

# DESE Educator Effectiveness Update

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# DESE's Educational Vision (2023)



All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades.

Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

- All students are known and valued
- Learning experiences are relevant, real-world, and interactive
- Individual supports enable students to excel at grade-level (or beyond)

# Strategic Objectives

## Strategic Objective 1 - "Whole Student"

- Cultivate systems to support the **whole student** and foster **joyful, healthy, and supportive** learning environments so that all students feel **valued, connected, nourished, and ready to learn**.

## Strategic Objective 2 - "Deeper Learning"

- Promote **deeper learning** so that **all** students engage in **grade-level work** that is **real-world, relevant, and interactive**.

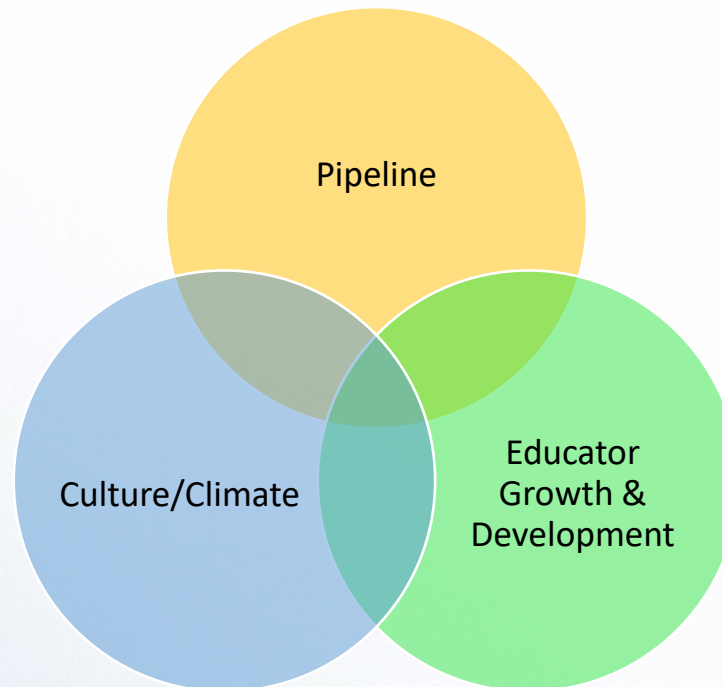
## Strategic Objective 3 - "Diverse and Effective Workforce"

- **Develop and sustain** a workforce that is **diverse, culturally responsive, well-prepared**, and committed to continuous improvement, so that all students have **equitable access to effective educators**.

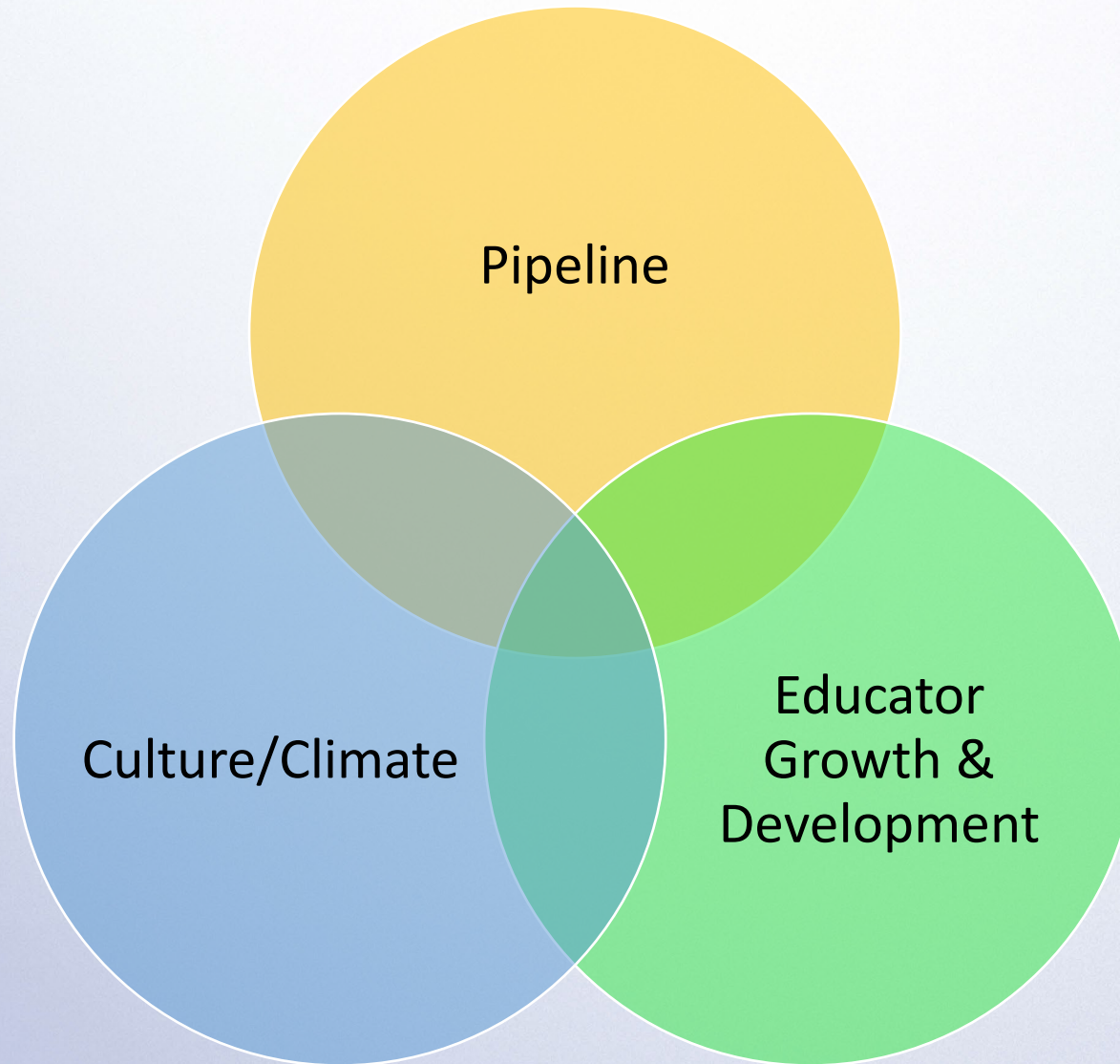
# Strategic Objectives

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# Each has impact, and each is essential



Staffing Needs & Supports

Equitable Access to the Profession

- Investing in Emergency Licensed educators
- MTEL Alternatives

Educator Evaluation Rubrics & Supports

# Staffing Needs & Supports

Pipeline

- Licensure flexibilities (see Brian Devine's update) focused on high needs areas
- Staffing vacancy survey: October 2nd – December 8th
  - Objective: collect real-time data on instructional staffing needs
  - Purpose: inform policies, targeted supports, and opportunities for schools and districts related to the recruitment, hiring, and retention of the educator workforce

# Improving Access to the Profession

Pipeline

- **Emergency License Support**
- MTEL Alternatives & Supports

# Emergency Licensed Educators



The emergency license performed as designed and allowed educators who experienced pandemic-related licensure barriers to access the profession.



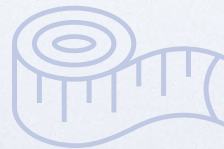
Emergency license holders are more ethnoracially diverse than other license holders and are working in our highest-need schools.



District and school officials are utilizing the flexibility of the emergency license to meet local needs.



Emergency licensed educators are employed, retained, and intend to stay at similar rates to other novice educators.



On average, employed emergency license holders with educator preparation and/or classroom experience appear to be as effective as other newly hired teachers.



Emergency licensed educators experience novel licensure challenges that will require targeted supports.



# Improving Access to the Profession

Pipeline

- **Emergency License**
  - Expanded MTEL voucher distribution – one for every employed emergency licensed educator this year
  - Launch of 4 regional centers providing wrap-around services, MTEL prep, coaching, and licensure support (January 2024)
- **MTEL Alternatives & Supports**
  - 24 alternative assessments now available, including 8 MTEL-Flex options (Pilot extended to June 30, 2025)
  - ESL Prep Course launching next month (free)
  - 1-2 additional courses under development in high incidence fields

# Preparing and Supporting Effective Educators

Educator  
Growth &  
Development

- **Induction and Mentoring**
  - Principal Induction & Mentoring Handbook
- **Educator Evaluation**
  - Focus Indicators
  - Rubric Update Project & Pilot

# What is “effective”?



- Effective educators are those who use **evidence-based practices**, including **anti-racist and culturally and linguistically sustaining** practices, to nurture and cultivate academic achievement, cultural and linguistic competence, sociopolitical awareness, and emotional intelligence.
- These practices support **ALL students** to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.

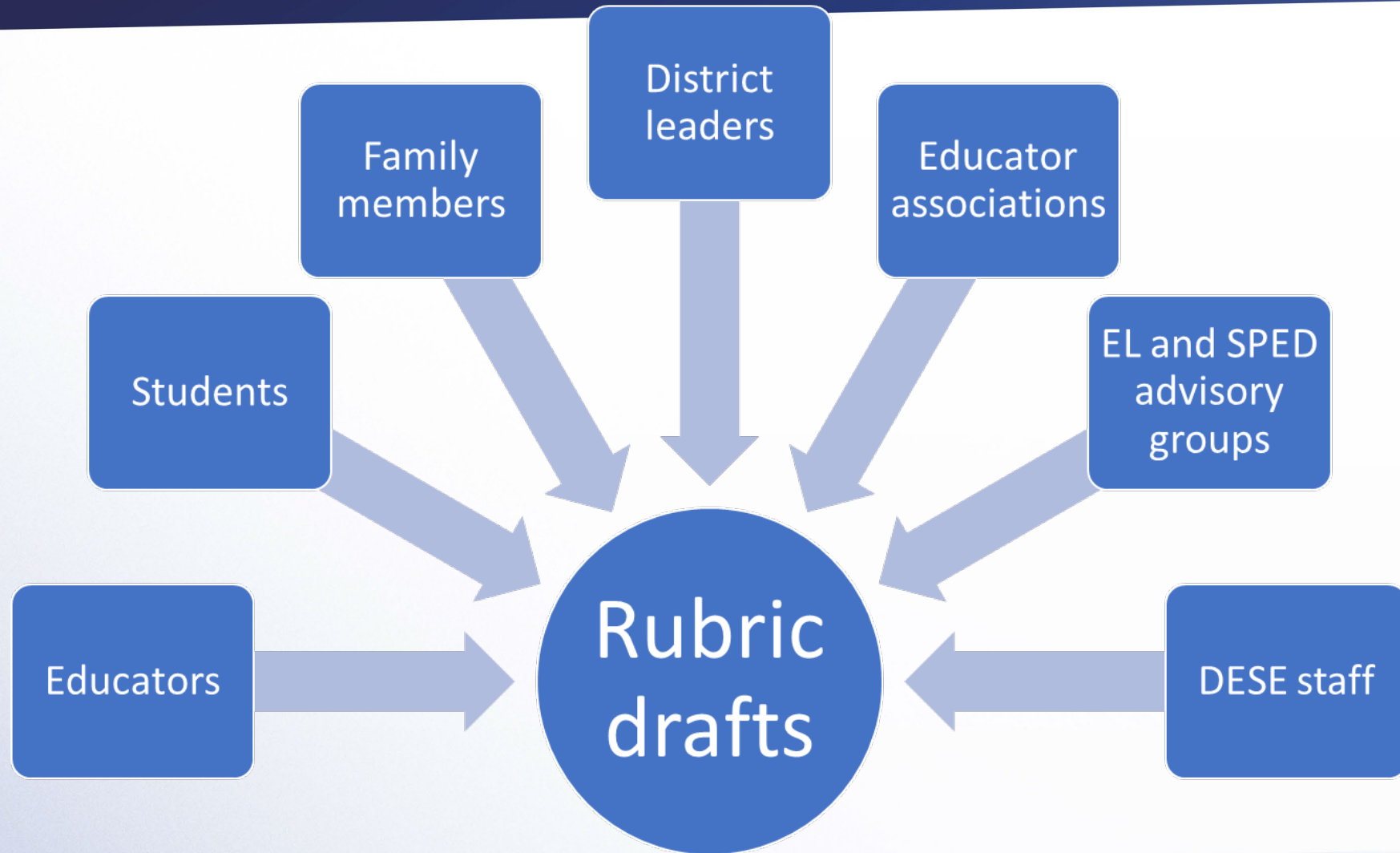
# Educator Evaluation Model Rubric Updates

- Updating model evaluation rubrics for classroom teachers and school-level administrators
- Integrating culturally and linguistically sustaining practices *throughout* the Standards and Indicators of Effective Practice
- Continuing to develop the rubrics as tools to support meaningful goal-setting, feedback, and professional learning

II-B: Learning Environment		
Proficient		
<p>1. <b>Positive Relationships:</b> Builds positive, caring relationships to ensure all students feel valued, respected, equitably supported, and a sense of belonging in the classroom community.</p> <p>2. <b>Safe Learning Environment:</b> Creates and maintains a safe, supportive, and inclusive environment by:</p> <ul style="list-style-type: none"><li>• Co-creating meaningful rituals and routines with students.</li><li>• Supporting student accountability for the impact of their actions.</li><li>• Enabling students to take academic risks and share ideas freely.</li><li>• Modeling and reinforcing respect for and affirmation of their own and others' differences related to background, identity, language, strengths, and challenges (self- and social awareness).</li><li>• Seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice.</li></ul> <p>3. <b>Collaborative Learning Environment:</b> Develops students' relationship and communication skills by:</p> <ul style="list-style-type: none"><li>• Providing students with frequent opportunities to interact with peers, make sense of complex ideas together, and develop language.</li><li>• Supporting students to engage with differences and diverse perspectives, respectfully challenge each other's thinking, and address interpersonal conflicts as they arise.</li></ul> <p>4. <b>Student Ownership of Learning:</b> Guides students to self-assess, problem-solve, ask for support, access resources when needed, and demonstrate leadership and/or positively contribute to the classroom and school community.</p>		
Unsatisfactory	Needs Improvement	Exemplary
<p>Does not demonstrate adequate progress towards meeting <i>Proficient</i> expectations, or performance is consistently below the standard, e.g.,</p> <ul style="list-style-type: none"><li>○ Does not adequately establish systems to promote a safe learning environment for all students</li><li>○ Provides few opportunities for students to develop relationship and communication skills or take ownership of their learning</li></ul>	<p>Demonstrates some progress towards meeting <i>Proficient</i> expectations, with areas for growth in quality, scope, or consistency, e.g.,</p> <ul style="list-style-type: none"><li>○ Establishes some systems and routines that promote a safe learning environment, but implementation is inconsistent or ineffective</li><li>○ Provides some opportunities for students to develop relationship and communication skills and take ownership of their learning</li></ul>	<p>Exceeds <i>Proficient</i> expectations through consistent high-quality practice with impact in the classroom or beyond, e.g.,</p> <ul style="list-style-type: none"><li>○ Sustains systems and routines that promote a safe and collaborative learning environment for all students, as measured by student feedback</li><li>○ Leverages students' relationship and communication skills to empower them to take ownership of their learning</li><li>○ Contributes to the professional growth of other educators in the development of effective learning environments</li></ul>

<https://www.doe.mass.edu/eval/rubrics/updates/>

# Stakeholder Feedback



## Student Engagement

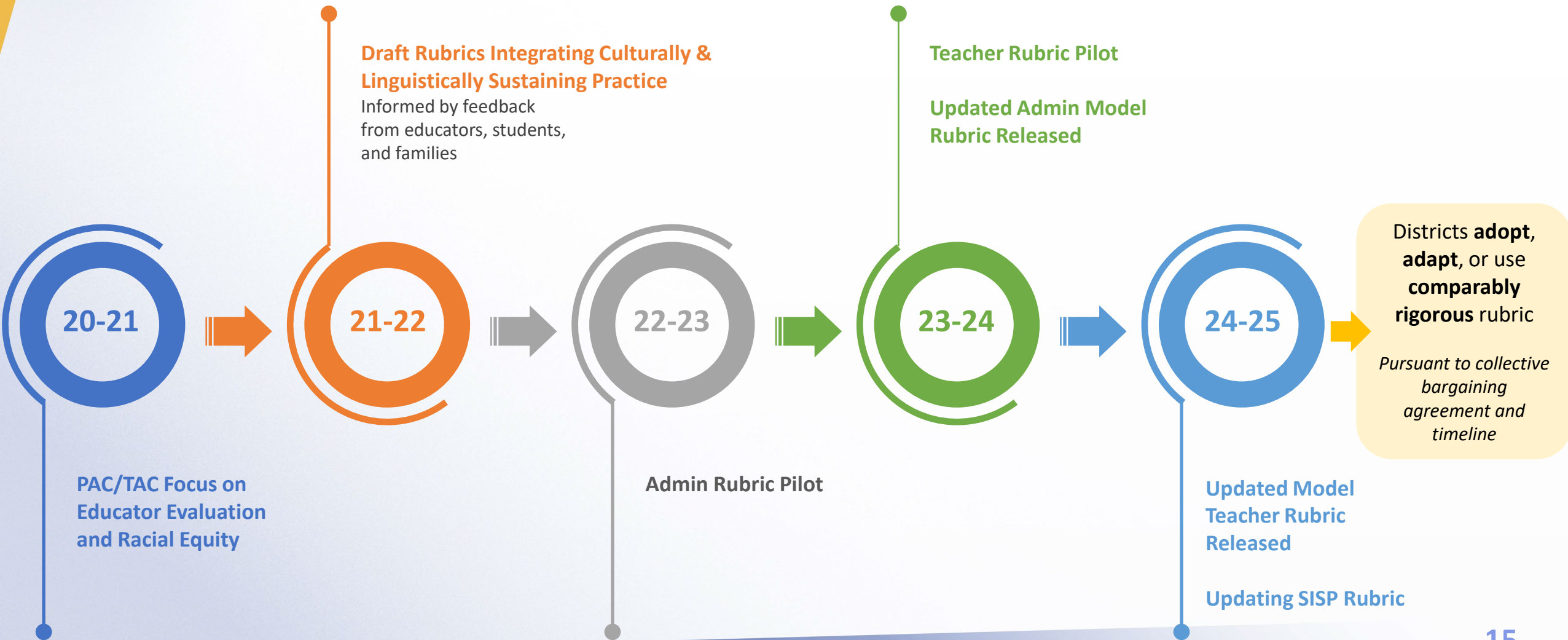
- Consistently uses instructional practices that are likely to motivate and engage most students in the content of the lesson.

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## Engaging Instruction

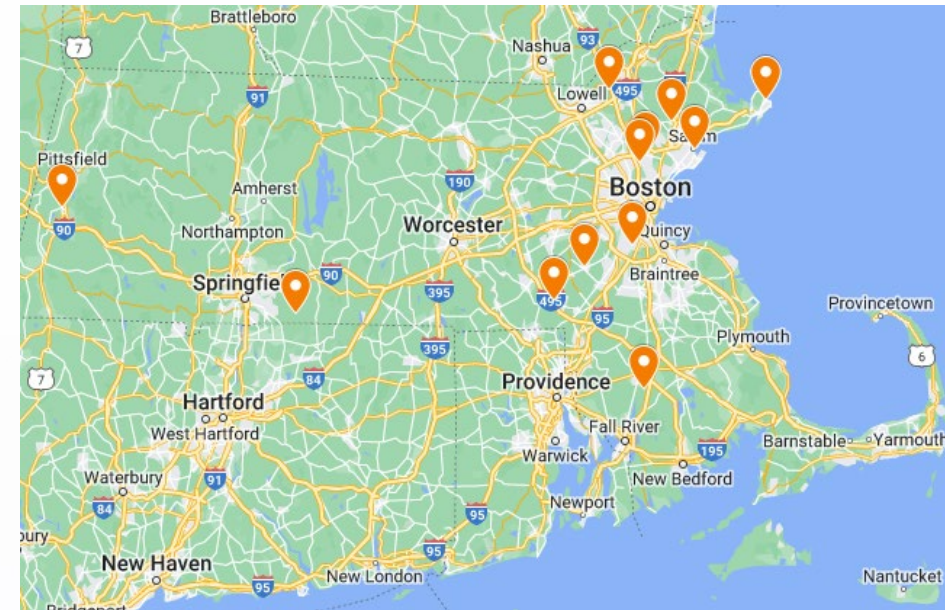
- **Engages all students as active participants in their own learning of meaningful, standards-aligned and grade-appropriate content by:**
  - Providing opportunities for students to make choices, explore topics and apply learning in culturally sustaining ways, and through real-world, interactive contexts.
  - Building on students' strengths, interests, cultural and linguistic backgrounds, and prior knowledge to motivate learning and support students' information processing.
  - Facilitating cooperative learning with equitable student participation in discussion.
  - Integrating digital tools and educational technology that enhances learning experiences and promotes the development of digital literacy skills.

# Timeline



# Teacher Rubric Pilot (2023-24)

- Piloting the teacher rubric in a diverse range of districts/schools
- Implementation supports:
  - District team planning workshop
  - Educator/Evaluator Community of Practice
  - Evaluator calibration training series
  - Ongoing technical assistance as needed
- Refining and finalizing draft to release updated model rubric in June 2024.



There is space for *two more districts* to participate – contact us at [educatordevelopment@mass.gov](mailto:educatordevelopment@mass.gov)



THANK YOU

# Resources

- DESE Educational Vision and Catalog of Aligned Supports:  
<https://www.doe.mass.edu/commissioner/vision/>
- Emergency License page: <https://www.doe.mass.edu/licensure/emergency/>
- MTEL Alternative Pilot: <https://www.doe.mass.edu/mtel/alt-assess/default.html>
- Ed Eval Implementation Resources:  
<https://www.doe.mass.edu/eeval/implementation/default.html#focus-indicators>
- Ed Eval Rubric Update Project:  
<https://www.doe.mass.edu/eeval/rubrics/updates/>
- Induction & Mentoring Resources:  
<https://www.doe.mass.edu/edeffectiveness/mentor/default.html>