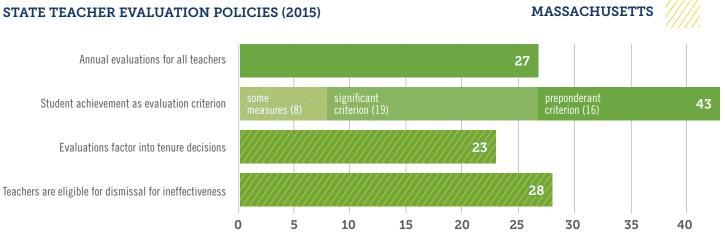


TEACHER EVALUATION **POLICY IN MASSACHUSETTS:**

Where is Massachusetts in implementing teacher effectiveness policies?

THE NATIONAL PICTURE

STATE TEACHER EVALUATION POLICIES (2015)



MASSACHUSETTS' IMPLEMENTATION TIMELINE

JUNE 2011

State Board adopts evaluation regulations

2010	2011	2012	2013	2014	2015	2016	2017	2018
JULY 2010		2011-12	2012-13	2013-14	SPRING 2	015	20	017-18
College and		Partial	Implemen-	All school	State administers		Fu	ull implementation
career-ready		implementation	tation in 258	districts required	new assessments		of	summative
standards		in early adopted	Race to the	to adopt and			pe	erformance rating
adopted		and selected	Top districts	implement			aı	nd student impact
		low-performing	(with at least	new educator			ra	iting, ratings
		schools	50 percent of	evaluation			m	ust inform
			educators in	systems			pe	ersonnel decisions
			each district)					

MASSACHUSETTS' EVALUATION SYSTEM REQUIREMENTS

EVALUATION SYSTEM	REQUIREMENTS				
Evaluation System Structure	State criteria or framework for district-designed evaluation system.				
Use of achievement data/student growth in teacher evaluations	Massachusetts requires its teacher evaluations to include "multiple measures of student learning, growth and achievement" as one category of evidence in teacher evaluations.				
Observations	Classroom observations are required.				
Tenure Policy	Teachers must achieve ratings of proficient or exemplary on each performance standard and on the overall evaluation to be eligible for nonprobationary status.				
Dismissal Policy	A teacher can be dismissed for failing to meet the performance standards of the evaluation system. The timeline for dismissing teachers for poor evaluation ratings is unclear.				

DOES MASSACHUSETTS CONNECT TEACHER EVALUATIONS TO RELATED POLICY ISSUES?



Evaluations of teacher effectiveness grounded in student outcomes provide states with opportunities to improve teacher policy and teacher practice.

Teachers should not be able to receive satisfactory evaluation ratings if they are not effective in the classroom. Without high-quality teacher evaluations as a strong foundation, states like Massachusetts are unable to "connect the dots" and use results in meaningful ways to inform policy and practice.

For more information
about Massachusetts
and other states' teacher
effectiveness policies, NCTQ's
2015 Massachusetts State Teacher
Policy Yearbook is immediately
available for free download at:
www.nctq.org/statepolicy