

## **A Policy Briefing on CTA Teacher Evaluation Framework - Guiding Principles**

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CTA believes the following principles are essential to any effective and fair teacher development and evaluation system:

1. The goal of any evaluation system is to strengthen the knowledge, skills and practices of teachers to improve student learning.
2. Any evaluation system must be collectively bargained at the local level to ensure the buy-in and trust of all affected parties and to ensure local conditions are considered. This includes policies, assessment standards, timelines, procedures, peer involvement, implementation, monitoring, and review.
3. Any evaluation system must be developed and implemented with teacher participation to ensure a supportive climate for improving practice and growth and to promote collaboration among educators.
4. Any evaluation system must be differentiated to support the development of educators through all career stages – from beginning to mid-career to veteran.
5. Any evaluation system must address the varying assignments of certificated educators, including those who teach core and non-core subject areas, and are classroom and non-classroom educators (i.e., resource teachers, counselors, nurses, and psychologists).
6. Any evaluation system must include evidence of teaching and student learning from multiple sources.
7. A comprehensive teacher evaluation system must recognize the different purposes of evaluation and be comprised of both formative and summative methods.
8. Any evaluation system must provide relevant and constructive feedback and support that informs teaching practices. Feedback must be coordinated with high quality professional development that is continuous; is linked to curriculum standards; and allows for adequate time and resources for coaching, modeling, observation, and mentoring.
9. Any evaluation system should include opportunities for peer involvement for advisory and support purposes.
10. Any evaluation system must consider the complexities of teaching and student learning that are outside of the teacher's control and beyond the classroom walls.
11. Any evaluation system should be based on a set of standards of professional practice that acknowledge the multiple activities and responsibilities of educators that contribute to the improvement of learning and the success of the school.
12. All evaluators must have extensive training and regular calibration in all evaluation procedures and instruments.
13. All evaluation components and procedures must be clearly defined, explained, and transparent to all educators.
14. All evaluation tools must be research-based and regularly monitored for validity and reliability.
15. Data used for evaluation and improvement purposes must be kept confidential to protect the integrity and utility of information used to improve professional practices.
16. Any evaluation system must be monitored and evaluated to ensure that it is working as intended and it remains consistent with its purpose.
17. Any effective evaluation system that supports professional learning requires an ongoing commitment of financial resources, training, and time.

Teachers provide the stable, nurturing, inspiring environment that makes it possible to reach each student individually. Teachers and the classroom environment are the foundation of a solid educational experience. Teachers need and want an evaluation system that strengthens their knowledge, their skills and their practices, and the goal of any teacher evaluation system should be to improve student learning.