teams or Evaluator training.

Relative to state-level funds, most districts indicated that they used Department approved and sponsored vendors for training including Teachers 21 and Ribas Associates.

Finally, one district used Title I and coaching funds.

## District Funding: No Funding Allocation

Fourteen districts reported $0 in funding for all three categories of training—school leadership, evaluator, and teacher. In addition, many districts reported no funding for at least one of the three categories:

* Forty districts indicated $0 in funding school leadership training.
* Eighty-two districts indicated $0 in funding for evaluator training.
* Forty-two districts indicated $0 in funding for teacher training.

Table 5 provides a summary of the reasons districts cited when no funding was reported.

**Table 5. Descriptions for Zero Cost Reports**

|  |  |
| --- | --- |
| **Reasons Provided** | **Number of Mentions** |
| Training was conducted using existing resources or previously allocated funds | 47 |
| Multiple groups attended the same training, or two groups overlapped | 50 |
| Trainings were funded using various sources in previous years | 16 |
| State provided funds | 1 |
| Other/no reason given | 14 |

As Table 5 notes, a large majority of districts included the costs of providing trainings as regular budget items. It appears that districts reported no costs when using regularly scheduled professional development meetings (for teacher evaluation system training) or school leadership team meetings (for school leadership/evaluator training) because this work was considered part of the districts’ regularly appropriated funds or administrative salaries. Many districts cited their use of existing resources, such as train-the-trainer models, as the reason that additional funding was not needed. The most frequently cited reason for providing a zero balance in funding lines was that multiple groups attended the same training or that multiple groups overlapped. For example, evaluators may have been part of the school leadership team and thus costs were only cited for one training.

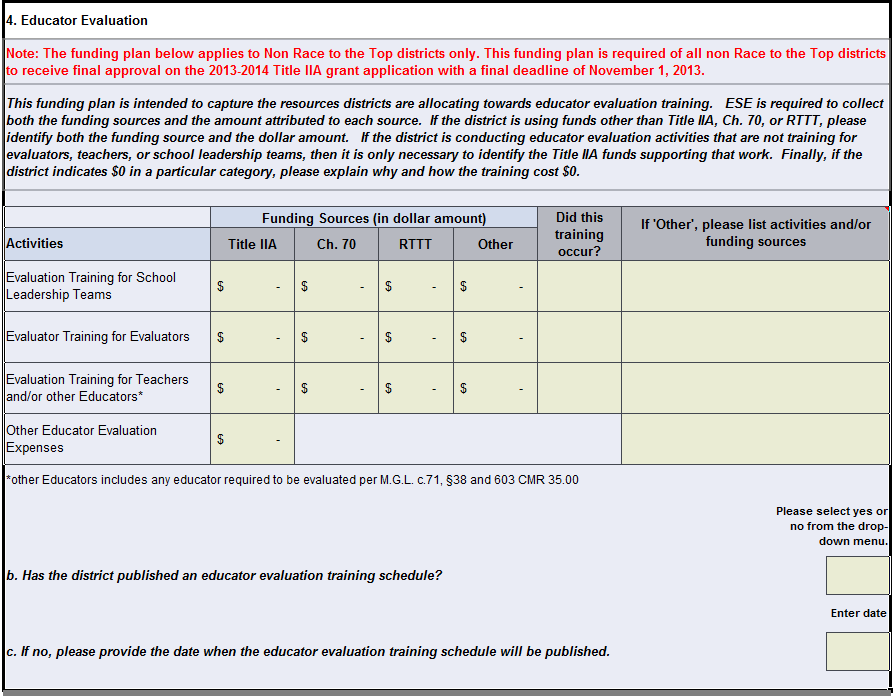
There were five charter schools that reported zero-cost trainings. Three of these charter schools were included in the district training at no cost to the charter school. The other two schools indicated that the training was done internally, at no cost to the school, stating that the school's management organization provided the trainings.

The next-highest frequency of mentions regarding zero-cost trainings occurred when districts provided school leadership and evaluator team trainings to the same groups of people; thus, no additional costs were incurred for at least one of the types of trainings, or there were no requirements to separate out the costs in the districts’ budget reports. These categories were combined in Table 5 above for reporting purposes due to the frequency of this district response.

Eleven districts reported that trainings had been funded during the previous fiscal year or that trainings had been provided in previous years, with future trainings integrated into current budgets and thus not viewed as additional costs. Among these districts, trainings that were conducted link to evaluation activities for FY 2014, but their funding sources did not include FY 2014 funds, leading to zero balances in the districts’ budget reports.

Several districts noted in their narratives that the state sent funds directly to Department pre-approved vendors. These districts considered such direct payments to be non-district funding, since they did not pay their external providers using state funding. Rather, the state provided the funding directly to the external provider organizations. A few districts cited no costs for one or more trainings, but did not explain why they incurred zero training costs.

# Appendix A: Educator Evaluation Funding Plan



# 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[[8]](#footnote-8)1 | 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 | Florida |
| Agawam | Foxborough |
| Amesbury | Framingham |
| Amherst | Gardner |
| Ashland | Gloucester |
| Attleboro | Grafton |
| Auburn | Granby |
| Avon | Greenfield |
| Barnstable | Hadley |
| Bedford | Haverhill |
| Belchertown | Holbrook |
| Bellingham | Holyoke |
| Belmont | Hudson |
| Berkley | Ipswich |
| Beverly | Kingston |
| Billerica | Lanesborough |
| Boston | Lawrence |
| Bourne | Leominster |
| Boxborough | Longmeadow |
| Braintree | Lowell |
| Brewster | Lunenburg |
| Brockton | Lynn |
| Cambridge | Malden |
| Chelmsford | Marblehead |
| Chelsea | Marlborough |
| Chicopee | Marshfield |
| Clinton | Mashpee |
| Danvers | Mattapoisett |
| Douglas | Maynard |
| Dracut | Medford |
| East Bridgewater | Medway |
| Eastham | Melrose |
| Easthampton | Millbury |
| East Longmeadow | Millis |
| Edgartown | Monson |
| Everett | Natick |
| Fairhaven | New Bedford |
| Fall River | Newburyport |
| Falmouth | Newton |
| Fitchburg | Norfolk |
| North Adams | Waltham |
| Northampton | Ware |
| North Andover | Wareham |
| North Attleborough | Webster |
| Northbridge | Wellfleet |
| North Brookfield | Westborough |
| Norton | West Bridgewater |
| Oak Bluffs | Westford |
| Orange | Weston |
| Orleans | Westport |
| Oxford | West Springfield |
| Palmer | Williamstown |
| Peabody | Winchendon |
| Pelham | Winchester |
| Petersham | Winthrop |
| Pittsfield | Woburn |
| Plainville | Worcester |
| Plympton | Wrentham |
| Randolph | Excel Academy Charter |
| Reading | Academy Of the Pacific Rim Charter Public |
| Revere | Berkshire Arts and Technology Charter Public |
| Rochester | Boston Preparatory Charter Public |
| Rockland | Christa McAuliffe Regional Charter Public |
| Salem | Smith Leadership Academy Charter Public |
| Sandwich | Benjamin Banneker Charter Public |
| Saugus | Boston Day and Evening Academy Charter |
| Somerset | Barnstable Community Horace Mann Charter Public |
| Somerville | Edward Brooke Charter |
| Southbridge | KIPP Academy Lynn Charter |
| South Hadley | Community Charter School of Cambridge |
| Springfield | City On A Hill Charter Public |
| Stoughton | Codman Academy Charter Public |
| Sudbury | Conservatory Lab Charter |
| Swampscott | Community Day Charter Public |
| Swansea | Sabis International Charter |
| Tisbury | Neighborhood House Charter |
| Truro | Abby Kelley Foster Charter Public |
| Tyngsborough | Foxborough Regional Charter |
| Uxbridge | Boston Collegiate Charter |
| Wakefield | Edward M. Kennedy Academy for Health Careers |
| Holyoke Community Charter | Manchester Essex Regional |
| Hill View Montessori Charter Public | Marthas Vineyard |
| Lowell Community Charter Public | Monomoy |
| Lowell Middlesex Academy Charter | Narragansett |
| Martha's Vineyard Charter | North Middlesex |
| MATCH Charter Public High | Pioneer Valley |
| New Leadership Charter | Quabbin |
| North Central Charter Essential | Ralph C Mahar |
| Dorchester Collegiate Academy Charter | Silver Lake |
| Silver Hill Horace Mann Charter | Southwick-Tolland-Granville |
| Pioneer Valley Performing Arts Charter Public | Spencer-E Brookfield |
| Boston Renaissance Charter Public | Triton |
| Roxbury Preparatory Charter | Up-Island Regional |
| Salem Academy Charter | Wachusett |
| Seven Hills Charter Public | Quaboag Regional |
| Prospect Hill Academy Charter | Whitman-Hanson |
| South Shore Charter Public | Assabet Valley Regional Vocational Technical |
| Atlantis Charter | Blackstone Valley Regional Vocational Technical |
| Martin Luther King Jr. Charter School of Excellence | Cape Cod Regional Vocational Technical |
| Phoenix Charter Academy | Franklin County Regional Vocational Technical |
| Global Learning Charter Public | Greater New Bedford Regional Vocational Technical |
| Hampden Charter School of Science | Greater Lowell Regional Vocational Technical |
| Adams-Cheshire | South Middlesex Regional Vocational Technical |
| Amherst-Pelham | Minuteman Regional Vocational Technical |
| Berkshire Hills | Nashoba Valley Regional Vocational Technical |
| Blackstone-Millville | North Shore Regional Vocational Technical |
| Bridgewater-Raynham | Old Colony Regional Vocational Technical |
| Chesterfield-Goshen | Southeastern Regional Vocational Technical |
|  |  |
| Central Berkshire | South Shore Regional Vocational Technical |
| Concord-Carlisle | Southern Worcester County Regional Vocational Technical |
| Dennis-Yarmouth | Tri County Regional Vocational Technical |
| Dighton-Rehoboth | Upper Cape Cod Regional Vocational Technical |
| Dudley-Charlton Reg | Whittier Regional Vocational Technical |
| Nauset | Bristol County Agricultural |
| Freetown-Lakeville |
| Groton-Dunstable |
| Gill-Montague |
| Hamilton-Wenham |
| Hampshire |
| Hawlemont |

| **Non-Race to the Top Districts** (N = 142) | |
| --- | --- |
| Abington | Lee |
| Acton | Leicester |
| Andover | Lenox |
| Arlington | Leverett |
| Berlin | Lexington |
| Boxford | Lincoln |
| Boylston | Littleton |
| Brimfield | Ludlow |
| Brookfield | Lynnfield |
| Brookline | Mansfield |
| Burlington | Marion |
| Canton | Medfield |
| Carlisle | Methuen |
| Carver | Middleborough |
| Clarksburg | Middleton |
| Cohasset | Milford |
| Concord | Milton |
| Conway | Nahant |
| Dartmouth | Nantucket |
| Dedham | Needham |
| Deerfield | Northborough |
| Dover | North Reading |
| Duxbury | Norwell |
| Easton | Norwood |
| Erving | Pembroke |
| Franklin | Plymouth |
| Georgetown | Provincetown |
| Gosnold | Quincy |
| Halifax | Richmond |
| Hancock | Rockport |
| Hanover | Rowe |
| Harvard | Savoy |
| Hatfield | Scituate |
| Hingham | Seekonk |
| Holland | Sharon |
| Holliston | Sherborn |
| Hopedale | Shrewsbury |
| Hopkinton | Shutesbury |
| Hull | Southampton |
| Southborough | New Salem-Wendell |
| Stoneham | Northboro-Southboro |
| Sturbridge | Old Rochester |
| Sunderland | Pentucket |
| Sutton | Somerset Berkley Regional School District |
| Taunton | Southern Berkshire |
| Tewksbury | Tantasqua |
| Topsfield | Blue Hills Regional Vocational Technical |
| Wales | Bristol-Plymouth Regional Vocational Technical |
| Walpole | Greater Fall River Regional Vocational Technical |
| Watertown | Greater Lawrence Regional Vocational Technical |
| Wayland | Montachusett Regional Vocational Technical |
| Wellesley | Northern Berkshire Regional Vocational Technical |
| West Boylston | Northeast Metropolitan Regional Vocational Technical |
| Westfield | Pathfinder Regional Vocational Technical |
| Westhampton | Shawsheen Valley Regional Vocational Technical |
| Westwood | Essex Agricultural Technical |
| Weymouth | Norfolk County Agricultural |
| Whately | Massachusetts Virtual Academy at Greenfield Commonwealth Virtual District |
| Williamsburg | Amesbury Academy Charter Public (District) |
| Wilmington | Boston Green Academy Horace Mann Charter School (District) |
| Northampton-Smith Vocational Agricultural | Dudley Street Neighborhood Charter School (District) |
| Acton-Boxborough | Salem Community Charter School (District) |
| Ashburnham-Westminster | UP Academy Charter School of Boston (District) |
| Athol-Royalston | UP Academy Charter School of Dorchester (District) |
| Ayer Shirley School District |
| Berlin-Boylston |
| Dover-Sherborn |
| Farmington River Regional |
| Frontier |
| Gateway |
| Hampden-Wilbraham |
| King Philip |
| Lincoln-Sudbury |
| Masconomet |
| Mendon-Upton |
| Mount Greylock |
| Mohawk Trail |
| Nashoba |

# 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/training/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. <http://www.doe.mass.edu/edeval/model/> [↑](#footnote-ref-1)
2. Full legislation text in Appendix B. [↑](#footnote-ref-2)
3. Full list of Educator Evaluation Implementation by District in Appendix C. [↑](#footnote-ref-3)
4. \*These vendors are also pre-approved to provide educator evaluation training to non-RTTT districts at substantially reduced costs to the districts. [↑](#footnote-ref-4)
5. \* Charter school management organizations are non-profits that operate multiple charter schools, often providing administrative support to the individual schools. [↑](#footnote-ref-5)
6. The purpose of Title IIA funding is to increase student achievement through comprehensive district initiatives that focus on the preparation, training, recruitment, and retention of highly qualified educators. Districts apply for and are granted funding based on certain criteria. For more information, see- <http://www.doe.mass.edu/educators/title-iia/>. [↑](#footnote-ref-6)
7. The purpose of Title I funding is to provide financial assistance to districts and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. [↑](#footnote-ref-7)
8. 1 Note: Chelsea High School is not a Level 4 school, but elected to participate in implementation in 2011-2012 [↑](#footnote-ref-8)