

WI Educator Effectiveness System: The Evaluation of Other Educator Groups

Wisconsin's Education Effectiveness System mandated by state law applies **only** to principals and teachers. The Department of Public Instruction (DPI) recognizes that teacher roles may look different in various local contexts. "Teacher," for the purposes of the WI EE System, is defined as any employee engaged in the exercise of any educational function for compensation in the public schools, including charter schools established under s. 118.40, whose **primary responsibilities** {emphasis added} include all of the following; instructional planning and preparation; managing a classroom environment; and pupil instruction. (See more at: <http://ee.dpi.wi.gov/teacher/teacher-evaluation>). DPI is currently collecting feedback from pilot participants regarding what Other Educator Roles within their districts do not currently fall within this definition. DPI will synthesize this feedback for common trends and roles, convene a workgroup representing those roles, and begin discussions regarding development of modifications to the existing EE System to meet the unique needs of these educators.

DPI is currently in discussions with state administrative professional organizations and key stakeholders to discuss development or modifications to the existing EE System to support evaluations for central office administrators. Additionally, DPI is currently in discussion with professional organizations and other key stakeholders representing Pupil Services roles (e.g., school counselors, OT/PT, nurses, etc) to determine whether to develop an evaluation system which aligns to the teacher and principal EE System, but is appropriate for their unique roles and aligns to their own professional standards. Because these roles (i.e., Instructional Leaders and Pupil Services) are not mandated in Act 166, there is flexibility with development, meaning that the Outcomes portion of the evaluation is not required to look the same as teachers and principals. Specifically, it may not include SLOs and, if it does, these SLOs will likely look very different than those currently developed by teachers and principals.

Should districts decide to include Pupil Services or Instructional Leaders (i.e., "education specialists" in the model developed by CESA 6) in their Educator Effectiveness process without any state requirement or state development, DPI encourages helping these "other educators" to develop SMART goals that are data-based and can demonstrate growth. This will yield less anxiety and a more valid, reliable measure of how effective they are in their roles. Unlike educators mandated in Act 166, it may be appropriate for these roles to focus growth goals in behavioral areas (i.e. behavior-focused: measured by decreased office discipline referrals, improved attendance, decreased bullying reports OR academic-focused: measured by increased organization, increased homework completion, decreased participation in RtI interventions).

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