

State Council for Educator Effectiveness – Draft Recommendations

State Matrix and Novice Matrix

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Values

As it contemplates how to both value the unique learning and attributes of novice teachers during their first two years of service while also holding all educators to the same high standards, the State Council has identified the following priority values as guidelines for the creation of fair and transparent scoring frameworks for novice and experienced educators:

- The creation of the scoring frameworks should acknowledge research about the unique learning and professional needs of novice teachers.
- Ineffective teachers should not be allowed to remain in classrooms simply because they are in their first two years of teaching.
- The use of differentiated scoring framework for novices should not interfere with the identification of ineffective novice teachers on the one hand, or effective novices on the other.
- A score framework is intended not only to provide feedback about the effectiveness rating of an educator, but also to provide information about needs for professional development and supports.

Recommendations for Council Consideration

Experienced Educator Scoring Framework

- 1) The Council recommends the creation of a statewide experienced teacher scoring framework, which would be used to assign experienced educators to one of four performance categories: ineffective, minimally effective, effective and highly effective.
- 2) The experienced educator scoring framework shall weight no professional practice standard less than 15% of the total score, ensuring that experienced educators demonstrate proficiency against all standards in order to be considered effective.

Novice Educator Scoring Framework

- 3) The council recommends that CDE work in collaboration with a working group of the Council to create a scoring framework for novice educator that adequately addresses the unique needs of

novice educators and provides information to indicate needed supports and professional development.

- 4) The novice scoring framework shall be designed to recognize that educators in their initial years of practice may not be performing consistently and at a high level across all five quality standards [and standards shall be weighted differently].
 - a) Accordingly, the novice scoring framework shall weight standards II (developing a respectful learning environment) and III (facilitating learning for all students) more heavily than the remaining three standards in order to incentivize focusing novice teacher efforts, and school mentoring and professional development into the mastery of those two professional capacities.
- 5) A novice shall be defined as:
 - i) A teacher within his/her first two years of service.
 - ii) Districts may choose to classify the following personnel as novices:
 - (1) A teacher in the first year of a change in teaching content responsibilities who has not yet reached a rating of “effective” or above in his/her new teaching assignment.
 - (2) A teacher in the first year of a major change in grade level responsibilities (e.g. changes between primary, intermediary and secondary) who has not yet reached a rating of “effective” or above in his/her new teaching assignment.
- 6) Novice educators shall receive a rating and feedback on both the experienced and novice educators scoring frameworks. Educators should clearly understand how their performance compares to where they are expected to be (i.e. their peers) and also how their performance compares to where we want them to be (i.e. an “effective” teacher).
- 7) A working group may wish to consider approaches such as:
 - a) A handicap approach which builds in some adjustment into the experienced educator score after the fact.
 - b) The development of a separate novice scoring matrix.
 - c) Using an identifying indicator to differentiate the rating for novice.