*“From the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents, it’s the person standing at the front of the classroom.” – Barack Obama*

NOCCS believes that promoting excellent teaching requires building and maintaining comprehensive, aligned, and integrated human capital systems for recruiting, training, evaluating, and compensating teachers. The desired outcomes for performance management at NOCCS are as follows:

* Attract and retain highly skilled teachers that are aligned to our core principles and vision
* Staff members are clear about what is expected from them
* Provide praise, support and feedback around those expectations
* Provide staff members opportunities to share what they do best
* Provide both written and verbal notice when expectations are not being met
* Continue to find innovative ways to reward high performers

Coaching and Evaluations

Coaching: The bulk of teacher coaching will be conducted by the deans, teacher coaches, and HoS. The Marzano framework for teacher effectiveness is the guiding tool for the coaching work, creating a shared language in our coaching conversations. Deans and teacher coaches do not evaluate teachers. Their role is to support teachers in developing new skills and providing platforms for them to share their strengths. All staff members will receive verbal or written feedback once a month at a minimum.

Evaluations: In January, each staff member will complete a self-evaluation by rating their performance against the core principles and the graduate profile. The HoS will do the same for each employee and meet one on one with each of them to celebrate their strengths and discuss areas of growth. If there are any concerns around a staff member’s performance they will be formally addressed in this January meeting. At NOCCS our core principles and graduate profile are central to our vision and as the adults we must model the expectations we have for our students.

Acknowledgement letters

Acknowledgement letters are issued in May and are due back on the last day of school for teachers. However, discussions around role and interest for the following school year begin with staff in January during the one on one evaluation meetings.