



STRONG EVALUATIONS

Strong evaluations are critical to improving teacher and principal quality; they allow school leaders to recognize excellence, support development, and address ineffectiveness. And yet, most school districts do not have a meaningful way to identify principals and teachers at their varying levels of performance. This is critical because teacher and principal quality matters tremendously. A great teacher can impact a young person’s life far beyond the time spent in the classroom, and a high-quality principal can transform entire school communities. In fact, students with the highest-performing teachers gain five to six more months of learning than students in classrooms with the lowest-performing teachers.¹ And while teachers are the most significant in-school factor impacting student success, principals are a close second.² Principals play a huge role in developing a high- quality teaching staff and in raising overall student achievement levels.³

Teacher and principal evaluations must be improved to reflect what matters most for all educators: student academic growth. Evaluations should also include other ways of measuring performance, including classroom observations and student surveys for teacher evaluations, and the effective management of teachers for principal evaluations. By assessing educators based on measures that matter to them and reflect their responsibilities, evaluations become a powerful tool to offer teachers and principals feedback to improve their practice and focus on what matters most: student learning.

GREAT TEACHERS INCREASE LEARNING

- BY ACCELERATING ACADEMIC GROWTH
- BY INFLUENCING STUDENTS' LIVES BEYOND THE CLASSROOM

GREAT PRINCIPALS TRANSFORM SCHOOLS

- BY DEVELOPING A HIGH QUALITY TEACHING STAFF
- BY IMPROVING OVERALL STUDENT ACHIEVEMENT

MAKE EVALUATIONS MEANINGFUL

¹The Irreplaceables: Understanding the Real Retention Crisis in America’s Urban Schools,” The New Teacher Project (2012): 2, 42.

² Kenneth Leithwood, Karen Seashore Louis, Stephen Anderson, and Kyla Wahlstrom, “Review of Research: How Leadership Influences Student Learning,” The Wallace Foundation (2004): 5.

³ Gregory F. Branch, Eric A. Hanushek, and Steven G. Rivkin, “Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals,” National Bureau of Economic Research Working Paper no. 17803 (2012).