Glossary

Accountability – the responsibility for implementing a process or procedure for justifying decisions made and for results or outcomes produced. Teachers are often said to be accountable for their students' learning in the assigned subject area, within the limits of the students' abilities and the time and resources available.

Clinical Supervision – a process of collaboration between the teacher and the supervisor or administrator, designed to improve the teacher's performance. This process usually includes a pre-observation conference, observation and data collection, data analysis, a post-observation conference, and a post-observation conference evaluation report.

Coaching – the assistance given to teachers in ways that will improve their job performance, not just for the purpose of doing better on the evaluation, but also for the purpose of improved teaching and increased student learning. Coaching can include reviewing teacher products related to the domains being assessed, tutoring on the attributes being assessed, and offering feedback on the teachers' strengths and weaknesses. Coaching can also refer to teachers coaching students so that the students will perform better on a measure used as an indicator of the teacher's performance.

Feedback – the information and recommendations provided to a teacher about his/her performance based on the results of that teacher's evaluation and designed to help the teacher improve his/her performance and make decisions concerning professional development and improvement.

Goal – a statement of intent or an end that a person or a group strives to attain. A goal tends to be more general than an objective.

Mentoring -- A process in which experienced administrators coach, collaborate, and consult with individuals new to school administration.

Peer review – Feedback to a teacher by other teachers for purposes of professional development and improvement, or to provide subject matter and context related expertise.

Performance evaluation – the process of determining the merit, value, and worth based on assessment results of some performance attribute(s) of the teacher being evaluated.

Self-assessment – the process of judging one's own teaching performance for the purpose of self-improvement.

Self-evaluation – the process of reviewing one's own behavior and student learning outcomes for the purpose of monitoring and changing one's own teaching performance.
Standards-based teacher education (SBTE)

a. Comprehensive model or description of teacher performance reflecting the current consensus on good teaching;
b. Explicit standards and multiple levels of performance (rather than simply pass/fail) defined by detailed behavioral rating scales (usually called rubrics) that provide guidance to evaluators on how to rate and teachers on what behaviors are expected of high performers;
c. More frequent observations of actual classroom practice and use of multiple lines of evidence, such as lesson plans and samples of student work, to provide a richer picture of teacher performance.