

EE in Practice: Self-Review

The Wisconsin Educator Effectiveness System (EE) requires educators in charter schools and school districts to complete a self-review at the beginning of their EE cycle. Growth questions to consider include: Where are we now and where do we want to be? How can we use the examples below to improve educator development and student learning in our school and/or district? What are our next steps?

BEGINNING Practice (required)



- Educators complete a self-review at the start of their EE cycle, based on the professional practice performance rubrics used by the district's adopted EE model.

INTERMEDIATE Practice



In addition to beginning practices:

- Educators complete a self-review annually, based on performance rubrics used by the district's adopted EE model, as part of the EE goal-setting process.
- Educators use the language of the rubric and key points from the self-review to develop proposed EE goals and discuss them with their evaluator (or a peer).

ADVANCED Practice



In addition to beginning and intermediate practice:

- Educators and evaluators focus on rubric components that are aligned to school and district improvement priorities and initiatives.
- The self-review incorporates prompts that encourage self-reflection on identity, culturally and linguistically responsive practices, bias, as well as how those may impact the educator's practice.

Resources for growth:

- The Self-Review ([EE Process Manual for Teachers, Teacher Supervisors, & Coaches](#), page 16)
- The Self-Review ([EE Process Manual for Principals, Principal Supervisors, & Coaches](#), page 16)