

## State Council for Educator Effectiveness – Draft Recommendations

### State Matrix and Novice Matrix

**DRAFT March 8, 2011**

#### **Background**

At its February 25 meeting, the Council discussed the issue of combining multiple measures as part of teacher and principal evaluation systems. The Council reached consensus on requiring all districts to use a statewide matrix to combine professional practice scores and student growth scores, and assign teachers to performance standards.

The Council discussed the issue of whether or not to have a separate novice panel, which would be used by districts for the purpose of assigning teachers in their first two years of teaching to performance standards. Council members requested that staff provide language and examples for how a novice and experienced educator panel would be developed, with an eye towards the relationship between the two panels, for their consideration at the March 10 meeting.

#### **Values**

Most Council members agreed that a novice panel could be a useful way of providing new teachers with feedback that acknowledged that their professional practice would be in a different stage of development than their more experienced counterparts. However, Council members expressed concerns that:

- Ineffective teachers not be allowed to remain in classrooms simply because they are in their first year or two of teaching;
- That the use of a novice panel not interfere with the identification of ineffective novice teachers;
- That the use of a novice panel not interfere with the identification of effective or highly effective novice teachers;
- That a novice panel be adequately cross-walked with the experienced educator panel in order to ensure that expectations of experienced educators remain higher than any baseline standard of effectiveness developed for novice teachers.

## Recommendations for Council Consideration

- 1) The Council recommends the creation of two statewide panels:
  - i) An experienced educator panel, which would be used to assign non-novice educators (see definition below) to one of four performance categories: ineffective, minimally effective, effective and highly effective;
  - ii) A novice panel, which would be used to assign novice educators to one of three performance categories: ineffective, approaching effective and effective novice.
    - (1) A novice is defined as:
      - (a) A teacher within his/her first two years of in-service who has not yet reached a rating of effective or above.
      - (2) Districts may choose to classify the following personnel as novices:
        - (a) A teacher [within his/her two years] OR [in his/her first year] of a change in teaching content responsibilities who has not yet reached a rating of “effective” or above;
        - (b) A teacher [within his/her two years] OR [in his/her 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.
- 2) The experienced educator panel shall weight all five professional practice standards relatively equally, ensuring that experienced educators demonstrate proficiency against all standards in order to be considered effective.
- 3) The novice panel 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. Accordingly, the novice panel 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.

The Council also recommends that either the full Council or some designated working group membership be involved in standard-setting for matrices’ development.