COUNCIL ON EDUCATOR DEVELOPMENT RECOMMENDATION 4: Use a balanced evaluation system that includes annual accountability in the form of the Individual Professional Development Plan (IPDP) and a comprehensive multifaceted three-year review for all educators (including all certified teachers and administrators).

DEFINITION:

- Balanced Evaluation System – An evaluation system that uses multiple measures and both formative assessments and summative evaluations to promote professional growth to improve student learning.
- Peer Review – Formative, informal, collaborative review of teaching and/or leading conducted by one’s peer group which is focused on assisting each peer group member in achieving the goals of the educators’ individual professional development plan.

KEY POINTS:

The comprehensive teacher and administrator assessment and evaluation system will be based on the use of:

- ongoing assessments of performance (to include annual formative assessments and summative evaluations every three years) to monitor and improve practice across the continuum of development from the novice teacher to career school leaders and administrators;
- multi-faceted evidence of practice to include professional contributions and student learning aligned to individual, building and district data;
- professional standards that assess educator effectiveness through clearly articulated progressions of learning; and
- professional learning that is relevant to the educator’s goals and needs including both formal learning opportunities and peer collaboration, observation and coaching.