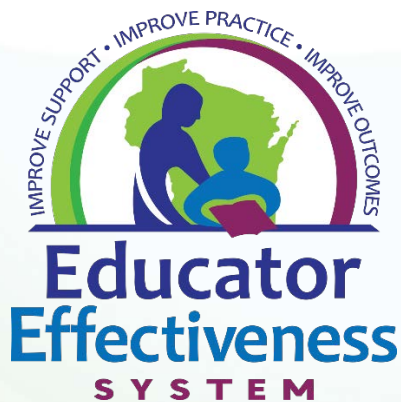


# Wisconsin Educator Effectiveness System **POLICY GUIDE**





# **Wisconsin Educator Effectiveness System Policy Guide**

**for Wisconsin Public Schools**

Developed by  
Educator Development and Support  
Wisconsin Department of Public Instruction



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# Foreword

Wisconsin designed the Educator Effectiveness (EE) System for one primary purpose: to strengthen educator practice to improve student learning. While the Wisconsin EE System is a statewide initiative, the law charges school boards and districts with implementing the System and making local policies related to implementation of the System. The Wisconsin Department of Public Instruction (DPI) developed this policy guide to help districts: 1) understand what is legally required for System implementation; 2) learn about the DPI monitoring process for EE implementation; and 3) provide a tool to support local policy considerations.

This guide is divided into three sections:

- Section I reviews the statutory, administrative, and implementation requirements of the System.
- Section II describes the methods DPI will use to monitor local compliance, evaluate the validity and quality of the System, and provide supports for districts.
- Section III begins with DPI recommendations regarding the use of EE data to inform human capital decisions, then transitions to a local policy and improvement planning tool.

Outside of statewide requirements, districts have a great deal of flexibility in determining appropriate EE System policy. DPI recommends that districts consider a combination of factors for successful implementation, including research-informed best practice (as described in the [DPI EE User Guides](#)), district culture, implementation strategies that match district needs, and advice from the district’s legal counsel.

Figure 1: Successful Implementation Factors



DPI drafted this guide with district administrators and school board members in mind as the primary audience; however, other district and school administrators and personnel, as well as other local stakeholders, may find this guide helpful.

In this guide, “educator” refers to teachers or principals evaluated within the EE System. In cases where a policy is relevant to a specific educator role, the specific term will be used (i.e., “principal,” or “teacher”). “Evaluator” refers to the administrator (superintendent, principal, or other staff member) conducting educator evaluations.

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# Section I: WI Educator Effectiveness System Requirements

1

Wisconsin legal requirements relating to educator evaluation, including long-standing constitutional requirements and more recent state statutes and regulatory requirements promulgated by the Wisconsin Department of Public Instruction (DPI), are listed below.

## Wisconsin Education Standards and Personnel Evaluation

[Article X](#) of the Wisconsin Constitution establishes the expectation that school resources are “nearly uniform” so that educational opportunities for Wisconsin children do not depend on their location of residence. To meet this requirement, the Legislature developed the 20 Wisconsin Education Standards found in [Wisconsin Administrative Code sec. PI 8.01](#), which establish minimum expectations for each school district. Standard 17 requires each district’s school board create an evaluation process for all licensed school personnel to occur in their “first year of employment and, at least, every third year thereafter.” The standard states that:

1. Each school district board shall establish specific criteria and a systematic procedure to measure the performance of licensed school personnel. The written evaluation shall be based on a board adopted position description, including job related activities, and shall include observation of the individual’s performance as part of the evaluation data. Evaluation of licensed school personnel shall occur during the first year of employment and at least every third year thereafter.
2. The school district board shall ensure that evaluations, including those for purposes of discipline, job retention, or promotion, shall be performed by persons who have the training, knowledge and skills necessary to evaluate professional school personnel. The school district board shall be responsible for the evaluation of the school district administrator under this subdivision.

## The Wisconsin Educator Effectiveness System and Wis. Stat. § 115.415

In 2011, the Wisconsin Legislature passed, and the governor signed into law, Act 166, which created [Wis. Stat. § 115.415](#). This new law added new requirements regarding the evaluation of school personnel to supplement PI 8.01. Specifically, Wis. Stat. § 115.415 requires:

1. DPI to develop a statewide process to evaluate teachers and principals, and
2. All Wisconsin school districts and charter schools (established under section [118.40\[2r\]](#) or [\[2x\]](#)) to use the new process (Educator Effectiveness)—beginning in 2014-15—to evaluate teachers and principals as they fulfill their statutory requirements to evaluate personnel, as noted in [PI 8.01](#).

### *Educators Employed by a District*

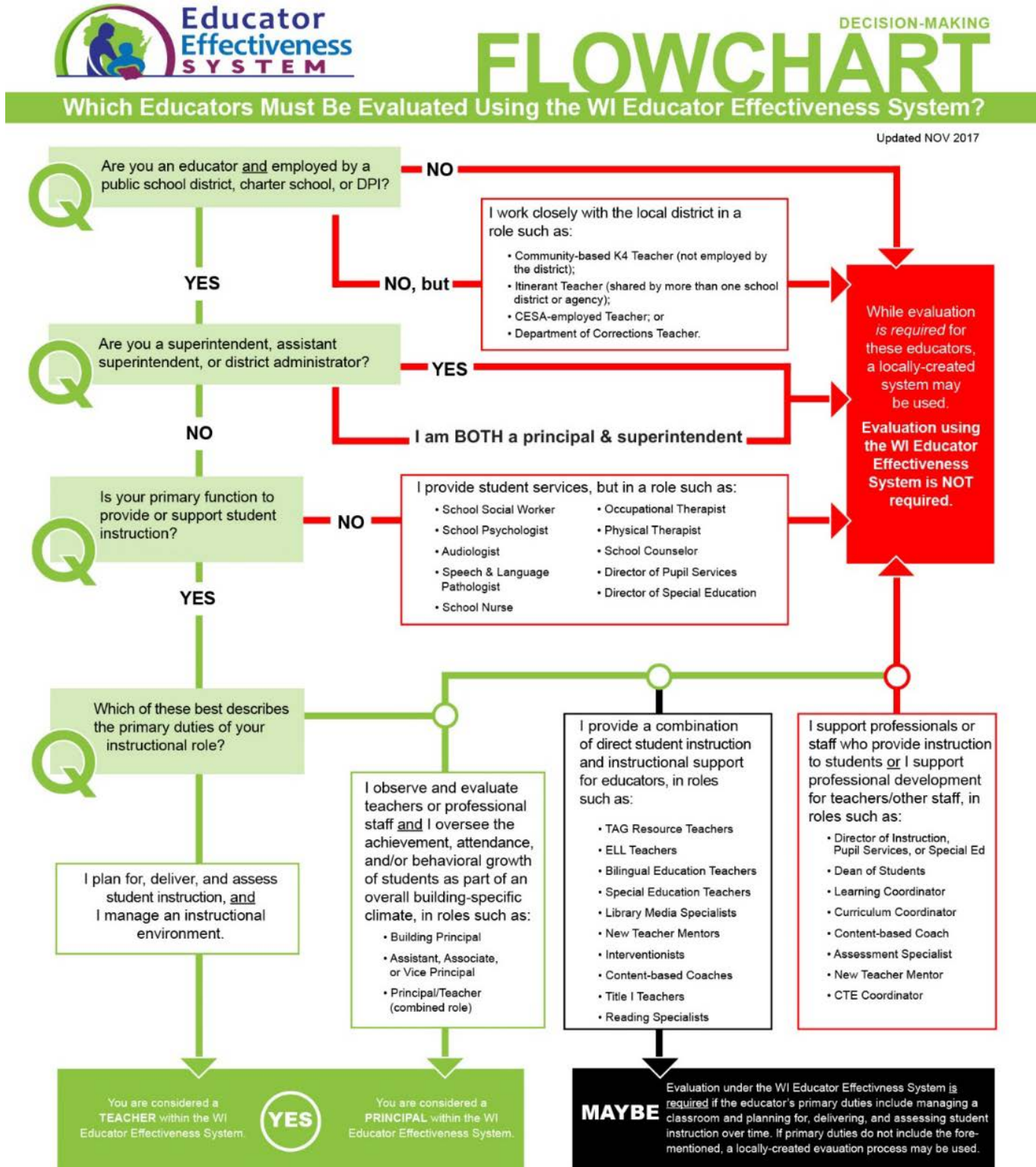
Department of Corrections and Department of Health Services educators are not employed and evaluated by a Wisconsin district or 2R charter and, therefore, are not mandated to implement the new system to evaluate teachers and principals. However, if these organizations would like to use the state's Educator Effectiveness (EE) System to evaluate their educators, DPI will fund this process. Cooperative Education Support Agency (CESA) and community 4K teachers are not employed by or evaluated by districts or 2R charters. Instead, school districts contract with other agencies to provide these staff. These employees are not required to be evaluated using the EE System. However, if a district wants their contracted staff to receive an evaluation using the EE System, the district can include such requirements in their contract—DPI will fund this process. Although DPI schools are not employed by or operated by a “district,” as employees of DPI, their staff must implement the EE System.

### *Defining Educator Roles and EE Requirements*

1. *Principals*: DPI defines principals as any person serving in the role of “principal” or “assistant/associate principal” in a Wisconsin public school.
2. *Teachers*: DPI defines teachers by the following duties:
  - Plan for and deliver instruction,
  - Assess student learning, and
  - Manage an instructional environment.

DPI created a [decision-making flowchart](#) (Figure 2) to help districts properly determine which staff must be evaluated using the EE System.

Figure 2: Decision-Making Flowchart for Mandated Educators



DPI recognizes that professional titles and work roles vary across the state, and that in some cases educators serve in more than one role. Decisions related to evaluation should always be based on the role served by a district professional. Decisions should not be based solely on a specific title or license. Dependent upon the educator's primary duties within the district, district-level decisions may be necessary.

3. *Administrators:* Administrators serving as both a principal and a superintendent are not evaluated as principals within the Educator Effectiveness (EE) System. Instead, these educators will continue to be evaluated using as superintendents by their school boards using locally created processes, as required under PI 8.
4. *Other Licensed School Staff:* Wis. Stat. § 115.415 does not change the requirements included in PI 8 School District Standard 17 (personnel evaluation). Wis. Stat. § 115.415 only changes the process used to evaluate *teachers* and *principals*. Districts must still comply with PI 8 and continue to evaluate *all* other licensed personnel in their first year of employment and, minimally, every third year thereafter. Districts must ensure evaluators of all licensed personnel are appropriately trained and qualified to evaluate staff. To support districts in meeting the continued requirement to evaluate all licensed staff in a manner that better aligns to the required evaluation processes of principals and teachers, DPI worked collaboratively with the relevant professional organizations to develop several [evaluation processes for licensed personnel](#) in other roles. Districts may adopt these processes voluntarily or continue to use locally created processes.
5. *Evaluators:* All evaluators must hold an active administrative license. According to PI 34.064, “A license under ss. PI 34.066 to 34.071 is required to supervise and evaluate professional staff in grades prekindergarten through 12.”

## **Equivalent Models within the Wisconsin Educator Effectiveness System**

Wis. Stat. § 115.415 also requires that DPI:

“[D]evelop an... equivalency process aligned with the department's evaluation system for the evaluation of teachers and principals of public schools, including teachers and principals of a charter school established under sec. 118.40 (2r) or (2x), as provided in this section.”

DPI promulgated [Wis. Admin. Code sec. PI 47](#) in November 2013, which establishes a process by which school districts and charter schools established under sec. [118.40\[2r\]](#) or [\[2x\]](#), Stats., (hereafter referred to jointly as “school districts” or “districts”) may apply to use an alternative model for evaluating teachers and principals in the Wisconsin EE System. Districts must complete an application that demonstrates their proposed model’s equivalency with the EE System’s state model. Only the methods and measures for evaluating practice (i.e., observation rubrics) are subject to equivalency. Applicants must meet all other minimum requirements of

the Wisconsin EE System (although applicants may always do *more* than is required.)

[PI 47.05](#) establishes criteria by which DPI may require corrective action of districts using an approved equivalent model within the System if either of the following occur:

1. “[C]redible evidence indicating that a participant is no longer in compliance with the requirements of this chapter”; or
2. “The participant’s model produces unreliable or inconsistent results.”

If a district fails to implement corrective action based on DPI’s guidance, the department may rescind a district’s approval to use an alternative model and require the district to adopt the state’s model or another approved equivalent model.

## Confidentiality

Evaluations of school district staff are the confidential records of the school district or similar body that conducted the evaluation. Evaluation records are excluded from disclosure under the state open records law:

“[120.12 \(2m\)](#) EDUCATOR EFFECTIVENESS. (b) Ensure that the results of evaluations conducted under this subsection are not subject to public inspection, copying, or disclosure under [[Wis. Stat. § 19.35](#)].”

Districts are encouraged to use mentors, peer reviewers, and instructional coaches in supporting roles within the EE System, but confidentiality must be considered and maintained, where appropriate.

### *Mentors*

[Wis. Administrative Code sec. PI 34.040 \(5\)\(b\)](#) defines a mentor as an educator “who successfully completed a mentor training program approved by the department.” Mentors “have input into the confidential formative assessment of the initial educator” but may not participate as part of the formal employment evaluation process.

Mentors support the educator in an ongoing, formative nature, outside of EE conferences. Appropriate mentor support of EE may include (but are not limited to) confidential, formative feedback regarding the following: EEP goal development, evidence review, progress towards EEP goals, and instructional practices.

### *Peer Reviewers*

Peer Reviewers (i.e., colleagues) review and provide feedback to educators across the EE Cycle. This support should include feedback and coaching conversations regarding progress towards EEP goals and related instructional practices. DPI recommends (but cannot require) that districts consider professional conversations between Peer Reviewers and educators as confidential and formative in nature.

### *Instructional Coaches*

Districts define the instructional coach role locally, and coaches serve in a variety of roles depending on local context. DPI recognizes instructional coaches as a valuable support within the EE System. However, DPI recommends districts consider professional conversations between instructional coaches and educators as confidential and formative in nature.

## **Funding for Implementing Educator Effectiveness**

In addition to Wis. Stat. § 115.415, the Wisconsin Legislature passed [an appropriation](#) to fund statewide implementation of the EE System at 80 dollars per educator through a grant to school districts—the [Educator Effectiveness Grant](#) (Form PI-1621). The legislature derived educator counts from the [WISEstaff](#) report (formerly the PI-1202 Annual Staffing Report), including all principals, teachers and other school district positions in each school district and public charter school. DPI contacts all eligible grant recipients in the fall of each fiscal year to apply for EE Grant funds.

To make resources available statewide, Wis. Stat. § 115.415 authorized DPI to charge a fee to school districts, reimbursed by the EE Grant. DPI charges state model districts the 80 dollars per educator grant allocation to fund statewide services such as the EE System’s online evaluator certification and calibration platform, online data management platform and support, CESA implementation support, and the [Leading for Learning professional development series](#).

## **Requirements for Monitoring of Statewide Compliance**

Per Wis. Stat. § 115.415, the state tasked DPI with designing an Educator Effectiveness System and districts with implementing the new System beginning in 2014-15. DPI worked with stakeholders and partners to develop the System and make decisions to ensure consistency of implementation statewide. However, DPI does not have the capacity, nor the authority, to monitor compliance with every design decision or recommendation of best practice. Although DPI has defined best practices (articulated in the process guides), DPI also had to define requirements for



implementation of EE for the purposes of statewide monitoring for compliance with Wis. Stat. § 115.415 (noted below).

The requirements noted below reflect *minimum expectations for compliance* with Wis. Stat. § 115.415. DPI cautions districts that implementing the minimum requirements for the primary purpose of compliance with Wis. Stat. § 115.415 *will not likely result in growth* for either professional practice or student outcomes. The requirements are the same regardless of practice model within the EE System. Additionally, districts using equivalent models should consult the model provider for any additional requirements which are model-specific, such as the use of an online tool. For a more comprehensive understanding of growth-oriented implementation practices within the DPI model, see the EE System User Guides for [Teachers](#) and [Principals](#).<sup>1</sup>

**Wisconsin Educator Effectiveness System Implementation Requirements:**

1. *Districts provide orientation and training for educators and evaluators.*

Districts must provide educators and evaluators with a comprehensive understanding of the EE System, as well as the district's adopted EE model.

Districts or schools must provide an annual orientation to the system for educators new to the district or completing a Summary Year. As described in the EE System User Guides, orientation provides educators and evaluators a space to discuss a high-level overview of the state system and the district's selected model, including "the evaluation criteria, the evaluation process, or the ongoing continuous improvement cycles informed by evidence of educator practice collected during observations, the use of evaluation results, and any remaining questions or concerns.

Educators and evaluators should also engage in EE System training that deepens their understanding of the System and improves staff capacity on an ongoing basis. EE System training should generate consistency in the use of the model. Districts and schools may draw upon DPI guidance and training resources, along with other online and Cooperative Educational Service Agency (CESA)-provided professional development opportunities, when creating local training.

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<sup>1</sup> For equivalent models, see the appropriate model process guides.

2. *Evaluators must certify and districts must provide ongoing monitoring of inter-rater agreement (calibration).*

Districts must create and implement a process (beyond initial orientation and system training) to ensure, and continuously improve, inter-rater agreement of all evaluators.

In the DPI model, evaluators of teachers must initially certify using a rigorous computer exam after completing comprehensive certification training using master-scored videos of classroom practice. Evaluators must calibrate at least once every semester (except semesters in which the evaluator initially certifies or recertifies). Evaluators must use the same online system to recertify every four years.

3. *Educators complete at least one Student/School Learning Objective (SLO) and one Professional Practice Goal (PPG) annually, as part of an annual Educator Effectiveness Plan (EEP) to improve performance.*

Educators develop an EEP annually and submit all EEPs from their current evaluation cycle to their evaluator in their Summary Year. The EEP includes:

- one Student/School Learning Objective, and
- one Professional Practice Goal (or equivalent).

Educators base EEP goals on data and write them as specific, measurable, attainable, results-based, and time-bound (SMART) goals. EEP goals help educators engage in a continuous process of analysis of student/school data and self-assessment of practice.

National Board Certification: Educators completing the National Board for Professional Teaching Standards (NBPTS) certification process cannot substitute that process for the EE process.

Educators must also complete the EE processes while completing the NBPTS process. However, NBPTS applicants can (and should) utilize the same goals and evidence for both processes to reduce burden and duplication.

Retiring Educators: Educators planning to retire at the end of a year must still complete their EEP processes. Educators will remain in front of students for the remainder of the year and, as such, must focus on continuous improvement for the duration of that year.



4. *Evaluators conduct required EEP conferences, including: Planning, Mid-Year, and End-of-Cycle conferences.*

Educators and their evaluators or peers meet to review EEP data, adjust instructional/leadership strategies as appropriate, and reflect on progress through required system conferences:

- **Planning Session:** Educators and evaluators (in Summary Years, minimally) or peers (in Supporting Years, minimally) meet to review proposed EEP goals in preparation for implementation.
- **Mid-Year Review:** Educators meet with evaluators or peers to review EEP progress and adjust strategies and goals as appropriate.
- **End-of-Cycle Conference:** Educators meet with evaluators or peers to assess the degree to which EEP goals were met and plan for the next EE Cycle.

5. *Evaluators conduct required observations of professional practice in the Summary Year and Supporting Years of the EE Cycle.*

Evaluators must conduct observations in a manner that provides sufficient evidence to conduct professional conversations and to assess the educator in all observable domains and related components of the professional practice framework. Tables 1 and 2, below, explain options for observations in the DPI model. Evaluators *must* provide ongoing feedback and facilitate professional conversations as a result of observations.

Section III and the appendix of this guide assists districts with the implementation of these requirements and other local considerations.



Table 1: Type and Frequency of Teacher Observations

Observation Type	Definition	Minimum Requirements	Specifics
<p><b>Announced Observation(s)</b>  (long)</p>	<p>An announced observation of the educator by his/her evaluator to gather evidence of educator practice</p>	<p><u>Summary Year:</u> 1 full-length observation (45-60 minutes) or Multiple (3-4) unannounced mini-observations equal to that of a full observation</p>	<ul style="list-style-type: none"> <li>• Pre-Observation(s) Conference</li> <li>• Observations</li> <li>• Post-Observation feedback or Conference</li> </ul>
<p><b>Mini-Observations</b>  (short)</p>	<p>Unannounced observations of the educator by his/her evaluator to gather evidence of educator practice</p>	<p><u>Summary Year:</u> 2 mini-observations (15 minutes each) are required in the Summary Year of a multi-year cycle, in addition to the 1 announced observation or A total of 5-6 mini-observations are required in the Summary Year if using the more frequent mini-observation option instead of the full-length announced observation</p> <p><u>Supporting Years:</u> A minimum of 1 mini-observation per Supporting Year is required.</p>	<ul style="list-style-type: none"> <li>• Unannounced Observation</li> <li>• Feedback provided following observation within one week</li> <li>• If using more frequent, shorter observations, the evaluator and educator still meet to determine areas of focus. However, rather than discussing a specific lesson, the teacher and evaluator discuss identified components or practices to watch for. Collaborative conversations still occur based on observations to plan next steps.</li> </ul>
<p><b>Classroom Walk-through</b>  (optional)</p>	<p>Observing a specific idea, theme, trend, initiative or topic across multiple classroom or contexts (usually building-wide), as opposed to evidence of individual practice</p>	<p><u>Optional:</u> 5-10 min</p> <p>As often as the building administrator or other administrator feels is necessary</p>	<ul style="list-style-type: none"> <li>• Evaluator uses a district-created or approved tool.</li> <li>• Brief feedback (e.g., a short note) after the walk-through is an optional but recommended practice.</li> <li>• <b>Not intended</b> as primary evidence source</li> </ul>

\*For more details on best practices and other evaluation evidence sources, including artifacts, see the WI Educator Effectiveness User Guide for Teachers, Supervisors, & Coaches.

Table 2: Type and Frequency of Principal Observations

Observation Type	Definition	Minimum Requirements	Specifics
<p><b>School Visit(s)</b>  (long)</p>	<p>In-person observation of school leader &amp; the school environment to gather evidence of leadership practice</p>	<p><u>Summary Year:</u> 1 full-length observation no set time constraints</p>	<ul style="list-style-type: none"> <li>• Pre-visit conference</li> <li>• Observations</li> <li>• Post-visit conference</li> </ul>
<p><b>Sampling Visits</b>  (short)</p>	<p>Shorter, in-person observations to gather on-going evidence of school leadership practice or to focus feedback on specific issues</p>	<p><u>Summary Year:</u> 2 sampling visits are required in the Summary Year, in addition to the 1 school visit.</p> <p><u>Supporting Years:</u> A minimum of at least 1 sampling visit is required during the evaluation cycle, in addition to the two required in the Summary Year.</p>	<ul style="list-style-type: none"> <li>• Discussion of activities or events the school leaders would like feedback on</li> <li>• Visit</li> <li>• Written or verbal feedback provided following observation within one week</li> </ul>
<p><b>Walk-through</b>  (optional)</p>	<p>Casual walk-through by evaluator to observe a specific idea, theme, trend, initiative, or topic within the school</p>	<p><u>Optional</u> 5-10 min</p> <p>As often as the evaluator feels is necessary</p>	<ul style="list-style-type: none"> <li>• Evaluator uses a district-created or approved tool.</li> <li>• Brief feedback (e.g., a short note) after the walk-through is an optional but recommended practice.</li> <li>• <b>Not intended</b> as primary evidence source</li> </ul>

\*For more details on best practices and other evaluation evidence sources, including artifacts, see the WI Educator Effectiveness User Guide for Principals, Supervisors, & Coaches.

# Section II: System Evaluation and Monitoring

# 2

While districts only need to meet requirements presented in Section I of this guide to comply with the law, the Department of Public Instruction (DPI) created a monitoring process that will support continuous improvement with regards to both the implementation of the Wisconsin Educator Effectiveness (EE) System, as well educator practice.

## Theory of Action and Philosophy for Monitoring of District Implementation

DPI designed the EE System to embrace a theory of learning that promotes continuous growth and improvement using best practices for teaching, leadership, and learning. Traditional evaluation systems typically identify an educator's strengths and areas for continued improvement. Wisconsin recognized that understanding areas of strength and areas for improvement does not automatically inform *how* to improve. This realization informed the design of the WI EE System, its training, and supports. The DPI Educator Development and Support team is committed to creating policies and processes that inform continuous improvement. With EE, DPI implemented a system designed to inform the improvement of *all* educators. Similarly, when designing a model for System monitoring, DPI developed a process that would improve the quality of implementation in *all* schools and districts, while identifying those schools and districts failing to comply with the minimal legal requirements.

DPI monitors the System by: 1) asking districts to affirmatively assure DPI they are implementing (the EE Grant); 2) ensuring cooperation with the external evaluation of the System; and 3) by responding to any complaints regarding the implementation of the System. DPI has a continuum of options moving from assistance to official audits and public proceedings. However, the primary purpose of EE System monitoring is to support districts in understanding and meeting the necessary requirements for compliance while providing technical assistance to districts, so they can move beyond the compulsory and towards a learning-centered approach.

EE System monitoring assumes the best intentions of all schools and districts, and DPI will work with districts failing to meet the requirements. However, if a school or district ignores requirements described in Section I, despite repeated offers of support, DPI will assume the district is willfully choosing not to implement the System as required. At this point, monitoring will move from technical assistance and support to corrective action.

### **Assurance of Compliance through the Educator Effectiveness Grant**

Annually, districts submit an EE Grant application to receive funding to implement the EE System locally. As part of the application process, districts must agree to a series of assurances as part of the grant agreement. Specifically, the EE Grant requires applicants to agree that:

“The school district will cooperate in carrying out any evaluation of this program conducted by or for the state educational agency, the secretary, or other federal officials.”

DPI considers this assurance of cooperation as the first check of compliance with the EE System.

### **Annual Statewide Evaluation of the Wisconsin Educator Effectiveness System**

DPI contracted with an external evaluator, Socially Responsible Evaluation in Education (SREed) of UW–Milwaukee, to conduct an annual evaluation of the statewide System. The evaluation informs changes to the System and development of local and statewide supports based on common concerns or barriers to implementation. Most recently, the evaluation has begun to measure impact of the System, relative to implementation quality.

The Wisconsin Educator Development, Support, and Retention (WEDSR) Survey, developed by SREed, measures teacher and principal perceptions of the EE System, its impacts on their practice, and other school factors which impact the quality of local EE System implementation. Individual responses remain confidential, and reports delivered to DPI provide data at the aggregate, statewide level. State reports do not identify individuals, schools, or districts. The external evaluator maintains confidentiality to encourage full and honest participation in the survey.

To inform local continuous improvement efforts, the external evaluator will develop confidential reports for schools or districts meeting a minimum response rate. Reports remain confidential and are delivered by the

evaluator directly to the school or district administrator(s). These reports provide school and district leaders with the following information:

- measures of local EE System implementation based on staff perceptions as compared to the state average,
- staff perceptions of whether local EE implementation practices help develop and support educators as compared to the state average,
- measures of local conditions that promote or inhibit local efforts to utilize EE processes to develop and support educators as compared to the state average, and
- relationships between local EE practices and teacher job satisfaction as compared to the state average.

These reports serve as the primary resource for improvement planning during EE Exchange – Data Retreats, an optional technical assistance opportunity for continuous improvement and action planning (detailed further below).

While these survey data inform DPI’s ongoing improvements to the statewide System and local improvement efforts, they also provide DPI basic information regarding statewide compliance with Wis. Stat. § 115.415. As described above, districts agree to cooperate with the external evaluation as an assurance of their EE Grant application. DPI defines cooperation as a good faith effort to provide district educators access to participate in the WEDSR Survey. For a majority of districts statewide, this can be accomplished by simply whitelisting the external evaluator’s email address so that educators receive the survey from the evaluator. For some districts (especially those not using Frontline), the evaluator may request additional information including educators’ district email addresses and ratings data. *(Note: These data are collected directly from a district administrator to the evaluator. These data are kept confidential and never shown to DPI).*

While a district must comply and provide access, the survey remains voluntary at the individual educator level—any individual educator can refuse to participate in the survey.

#### *Use of the External Evaluation and WEDSR Survey for Compliance Monitoring*

DPI considers the primary purpose of the external evaluation to inform ongoing improvements; however, the data also provide evidence of compliance without being invasive. As previously noted, DPI considers non-compliance to include failure to cooperate with the administration of the external evaluation. Additionally, survey data provides actual evidence of

implementation and whether a district has failed to meet minimal requirements. Specifically, survey questions address, but are not limited to, whether district administrators: 1) provide orientation and training for educators and evaluators; 2) require certification and ongoing calibration of evaluators; 3) require annual completion of EEPs; 4) conduct required evaluation conferences focused on growth; and 5) conduct required observations of professional practice followed by professional conversations focused on growth. DPI considers the following as evidence of non-compliance:

- A significant proportion of educators—both teachers and principals—indicate they did not receive orientation or training regarding their evaluations;
- A significant proportion of educators—both teachers and principals—indicate observation ratings and feedback are inaccurate and/or would be different if provided by another evaluator;
- A significant proportion of educators—both teachers and principals—indicate they have not completed an SLO or PPG during the current year;
- A significant proportion of Summary Year educators—both teachers and principals—indicate they have not participated in required Summary Year conferences with their evaluators; or
- A significant proportion of Summary Year educators—both teachers and principals—indicate evaluators have not observed their practice the minimal number of times and/or have not provided timely feedback.

Should the evaluator determine credible evidence exists regarding any of the previously noted conditions, the evaluator will provide said evidence to DPI. The evaluator does *not* issue findings of compliance and does not recommend any action to DPI. *(Note: Evidence of failure to comply is the ONLY instance in which DPI will see data at the school or district level. Should this occur, the evaluator will ONLY provide specific data associated with the area of potential non-compliance. In all other instances, this information remains confidential.)*

**Example 1. Identification.** District administrators refuse to provide the external evaluator access to district educators' contact information.

**Example 1. Corrective Action.** DPI requires participation and cooperation with the evaluation as an assurance for receiving Educator Effectiveness Grant funds. Districts which fail to comply with the evaluation may



jeopardize some or all of their EE Grant funds. After failure to participate in the evaluation a first time, DPI may send a letter to the district explaining the potential consequences should the district refuse to participate again while offering support to help the district participate.

If the district participates in the survey the following year, DPI may continue to offer supports to improve local implementation. If the district fails to participate in the external evaluation a second time, DPI would consider this a willful lack of compliance and additional measures would follow as laid out in communication with the district.

**Example 2. Identification.** The external evaluator receives reliable data from a district that indicates a potential failure to comply with requirements described in Section I (e.g., all respondents within a given school or district indicate evaluators did not observe their practice at any time). The evaluator provides the evidence to DPI. The evaluator does *not* issue findings of compliance and does not recommend any action to DPI.

**Example 2. Corrective Action.** In the event the evaluator informs DPI that evaluation evidence suggests a district is in noncompliance with the EE System, DPI will determine whether to further explore the district's practices based on the severity and certainty of the evaluation evidence. If DPI examines the evidence and determines there is reason to believe the district may not be complying with EE System requirements, DPI will first inform district and school administrators of the evidence and of System requirements and offer support to become compliant. DPI would continue to monitor identified areas of non-compliance via the district's EE Survey results. (As previously noted, DPI would not see any other portion of the district's survey data.) If the external evaluation shows evidence of improved implementation and compliance in the identified area, DPI will cease monitoring of the district's survey results. If the external evaluation continues to show evidence of a failure to comply with EE System requirements by the district, then DPI may implement additional measures, such as issuing a letter laying out potential consequences and next steps.

## **Educator Effectiveness Exchange – Data Retreat**

While the survey provides local schools and districts reports that may be used to identify areas of EE implementation strength and growth, the EE Exchange – Data Retreat serves as one process by which schools and districts can develop a deeper understanding of *why* their EE processes are or are not being implemented as intended and *how* their EE processes are impacting educator development, support, and retention efforts. The EE Exchange – Data Retreat is an optional technical assistance support developed in collaboration with partner organizations (i.e., CESAs and

professional organizations such as the Wisconsin Association of School District Administrators and the Association of Wisconsin School Administrators) to provide an opportunity for districts to receive direct support on EE implementation by trained facilitators. DPI has designed the EE Exchange – Data Retreat to mirror the EE process itself; districts self-assess EE implementation and other school factors, review relevant data on those factors from their individualized school and/or district (via the reports provided by the external evaluator), identify goals for improvement, and develop strategies to meet those goals. A critical part of the EE Exchange – Data Retreat process involves the development of an EE implementation action plan. The plan is kept solely by the district or school team that creates it.

#### *Attending the EE Exchange – Data Retreat*

Local CESAs will hold time and space for districts to gather for the EE Exchange – Data Retreat in person or virtually. Additionally, school and district teams can attend an EE Exchange – Data Retreat at the annual Leading for Learning Summit. At the event, teams:

- Analyze local EE implementation data provided by the external evaluator to determine areas of strength and areas in need of focus and improvement,
- Self-assess the degree to which the district has implemented the EE System as described in the WI EE System Policy Guide and Process Guides,
- Collaborate with other districts in attendance regarding implementation successes and lessons learned (if attending in-person as opposed to virtually), and
- Develop an EE implementation action plan.

At the event, participants will have opportunities to develop relationships with partner organization staff (i.e., CESA, WASDA, AWSA), explain their action plans and any needs for training or support, and discuss opportunities to receive individualized, contextualized supports onsite. Districts interested in participating can find more information here: [EE Exchange – Data Retreat](#). To participate, districts and schools must meet minimum response rates necessary to maintain confidentiality of individual participants to receive WEDSR survey reports at the district and school level.

The EE Exchange – Data Retreat is optional for districts; however, DPI may request or require district participation as part of corrective action in the event DPI determines the district is not meeting EE implementation requirements.

## **Complaint Processes**

Engagement in the external evaluation and EE Exchange processes gives districts the opportunity to review local data and adjust implementation with support from DPI. Participation in these events will help identify and prevent local EE System implementation issues before they become disputes with potential administrative and legal consequences. In the event an educator experiences issues related to local implementation which harms them, a local complaints process should be established and made available. DPI maintains a complaint process which educators should utilize as a last resort after exhausting local remedies.

### *Local Process*

District leaders should discuss and (as much as possible) agree on, in advance, responses to any concerns and questions staff and local communities may have related to the EE System. Districts need to provide firm guidance to all constituent groups to minimize possible misunderstandings and disagreements. Local decisions related to EE should be transparent and communicated both during a comprehensive orientation and included within district handbooks. **(Section III helps identify and work through potential decision items.)**

If disagreements do arise, districts (and all parties to the dispute) should try to resolve the dispute at the level closest to its origin. All parties should attempt to reach an informal solution using other means before resorting to official processes. For example, a third party (another evaluator, administrator, or teacher leader) could be sought to help resolve the disagreement.

In the event an informal resolution is not possible, districts should have a formal appeals process in place locally to respond to unresolved disputes. Districts could use an existing appeals process for handling employment-related issues for EE disputes or create a separate appeals process for just the EE System.

### *DPI Complaint Process*

If a local complaint centers around a school's or district's failure to meet minimum implementation requirements (described in detail in Section I) and local processes have not resolved the issue, further complaints to the

state superintendent would be addressed according to [PI 1, Complaint Resolutions and Appeals](#). In this process, the complainant must file a written complaint to the Wisconsin State Superintendent of Public Instruction. The state superintendent may use one or more of several procedures deemed appropriate to investigate and resolve the complaint. *(Note: DPI does not have the authority to resolve issues related to implementation quality beyond minimum requirements nor individual evaluation findings or scores.)*

PI 1 states, in part:

**“PI 1.04 Procedures.** Upon receipt of a written complaint or appeal filed under s. [PI 1.03](#), the state superintendent shall acknowledge receipt of the complaint or appeal in writing and shall use any or all of the following procedures that the state superintendent determines to be appropriate:

- (1) Provide technical assistance and information and attempt to resolve the matter informally.
- (2) Refer the complainant to another state agency for action or resolution.
- (3) Conduct an investigation under s. [PI 1.05](#).
- (4) Conduct a hearing under s. [PI 1.07](#).
- (5) Issue a decision based on a review of the record of a hearing held before the local education agency.
- (6) Issue protective orders or grant temporary relief as deemed necessary by the state superintendent to preserve the rights of any party prior to the issuance of a final decision or order.
- (7) Arrange for mediation under s. [PI 1.06](#).
- (8) Direct the complainant to exhaust any administrative remedies available before the local education agency.
- (9) Conduct a desk review.”

DPI will determine appropriate action based on the relevant facts of each case, and more than one of the options described above may be used. Whenever possible, DPI will revert to a position of technical assistance and support. In situations requiring further action, DPI may require additional monitoring processes or corrective action. In the event a hearing is held for a contested case, DPI will issue a decision in writing “stating separate findings of fact and conclusions of law” (s. [PI 1.08](#)). The final decision will

also provide details of any right of further review the parties may have, including any potential judicial review of the decision.

## Compliance Audits

In the event that a district fails to meet the assurances of the EE Grant or cooperate with the external evaluation, evidence from the external evaluation suggests a district is noncompliant, or a credible complaint alleges a district is failing to comply with the System, DPI may conduct a compliance audit as described under [Wisconsin Administrative Code PI 8.02](#). As required by PI 8.02,

“(2) The department shall notify the school district board at least 90 days prior to beginning the on-site audit.

(3) The department shall provide a report to the school district within 60 days of the end of the on-site visit. If the report indicates that the district is not in compliance with s. [121.02 \(1\)](#), Stats., or s. [PI 8.01 \(2\)](#), the school district board or the electors of the school district as provided under s. [121.02 \(3\)](#), Stats., may petition the state superintendent for a public hearing within 45 days of receipt of the audit report. The state superintendent shall hold the public hearing prior to any finding of noncompliance.”

After the noncompliance hearing and the deadline for submission of written statements, a final written decision regarding the district’s compliance must be issued by the state superintendent within 90 days. If the school district is found not in compliance, the DPI may:

1. develop a plan for compliance with the school district with a time period no longer than 90 days,
2. grant one (1) extension to the time period for the compliance plan no longer than one (1) year after receiving a written request from the school board before the expiration of the original time period, and
3. withhold up to 25 percent of state aid if the school district fails to meet compliance within the time period of the plan.

Ultimately, DPI will conduct a compliance audit as an action of last resort when all others have been exhausted. Whenever possible, DPI will seek to remediate compliance issues with technical assistance first.



# Section III: Local Decision Points

# 3

## DPI Recommendations Regarding Educator Effectiveness System Data Use

Wisconsin’s vision for education is that all students graduate, college and career ready. Effective teaching represents the single greatest school-based influence on students’ achievement. The second greatest school-based influence is the leadership of an effective principal. A broad group of stakeholders that included teachers, principals, school districts and boards—as well as DPI and the State Legislature—designed the System to serve the purpose of improving educator support and strengthening educator practice to improve student outcomes. Since the initial design and implementation of the EE System, DPI—in consultation with stakeholders and in response to external evaluation and stakeholder feedback—has continuously refined the System to better serve that purpose.

Initial external evaluation results indicate that robust implementation of the EE System process contributes positively to schools. Findings also suggest the Wisconsin EE System works as intended when providing a process for individual educators to receive feedback and support in their professional growth. However, the System is not designed for the use of scores to compare teachers for accountability purposes. Such scores include: practice components or standards, aggregate/overall practice scores, SLO scores, or aggregate/overall Effectiveness scores.

## Using Educator Effectiveness Data for High Stakes Decisions

Historically, administrators have never struggled to identify their highest- and lowest-performing educators. If Wisconsin wanted to simply identify the highest- and lowest-performing educators, DPI would not have needed to create the Wisconsin Educator Effectiveness System. The struggle within traditional evaluation processes was to determine specific areas of strength and areas for growth for **ALL educators** and to create a specific, strategic plan for each individual educator leveraging areas of strength to improve areas for growth across time. And, DPI designed the Wisconsin EE System to successfully do just that.

Initial evaluation results suggest the System provides valid differentiation across components at an individual educator level—meaning the System works as designed and can inform specific areas of strength and areas for

growth for any individual educator. However, initial evaluation findings indicated little variance when looking at aggregate scores and/or comparing scores across educators. Thus, any high-stakes decision made using EE data **must** be made at an individual level comparing growth across time, **not** by comparing across educators. And, while the Wisconsin EE System will provide more detailed, comprehensive, and specific data regarding every individual educator to effectively inform local HR processes in way impossible before, the EE System is not *the* HR process.

#### *Non-Renewal*

The EE System will effectively identify struggling educators but, more importantly, the System will identify the educator's specific level of practice on any given component, how the current level of practice compares to desired practice, and informs a specific plan for improving practice through ongoing opportunities for practice and coaching conversations. If an educator continuously fails to improve across time within the EE System, administrators should utilize locally determined and transparently communicated formal improvement efforts outside of the System as part of the HR system. Such efforts might include additional observations and requirements for participation in coaching and professional development. If an educator fails to improve after participating in formal HR improvement processes, it may be appropriate to move to corrective action, including potential non-renewal. Through this process, data collected through the EE System should inform non-renewal, but a district did not non-renew an educator because of any given EE score.

#### *Informing Pay*

The EE System can be used as one source of evidence (along with other human capital management system processes) to inform compensation decisions at the individual level. However, a district should *not* create a salary schedule solely based on EE scores (e.g., aggregate practice, overall SLO, or overall EE scores) and districts should *not* determine which educators receive additional compensation based on comparisons of said scores because, as previously noted, initial external evaluation findings indicated the System does work in this manner. Using scores in ways other than intended (and as determined through the external evaluation) could result in invalid or unreliable decisions and may place districts in legal jeopardy.

School districts should **always** consult local legal counsel when determining human resources policy related to the use of EE System results.



# **Appendix: Wisconsin Educator Effectiveness System Policy Tool**



# Wisconsin Educator Effectiveness System Policy Tool

While the Wisconsin Educator Effectiveness (EE) System is a state mandate, school boards, districts, and schools make many of the most important implementation decisions. The purpose of this section is to present implementation topics and assist districts in:

1. Ascertaining the statutory and practical necessities for implementation,
2. Determining the extent to which basic requirements are being met, and
3. Creating an EE Implementation Action Plan to improve local System implementation.

When determining local policy related to the EE System, districts should consider their local context and other potential areas of impact when considering EE System requirements, recommendations, and other decision points.

It is important to note that the EE System does not exist in isolation from other district initiatives. This tool is not exhaustive, and there may be connections to decisions and processes in other instructional and human resource systems as well as budget implications related to evaluation implementation.

Each topic is accompanied by a continuum with three (3) levels which represent the degree to which the topic has been addressed or implemented within the local EE process:

- Level 1: Initiating steps, but not implementing basic EE System elements.
- Level 2: Implementing basic EE System elements.
- Level 3: Refining System-wide structures and practices that maximize potential of the System to enhance professional learning.

Local consideration points are provided for each topic and may help move the district along the implementation continuum.

The following pages present local policy topics and related areas of consideration. Established requirements (if any) specific to the topic area are presented along with potential decision points for which there are not any requirements or recommendations. An example action planning template follows.

*Example:*

<b>INFRASTRUCTURE IMPROVEMENT PLANNING TEMPLATE</b>			
<b>Goal #1:</b> (Communication) To engage BOE and parent stakeholder groups in EE overview opportunities (for understanding the purposes and benefits of the EE system) by October 30, 2018.			
<b>Action Step</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Indicators of Success</b>
Present EE update to Board of Education	August 2018	EE System Coordinator, Human Resource Director	Board member understanding as measured by questioning during meeting and follow-up communications (e.g., email queries)

## INFRASTRUCTURE

District- and school-level infrastructure can help facilitate understanding of the local EE process and improve implementation. Staffing, budget, policies and procedures, communication, technology, and time comprise infrastructure sub-categories.

### INFRASTRUCTURE CONSIDERATIONS CONTINUUM

Sub-categories	LEVEL 1 Initiating steps, but not yet implementing basic System elements	LEVEL 2 Implementing basic Educator Effectiveness System elements	LEVEL 3 Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b>Staff allocation</b>	Potential staff roles are being identified, but not designated to individuals.	District individuals responsible for EE System management, support, and oversight are designated.	<ul style="list-style-type: none"> <li>• New allocation or reallocation has been made to create Educator Effectiveness support positions.</li> <li>• New allocation or reallocation has been made to provide multiple evaluators.</li> <li>• District staff roles have been identified (i.e., Educator Effectiveness lead, IT lead, Educator Effectiveness training lead) with resources provided to support the roles.</li> <li>• Job descriptions are updated to outline an employee’s role related to Educator Effectiveness.</li> <li>• An implementation team is created for system oversight and to identify areas to improve support.</li> </ul>
<b>Budget</b>	A budget review process is being considered.	Line item budget categories related to EE are established.	<ul style="list-style-type: none"> <li>• Supports for educators to complete EE tasks are in place (i.e., floating sub, release days, stipends).</li> <li>• The budget is reviewed or new resources are sought to staff and support EE roles and functions.</li> <li>• The district budget clearly shows targeted support for EE.</li> </ul>

<b>Sub-categories</b>	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b><i>Policies and Procedures</i></b>	A preliminary policy and procedure review is beginning.	Major policies and procedures are in place.	<ul style="list-style-type: none"> <li>• Policies and handbooks are aligned with the EE System and are consistent across all schools in the district.</li> <li>• Written summaries and training are provided on major policies and procedures.</li> </ul>
<b><i>Communication</i></b>	Preliminary discussions with stakeholders have begun.	Policy, procedure, and support communication occurs with all major stakeholders.	<ul style="list-style-type: none"> <li>• Trainings, handbook review, consistent messaging and timeline for EE System communication are in place.</li> <li>• A process exists to communicate the specific evaluation process to all employees.</li> <li>• A process is in place to articulate district and school priorities and how the EE process can reinforce and support these priorities.</li> <li>• Dedicated space is created and regularly updated on the district website for internal and external communication about EE System information, processes and resources, including how schools, educators and other stakeholders can provide feedback on local EE System needs.</li> <li>• Members of major stakeholder groups who understand and can articulate the theory, research, and goals of the EE System are leveraged to spread understanding.</li> </ul>

<b>Sub-categories</b>	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<i>Technology</i>	Data infrastructure is not yet sufficient to support evaluation activities.	An evaluation management system (e.g., Frontline Education) and plan are in place for data acquisition, storage, transfer and user support.	<ul style="list-style-type: none"> <li>• The evaluation management system supports data analysis and professional development, beyond basic storage and retrieval.</li> <li>• An assessment inventory is completed and updated to support Student/School Learning Objective (SLO) development and sharing.</li> </ul>
<i>Time</i>	The district recognizes that the EE System will present new time demands.	Adequate time is allocated for successful completion of the EE System’s minimum requirements.	<ul style="list-style-type: none"> <li>• The district provides time (e.g., through scheduling, resource allocation) for school leaders and teachers to engage in richer EE practices, such as coaching, lesson study, peer review, and data sharing.</li> <li>• The district provides examples of creative scheduling arrangements for others to model or adapt.</li> </ul>

## LOCAL INFRASTRUCTURE CONSIDERATIONS

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**Staff Allocation:** While specific staff assignments are not required, districts must consider whether to allocate staff for coordination, support, and monitoring of EE System implementation. Other steps to consider may include:

- Review district and school organizational charts for existing roles and functions related to teacher and principal evaluation to identify opportunities to convert or augment positions for needed EE roles.
- Identify individuals responsible for implementation and monitoring at the district or school level.
- Delegate and distribute principals' administrative responsibilities (attendance, discipline, maintenance) among relevant staff to allow greater time for principals to leverage the EE process within instructional leadership.
- Designate or hire an EE System Coordinator to oversee EE System training, implementation and monitoring.
- Identify and assign other roles and responsibilities related to the EE System throughout the school or district.
- Hire additional staff to support the EE System at the district or school level.
- Work with school staff to identify schedule changes to support peer collaboration.
- Establish manageable evaluation caseloads to ease evaluator burden and maximize feedback to educators.
- Contract with qualified outside evaluators, if necessary.
- Create contingency plans for emergencies and capacity issues, such as evaluators failing certification.
- Assign evaluators to content and grade areas with which they are most familiar.
- **Budget:** Implementing new initiatives typically presses on time and financial resources. Other steps to consider may include:
  - Conduct a needs assessment for funding support to enhance implementation.
  - Map existing supports across the district such as federal and state grant funds, CESA supports, etc.
  - Consider current use of Title II funds, and how they may be used to support the EE System.
  - Reallocate existing funds or identify new funding sources to support staff in the EE System.



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**Policies and Procedures:** The purpose of this guide is to support districts in determining local EE policy and procedures. Districts should consult local legal counsel prior to final decisions and communication to stakeholders. Other steps to consider may include:

- Address confidentiality expectations and processes. Confidentiality is particularly important if an educator is observed or has evidence collected by more than one person.
- Establish a plan for EE Cycle interruptions such as an extended absence (illness, FMLA, etc.) or change in evaluator assignment.
- Determine whether educators who will no longer be employed at the end of the school year for various reasons (e.g., termination, resignation, or retirement) must complete EE System activities.
- Determine grounds for declaring a Summary Year invalid or null.
- Establish policy related to EE System results and their relationship to Plans of Improvement, educator non-renewal, and other relevant human resource functions (see Educator Effectiveness Integration <<link to section>> for more on this topic).
- Determine a process for local complaints, appeals and conflict resolution.

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**Communication:** The EE System and its related process represent a significant change in the way in which educator performance is supported and evaluated. Large scale change takes time. Ongoing, timely, clear, and transparent communications, which are revised regularly to reflect stakeholder feedback, help to build trust in the system. Other steps to consider may include:

- Identify key stakeholder groups (e.g., teachers, specialists, principals, school board, family, and community members) to include in planning communications.
- Develop and maintain a comprehensive communications plan.
- Include local EE System decisions and processes in staff handbook.
- Present important EE data and system updates to the local school board.
- Highlight effective teaching and leadership strategies in staff newsletters.
- Identify specific connections to EE within professional development events.
- Create a multi-lingual information brief explaining the EE System and its purpose of improving teaching and learning.
- Plan communications related to certification and calibration schedules.

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**Technology:** The EE System and its related documentation are enhanced and supported with the use of technology. Thoughtful use of technology can assist with documentation, time constraints, and communication. Other steps to consider may include:

- Consider the purchase of mobile devices and related applications to support timely, efficient evidence collection.
- Determine the platform that will be used for data collection: Frontline Education Professional Growth (formerly known as My Learning Plan – OASYS), Google products, other.
- Work with IT to ensure technology infrastructure (e.g., firewalls, storage, etc.) is compatible.

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**Time:** Conducting required EE System observations and conferences takes time. Districts must plan to include sufficient time and flexibility to allow for the completion of actions required within the EE System. Other considerations may include:

- Assign building management tasks to assistant principals and other school staff as needed.
- Replace peer reviewers' supervision assignment with EE System support and coaching.
- Utilize team meetings, staff meetings, and in-service days to engage in EE System-related work.

**INFRASTRUCTURE  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #1:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

**INFRASTRUCTURE  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #2:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

## TRAINING

Districts vary in their capacity to deliver EE System training and related professional development. DPI provides training supports through EE training and guidance resources, and support services are provided by the district’s local Cooperative Education Support Agency (CESA).

The EE System requires districts to provide orientation and training for those evaluating others and for those being evaluated using the System. The EE System draws on multiple educator competencies that benefit from continued professional development. There are local decisions and actions that can lead to ongoing, embedded, and aligned professional development which maximize the potential of the System to impact student achievement.

### TRAINING CONSIDERATIONS CONTINUUM

Sub-categories	LEVEL 1 Initiating steps, but not yet implementing basic System elements	LEVEL 2 Implementing basic Educator Effectiveness System elements	LEVEL 3 Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b><i>Evaluator training and certification*</i></b>	Evaluators have been notified about training requirements.	Evaluators have completed required training and certification.	<ul style="list-style-type: none"> <li>Internal calibration sessions occur regularly.</li> <li>Administrators engage in collaborative, ongoing conversations about educator observations.</li> <li>Training reinforces trust-building by emphasizing the learning-centered focus of the system. District and school leaders cultivate a philosophy of continuous teaching and leadership improvement for improved student learning.</li> </ul>
<b><i>Educator training*</i></b>	Educators have been notified about training opportunities.	Educators have completed comprehensive overview and orientation training on district-selected EE model.	<ul style="list-style-type: none"> <li>Educators and evaluators regularly engage in collaborative training opportunities to build mutual understanding and support for the EE process.</li> </ul>

<b>Sub-categories</b>	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<i>Educator training (continued)</i>			<ul style="list-style-type: none"> <li>• Training moves beyond the how and why of implementation to focus on comprehensive and meaningful evaluation practices which inform individual, school, and system improvement.</li> <li>• Resource libraries, which include exemplary classroom instruction and school leadership activities (e.g., principal leading data retreat, school improvement planning process, or staff professional development) are created and regularly updated.</li> <li>• Training includes the identification of high leverage evidence sources for principal and teacher evaluation to ensure that educators and evaluators are aware of these sources and routinely use them.</li> <li>• Opportunities are provided to participate in cross-school or regional networks to share innovative practices.</li> </ul>
<i>Support personnel training</i>	Support personnel have been identified and notified about training opportunities.	Support personnel have completed basic training on professional conversations, coaching and feedback.	<ul style="list-style-type: none"> <li>• Support personnel engage in ongoing training and collaboration to build mutual understanding and support for the EE process.</li> <li>• District and school leaders identify connections between EE and content-specific practices and communicate them to support personnel.</li> <li>• Support personnel self-assess and set goals around coaching competencies.</li> </ul>

(\*) Required EE System elements, see Section I of this guide.

## LOCAL TRAINING CONSIDERATIONS

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**Evaluator Training and Certification:** Evaluator training is needed to improve the quality of evaluation feedback and the consistency of evaluation ratings. Other steps to consider may include:

- Define training qualifications locally for evaluators of principals (i.e., who evaluates? What training?).
- Designate a coordinator to schedule, monitor, and communicate certification and calibration efforts.
- Determine remediation training plans to support evaluators in training and certification.
- Collaboratively review and determine SLO ratings to calibrate feedback and evaluation skills.
- Convene evaluators' meetings more than once a semester to discuss the evaluation process, including challenges and successes.
- Provide support to those struggling with observation accuracy from "high-level" observers.
- Consider implementing "shadow" observers who can join the primary observer and engage in discussions about what was observed and what may be provided as feedback. This real-time calibration can help improve accuracy of evidence collection and feedback quality.

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**Educator Training:** Training is not only necessary to create a common understanding among educators on local EE expectations, but also to help them maximize use of the EE System for continuous improvement. Other steps to consider may include:

- Ensure coordination of EE System training by assigning responsibility to an EE System Coordinator or district professional development (PD) and training professional.
- Make explicit linkages to components of the professional practice evaluation framework within all PD content.
- Use the data from self-assessments and summary scores to determine PD priorities.
- Identify opportunities and provide supports for team-based SLOs.
- Plan and facilitate learning opportunities to strengthen SLO competencies.
- Include district and classroom data in training exercises to enhance relevance and application.
- Outline EE System expectations of cooperating teachers working with preservice teaching candidates.

- Provide ongoing PD for beginning teachers that addresses areas of needed improvement (questioning, student engagement, analyzing student work, etc.).
- Partner with neighboring districts or local CESA to provide regional collaboration opportunities for beginning teachers.
- Design PD that includes practices and strategies to address disproportionality in student subgroup data.
- Create and update a library of high-quality EEP goals.
- Organize PD opportunities for district- or school-level teams to leverage learning and dialogue with others.
- Design PD to target specific, needed areas of EEP improvement (such as developing, analyzing, and using classroom, school and district assessments).
- Access and utilize all available DPI EE training resources as part of orientation, training, and ongoing PD for all roles in the EE System.
- Utilize CESA supports and district-identified EE System training support to supplement DPI EE System training.

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**Support Personnel Training:** Support personnel include mentors, coaches, and peers. Districts should plan for initial and ongoing support personnel training to expand capacity, support timely completion of EE System tasks, and promote ongoing professional growth. See Section I of this guide for further guidance. Other steps to consider may include:

- Develop position descriptions for support personnel, to include roles and responsibilities within district resources.
- Build capacity of EE support personnel by including them in all training opportunities.
- Train support personnel to conduct classroom observations and provide ongoing, formative feedback.
- Utilize teachers with demonstrated strengths in the EE process in training facilitation and support roles.
- Utilize the EE coaching protocol and related training resources to strengthen feedback skills.



**TRAINING  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #1:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

**TRAINING  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #2:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

## CONDUCTING THE EDUCATOR EFFECTIVENESS CYCLE

Wisconsin designed the EE Cycle to be a continuous improvement process best supported in a learning-centered environment. The Wisconsin EE System Process User Guides describe the EE Cycle and process in detail. This subsection provides guidance for system-level implementation.

### CONDUCTING THE EE CYCLE CONTINUUM

Sub-categories	LEVEL 1 Initiating steps, but not yet implementing basic System elements	LEVEL 2 Implementing basic Educator Effectiveness System elements	LEVEL 3 Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b>Orientation*</b>	District leadership has begun discussions about including EE System orientation requirements.	Prior to the start of the evaluation cycle, the district provides orientation on the district EE process to Summary Year educators and educators new to the district.	<ul style="list-style-type: none"> <li>• District includes ongoing orientation to the EE System in mentoring and induction curriculum.</li> <li>• District EE System orientation is differentiated for induction teachers and veteran staff.</li> </ul>
<b>Goal Setting*</b>	Some educators prepare Educator Effectiveness Plans (EEPs).	All educators engage in EEP 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"> <li>• A repository of district goal examples has been created.</li> <li>• There is an established, school-wide, coordinated effort around improving instruction and assessment design and data literacy.</li> <li>• Educators are encouraged to set rigorous goals for all students and take risks related to new learning without penalty.</li> <li>• Educator EEP goals are relevant to school and district goals where appropriate.</li> </ul>

<b>Sub-categories</b>	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<i>EE Conferences*</i>	Conferences are inconsistently designed or completed.	Educators and evaluators or peers (in Supporting Years) have met for EE conferences.	<ul style="list-style-type: none"> <li>• Evaluators and educators regularly communicate during the Summary Year.</li> <li>• Support personnel meet with Supporting Year educators.</li> <li>• Conferences support a common understanding of model domains/standards and rubrics.</li> <li>• District makes resources available and regularly shares resources to help educators meet SLO/PPG goals.</li> </ul>
<i>Observations*</i>	Evaluators plan observations but are inconsistent in completing them.	Evaluators complete required number of observation minutes across necessary observation events.	<ul style="list-style-type: none"> <li>• Evaluators complete more than the minimum number of observations.</li> <li>• District employs peer, coach, and mentor observations to provide formative feedback.</li> <li>• Observers consistently provide feedback in a timely and specific manner.</li> <li>• Evaluators work to be invested partners in improving an educator’s practices.</li> </ul>
<i>Artifacts</i>	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"> <li>• District identifies high-leverage artifacts.</li> <li>• Educators and evaluators share a common understanding that artifacts should demonstrate student growth as well as performance.</li> <li>• Evaluators and educators identify artifacts that demonstrate student-directed thinking and learning.</li> </ul>

Sub-categories	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b><i>SLO data collection, feedback and scoring</i></b>	Educators and evaluators have collected data but have not checked for completion or provided SLO feedback or scores.	<p>During Supporting Years, peers and support personnel help educators with data collection and provide SLO feedback.</p> <p>During Summary Years, educators and evaluators have coordinated data collection to complete the year and prepare for End-of-Cycle Conferences.</p>	<ul style="list-style-type: none"> <li>• Peers, coaches, EE support personnel, evaluators and educators work together to develop a common understanding of data collection requirements and high leverage evidence sources.</li> <li>• Support personnel and teachers work together to develop a common understanding of SLO scoring using the SLO rubric.</li> <li>• Support personnel and teachers meet periodically to calibrate SLO feedback and scoring.</li> <li>• District updates an assessment repository to ensure appropriate, reliable assessments are available for different content areas and grade levels. The repository may also include high quality, teacher-developed assessment items or rubrics.</li> </ul>
<b><i>Peer Support</i></b>	Educators are encouraged to meet with peers to review goals, but no formal support structures are in place.	In Supporting Years, educators meet with peers to review goals within required EE System conferences.	<ul style="list-style-type: none"> <li>• Educators meet with peers regularly throughout the EE cycle as part of team-based structures (e.g., professional learning communities (PLCs), data teams, grade-level teams) to review goals as part of ongoing routine.</li> <li>• Educators see peers as an important source for feedback and seek out peer feedback independently when possible.</li> </ul>

<b>Sub-categories</b>	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b>Feedback (Timeliness)</b>	Evaluators provide feedback, but it may not be timely.	Evaluators consistently provide timely feedback to all educators.	<ul style="list-style-type: none"> <li>• Evaluators provide regular, timely feedback throughout the EE Cycle as part of team-based structures (PLCs, data teams, grade-level teams) to review goals.</li> <li>• Evaluators provide informal feedback to educators on an ongoing basis throughout the EE Cycle.</li> </ul>
<b>Feedback (Quality)</b>	Evaluators sometimes provide inaccurate or vague feedback which is not useful for improvement (i.e., “Good job!”).	Evaluators consistently provide clear and direct feedback related to the observation events, and often aligned to the components of the framework.	<ul style="list-style-type: none"> <li>• Evaluators align feedback to framework components, practices, and educator progress toward individual, building, or district EEP goals.</li> <li>• Evaluators provide highly specific feedback and often target an identified growth area for the practitioner.</li> <li>• Evaluators incorporate evidence from observations and from reviewing artifacts (high leverage evidence sets) when providing feedback.</li> <li>• Feedback leads to actions that improve educator practice.</li> </ul>

(\*) Required EE System elements, see Section I of this guide.

## LOCAL EE CYCLE CONSIDERATIONS

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**Orientation\***: Districts must provide teachers who are new to the district or entering a Summary Year with an orientation to the EE System. The orientation allows teachers and their evaluators to discuss the evaluation criteria, the evaluation process, evidence collection, continuous improvement cycles, use of evaluation results, and any questions or concerns. Other steps to consider may include:

- Create plans for identifying and informing educators of their evaluation cycle status (i.e., Summary or Supporting Year status).
- Align orientation to other onboarding and support activities efficiently.
- Determine which educators will be evaluated more frequently, and in what instances (if any).
- Include a comprehensive EE System overview (including local EE processes and policies) as part of orientation to those new to the profession or new to the district. All educators entering their Summary Year should also receive the orientation or a refresher.

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**Goal-Setting\***: An Educator Effectiveness Plan (EEP), or equivalent, is required annually as part of the EE System. In the DPI model, two goals are required as part of the EEP: 1) the Professional Practice Goal (PPG), and 2) the Student/School Learning Objective (SLO). Administrator approval of EEP goals is not required prior to implementation. However, SLOs are assessed annually over the course of the EE Cycle and the SLO rubric ratings in the Supporting Years are used to determine a holistic SLO rating in the Summary Year. Districts need to determine a process for submitting goals and scores in Supporting Years so that they may be used to inform overall ratings in the Summary Year. Other steps to consider may include:

- Determine the number of Professional Practice and Student Learning Objective goals the district will require within the annual EEP.
- Identify instances which may require more than one goal, such as educators whose student populations change with the semester.
- Identify instances when goal-setting will align to or be combined with other district functions or assigned by an evaluator (i.e., Plans of Improvement or intensive assistance).
- Determine to what extent EEP goals will be teacher-directed or aligned at the district or building level.
- Determine what assessments are locally required (if any) for use in SLOs.
- Consider alignment opportunities for EEP goals and other district/building initiatives.
- Determine and communicate any instances where goal-setting activities impact any other high-stakes human resource decisions (i.e., compensation structures).

- Determine a process for submission of EEP goals in Supporting Years and Summary Years.
- Establish opportunities for EEP progress monitoring throughout an EE cycle, including ongoing documentation of progress.

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**EE Conferences\*:** EE conferences are required as part of the EE System. Conferences include the Planning, Mid-Year, and End-of-Cycle Conference. The EE conferences provide educators with an opportunity to receive specific feedback that will inform next steps and potential changes to EEP goals and strategies. Other considerations may include:

- Determine the extent to which personnel serving as evaluators or coaches, other than building principals, will be involved in the planning session - Summary Year vs. Supporting Years.
- Determine if EEPs must be reviewed by an administrator in the Supporting Years prior to implementation.
- Determine whose responsibility it is to schedule, conduct, and document the meetings.
- Determine who (or what roles) might attend EE conference meetings at the request of the educator, the evaluator, or both.

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**Observations\*:** The EE System requires observations of classroom and leadership practice (see Section I of this guide, “System Requirements”). Other considerations may include:

- Determine the type and frequency of observations *if going beyond system requirements* (see Section I).
- Determine when, how, under what conditions and on what scale (i.e., individually, systemically, for a specific group of educators, etc.) it is appropriate to intensify the type and frequency of observations.
- Consider using video to address evaluator capacity and availability.
- Consider the ramifications of an uncertified/uncalibrated observer providing observation feedback.
- Determine whether evaluators may or may not access information from another observer.
- Define and document roles and responsibilities of others who conduct observations, provide feedback, and contribute to an educator’s evidence set:
  - peers, and
  - other administrators, such as district office staff or other building administrators.
- Determine whether educators may engage in self-observation and reflection based on video evidence.



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**Artifacts:** Artifacts include documents, teaching and leadership plans, meeting agendas and notes (among other possibilities). Artifact collection can help document performance as well as inform continuous improvement. Other steps to consider may include:

- Determine the local expectations around the kinds and number of artifacts to be included in an evidence set.
- Identify and communicate to educators “high leverage” artifacts that may support multiple domains/components/EEP evidence.
- Determine if any specific documents will be required by the school or district as artifacts.
- Determine and communicate methods for submitting or archiving evidence.
- Work with IT to determine storage, security, and other technological constraints if not using the chosen EE model’s electronic platform to store artifacts and evidence.

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**SLO Data Collection, Feedback, and Scoring:** Scoring SLOs is not required by the state as part of the EE System. Districts have the flexibility to provide feedback at the critical attribute level which serves to inform goal-setting for the next EE Cycle. Peers or those acting in formative support roles (including mentors, department coordinators, implementation coaches, and instructional coaches) engage in ongoing review of EEPs in Supporting Years of the EE cycle through required EE conferences. Other steps to consider may include:

- Determine if your district is going to score SLOs or components of the professional practice framework.
- Determine how scores can be communicated.
- Determine an appeals process to address scores that are disputed or challenged.
- Determine a procedure to address scores that need to be changed.
- Determine who can initiate a scoring change:
  - under what conditions, and
  - with what kind of documentation.

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**Peer Support:** To support schools and educators, peer support and collaboration is required in the EE System. Other steps to consider may include:

- Address how colleagues may provide peer support to educators during Summary and Supporting Years.
- Inform all educators and evaluators about appropriate peer support roles and assurances of confidentiality.
- Determine to what degree peers can contribute to an educator’s evidence collection.

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**Feedback:** Feedback needs to be ongoing, and specific enough to apply to the educator’s practice. Feedback can be written or verbal and can take place outside of formal EE conferences or observations. Other considerations may include:

- Determine expectations for delivering feedback, including:
  - How quickly will feedback be given?
  - How often will an educator receive feedback?
  - How can an educator challenge or supplement feedback from an observer or evaluator (*see also: observations*)?
  - Which written formats are acceptable when providing feedback?
  - How is verbal feedback documented?
  - For what instances might feedback *not* be given?
  - How can an educator request additional feedback, or additional detail with feedback, to make the feedback specific and substantive enough to apply to the educator’s practice?
- Determine to what degree feedback is considered evidence.
- Create open and transparent communications regarding the district’s approach to and use of data from the EE System.
- Begin or refine professional learning community (PLC) structures to support ongoing review of data and educator collaboration.
- Train coaches and peer reviewers to engage in effective professional conversations that provide educators with actionable feedback.
- Determine a procedure for documenting communications.
- Verify all members of a team contributing to a Summary Year rating for an educator have been trained as appropriate.

**CONDUCTING THE EDUCATOR EFFECTIVENESS CYCLE  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #1:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

**CONDUCTING THE EDUCATOR EFFECTIVENESS CYCLE  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #2:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

## MONITORING

Ultimate responsibility lies with local education agencies (LEAs) to ensure all legally required evaluations, including those using the Wisconsin EE System, are completed. Districts should monitor their local evaluation systems to ensure that tasks are being completed and systems are accomplishing district goals. DPI’s state-level monitoring can provide support but is not a substitute for local monitoring.

### MONITORING CONSIDERATIONS CONTINUUM

Sub-categories	LEVEL 1 Initiating steps, but not yet implementing basic System elements	LEVEL 2 Implementing basic Educator Effectiveness System elements	LEVEL 3 Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b><i>District-level process</i></b>	District administrators are considering ways to check on progress and complete System requirements.	<p>A district system of timelines and process for completion of required activities has been established.</p> <p>The Wisconsin Educator Development, Support and Retention (WEDSR) survey, the external evaluation survey, is disseminated and educators are encouraged to complete it.</p>	<ul style="list-style-type: none"> <li>• An EE Implementation Team is convened and expanded to include parents, board members, administrators and educators to monitor the EE System.</li> <li>• Local EE System supports and their alignment to school improvement are documented.</li> <li>• Supports are assigned for evaluators and educators based on ongoing monitoring.</li> <li>• The WEDSR survey is completed annually, and the results are used to inform district monitoring and improvement processes.</li> <li>• An internal, formative evaluation of locally-specific implementation practices is conducted.</li> <li>• The district’s EE Implementation Team reviews monitoring and System evaluation reports regularly to adjust goals and priorities.</li> </ul>

Sub-categories	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<i>School-level process</i>	Building-level administrators have been informed about the need to check on progress and complete school-level requirements.	Building-level administrators have a system of timelines and completion checks.  The WEDSR survey is disseminated and educators are encouraged to complete it.	<ul style="list-style-type: none"> <li>• Supports are assigned for evaluators and educators based on ongoing monitoring.</li> <li>• Regular evaluator meetings are held to maintain internal consistency and provide peer support.</li> <li>• The WEDSR survey is completed annually, and the results are used to inform school monitoring and improvement processes.</li> <li>• Recommendations are made to the district's EE Implementation Team to improve supports.</li> </ul>

## LOCAL MONITORING CONSIDERATIONS

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**District-level process:** Districts should monitor local evaluation systems for completeness, fairness, and success in supporting district priorities.

- Districts must determine whether an educator is required to be evaluated using the Wisconsin EE System. Districts should determine when evaluations should occur, for whom, and under what approach. Use the EE Flowchart to determine which educators are required to be evaluated under the EE System.
- Consider incorporating educators in alternative settings (e.g., Community 4K, Alternative Education, Department of Corrections, Health and Human Services education programs) into the district's evaluation systems. Are these educators:
  - Employed by the district? Or do they provide services to the district but maintain employment elsewhere? Note: if they provide services to but are employed by someone other than the district, they are not required to be evaluated using the EE System.
  - In roles (e.g., Gifted/Talented, Instructional Coach) in which they do not manage a classroom environment?
- Establish evaluation models and processes for those not required to be evaluated using the EE System.
- Determine timelines and processes for schools to report completion of Summary Year activities.
- Monitor evaluator certification requirements.
- Monitor district supports for evaluators and educators to continually improve access and support activities.
- Cooperate with the DPI-funded, external evaluation of the statewide system.
- Attend an Educator Effectiveness Exchange – Data Retreat.
- Assign responsibility for planning and coordinating the local implementation of the EE System to a staff role (i.e., EE System Coordinator) or team.
- Recruit a team of diverse stakeholders to serve as representatives on an EE Implementation Team.
- Determine how system data will be collected and analyzed to inform refinements and professional development.
- Establish a method for educators and evaluators to provide feedback on district EE System processes and ways to strengthen, support and improve alignment to school and educator priorities.

- Monitor the effectiveness of CESA Implementation Coach support to district leaders, evaluators, and educators and provide constructive feedback to improve support.
- Include questions related to EE System implementation in exit interviews.
- Engage the local school board in monitoring EE System implementation progress and addressing needs through board policy.

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**School-level process:** Schools should ensure evaluators, educators, and support personnel maintain evaluation timelines and follow all state, district, and school policies and procedures.

- Create and maintain EE System timelines, including observations and conferences.
- Establish process for collection of artifacts.
- Engage in ongoing dialogue between the district EE System Coordinator, district leadership, and relevant departments to coordinate EE needs and supports.
- Monitor the effectiveness of CESA Implementation Coach support to district leaders, evaluators, and educators and provide constructive feedback to improve support.
- Use EE System ratings to inform professional development planning.
- Provide educators and evaluators with the opportunity to provide feedback on district EE System processes, ways to strengthen support to educators, and ways to improve alignment to school and educator priorities.
- Use staff feedback and EE System ratings to provide professional development activities that move beyond System implementation and focus on best practice strategies.



**MONITORING  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #1:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

**MONITORING  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #2:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

## EDUCATOR EFFECTIVENESS INTEGRATION

To facilitate EE System implementation across individuals and schools, districts should consider areas where the System can be strategically integrated or aligned with other important district priorities and processes. This section helps districts identify and address alignment issues.

### INTEGRATION CONSIDERATIONS CONTINUUM

Sub-categories	LEVEL 1 Initiating steps, but not yet implementing basic System elements	LEVEL 2 Implementing basic Educator Effectiveness System elements	LEVEL 3 Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b>System Alignment</b>	District and school leaders are beginning to identify connections between instructional improvement priorities and the EE process.	The EE System is integrated with school and district instructional improvement strategies.	<ul style="list-style-type: none"> <li>• The EE System is a key part of district and school continuous improvement strategies as evident in the employee handbook, district strategic plan and website.</li> <li>• The district has conducted an HR alignment assessment and uses results to improve alignment.</li> <li>• EEPs and evidence collection target high leverage sources of information relevant to district and school improvement priorities.</li> </ul>
<b>Recruitment</b>	District and school leaders are discussing possible methods to communicate with applicants about the EE System.	EE System communications are provided to candidates in interviews and are available on the district website.	<ul style="list-style-type: none"> <li>• Job postings include EE System, model-specific references.</li> <li>• Applicants are informed about supports available to be successful educators.</li> <li>• Applicants are informed about EE System requirements.</li> </ul>

Sub-categories	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  Examples follow:
<b>Selection</b>	District and school leaders are discussing possible links between EE model competencies and selection strategies.	The district uses interview questions and scoring rubrics aligned with the EE System when making employment selections.	<ul style="list-style-type: none"> <li>• Selection process includes multiple assessment tasks (i.e., demonstration lessons; in-basket activities or observation and feedback tasks for administrators) that focus on EE competencies.</li> <li>• Interview team is trained for consistency with selection assessments.</li> <li>• EE results inform nomination process for teacher leaders (mentor and master educators).</li> </ul>
<b>Induction</b>	District and school leaders are considering EE System information as part of the induction process.	New hires receive orientation on EE System training, processes, expectations, and linkages to supports as part of the induction program.	<ul style="list-style-type: none"> <li>• New hires routinely access EE tools (e.g., evaluation technology), training and supports, including those provided at district (EE lead) and school (PLCs, school leadership) levels.</li> <li>• Differentiated induction plans are crafted to reflect self-identified/EdTPA areas in need of improvement.</li> </ul>
<b>Cooperating Teachers</b>	Pre-service educators (i.e., student teachers) are placed with volunteer cooperating teachers. No specific training is provided by the district.	Educators demonstrating effective professional practices and student outcomes are encouraged to accept placement of pre-service educators and are provided guidance on how to support preservice teachers in EE practices.	<ul style="list-style-type: none"> <li>• Pre-service educators are only placed with teachers demonstrating effective practices and positive student outcomes.</li> <li>• District and local educator preparation institutions coordinate cooperating teacher training and qualifications to support development of EE System-ready candidates.</li> </ul>

Sub-categories	<b>LEVEL 1</b> Initiating steps, but not yet implementing basic System elements	<b>LEVEL 2</b> Implementing basic Educator Effectiveness System elements	<b>LEVEL 3</b> Refining structures and practices that maximize potential of the System to enhance professional and student learning  <b>Examples follow:</b>
<i>Cooperating Teachers (continued)</i>			<ul style="list-style-type: none"> <li>District coordinates with local teacher preparation programs to align cooperating teacher and field supervisor training to ensure aligned support of pre-service educators.</li> </ul>
<i>Mentoring</i>	Mentoring is being discussed, but not yet initiated.	Mentors receive foundational training which includes information related to their supporting role in the EE System process.	<ul style="list-style-type: none"> <li>Mentors receive ongoing training to support their own professional growth and development.</li> <li>Mentors observe beginning teachers' classrooms and provide formative feedback to new hires or struggling educators.</li> </ul>
<i>Professional Development (PD)</i>	District and school leaders are beginning to discuss connections between PD offerings and EE model competencies.	The district and schools develop PD plans based on individual and aggregated EE data.	<ul style="list-style-type: none"> <li>PD activities help educators improve performance on the EE System's measures of practice.</li> </ul>
<i>Advancement</i>	Some preliminary discussions have occurred about whether advancement opportunities and the compensation system support district improvement objectives.	The district is considering how EE data might be used in a career ladder or other advancement system, aligned to the purpose of the EE System.	<ul style="list-style-type: none"> <li>Career ladder committee is created with broad stakeholder involvement.</li> <li>Advancement model alternatives are reviewed based on comprehensive criteria (e.g., measurement quality, budget sustainability), and district improvement priorities.</li> <li>Formal and informal leadership opportunities are widely available and filled.</li> </ul>

## LOCAL EE INTEGRATION CONSIDERATIONS

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**System Alignment:** There are two primary areas for systems alignment: 1) instructional and leadership improvement priorities; and 2) human resource management processes. Other steps to consider may include:

- Consider how the EE process and results can inform or augment school and district instructional and leadership improvement priorities.
- Determine the extent to which human resource practices and decisions align to teacher and leader competencies within the EE system and how alignment may be improved. Consider conducting a human resource alignment assessment (see *Strengthening the Educator Workforce through Human Resources Alignment*).

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**Recruitment:** Staffing efforts are enhanced when districts identify educators with EE System knowledge, skills, and dispositions and districts work collaboratively with educator preparation programs to ensure candidates are prepared with the needed competencies. Districts and schools may develop recruitment approaches to reach System-ready candidates, by highlighting the district, school, and community strengths. Other steps to consider may include:

- Promote features of learning-centered environments in recruitment efforts.
- Develop barrier-free local recruitment efforts (communications, scheduling) to ensure top candidates can participate.
- Partner with local preparation programs to design programs which support local, paraprofessional educators to become licensed.
- Communicate district and school priorities, supports, and job expectations to candidates.
- Remove barriers to place pre-service candidates in student teaching positions. Examples may include: distance learning for required coursework, temporary housing, and transportation vouchers.

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**Candidate Selection:** Selection planning involves developing assessment tools and processes which identify teachers and leaders who both meet the needed competencies and best fit the district and school context. Other steps to consider may include:

- Identify a selection team, develop selection assessments, and train the team in the selection process.
- Align interview tasks and questions to reflect competencies included in the EE professional practice model.

- Example: Which domain and component on the (district model) framework would you identify as a strength? Weakness? Based on what evidence?
- Develop a process to include demonstrations of teaching and leadership competencies to identify strengths and areas of needed support.

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**Induction:** Induction activities begin soon after candidates are hired and typically continue through the first year of employment. Support may include information about the district, working conditions, job expectations, and support from a mentor or peer. Other steps to consider may include:

- Give beginning teachers an additional prep period or remove supervision duties from their workload.
- Create common time for teachers to support each other with SLOs and PPGs.
- Guide beginning teachers in a crosswalk of EdTPA and the EE System model framework to construct EEP goals and individualized supports.
- Draft hiring and acceptance letter language related to expected beginning teacher participation in ongoing, induction-related PD.
- Curate resources, specific to beginning teachers' needs, related to professional practice framework components.
- Consider extending induction supports beyond the first year.

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**Mentoring:** PI 34 requires teachers with a provisional license to receive support by a designated colleague (mentor). The mentor provides formative support to the beginning teacher in the first, Summary Year of the EE Cycle. The criteria for mentor training is determined by the district. Other steps to consider may include:

- What informal and formal supports are provided to new and struggling educators? How might they be improved?
- Establish local mentor training expectations to include foundational and ongoing training.
- Create a mentor position description which outlines the mentor roles and responsibilities.
- Identify and train skilled educators, who are also knowledgeable about adult learning, to serve as mentors.
- Provide mentorship to beginning teachers beyond the first year of employment (i.e., for an additional 2-3 years).
- Allocate resources to support a release-model mentor to all first-year teachers.

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**Professional Development:** The EE process can serve as an ongoing professional development experience, with educators setting their own PPGs and receiving feedback and support from peers and evaluators that informs ongoing improvement. Other school and district professional development opportunities can build upon and enhance the learning experience from EE and vice versa. Other steps to consider may include:

- Use building-level observation data to identify areas of needed improvement and target PD to support those areas.
- Link PD resources to relevant domains and components so that educators might self-select resources to support areas of needed improvement.
- Analyze professional practice ratings to determine areas of common need and identify appropriate PD to address those needs.

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**Advancement:** Formal and informal recognition and leadership opportunities can enhance employee satisfaction and retention. Other steps to consider may include:

- Engage stakeholders in discussion of teacher leadership opportunities to identify need, possible leadership roles (e.g., leading PD, coaching, mentoring, and curriculum review committees), selection strategies, and compensation.
- Utilize identified educator strengths (as demonstrated by the EE System and other data) to inform leadership selection strategies.



**INTEGRATION  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #1:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success

**INTEGRATION  
IMPROVEMENT PLANNING TEMPLATE**

**Goal #2:**

Action Step	Timeline	Person(s) Responsible	Indicators of Success