

WISCONSIN EDUCATOR EFFECTIVENESS SYSTEM • EQUIVALENCY

Introduction

The Wisconsin Educator Effectiveness Design Team, convened by State Superintendent Evers, recognized that any one model for evaluating professional educator practice might not suit every district. Therefore, the Design Team recommended that the Department of Public Instruction (DPI) develop an application process for districts wishing to use alternative models to measure teacher and principal practice. Accordingly, the Wisconsin Legislature included language in Act 166 for DPI to develop an application and approval process (*Equivalency Review Process*) for districts intending to use alternative models to evaluate practice. It is important to note that the equivalency review applies only to measures of teacher and principal practice; it does **not** apply to the measures of student outcomes. The outcomes portion of the statewide EE System is not subject to substitution.

Models of Practice and Equivalency

Models of Practice

The Wisconsin Educator Effectiveness System includes frameworks to measure teacher practice (Charlotte Danielson's 2013 *Framework for Teaching*) and principal practice (*Wisconsin Framework for Principal Leadership*), as well as the associated processes, forms, and rubrics aligned to these frameworks. Any district interested in using processes and measures of evaluating educator practice other than those used statewide in the Wisconsin EE System must apply to do so through the Equivalency Review Process.

Equivalency

Act 166, codified in subsection 115.415(3) of the Wisconsin Statutes, requires DPI to promulgate a rule and develop a process for districts or charter schools to apply to use an alternative model to evaluate practice. The statute requires alternative models to align to the same standards for practice (InTASC for teachers and ISLLC for principals), and for teachers, the four domains of Planning & Preparation; Classroom Environment; Instruction and Professional Responsibilities. DPI included additional minimal requirements that applicants must meet.

This process does not and cannot ensure the alternative model is “equivalent” in the quality of research supporting the model nor the expected consistency of evaluators, implementation fidelity, or ability to inform and support professional growth and improved practices. DPI can only make such a statement following an intensive evaluation of the EE System, including analysis within and across existing models to evaluate practice, which can only occur after full implementation begins in 2014-15.

Equivalency Review Process

Who can apply?

Districts, consortia of districts, or charter schools (2R and non-instrumentality charters) have the opportunity to apply to use models that evaluate teacher and principal practice alternative to those used statewide in the EE System. Note that approval is granted to the applicant, not the model itself. Only the approved applicant(s) may use the alternative model, and only as described in the application.

How does a district apply?

Districts and consortia of districts must complete DPI's Equivalency Review Application and submit supporting evidence. Materials can be accessed online (<http://ee.dpi.wi.gov/eesystem/equivalency>).

As part of the application process, applicants must demonstrate:

- For teacher evaluation, the alignment of the framework and rubrics to the InTASC standards and to each of the four domains of professional practice: Planning & Preparation; Classroom Environment; Instruction; Professional Responsibilities
- For principal evaluation, the alignment of the framework and rubric to ISLLC standards.
- The research base supporting the model and its rubrics.
- The rubrics have four performance levels with clearly delineated, observable differences between levels that align to the state practice performance levels.
- The alternative model includes at least the same number and type of observations and evaluations as defined in the EE System.
- The development and implementation of a comprehensive orientation and training program for evaluators that certifies the evaluator's understanding of the evaluation model and processes and helps establish consistency.
- The development and implementation of processes to continually monitor and improve consistency among evaluators.

What does the applicant agree to do?

As part of the Equivalency Review Process, applicants must agree to do the following:

- Report teacher-level, school-level, and district-level data required by the department within guidelines established by DPI.
- Transfer data electronically to the department according to established technologies as defined by DPI, including ability to assign unique identification numbers for entities as part of the data sharing protocols specified by DPI.
- Participate in a statewide evaluation conducted by an independent, external evaluator.
- Implement any corrective actions required by DPI if the department determines there is credible evidence indicating that a school, school district, consortium of school districts, or charter school is no longer in compliance with the requirements of equivalency process.

Equivalency Application Timeline

The Equivalency application window for the 2015-2016 school year has opened. The Equivalency Application timeline is as follows:

- January 15 - Equivalency Window Opens
- February 16 - Letter of Intent to Apply due to DPI
- March 16 - Equivalency Applications due to DPI
- April 15 - Initial Notice of Application Status given to Applicants
- May 15 - Additional Evidence and Supporting Documentation due to DPI (if necessary)
- June 15 - Final Notice of Application Status given to Applicants (if necessary)

[Updated January 2015]