Educator Effectiveness & Implementation Tools

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Agenda

- WI EE System Foundations

- Tools Supporting EE Implementation

- Questions

Who are you?

- **What are your roles?**

- **Do you currently use Frontline Education for EE?**

What is Educator Effectiveness?

The Wisconsin Educator Effectiveness System is a **learning-centered, continuous improvement** system designed to **improve the education of *all* students** in the state of Wisconsin by **supporting guided, individualized professional growth and development** of educators.

Why Educator Effectiveness?

Why Educator Effectiveness?

- Teachers are the most important school-based factor contributing to student outcomes.
- School Leadership is the second most important school-based factor contributing to student outcomes.

Why Educator Effectiveness?

- School leaders make that contribution to student achievement through their effects on the school environment, teacher effectiveness, and other factors.
- Teacher effectiveness is not fixed, can be improved, and school leaders have a role to play in that professional growth.

Educational Equity

Educational equity means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.
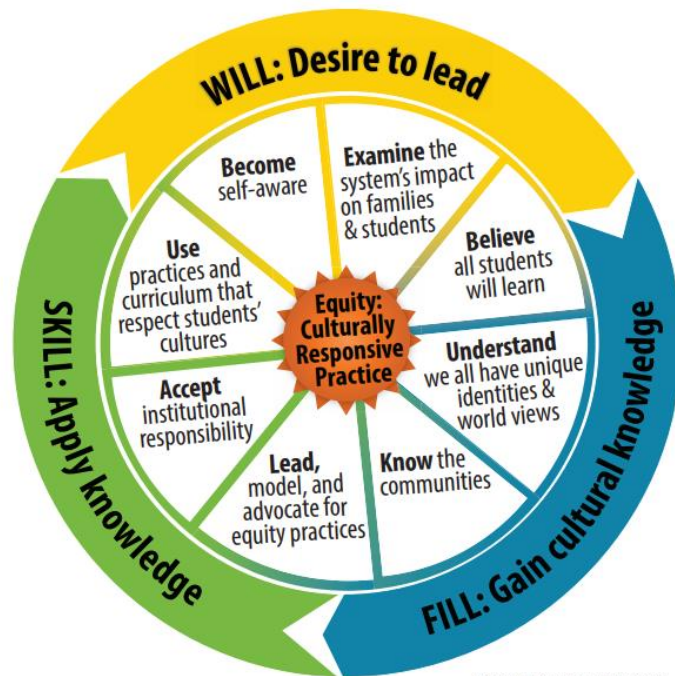
WI Department of Public Instruction (2017)
Equity: Wisconsin's Model to Inform Culturally Responsive Practices.

Five Learning-Centered Principles

- A foundation of **trust** that encourages educators to take risks and learn from mistakes

- A common, **research-based framework** on effective practice

- Regular engagement in **educator-developed goals** (Student/School Learning Objectives and professional practice goals)

- **Cycles of continuous improvement** guided by timely, specific feedback

- **Integration** with district and school priorities and practices

Trust

Trust matters:

- Trust is necessary for effective learning communities.

- Trusting school cultures encourage risk-taking and learning from mistakes.

- Trust strengthens professional culture.

- In schools where professional culture is organized for improvement, improvement is also seen in teacher retention, job satisfaction, and commitment to the school in which they serve.

Integration

When integrated with other school and district improvement strategies, the EE System becomes the organization improvement system:

- Goals inform professional learning and vice versa

- Frameworks guide all professional conversations

- Hiring, mentoring, and career ladder development are aligned

- Classroom-school-district goals align and drive growth across the system

- EE supports other initiatives (curriculum implementation, Universal Design for Learning, professional learning communities, etc.)

Data Reports in Frontline

Customizable filters, savable, shareable districtwide or school building reports

Report Writer – text fields
Example use cases

SLO goal review for all teachers in a building or principals in district
 - trends in standards alignment
 - goals reflective of baseline
   data and other data sources

indicated Focus Areas
 - evident trends
 - supports might be put in place
   for frequently identified areas

Rubric Explorer – rubric fields
Example use cases

What are the 3 Danielson components most self-identified as Areas for Growth by new teachers?
 - can inform areas for needed support for new teachers (through coaching, mentoring, professional development, etc.)

Which Danielson components are most identified as areas of strength in Professional Conversations?

Growth Explorer – dropdown lists, checkboxes
Example use case

What are some trends in feedback using the critical attributes for "engaging students in learning" (Danielson 3c) during observations of teachers?

Educator Effectiveness Process Data

Elements of the System in Practice

- **Evaluator Certification Training and Calibration**

- **Orientation and Ongoing Training**

- **Regular Self-Review**

- **Educator-Developed Goals**

- **Observations, Evidence, and Feedback**

- **Regular Conferences**

Regular Self-Review

Regular engagement in a self-review based on a shared framework of effective practice

- **Reinforces educator self-efficacy**

- **Encourages reflective practice**

- **Informs student learning and professional goals**

Self-Review

Component 1a: Demonstrating Knowledge of Content & Pedagogy

Area for Growth	Area of Strength

Component 1a Critical Attributes

☐ The teacher makes content errors.

☐ The teacher does not consider prerequisite relationships when planning.

☐ The teacher's plans use inappropriate strategies for the discipline.

☐ The teacher's understanding of the discipline is rudimentary.

☐ The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.

☐ Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

☐ The teacher can identify important concepts of the discipline and their relationships to one another.

☐ The teacher provides clear explanations of the content.

☐ The teacher answers students' questions accurately and provides feedback that furthers their learning.

☐ Instructional strategies in unit and lesson plans are entirely suitable to the content.

☐ The teacher cites intra- and interdisciplinary content relationships.

☐ The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.

☐ The teacher's plans reflect recent developments in content-related pedagogy.

ⓘ Domain 1 Self-Review

Component	Area for Growth	Area of Strength
1a: Demonstrating Knowledge of Content and Pedagogy		

Enter Rationale and relevant Critical Attribute language to clarify your focus areas

Educator-Developed Goals

The development of annual, educator-led student and school learning objectives

- **Regularly assess and guide instruction**

- **Can be thoughtfully aligned to school and district goals, such that the educator can monitor and adjust strategies at the school and classroom level**

- **Increase ownership and engagement in the process**

- **Focus the work on using adult practices to affect student learning**

Goal Setting & Review

**Set, Review, Revise,
Assess Success**

- **Beginning-of-interval**
- **Mid-interval review**
- **End-of-Interval**

**Customize requirements
& use**

Information from previous goal forms is pulled and displayed to streamline processes.

Beginning-of-Interval Goal Statements (07/01/2022 - 06/30/2023)

Professional Practice Goal Statement:

21-22 Teacher Beginning-of-Interval EEP Goal Setting (Teacher Educator Effectiveness Plan (EEP)) - 2/23/2023 Teacher, Ruckert
I will work with my PLC and instructional coach to progress monitor the effectiveness of instructional strategies utilized to achieve my SLO goal.

SLO Goal Statement:

21-22 Teacher Beginning-of-Interval EEP Goal Setting (Teacher Educator Effectiveness Plan (EEP)) - 2/23/2023 Teacher, Ruckert
*By end of May 2023, all of my students will achieve XXXX milestone, utilizing differentiated strategies and assessment demonstrations aligned to individual student styles, in XXXX content area, as measured by XXXX formal and informal assessments.

Mid-Interval Review Goal Adjustments (if applicable) (08/01/2022 - 07/31/2023)
NONE

End-of Interval Review

Observations, Evidence, and Feedback

The direct observation of and collection of evidence about educator practice informs feedback

- Regular observation and evidence collection ensures accurate evidence
- Accurate observation and other evidence informs personalized feedback
- Feedback provides input into the continuous improvement process for student learning and professional practice goals
- Frequent observation and feedback create stronger relationships between evaluators and educators

Regular Conferences

Regular conferences between evaluators and educators creates

- **Opportunities to provide and receive feedback**

- **Opportunities to check-in on student learning and professional practice goals**

- **Opportunities to assess effectiveness of prior feedback**

- **Regular and more frequent conferences create stronger relationships between evaluators or peers and educators**

What's good feedback?

Accurate Feedback

- Based on evidence aligned to common frameworks
- Evidence be collected by trained observers

Useful Feedback

- Utilizes the common language of the framework
- Identifies specific criteria for improvement
- Aligned to priorities of the educator based on
  - Self-review
  - SLO

Opportunities to Use Feedback

- Connects to educator's specific context (i.e., classroom or building, personalized goals)
- Connects the educator with resources
  - Mentors
  - Coaches
  - Professional Learning Communities
  - Professional Development Opportunities

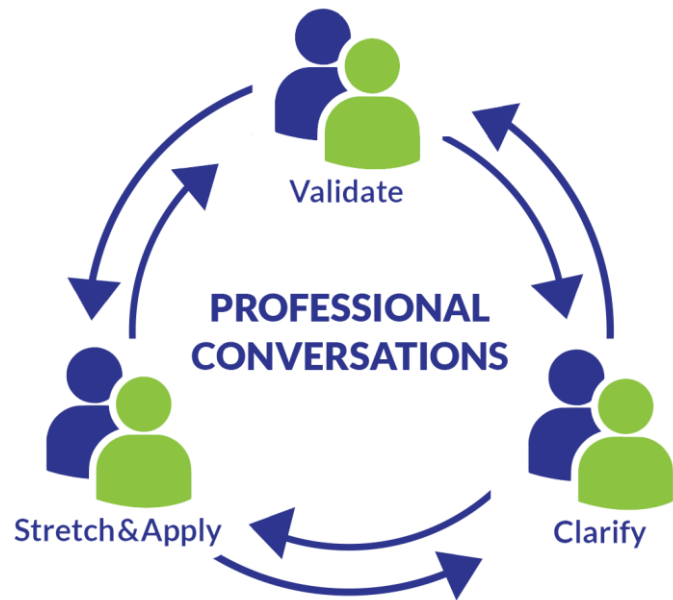Jones, C., Gilman, L. (2019) The Impact of the WI Educator Effectiveness Process on Student Achievement

Simple Collaborative Approach

What's working? (Validate)

What's challenging? (Clarify)

What are your next steps? (Stretch & Apply)

- **What support might I provide?**

- **What feedback do you have for me?**

Validate

PROFESSIONAL CONVERSATIONS

Stretch&Apply

Clarify

Professional Conversation Log: any conversation, very flexible completion

Validation

Invite the teacher to share what's going well. Use critical attribute language to acknowledge strong practices. Use the box below to record notes from the conversation as desired.

AFFIRM:
- What practices are working well?
- What strengths have been demonstrated or utilized? How have they shown up?
- Describe:
  - progress toward EEP goals
  - achievement on previous challenges, and/or
  - progress toward previously agreed upon action steps.
- What learner behaviors support your thinking about effective practice?
- You mentioned [INSERT]. I noted [INSERT] as described in the rubric critical attributes...

Clarification

Pose questions that provide clarity, understanding, context, teacher's perspective or reflections, and/or additional evidence.

- I'm hearing [INSERT]. Is that correct?
- In other words...
- So, if... then...
- It sounds like [TOPIC] is important to you...

Discussed Rubric Components

Make indications below, as desired, to outline areas discussed as aligned to the practice rubric.
Not all components need an indication. Only select the areas discussed in this conversation and/or that are relevant for this individual. *Information entered below is reported on other forms and process for review of growth over time.*

The Danielson rubric critical attributes are available as a resource at the bottom of the page.

Indicate which components were discussed in today's conversation:		
Component	**Possible Area for Growth**	**Area of Strength**
1a: Demonstrating Knowledge of Content & Pedagogy		
1b: Demonstrating Knowledge of Students		(orange)
1c: Setting Instructional Outcomes		
1d: Demonstrating Knowledge of Resources	(orange)	
1e: Designing Coherent Instruction		
1f: Designing Student Assessments		
2a: Creating an Environment of Respect & Rapport		
2b: Establishing a Culture for Learning		
2c: Managing Classroom Procedures		(orange)
2d: Managing Student Behavior		

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Professional Growth Review

Professional Growth Portfolio: "one stop shop" of current year's entries

- **This Year's Goals & Focus**

    Displays reports of

    - **Self-review**

    - **Goal, goals adjustments, uploaded supporting files, end-of-year self-summary on the SLO rubric**

- **Professional Conversation Log reports**

- **Artifact and observation evidence (sorted by rubric component)**

- **Fields to document End-of-Year Summary & Next Year Planning**

Professional Growth Portfolio

This Year's Goals & Focus

Displays
- **Self-Review**
- **Goal,**
  goal adjustments,
  uploaded files,
  end-of-year SLO
  summary

Enter Focus Components

Ongoing Evidence Collected

Displays

- Professional Conversation Log reports

- Artifacts & Observations

3. Professional Conversations Log Reports

The reports below will display the compiled information entered on all of the Professional Conversations Log forms throughout the year.

Validation: Progress, Achievements, Strengths (07/01/2022 - 06/30/2023)

Progress/Achievements/Strengths

21-22 Teacher Professional Conversation Log (Professional Conversation Log) - 2/23/2023 Admin, Ruckert
Going well: 1, 2, 3
great analysis and alignment of beg of yr benchmark assessment to goal and building priorities

Progress/Achievements/Strengths

21-22 Teacher Professional Conversation Log #2 (Professional Conversation Log #2) - 2/23/2023 Admin, Ruckert
strong focus on providing multiple options for student choice of content knowledge
leaning into available support from Title 1 reading staff

Stretch & Apply - Action Steps (07/01/2022 - 06/30/2023)

Stretch & Apply

21-22 Teacher Professional Conversation Log (Professional Conversation L
Teacher will [ACTION] by [DATE/CONDITION/FREQUENCY].
Biweekly check-ins with instructional coach will focus on 1, 2, 3.

Stretch & Apply

21-22 Teacher Professional Conversation Log #2 (Professional Conversati
Teacher will incorporate resources and strategies provided by Title I staff in focus co

Rubric Components Discussed

Rubric Components	Possible Area for Growth	Area of Strength
1a: Demonstrating Knowledge of Content & Pedagogy	0 of 3	0 of 3
1b: Demonstrating Knowledge of Students	0 of 3	1 of 3
1c: Setting Instructional Outcomes	0 of 3	2 of 3
1d: Demonstrating Knowledge of Resources	3 of 3	0 of 3
1e: Designing Coherent Instruction	0 of 3	0 of 3
1f: Designing Student Assessments	0 of 3	3 of 3
2a: Creating an Environment of Respect & Rapport	0 of 3	0 of 3
2b: Establishing a Culture for Learning	0 of 3	1 of 3
2c: Managing Classroom Procedures	0 of 3	0 of 3
2d: Managing Student Behavior	0 of 3	0 of 3
2e: Organizing Physical Space	0 of 3	0 of 3
3a: Communicating with Students	0 of 3	0 of 3
3b: Using Questioning & Discussion Techniques	0 of 3	0 of 3
3c: Engaging Students in Learning	0 of 3	0 of 3
3d: Using Assessment in Instruction	0 of 3	2 of 3
3e: Demonstrating Flexibility & Responsiveness	0 of 3	0 of 3
4a: Reflecting on Teaching	0 of 3	0 of 3
4b: Maintaining Accurate Records	0 of 3	0 of 3
4c: Communicating with Families	1 of 3	0 of 3
4d: Participating in a Professional Community	0 of 3	1 of 3
4e: Growing & Developing Professionally	0 of 3	0 of 3
4f: Showing Professionalism	0 of 3	1 of 3

Professional Growth Portfolio

End-of-Year Summary & Next Year Planning

EE Data Collection

DPI directs districts to retain and be able to provide evidence of the following required EE practices:

- Provide WI EE System orientation and training for educators and evaluators.
- Evaluators certify in the relevant rubric and districts provide ongoing monitoring of inter-rater agreement (aka calibration).
- Educators complete a self-review during their evaluation cycle.

- Educators develop and complete at least one SLO annually.
- Evaluators conduct required EE conferences, including Planning, Mid-year, and End-of-cycle conferences.
- Evaluators conduct required observations of professional practice for each evaluation.

EE Data Collection

- **Districts using Frontline have EE data collection compliance taken care of.**

- **Districts implementing their own EE management system (e.g., Google Classroom, etc.) or model must create data collection and management independently.**

Next Steps for EE

DPI continues to refine and improve EE

- **Recently implemented [new flexibilities](#) in 2022 to support educators and overall system improvement**

- **Published [revised guidance](#) last summer**

- **Introduced new, robust, and time-saving training for evaluators**

- **Providing Free Professional Development Resources through [LinkedIn Learning](#)**

Platform Supports & Resources

- **DPI Help Center to Support the Frontline Platform**

  https://dpi.wi.gov/ee/frontline-help-center

  - ○ **Articles sorted by role**

  - ○ **WI-specific setup and use guidance**

  - ○ **Announcements & upcoming training opportunities**

  - ○ **Request submission**

- **Frontline Learning Center** (must be logged in to Frontline account to access)

Resources for Educator Effectiveness

dpi.wi.gov/ee

- **Process Guides for Teachers and Principals**
- **Required Evaluator of Teachers Training**
- **Recommended Training for Principals and Evaluators of Principals**
- **Mentoring and Induction Resources**
  - **Mentoring and Induction Guidebook**
  - **Mentor Training**
- **Coaching and Professional Learning Communities**

Questions?