

The 2014-15 Wisconsin Educator Effectiveness System

System-At-A-Glance

From Idea to Implementation

In response to feedback from pilot participants and partner organizations throughout the state, the Wisconsin Department of Public Instruction (DPI) recently made several changes to the Educator Effectiveness (EE) System for 2014-15. These changes help the EE System better fulfill its purposes of supporting individual educator professional growth leading to improved student outcomes while addressing issues of capacity and time for teachers, principals, and assistant principals.

2014-15 changes to the EE System are noted in italics.

Resources referenced in this presentation can be found on the Wisconsin DPI Educator Effectiveness website:

ee.dpi.wi.gov

THE EFFECTIVENESS CYCLE

2011 WI Act 166

Educators (teachers, principals, and assistant principals) are required to use the Educator Effectiveness System beginning with the 2014-15 school year. Educators will complete an Effectiveness Cycle, at a minimum, in their first year in a district and once every 3 years after.



First year, and every third year after



Educators new to a district will complete the full Effectiveness Cycle during their first year. After the first year, educators may be engaged in a multi-year Effectiveness Cycle (up to three years between Summary years, depending on local district decisions). Educators should use all of the available time over a multi-year cycle to complete the Effectiveness Cycle.

A school district can decide to evaluate more frequently than state law requires. This may mean that an Effectiveness Cycle is shorter than 3 years between Summary Years.

Veteran staff members (those already employed by the district prior to 2014-15) must begin their Effectiveness Cycle during the 2014-15 implementation year. For 2014-15, districts must decide where to place each educator in the system and communicate when they complete his or her Effectiveness Cycle (2014-15, 2015-16, or 2016-17). This will depend on local implementation and when an educator is due for evaluation.



The [Sample Three-Year Implementation Plan for Building Leaders](#) on the EE website is a good resource that shows how building and district leaders can implement a 3-year cycle to gradually evaluate all teachers and principals.

Changes for 2014-15

- *Changed for 14-15: Changed “Rating Year/Non-Rating Year” cycle to “Effectiveness Cycle”*
- *“Rating Year” is now called “Summary Year” (summarizes the Effectiveness Cycle process, regardless of how many years worth of data are included).*

MULTIPLE MEASURES

Multiple Measures

The Wisconsin Educator Effectiveness System uses multiple measures to assess a teacher's or principal's effectiveness.

There are important differences for both Educator Practices and Student Outcome measures, depending on whether you are a teacher, a principal, or an assistant principal.



Balancing Multiple Measures

50%
based on
evidence of
Educator
Practices

50%
based on
evidence of
Student
Outcomes

EDUCATOR PRACTICES

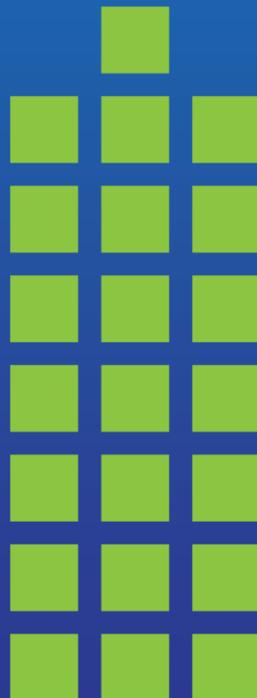
Educator Practices

The Educator Practices Summary is comprised of scores for each of the components in the appropriate framework:

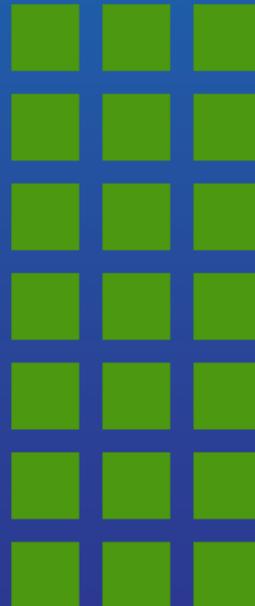
- Teachers: Danielson Framework for Teaching
- Principals and assistant principals: Wisconsin Framework for Principal Leadership

Frameworks and Components

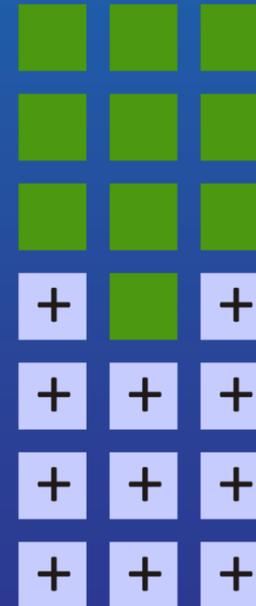
Teachers:
All 22
components
in the
Danielson
Framework
for Teaching



Principals:
All 21
components
in the
Wisconsin
Framework
for Principal
Leadership



Asst. Principals:
10 required
and 11 optional
components
in the
Wisconsin
Framework
for Principal
Leadership



Evidence of Educator Practices is captured in two ways: through observations of the educator by his or her evaluator, and by educators uploading artifacts and tagging evidence in Teachscape to a component on the appropriate framework.

Observing teachers

Evaluators of teachers conduct one announced observation (with a pre-observation conference and a post-observation conference), plus three to five unannounced mini-observations (about 15-20 minutes long each), with at least two unannounced mini-observations during the Summary (final) year of the Effectiveness Cycle.

Announced Observation

Mini

Mini

Mini

+

+

Changed for 14-15: Removed the long unannounced observation.

Observing principals and APs

Evaluators of principals conduct one announced school visit observation (with pre-observation planning and post-observation feedback), plus two to three shorter “sampling” school visits, with at least two “sampling” school visits during the Summary (final) year of the Effectiveness Cycle.

“Sampling” school visits can be announced or unannounced, and give an evaluator the chance to see either the principal in action or view the school through the lens of the principal’s role as an instructional leader.

Announced School Visit Observation

Sampling Visit

Sampling Visit

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Changed for 14-15: Removed the second longer School Visit Observation requirement.

STUDENT OUTCOMES

Student Outcomes

The Student Outcomes Summary is comprised of scores from two to three different sources:



Student Learning Objective / School Learning Objective score



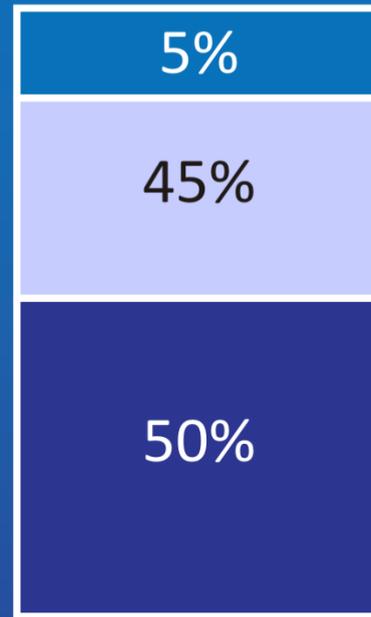
School-Wide Reading Value-Added or Graduation Rate scores



Principal Value-Added scores

For most teachers and assistant principals, the Student Outcomes Summary is composed of:

For most principals, the Student Outcomes Summary is composed of:



-  Student Learning Objective / School Learning Objective score
-  School-Wide Reading Value-Added or Graduation Rate scores
-  Principal Value-Added scores

Changed for 14-15: removed "District Choice" as an outcome measure; assistant principals will not use Principal Value-Added data at this time.

Student Learning Objectives/ School Learning Objectives (SLOs)

As part of the annual Educator Effectiveness Plan (EEP), educators create a minimum of one (1) SLO plan (Teachers: Student Learning Objective; Principals: School Learning Objective) and a minimum of one (1) Professional Practice Goal (PPG).

Evaluators of teachers and principals provide formative feedback on the annual Educator Effectiveness Plan, but they are not required to formally approve an educator's EEP.

Changed for 14-15: Reduced from two SLOs annually to one annually; evaluator no longer required to approve the EEP or SLO goals.

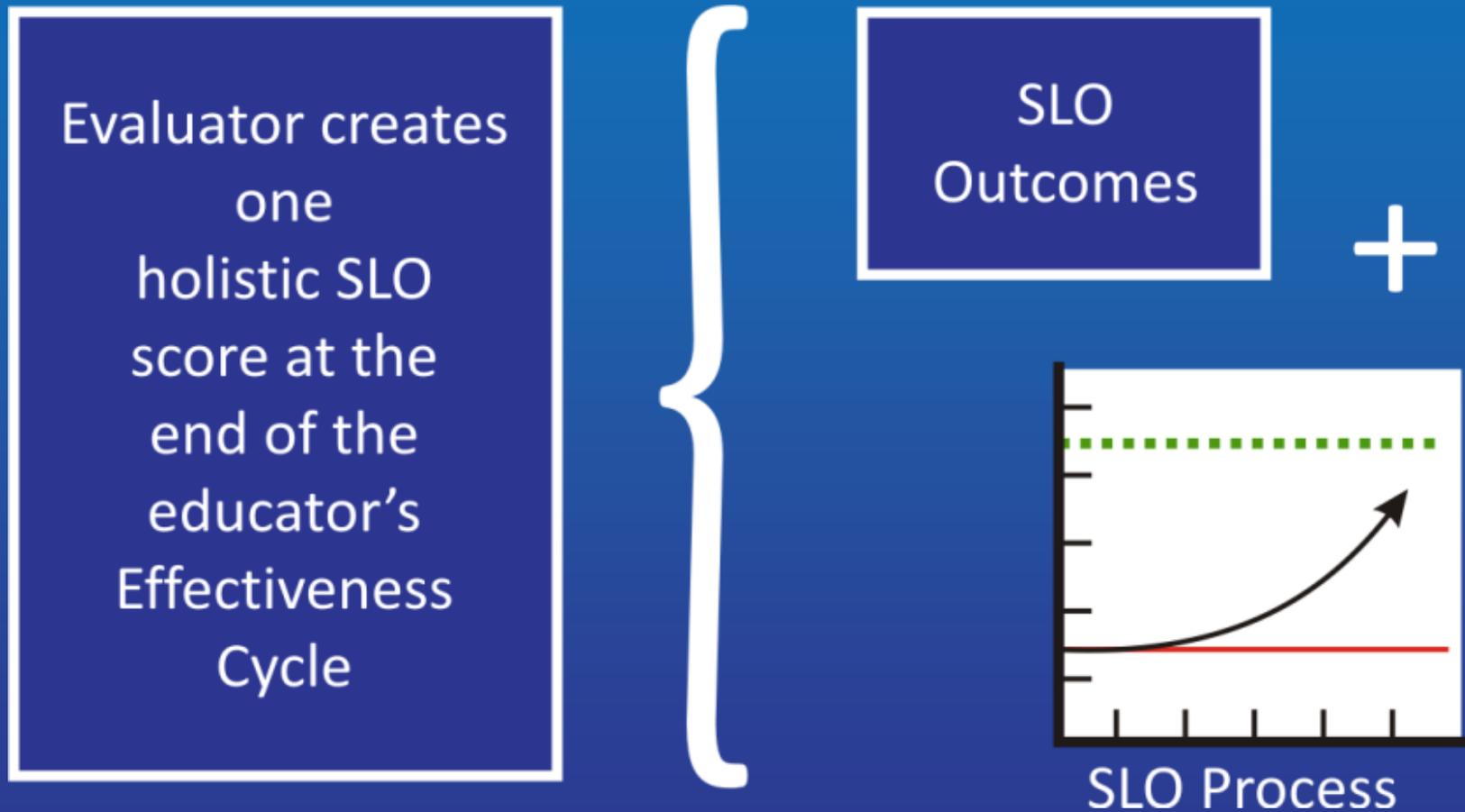
Creating the SLO score

Educators self-score each of their SLOs annually at the end of each interval (usually a year-long process, but could be shorter for semester-long or shorter intervals) using the revised SLO rubric.

The revised SLO Rubric evaluates the degree to which educators meet their student outcomes goals and the quality of the educator's SLO implementation process. The SLO Process and Scoring Guide provides clearer guidance for educators to develop, score, and learn from SLOs.

Changed for 14-15: SLO score is based on outcome results and process rather than results only; scores are no longer averaged; educator self-scores all SLOs (no evaluator scoring on individual SLOs.)

An educator in his or her first year may only have one SLO process that informs the final holistic score:



An educator engaged in a multi-year Effectiveness Cycle will have multiple SLO processes that inform the final holistic score:

Evaluator creates one holistic SLO score at the end of the educator's Effectiveness Cycle

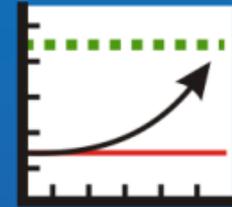


SLO Outcomes

SLO Outcomes

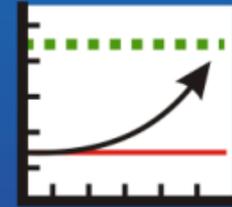
SLO Outcomes

+



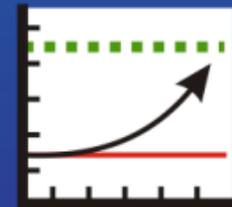
Process

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Process

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Process



Regardless of the length of the Effectiveness Cycle (from 1-3 years long), in the Effectiveness Cycle's Summary Year, the evaluator reviews all of the educator's SLO results and evidence of SLO process from all years in the Effectiveness Cycle, and uses the SLO Rubric to assign a final, holistic SLO score.

Changed for 14-15: Revised SLO scoring rubric, holistic score instead of averaging multiple scores.

SUMMARIZING THE EFFECTIVENESS CYCLE

Final Effectiveness Summary

At the conclusion of an educator's Effectiveness Cycle Summary Year, the evaluator determines a score for each of the components from the appropriate framework (based on the critical attributes described in each component's rubric) and creates a holistic SLO score based on the SLO rubric.



Multiple Measures

The scores for the components are combined to result in a final Educator Practices Summary.

The holistic SLO score, the Reading/Graduation Rate score, and Principal Value-Added score (when available) are combined to result in a final Student Outcomes Summary.



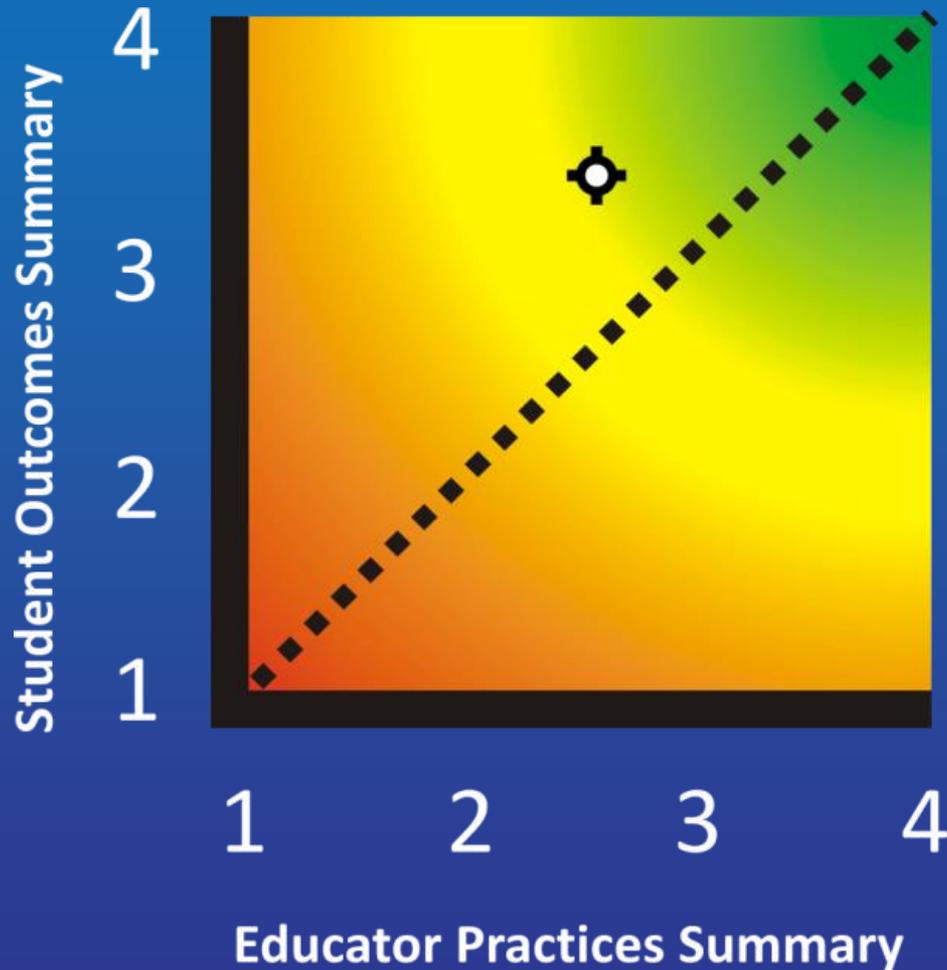
Multiple Measures

Each of these pieces of data are uploaded by Teachscape to DPI's WISEdash secure, where only the educator and his or her administrators will be able to view the results.

Summary Graph

Additionally, the educator's results will be reported visually using a coordinate pair on the Summary Graph, summarizing the data collected regarding their practice and outcomes across the Effectiveness Cycle.

Effectiveness Summary Graph



For more information and resources related to the Wisconsin Educator Effectiveness System, please visit the WIEE website at:

ee.dpi.wi.gov



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