TEACHERS AND LEADERS COUNCIL

Hopes

- Informs practice and improves student learning
- Build a cohesive, reliable, realistic, system that supports teacher and leader growth and development and that they can identify levels of effectiveness of individuals to support continued improvement in schools.
- Fair and equitable evaluation for all.
- Recruit and retain effective teachers and leaders
- Address all elements of a comprehensive system of educator effectiveness: pre-service, licensure, ongoing PD to focus on improved instruction.
- Don't rush implementation.
- Representing the classroom teacher

Some Basic Tenets to Consider Offered by: Bob McCord
Date of Revision: 11/28/11

- Improvement of student performance is goal of all professional performance assessment programs;
- Underpinning professional performance assessment is the belief that improved effectiveness will result, while that improvement is contingent on active commitment of the employee and the assessment team;
- Professional performance improvement is an ongoing process that never end;
- Performance assessment programs must be fair and use multiple sources of data to assign designations;
- Performance assessment program must be collaboratively-developed and actively managed by both labor and management;
- High quality staff development is an essential component to improving professional performance;
- Designations associated with professional performance assigned to teachers and principals can and do change;
- Unsatisfactory performance assessment results in high quality professional development and assistance provided by both labor and management;
- Persistent unsatisfactory performance results in termination;
- Traditional understanding of probationary/post-probationary status require redefining;
- Clinical models of assessment are expanded to include, but not limited to, greater emphasis on student performance indicators, goal setting and assessment, collaboration on direct observation of performance including peer assessment, and development of and effective participation in professional learning communities;
- The professional performance assessment program must be subject to regular third-party evaluation of effectiveness and fairness.