Massachusetts Playbook  
**Equitable Access to Excellent Educators**The Massachusetts Department of Elementary and Secondary Education’s Commitment: All students should have equitable access to great educators.

**KEY QUESTION:** How can we ensure equitable access to great educators for *every* student in the state? In your district? In your school?

**Guiding Definitions around Equitable Access**The Massachusetts State Equity Plan describes how the state is addressing gaps in access to excellent educators across student groups. The plan focuses on:

**4 student groups:**

* Minority Students
* Students from Poverty
* Students with Disabilities
* English Language Learners

**3 educator characteristics:**

* Experience
* Effectiveness
* Preparation

High minority schools have more than 8x as many teachers who teach classes outside of their subject, compared to low minority schools.

Compared to a student in a low poverty school, the average student in a high poverty school is more than 3x as likely to have a teacher with an “ineffective” evaluation.

On average, students in high poverty and high minority schools have about 2x as many first year teachers as do students in low poverty and low minority schools.\*

**Strategies to Address Equity Gaps:**

1. Educator Preparation
2. Educator Effectiveness
3. Inclusive Practice

**Focus on Equity:** By increasing our data literacy, we canaddress equity gaps at all levels.

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**1. Educator Preparation**  
In Massachusetts, nearly twice as many first year teachers teach in schools with a high percentage of minority students. (10.2% vs. 5.2%)\*

KEY QUESTION: What can you do to improve your teacher pipeline in support of equity and inclusiveness?

**DEVELOP EDUCATOR PREPARATION PARTNERSHIPS**

* Cultivate partnerships with educator preparation programs to develop educators in hard-to-staff roles, such that new teachers are better prepared to meet the needs of all students on day one.
* [Edwin Report EV901](http://www.doe.mass.edu/edwin/analytics/): Examine the trends/distribution in evaluation ratings of teachers sorted by provider.
* ESE’s [District Pipeline Advisory](http://www.doe.mass.edu/edprep/advisories/DistrictPipeline.pdf): Explore the pipeline of recent completers employed in your district.
* [Leveraging Partnerships Webinar](http://www.doe.mass.edu/educators/equitableaccess/ee-pln.html): Learn how to strategically leverage partnerships to strengthen your employment pipeline.

<Map of Massachusetts>  
More than half of program completers in Massachusetts teach within 15-miles of where they were prepared.

**STRATEGICALLY RECRUIT & SUPPORT STUDENT TEACHING PLACEMENTS**

Consider every student teacher as a prospective new hire. Leverage student teaching placements into strategic recruitment and hiring efforts, and work with educator preparation programs to identify, place and support student teachers in classrooms for the purposes of long-term employment in your school.

* ESE’s Profiles: [Educator Preparation Program Provider Data](http://profiles.doe.mass.edu/state_report/epppempratebyprogchars.aspx): Examine Employment data by program.
* [Candidate Assessment for Performance](http://www.doe.mass.edu/edprep/cap/) (CAP): Performance assessment for student teachers that promotes alignment with K-12 rubrics for effective teaching.
* ESE’s [Partnerships Incubation Grant](http://www.doe.mass.edu/edprep/partnerships): Supporting innovative partnerships between districts and educator preparation organizations.

**Focus on Equity:** Use ESE’s new [reports](http://www.doe.mass.edu/edwin/analytics/) to help decide on the quality and consistency of candidates

**STRENGTHEN MENTORING AND INDUCTION**

Build a strong mentoring and induction system to support educators as they transi­tion from pre-service to employment, and provide growth and leadership opportuni­ties for effective teachers serving as mentors.

* ESE [Guidelines for Induction and Mentoring Programs](http://www.doe.mass.edu/educators/mentor/guidelines.pdf): A framework for developing, implementing and refining high quality supports to new educators.
* [Building Partnerships across Educator Preparation and K-12 Districts:](http://www.doe.mass.edu/educators/mentor/BuildingPartnerships.pdf) [Commonalities and Differences in the Roles of Supervising Practitioners and Mentors](http://www.doe.mass.edu/educators/mentor/BuildingPartnerships.pdf): Learn how the similarities in skill sets, responsibilities, and incentives required of these educators can help build capacity of teacher leaders and provide more cohesive supports to pre-service and beginning teachers.

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**2. Educator Effectiveness**   
In Massachusetts, students from poverty are 61% more likely to have educators rated Unsatisfactory or Needs Improvement.\*

KEY QUESTION: What can you do to improve the effectiveness of your teachers?

**Calibrate Evaluators**

Establish a common vision for instructional practice and a common set of shared expectations for all students by conducting evaluator calibration activities.

* [Calibration Video Library and Training Resources](http://www.doe.mass.edu/edeval/resources/calibration/): Over 40 videos of classroom instruction to support within-district calibration activities that promote rigorous, high-quality instruction.
* [Calibrating Around Inclusive Practice: A Toolkit for Districts](http://www.doe.mass.edu/educators/equitableaccess/ee-pln.html): Learn how two Massachusetts districts trained their evaluators to better understand, support, and promote inclusive practice through calibration.

**Focus on Equity:** Calibrate your evaluator team on equitable and inclusive educator practices.

**Distribute Leadership**

Expand the peer-to-peer impact of high-performing teachers; provide leadership opportunities; build a cultured of shared responsibility for the outcomes of all students; and provide additional supports for new and less effective teachers by creating systems for distributing leadership.

* [Building a School Culture that Supports Teacher Leadership](http://www.doe.mass.edu/edeval/leadership/BuildingSchoolCulture.pdf): Advice from ESE’s Teacher and Principal Advisory Cabinets.
* [Creating and Sustaining Teacher Leadership Roles](http://www.doe.mass.edu/edeval/leadership/CreateSustainRoles.pdf): Lessons learned from districts through ESE's Teacher Leadership Professional Learning Network.
* [Distributed Leadership Resources](http://www.doe.mass.edu/edeval/leadership/): An interactive planning guide from districts on building a system that supports distributed leadership.

**Focus on Equity:** Prioritize teacher leadership roles for educators who are effective in working with students with diverse needs.

**Develop Common Measures**Promote equitable access by [developing common measures](http://www.doe.mass.edu/edeval/sir/assessments.html) that are well-aligned to the curriculum. Systematically track student performance year-to-year to ensure that the needs of all students are identified and decrease the risk that a student could ‘fall through the cracks.’

[Implementation Brief on Continuous Improvement](http://www.doe.mass.edu/edeval/ddm/Improvement.pdf): Guidance on using data to revise and improve common measures.

[Example common assessments](http://www.doe.mass.edu/edeval/sir/assessments.html): Aligned to the MA Curriculum Frameworks.

[Accessibility Review Tool](http://www.doe.mass.edu/edeval/guidebook/7a-accessreview.pdf): Helps educators ensure that their assessments are assessing the intended content.

[Implementation Brief on Parameter Setting](http://www.doe.mass.edu/edeval/ddm/ParameterSetting.pdf): Strategies for setting parameters for expected growth that allow all students an equal chance to demonstrate growth.

**Focus on Equity:** Conduct professional development around creating universally designed lessons and assessments.

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**3. Inclusive Practice**

In Massachusetts, a student from poverty is nearly 2x more likely to be educated in a substantially separate setting than a non-low-income student. \*\*

KEY QUESTION: What is your district’s philosophy and vision for the inclusion of students with disabilities?

In Massachusetts, a student with a learning disability in a full inclusion placement is **5x** as likely to graduate on time as one who is placed in a substantially separate setting.

Use the following resources to advance your inclusive practice.

[**Educator Effectiveness Guidebook for Inclusive Practice**](http://www.doe.mass.edu/edeval/guidebook/)**:** Design job-embedded PD and collaborations using tools that promote evidence-based best practices for inclusion following the principles of Universal Design for Learning, Positive Behavior Interventions and Supports, and Social and Emotional Learning.

**Focus on Equity:** [**Guidebook PD Planning Kit**](http://www.doe.mass.edu/edeval/guidebook/)**:** Use this resource to design 15 hours of job-embedded PD over the course of a school year.

[**Online Foundations Courses**](http://www.doe.mass.edu/edeval/guidebook/): Strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. These courses are one option for MA educators to meet the 15 PDPs license renewal requirement at no cost.

* + Foundations for Inclusive Practice: Administrator
  + Foundations for Inclusive Practice: Educator

[**Massachusetts Tiered System of Supports**](http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/tools-and-resources/massachusetts-tiered-system-of-support/) **(MTSS)**: Blueprint for school improvement that focuses on system structures and supports across the district, school, and classroom to meet the needs of all students.

[Graph image] The strongest predictor of a school district’s special education performance on state assessments is the performance of that school district’s general education students.\*\*

**Focus on Equity:** Collaborate with educators and families to build a shared vision around inclusion and social-emotional learning. Explore ideas in the [Wraparound Replication Cookbook](https://sites.google.com/site/masswazcookbook/resources).

\* Massachusetts State Equity Plan, MA Department of Elementary and Secondary Education, 2015

\*\* Review of Special Education in the Commonwealth of Massachusetts, Dr. Thomas Hehir and Associates, 2014

Massachusetts Department of Elementary and Secondary Education

LINKS TO ALL EQUITABLE ACCESS RESOURCES: bitly.com/MAEquity <http://www.doe.mass.edu/educators/equitableaccess/information.html>