



Wisconsin Educator Effectiveness Implementation Guide

Purpose and Intended Use:

This guide reflects the main steps needed to successfully implement the Wisconsin Educator Effectiveness System and helps school and district leaders and stakeholders chart a course to maximize the positive impacts of the System. The Implementation Guide is not designed to monitor or compare schools and districts. Instead, local leadership teams using the DPI Educator Effectiveness model or equivalent models can apply the guide to self-assess progress and plan changes leading to continuous improvement at the district, school and individual levels.

The guide builds on the DPI Educator Effectiveness Local Decisions and Inclusions document

<http://ee.dpi.wi.gov/sites/default/files/imce/ee/pdf/LocalDecisionsInclusions.pdf>) and the DPI Educator Effectiveness District Readiness Tool (http://ee.dpi.wi.gov/sites/default/files/imce/ee/doc/WI_EE_Readiness_Tool.docx).

The Wisconsin Center for Education Research (WCER) and the Department of Public Instruction (DPI) Educator Effectiveness Team developed the guide with helpful feedback provided by the Cooperative Educational Services Agency (CESA) Implementation Coaches, the Educator Effectiveness Coordinating Council, representatives from CESA 6, and the Wisconsin Education Association Council.

Overview:

The guide covers two main areas: A) implementation steps for establishing System procedures and, B) optional integration of the Educator Effectiveness System with other important district instructional and human resource priorities. The basic structure is summarized below:

A. Educator Effectiveness System Procedures (pages 4-21)

- This area focuses on the basic features of the system and ways to maximize their impact.
- It includes categories for District Infrastructure, Planning, Training, Conducting the Educator Effectiveness Cycle, and Monitoring. Each category includes sub-categories that can be assessed using the following 5-level continuum:
 - Level 1: Initiating steps, but not meeting basic System requirements.
 - Level 2: Meeting some basic requirements and making progress on other System elements.
 - Level 3: Implementing all basic Educator Effectiveness System elements.
 - Level 4: Applying practices that move beyond basic Educator Effectiveness System implementation.
 - Level 5: Refining system-wide structures and practices that enhance individual, school, or district-wide learning.

B. Educator Effectiveness Integration (pages 22 - 24)

- This area relates to optional district- and school-level augmentations to the Educator Effectiveness System through alignment with other important instructional and human resource priorities. The policies and practices listed in this area represent discretionary activities in relation to the Educator Effectiveness System. **It is up to local districts to decide whether and how to make these changes.** Should districts choose to make one or more of these augmentations, this rubric provides guidance for local decisions.

- Categories within the optional integration area include: Instructional Improvement Initiatives, Recruitment, Selection, Induction, Mentoring, Professional Development, and Advancement. Each category includes sub-categories that can be assessed using the following 5-level continuum:
 - Level 1: Considering possible connections between district practices and the Educator Effectiveness System.
 - Level 2: Actively working to create connections with the Educator Effectiveness System.
 - Level 3: Establishing basic connections with the Educator Effectiveness System.
 - Level 4: Moving beyond basic connections to create additional linkages.
 - Level 5: Multiple connections established between this area and the Educator Effectiveness System, creating strong alignment.

For both Educator Effectiveness Procedures and Educator Effectiveness Integration areas, Level 1 conveys the beginning steps needed to move toward basic implementation or to make discretionary connections with district systems. Level 3 indicates that minimum implementation has been achieved or basic connections to other systems have been made. **Levels 2 and 4 are intentionally left blank and may vary depending on local context, but indicate that progress is occurring.** Level 5 examples are not intended to signify a preferred end-state, but instead help users think about ways to maximize the Educator Effectiveness System’s growth potential within their context.

Suggested stretch actions appear at the bottom of each category to help districts and schools with local adaptations. Space is provided below each category to document next planning steps.

EDUCATOR EFFECTIVENESS SYSTEM PROCEDURES

DISTRICT INFRASTRUCTURE

<i>Sub-categories</i>	LEVEL 1 Initiating steps, but not meeting basic System requirements	LEVEL 2 Meeting some basic requirements and making progress on other System elements	LEVEL 3 Implementing all basic Educator Effectiveness System elements	LEVEL 4 Applying practices that move beyond basic implementation	LEVEL 5 Refining system-wide structures and practices that enhance individual, school, or district-wide learning. Examples follow:
<i>Staff allocation</i>	Potential staff roles are identified, but not designated to individuals		District individuals responsible for Educator Effectiveness System management, support, and oversight are designated		<ul style="list-style-type: none"> o New allocation or reallocation made to create Educator Effectiveness coach positions o New allocation or reallocation made to provide multiple evaluators o District staff roles are identified (i.e., Educator Effectiveness lead, IT lead, Educator Effectiveness training lead) with resources provided to support their roles
<i>Budget</i>	Budget review process is being considered		Line item budget categories related to Educator Effectiveness are established		<ul style="list-style-type: none"> o Support for educators to successfully complete Educator Effectiveness tasks is in place (i.e. floating sub, release days, stipends) o District budget clearly shows targeted support for Educator Effectiveness
<i>Policies and Procedures</i>	Starting preliminary policy and procedure review		Major policies and procedures are in place		<ul style="list-style-type: none"> o Policies and handbooks are aligned with the Educator Effectiveness System and are consistent across all schools in the district o Written summaries and training are provided on major policies and procedures

Communication	Preliminary discussions are occurring with stakeholders		Communication about policies, procedures and supports occurs with all major stakeholders		<ul style="list-style-type: none"> o Trainings, handbook review, consistent messaging and timeline for Educator Effectiveness communication is in place o A process exists to communicate specific evaluation process to all employees o Dedicated space is created and regularly updated on the district website for internal and external communication about Educator Effectiveness information, processes and resources, including how schools, educators and other stakeholders can provide feedback on local Educator Effectiveness needs
Technology	Data infrastructure is not yet sufficient to support evaluation activities		Evaluation management system and plan are in place for data acquisition, storage, transfer and user support		<ul style="list-style-type: none"> o Evaluation management system is being used beyond basic storage and retrieval to also support data analysis and professional development
Time	District recognizes that System will present new time demands		Adequate time is allocated for successfully completing the minimum requirements of the System		<ul style="list-style-type: none"> o District provides school leaders and teachers with flexibility (e.g., through scheduling, resource reallocation) to free up time for enhanced Educator Effectiveness activities, such as coaching, lesson study, peer review, data sharing o Examples of creative scheduling arrangements provided for others to model or adapt
Other Resources	Initiating review of existing resources that may support Educator Effectiveness System		Other resources needed to successfully implement minimum System requirements are identified		<ul style="list-style-type: none"> o Implementation team is created for system oversight and to identify areas to improve support o Assessment inventory is developed to support Student/School Learning Objective development and sharing o Educator Effectiveness Implementation oversight team is in place

District Infrastructure Next Steps

Action Step	Completion Date	Person(s) Responsible

Examples of Stretch Actions (potential growth strategies):

- District and school organizational charts reviewed for existing roles and functions related to teacher and principal evaluation and to identify opportunities to convert or augment positions for needed Educator Effectiveness roles.
- Budget reviewed and/or new resources sought to staff and support Educator Effectiveness roles and functions.
- Process in place to articulate district and school priorities and how the Educator Effectiveness process can reinforce and support these priorities.
- Ongoing updates provided to assessment repository to ensure assessments available for different content areas/grade levels; high quality teacher developed assessment items/rubrics that have been used and revised.
- Providing professional development and training about developing, analyzing, and using test results in the classroom, school, and district.
- Members of major stakeholder groups who understand and can articulate the theory, research, and goals of the EE System are leveraged to engage their peers to spread understanding.

PLANNING

<i>Sub-categories</i>	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Initiating steps, but not meeting basic System requirements	Meeting some basic requirements and making progress on other System elements	Implementing all basic Educator Effectiveness System elements	Applying practices that move beyond basic implementation	Refining system-wide structures and practices that enhance individual, school, or district-wide learning. Examples follow:
<i>Evaluators</i>	Some evaluators have been identified		All lead and supporting evaluators have been identified		<ul style="list-style-type: none"> ○ Ongoing plan is in place for monitoring certification, calibration, evaluator coordination, and other needed support ○ Contingency plans exist for emergencies and capacity issues
<i>Supporting and Summary Year status notification</i>	Starting to identify educators in Summary or Supporting Year status		Educators and evaluators receive notice about Educator Effectiveness Summary or Supporting Year status		<ul style="list-style-type: none"> ○ Long range plans are documented for individual educators, including supports that are available throughout the process ○ Rationale is provided for how and why evaluation schedules have been created
<i>Duties and responsibilities</i>	Some stakeholders have been informed about duties and responsibilities in the System		All stakeholders are aware of their duties and responsibilities in the System		<ul style="list-style-type: none"> ○ Schedules include ongoing opportunities to collaboratively work with peers and/or coaches to fulfill duties and responsibilities of the system
<i>Educator Effectiveness Coaches</i>	Considering using Educator Effectiveness Coaches		Decided how to utilize Educator Effectiveness Coaches and/or other support personnel*		<ul style="list-style-type: none"> ○ Clearly described roles and responsibilities of the Educator Effectiveness Coach and other identified support personnel ○ Educator Effectiveness Coaches and other support personnel regularly meet with educators and evaluators

* Note – if your district has decided not to use Effectiveness Coaches, document how your district will support educators.

Planning Next Steps

Action Step	Completion Date	Person(s) Responsible

Examples of Stretch Actions (potential growth strategies):

- Regular Educator Effectiveness implementation team meetings occur.
- Establish manageable evaluation caseloads to ease evaluator burden and maximize feedback to educators.
- Consider also the burden of multiple initiatives on educators. Free up time for their Educator Effectiveness activities and help make connections between Educator Effectiveness, curricular adaptations for new college and career standards, and evolving assessments.
- Explore ways to reduce other school administrator tasks so they can focus more efficiently on providing high quality evaluation support.
- Use the data from the self-assessments and summary scores to determine professional development support.
- Monthly Educator Effectiveness updates/newsletter shared with educators in the district.
- Evaluators meet more than once a semester, and those struggling with observation rating accuracy are provided support from “high level” observers.
- Educators and evaluators have the opportunity to provide feedback on district Educator Effectiveness System processes and ways to strengthen support and improve alignment to school and educator priorities.
- Plan professional development (PD) activities for Summary Year and Supporting Year educators.
- Plan PD activities for coaches and evaluators on how to provide effective feedback.
- Evaluation procedures exist for those who are not required to be included in the Educator Effectiveness System.

TRAINING

<i>Sub-categories</i>	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Initiating steps, but not meeting basic System requirements	Meeting some basic requirements and making progress on other System elements	Implementing all basic Educator Effectiveness System elements	Applying practices that move beyond basic implementation	Refining system-wide structures and practices that enhance individual, school, or district-wide learning. Examples follow:
<i>Evaluator training and certification</i>	Evaluators have been notified about training requirements		Evaluators have completed required training and certification		<ul style="list-style-type: none"> o Provide peers with coaching and mentoring o Hold internal calibration sessions o Have collaborative, ongoing conversations about educator observations o Utilize CESA supports and/or district implementation or Educator Effectiveness lead support
<i>Educator training</i>	Educators have been notified about training opportunities		Educators complete comprehensive overview and orientation training on district-selected Educator Effectiveness model		<ul style="list-style-type: none"> o Local videos created and updated to illustrate exemplary practices for use in training o Educators and evaluators regularly engage in collaborative training opportunities to build mutual understanding and support for the Educator Effectiveness process

Training Next Steps

Action Step	Completion Date	Person(s) Responsible

Examples of Stretch Actions (potential growth strategies):

- Training emphasizes trust-building by emphasizing growth focus of the system. District and school leaders cultivate philosophy of continuous teaching and leadership improvement for student learning.
- Training moves beyond the how and why of implementation to focus on engaging in a comprehensive and meaningful evaluation process that informs individual, school, and system improvement.
- Training organized for district and/or school-level teams to participate in groups to leverage learning and dialog with others.
- Participation in cross-school or regional networks to share innovative “stretch” practices.
- Educator Effectiveness Coaches included in training plan to build staff capacity. They are trained on the Educator Effective process and on effective coaching and feedback strategies.
- Identification of high leverage evidence sources for principal and teacher evaluation. Educators and evaluators are aware of high leverage evidence sources and routinely use these as part of evaluation process.
- Video library of exemplary classroom instruction and school leadership activities (e.g., principal leading data retreat, school improvement planning process, or staff professional development).
- Creation and ongoing updates to library of high quality Student/School Learning Objectives and Professional Practice Goals.

CONDUCTING EDUCATOR EFFECTIVENESS CYCLE

<i>Sub-categories</i>	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Initiating steps, but not meeting basic System requirements	Meeting some basic requirements and making progress on other System elements	Implementing all basic Educator Effectiveness System elements	Applying practices that move beyond basic implementation	Refining system-wide structures and practices that enhance individual, school, or district-wide learning. Examples follow:
<i>Goal Setting Preparation</i>	Some educators have begun PPG/SLO preparation		All educators are engaged in SLO/PPG preparation, including analyzing baseline data, conducting self-assessments, and developing Student/School Learning Objectives (SLOs) and professional practice goals (PPGs)		<ul style="list-style-type: none"> o Repository of district goal examples has been created o School-wide, coordinated effort around improving instruction and assessment design and data literacy
<i>Submission of Goals</i>	Educators have been informed of SLO/PPG requirements but most are not completed		Educators have completed, submitted, and regularly apply SLO/PPGs to their practice		<ul style="list-style-type: none"> o Educator SLO/PPGs are relevant to school and district goals o Educator SLO/PPGs are integral parts of continuous improvement cycle
<i>Planning Session</i>	Planning sessions inconsistently designed or completed		Educators and evaluators or peers (in Supporting Years) have met for planning sessions		<ul style="list-style-type: none"> o Regular, ongoing communication between educator and evaluator o Planning reinforces common understanding of model domains/standards and rubrics o Resources available and regularly shared to help educators meet SLO/PPG goals o Check-ins occur with Supporting Year educators
<i>Observations</i>	Evaluators plan observations but are inconsistent in completing them		Evaluators complete required number of observations		<ul style="list-style-type: none"> o Evaluators complete more than the minimum number of observations o Peer/coach observations are used for formative feedback o Observation schedules are personalized to promote educator

					<p>growth</p> <ul style="list-style-type: none"> o Observation feedback is consistently provided in timely and specific manner
Artifacts	Evaluators and educators are beginning to plan for collecting artifacts for evaluation of practice and SLOs		Educators and evaluators or peers (in Supporting Years) discuss artifacts to collect and submit		<ul style="list-style-type: none"> o Identification of high-leverage artifacts o Common understanding that artifacts should demonstrate student growth as well as performance o Artifacts demonstrate student-directed thinking and learning
Mid-Year Review	Mid-Year Reviews are inconsistently planned or completed		Educators and evaluators or peers (in Supporting Years) have met for their Mid-Year Reviews		<ul style="list-style-type: none"> o Principal/AP supervisors monitor feedback quality (e.g., through staff surveys, reviews of written feedback) and provide additional support as needed to improve feedback and coaching o Quality, systematic review of progress with reflection opportunities for educators in Summary and Supporting Years
Completing data collection and SLO scoring	Educators and evaluators have collected data, but have not checked for completion and SLO scoring		<p>During Supporting Years, educators with support from peers complete data collection and score SLOs</p> <p>During Summary Years, educators and evaluators have coordinated data collection to complete the year and prepare for Final Summary Conference</p>		<ul style="list-style-type: none"> o Peers/coaches, evaluators and teachers have worked together to develop a common understanding of data collection requirements and high leverage evidence sources o Peers/coaches, evaluators, and teachers have worked together to develop a common understand of SLO scoring using the Educator Effectiveness Scoring guide to establish internal consistency with SLO scores o Peers/coaches, evaluators, and teachers periodically meet to calibrate SLO scoring
Final Summary Conference	Final Summary Conferences inconsistently planned or completed		Educators and evaluators have met for their Final Summary Conference and submitted final scores into the district's evaluation management system		<ul style="list-style-type: none"> o Educator Effectiveness data and results are used to develop continuous improvement plans at the individual, school and district level

Conducting Educator Effectiveness Cycle Next Steps

Action Step	Completion Date	Person(s) Responsible

Examples of Stretch Actions (potential growth strategies):

- Staffs are surveyed about availability and use of supports to more effectively engage in the Educator Effectiveness Process.
- Planning and testing of local continuous improvement processes utilizing Educator Effectiveness processes and data at classroom, grade, school, and district levels.
- Educators self-monitor Educator Effectiveness process.
- School culture is assessed for how well it embraces continuous improvement process for all educators.
- Staff engages in collaborative learning about student outcomes using external and/or internal research (i.e., action research).

MONITORING

Sub-categories	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Initiating steps, but not meeting basic System requirements	Meeting some basic requirements and making progress on other System elements	Implementing all basic Educator Effectiveness System elements	Applying practices that move beyond basic implementation	Refining system-wide structures and practices that enhance individual, school, or district-wide learning. Examples follow:
<i>District-level process</i>	Considering ways to check on progress and complete System requirements		A district system of timelines and completion checks is in place		<ul style="list-style-type: none"> o Consistent checks in place at schools across the district o Implementation team expanded to include parents, board members, administrators and educators to monitor Educator Effectiveness System o Document exists to show how Educator Effectiveness System is leading to school improvement
<i>School-level process</i>	Building-level administrators have been informed about need to check on progress and complete school-level requirements		Building-level administrators have a system of timelines and completion checks		<ul style="list-style-type: none"> o Continuous support of evaluators and educators provided by Educator Effectiveness Coaches o Schools with multiple evaluators hold regular evaluator meetings to maintain internal consistency and provide peer support

Monitoring Next Steps

Action Step	Completion Date	Person(s) Responsible

Examples of Stretch Actions (potential growth strategies):

- Conduct internal, formative evaluation of implementation.
- District Educator Effectiveness Lead regularly meets with district leadership cabinet and departments to coordinate Educator Effectiveness needs and supports.
- District participates in external evaluation of Educator Effectiveness System implementation.
- District monitors effectiveness of CESA Implementation Coach support to district leaders, evaluators, and educators and provides constructive feedback to improve support.
- District monitors district personnel support for evaluators and educators and takes steps to improve access and support activities.
- Educators and evaluators have the opportunity to provide feedback on district Educator Effectiveness System processes and ways to strengthen support to educators and improve alignment to school and educator priorities.
- Feedback from staff is used to provide professional development activities throughout the year that will move districts beyond System implementation and focus on best practice strategies.
- District administration engages with school board to monitor Educator Effectiveness progress and address needs through board policy.

EDUCATOR EFFECTIVENESS INTEGRATION (Optional)

Sub-categories	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
	Considering possible connections between district practices and the Educator Effectiveness System	Actively working to create connections between this area and Educator Effectiveness System	Establishing basic connections between this area and the Educator Effectiveness System	Moving beyond basic connections to create additional linkages	Multiple connections established between this area and the Educator Effectiveness System, creating strong alignment. Examples follow:
<i>District Instructional Improvement Initiatives</i>	Few connections identified between instructional improvement priorities and the Educator Effectiveness process		Educator Effectiveness System integrated with school and district instructional improvement strategies		<ul style="list-style-type: none"> ○ Educator Effectiveness is a key part of district and school continuous improvement strategies ○ SLO/PPGs and evidence target high-leverage sources of information relevant to district and school improvement priorities
<i>Recruitment</i>	District and school leaders discussing possible ways to communicate with applicants about the Educator Effectiveness System		Communicating with applicants about the Educator Effectiveness System on the district website		<ul style="list-style-type: none"> ○ Job postings include model-specific references ○ Applicants informed about supports available to be successful educators ○ Applicants informed about Supporting and Summary Year requirements
<i>Selection</i>	District and school leaders discussing possible links between Educator Effectiveness model competencies and selection strategies		Using interview questions and scoring rubrics aligned with district’s adopted Educator Effectiveness model*		<ul style="list-style-type: none"> ○ Interview questions and performance tasks (i.e., demonstration lessons; in-basket activities or observation and feedback tasks for administrators) focus on Educator Effectiveness competencies ○ Educator Effectiveness results inform nomination process for teacher leaders (mentor and master educators)

Induction	District and school leaders considering introduction of Educator Effectiveness System information during on-boarding process		New hires are provided with information on Educator Effectiveness System training, processes, expectations, and linkages to supports		<ul style="list-style-type: none"> o New hires routinely access Educator Effectiveness tools (e.g., evaluation technology), training and supports, including that provided at district (Educator Effectiveness lead) and school (PLCs, school leadership) levels
Mentoring	Mentoring is being discussed, but not yet initiated		Mentors trained to assist educators in using the Educator Effectiveness System to improve their performance		<ul style="list-style-type: none"> o Mentors receiving coaching training to provide formative support with the Educator Effectiveness model o Formal or informal mentors regularly observe and provide formative feedback to new hires or struggling educators o Formal or informal mentors assist educators with SLO/PPG development and formative feedback
Professional Development (PD)	District and school leaders are beginning to discuss connections between professional development offerings and Educator Effectiveness model competencies		PD activities help educators improve performance on the Educator Effectiveness System measures of practice		<ul style="list-style-type: none"> o Schools and district develop PD plans based on individual and aggregated Educator Effectiveness data
Advancement	Some preliminary discussions have occurred about whether advancement opportunities and/or compensation system supports district improvement objectives		Considering how Educator Effectiveness data might be used in career ladder or other advancement system, aligned to the purpose of the Educator Effectiveness System		<ul style="list-style-type: none"> o Career ladder committee created with broad stakeholder involvement o Advancement model alternatives reviewed based on comprehensive criteria (e.g., measurement quality, budget sustainability), and district improvement priorities

* Note - i.e., domains or standards, or components or indicators.

Educator Effectiveness Integration Next Steps

Action Step	Completion Date	Person(s) Responsible

Examples of Stretch Actions (potential growth strategies):

- District conducts human resource management alignment analysis to determine how well HR practices and decisions align to Educator Effectiveness core competencies and how alignment may be improved (see Consortium for Policy Research in Education human resource alignment assessment overview: <http://cpre.wceruw.org/documents/analyzing-human-resource-practices-alignment.pdf>).
- Employee handbook clearly articulates how district use of Educator Effectiveness process aligns with district improvement strategy, uses of Educator Effectiveness System information, confidentiality of information, resources available to help educators improve, and appeals process.