

# EE in Practice: System Training

The Wisconsin Educator Effectiveness System (EE) requires charter schools and school districts to provide system orientation and training for educators and evaluators. 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 and administrators receive orientation and training to ensure a basic understanding of the EE System and locally adopted EE model.
- Districts using the State EE model utilize DPI training resources. Approved alternative model districts utilize model-provided training resources.

## INTERMEDIATE Practice



In addition to beginning practices:

- Educators and administrators receive orientation and training that ensures their comprehensive understanding of the EE System and locally adopted EE model, including training specific to their roles.
- Orientation and training include information to ensure understanding of district-specific EE policies and procedures.

## ADVANCED Practice



In addition to beginning and intermediate practice, the district:

- Differentiates orientation training for beginning and veteran educators.
- Aligns EE training with district and school improvement priorities, initiatives, and professional development, and integrates it into regular, ongoing professional development.
- Utilizes DPI, CESA, or other aligned training resources to improve professional development opportunities and deepen understanding.

### Resources for growth:

- Understanding the WI Educator Effectiveness System [6 Required Components](#)
- [Teacher's Guide to Learning-Centered Evaluation Systems](#)