Guiding principles gathered from research with pilot school educators

- Feedback to teachers leads to effectiveness resulting in increased student achievement
- Teachers who reflect on their instructional practice increase their effectiveness by owning and improving their craft
- Teachers supported by an instructional team improve their effectiveness

2014–15 Evaluation Timeline

Aug. 1 2014

Ongoing support team meetings—principal, assistant principal, master teacher(s), peer evaluator(s), instructional coach

Ongoing communication with primary instructional support person—teacher + primary instructional support person (master teacher or instructional coach)

One professional practice conference: to create PPP—teacher + support team (two evaluators, master teacher, instructional coach)

Multiple unannounced observations: at least one complete class period included—teacher + two evaluators

One observation conference: a formal conversation with documents to discuss body of evidence gathered to date based on ongoing observations—teacher + two evaluators

One professional practice mid-year review per educator: optional*

teacher, two evaluators, primary instructional support person (master teacher or instructional coach)

Multiple unannounced observations: at least one complete class period included

teacher + two evaluators

One observation conference: a formal conversation with documents to discuss body of evidence gathered to date based on ongoing observations—teacher + two evaluators

One final evaluation conference
a formal conversation with an evaluation document—teacher + evaluator(s)
by mid-April for probationary teachers
by mid-May for non-probationary teachers

Professional practices stipends paid
design schools only—by July 31, 2015
$2,500–$7,500 for earning an outstanding evaluation

*strongly encouraged—teachers say the additional monitoring strengthens partnership with support team and follow-up support