
TEACHER AND LEADER DEVELOPMENT SYSTEMS SESSION TWO: MASSACHUSETTS

8:30-10:00



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Presenting Experts:

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Karla Baehr, Massachusetts Department of Elementary and Secondary Education

Key Discussants:

Garth Harries, New Haven Public Schools

Ross Weiner, The Aspen Institute

Amy McIntosh, Regents Research Fund (NY)

Facilitated by:

Brad Jupp, U.S. Department of Education

Educator Effectiveness: Massachusetts' Approach

Presentation to ESEA Flexibility Fo

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Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Presentation Goals

Provide a high level overview of Massachusetts' context, key reform strategies and theory of action

Provide a more in depth look at Massachusetts' Educator Effectiveness Strategies with a focus on Educator Evaluation

Identify Key Progress and Challenges

Respond to Questions



Massachusetts' Context

- ★ Rigorous state testing program since 1998 that educators take seriously
- ★ "Growth model" since 2008 to identify each student's annual growth compared to "academic peers"
- ★ State data system that allows us to link individual student data to their teacher(s)
- ★ 300+ districts, mostly smaller than 4,000 students; typical district has 5 schools
- ★ Strong tradition of local control
- ★ Strong union presence
- ★ State law mandates that teacher evaluation be bargained collectively at local level



Massachusetts' Theory of action

If we...

- ★ *Attract, develop, and retain an effective, academically capable, diverse, and culturally proficient **educator workforce**,*
- ★ Provide **curricular and instructional resources** to support student achievement,
- ★ Concentrate great instruction and supports in our **lowest performing schools** and districts, and
- ★ Increase the number of students who graduate from high school **ready for college and career,**

...then we will increase achievement for all students and accelerate the improvement of those farthest behind



Educator Effectiveness

- ★ Recruitment
- ★ Preparation
- ★ Licensure
- ★ Selection, Hiring and Assignment
- ★ Induction, Support, Retention & Reward
 - ★ Stronger professional development
 - ★ Improved district HR practices
 - ★ Stronger District & School Leadership Capacity



Educator Effectiveness depends on strong Educator Evaluation

- ★ *Place Student Learning at the Center* – Student learning is central to the evaluation and development of educators
- ★ *Promote Growth and Development* – Provide all educators with feedback and opportunities that support continuous growth and improvement
- ★ *Recognize Excellence* – Encourage districts to recognize and reward excellence in teaching and leadership
- ★ *Set a High Bar for Tenure* – Entrants to the teaching force must demonstrate proficient performance on all standards within three years to earn Professional Teacher Status
- ★ *Shorten Timelines for Improvement* – Educators who are not rated proficient face accelerated timelines for improvement



Summative Rating

+

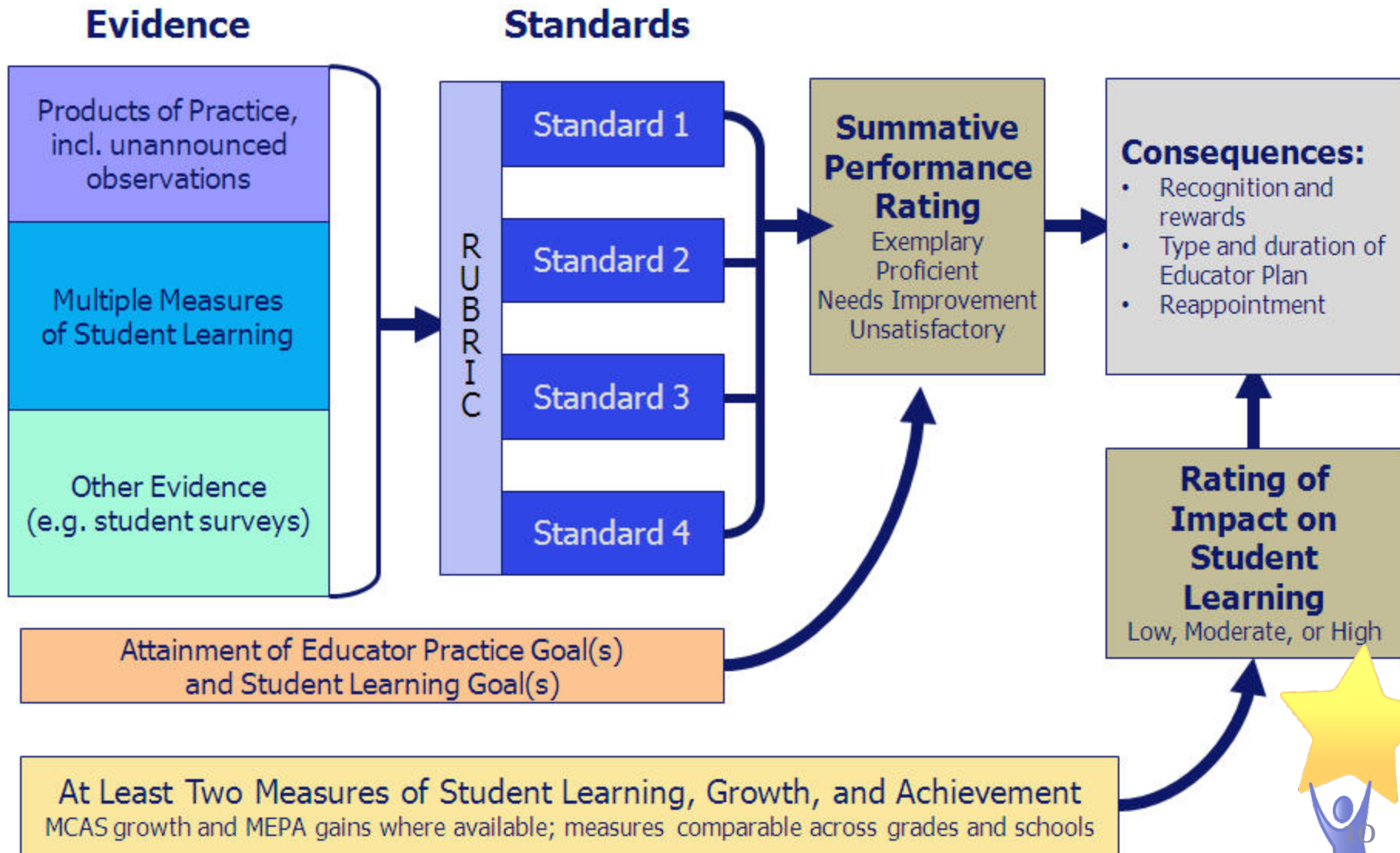
Rating for Impact on Student Learning

Determines the type and duration of educator plan

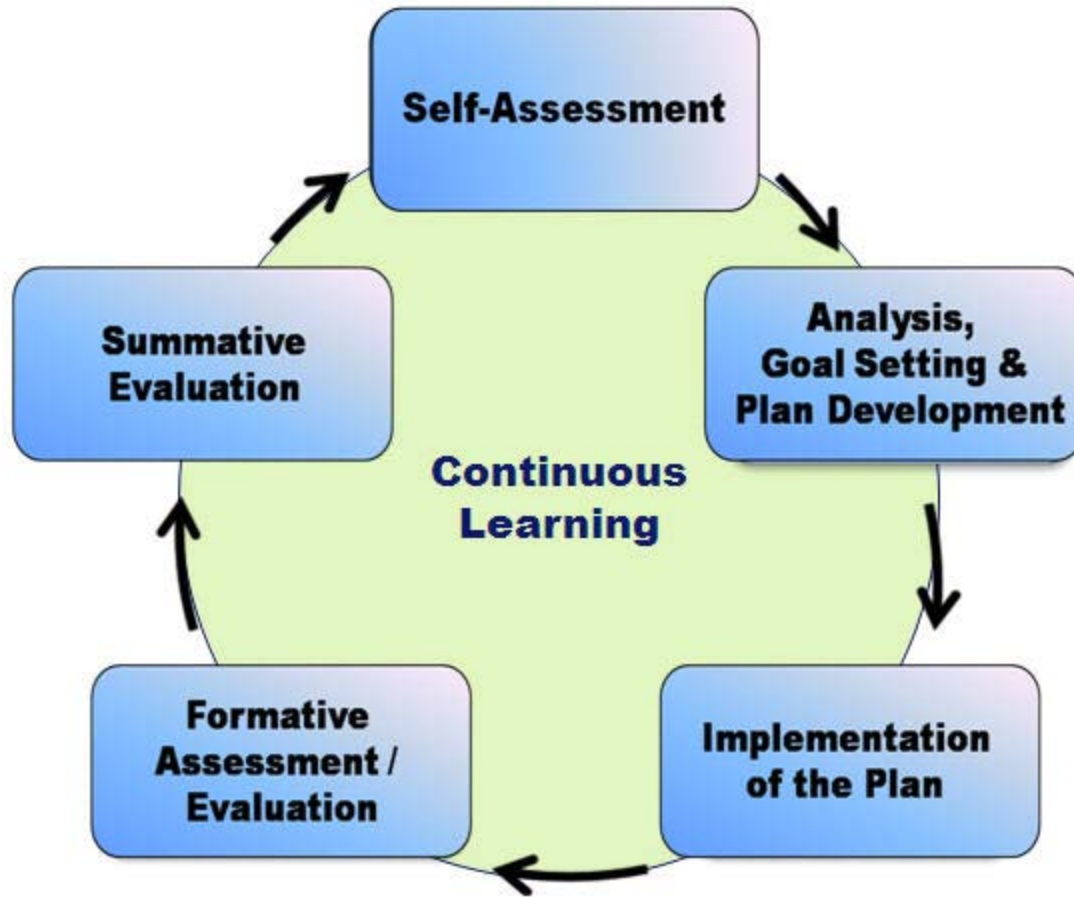
Summative Rating	Exemplary	1-YEAR SELF-DIRECTED GROWTH PLAN	2-YEAR SELF-DIRECTED GROWTH PLAN		
	Proficient				
	Needs Improvement	DIRECTED GROWTH PLAN			
	Unsatisfactory	IMPROVEMENT PLAN			
		Low	Moderate	High	
Impact on Student Learning (multiple measures of performance, including MCAS Student Growth Percentile scores if available)					



Multiple sources of evidence inform the evaluation



The evaluation process requires active engagement by all educators



Key Accomplishments So Far

Contextual

- ★ Developed MCAS Student Growth Percentile (SGP) to measure year-to-year growth for each student tied to teacher
- ★ Reorganized SEA around results-focused project management (“Delivery”)
- ★ Built and strengthened vehicles to deepen collaboration with field, e.g.,
 - ★ Underperforming Schools Network
 - ★ RTTT labor-management teams
 - ★ Partnership with state superintendents association: new superintendent induction program
 - ★ Partnership with state associations: governance and labor-management supports

Educator Evaluation

- ★ Adopted new evaluation regulations with statewide consensus
- ★ Developed phase 1 of state “Model Evaluation System” (teachers, principals, superintendents)
- ★ Early implementation in Underperforming Schools and volunteer “early adopter” districts

Related Work Under Development:

- ★ Guidance on “district-determined measures” and rating impact
- ★ Student survey
- ★ Staff survey
- ★ On-line assessment of evaluator proficiency
- ★ State-wide PD strategy



Key Challenges Ahead

- ★ Maintain effective stakeholder outreach and engagement - *essential, but time consuming*
- ★ Support quality statewide implementation
- ★ Support smart district decisions about identifying and using rigorous assessments of student growth in non-tested areas
- ★ Manage fiscal constraints at state and district levels that can breed skepticism and “reform fatigue”
- ★ Strengthen SEA and LEA capacity
- ★ Support districts with improved instructional resources, data and technology



How do I learn more?

- ★ Visit MA Department of Elementary and Secondary Education's educator evaluation website:

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

- ★ Contact the Department with questions and suggestions:

EducatorEvaluation@doe.mass.edu

