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A collaborative culture enabling professional conversations about educator practice supports and promotes growth. Deliberate and timely feedback that is delivered effectively as a part of those professional conversations and is meaningful encourages formative development. Feedback is valuable for any teacher or leader at any stage of their career and should be provided formally, informally or both each year. It is provided using multiple sources of evidence from a variety of different measures, including the use and analysis of student data, in close proximity to the data gathering process. Information and data that is provided through meaningful feedback may include but is not limited to:

- *observations focused on professional practice and the extent of student learning;*
- *analysis of the improvement of student performance;*
- *survey results from students, families, and community members;*
- *new learning and its application to improve the overall performance of students;*
- *self-reflection on practice;*
- *analysis of artifacts including lesson plans, professional development plans, supplemental resources, participation in coursework, improvement plans; and*
- *evidence of educators as responsible professionals supporting the overall mission, vision and goals of the school and district.*

### **Essential Principle 6: Standardized and Periodic Training for Evaluators**

Reliable and valid measures of performance are an essential factor in ensuring that annual growth for teachers and leaders results in growth for students. Evaluators who collect these measures of evidence and provide feedback must be highly trained to ensure that ratings are fair, accurate and reliable. To ensure ongoing reliability, evaluators should be trained both initially and periodically. Evaluators demonstrating skills aligned to minimum quality assurance standards established by districts and/or the state may include master teachers and peers as well as other external, trained third party people from within or outside the district that assist in the overall responsibility of moving staff to increased levels of effective practice. Evaluator training may include topics such as:

- *conducting effective classroom observations and walk-throughs focused on the quality of instruction;*
- *assessing student data and the analysis of artifacts;*
- *interpreting survey information; and*
- *effectively providing clear, constructive, timely and meaningful feedback.*

## **Essential Principle 7: Evaluation Results to inform Personnel Employment Determinations, Decisions, and Policy**

Ratings of educator effectiveness should guide district decisions regarding determinations, recognition, development, interventions and policies that impact the extent of student learning in the system. As a result of the evaluation system, districts are empowered to recognize and utilize highly effective educators to improve student learning. Highly effective educators may serve their system in ways such as:

- *mentors, peer observers, coaches and as a resource for less effective educators;*
- *contributing through key leadership roles;*
- *assisting with the challenges of high need students in high need locations; and*
- *assuming other critical additional duties that contribute to a school system's overall success.*

Ineffective educators are those demonstrating sustained periods lacking desired growth as documented by unsatisfactory evaluations. These educators receive targeted interventions and support to encourage ongoing formative development. Established timelines should be articulated through local policy and provide further clarification in terms of duration of interventions and the nature of additional support. If sustained demonstration of unacceptable performance occurs, a local dismissal protocol should be enacted.