WI EE Processes in the Frontline EEM Structure

Need Help? Find helpful documents or submit a request
through *DPI Help Center for Support of Frontline EEM Platform*.

How to navigate the evaluation structure within the platform to support your local implementation of the Educator Effectiveness System processes.

EVALUATION CYCLE

WI Administrative Code sec. PI 8.01 requires that districts and independent charters conduct a written evaluation of *all licensed school personnel* participate in evaluation processes during the first year of employment and at least every third year thereafter. The Educator Effectiveness (EE) System evaluation cycle was setup to support this.

Cycle of Evaluation Types

New staff should participate in a full evaluation during their first of employment, known as a "New" teacher, principal, or other role evaluation type in the platform.

Some districts/charters have opted to add additional year(s) of "New" evaluation types (e.g., "year 2" and "year 3") to alignment with PI 34 induction and mentoring requirements.

Following the initial one-year full evaluation(s), staff usually then move into a 3-year evaluation cycle: starting with Supporting Year 1, moving to Supporting Year 2, then into a Summary Year.

Frontline evaluation types are set to automatically move staff through this cycle.
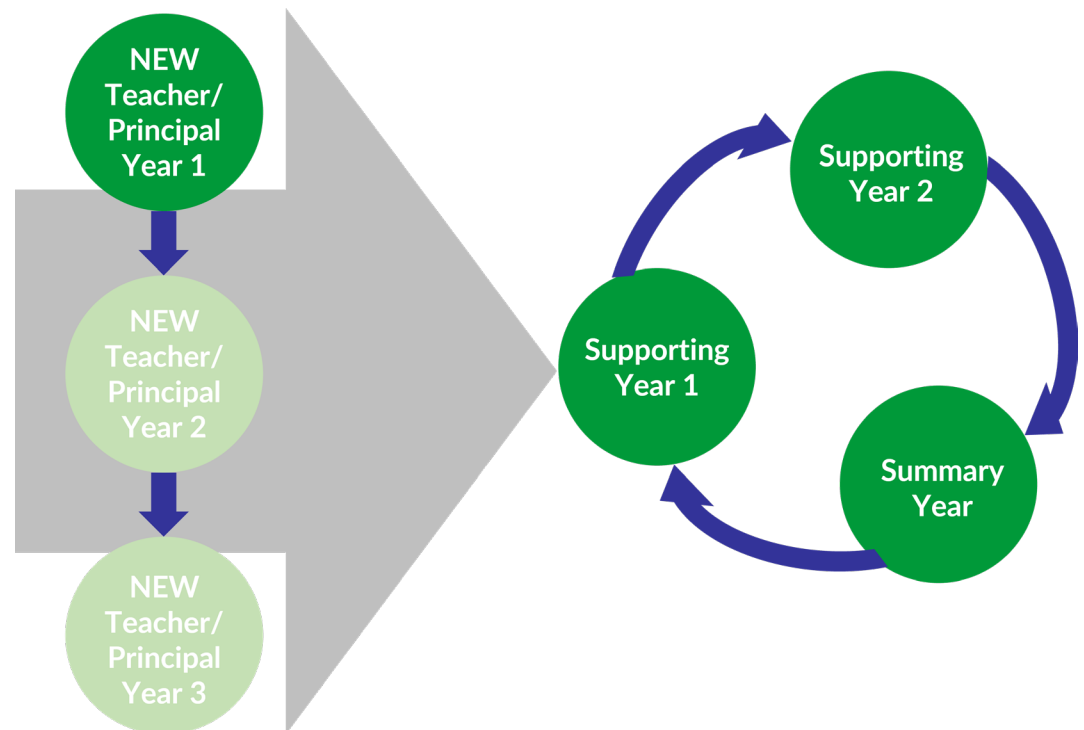
EVALUATION SYSTEMS BASED ON ROLE

Evaluation for the purpose of supporting continued professional growth of individuals is based on utilizing professional practice rubrics and processes aligned to the roles and duties of the individual. While Wis. Stat. 115.415 requires the use the Educator Effectiveness (EE) System for the evaluation of teachers, principals, and assistant/associate principals, local school boards must determine the evaluation processes and procedures for other professional, licensed staff.

NOTE: The state model of the EE System requires the use and documentation of the 2013 Danielson Framework for Teaching and the 2018 WI Framework for Principal Leadership practice rubrics, as well as the WI SLO rubric.

DPI consultants, in conjunction with supporting Wisconsin organizations and practitioners, have created optional rubrics and evaluation systems for staff roles for whom the teacher evaluation rubric and process is not appropriate. These optional evaluation rubrics and processes are based on appropriate role-based national standards. The forms and rubrics for these optional evaluation systems are available for adoption and use in the Frontline platform.

See the ["Who Is Required?" web page](#) for more details.

EVALUATION TYPES, COMPONENTS, FORMS

Evaluation Types

Asst Principal - Summary Year
Asst Principal - Supporting Y...
Asst Principal - Supporting Y...
Coach - Summary Year
Coach - Supporting Year 1
Coach - Supporting Year 2
Social Worker - Supporting Y...
Social Worker Summary Year...
Teacher - Summary Year
Teacher - Supporting Year 1
Teacher - Supporting Year 2

Each staff member ("user") being evaluated should be assigned an **evaluation type** (*example list on the left*). This evaluation type corresponds to the year of the EE Cycle that person is in.

Each evaluation type has been set up with "folders" of forms to support the EE processes being conducted within that year of the cycle for the individuals assigned to each evaluation type. These sets of forms are called **components**.

Components

Component Name
⊟ Teacher Self-Review

Element Name
Teacher Self Review

Component Name
⊟ Teacher Educator Effectiveness Plan (EEP)

Element Name
Teacher Beginning-of-Interval EEP Goal Setting
Teacher Mid-Interval EEP Review and Adjustments
Teacher End-of-Interval EEP Review

Components are named according to the EE process that they support: Self-Review, Mini-Observation, etc. A component may contain one or more than one form *(known as an "element" in the platform).*

These components should be set to support at least the [minimum requirements of the EE System](#). Customizations can be made to align to local implementation policies.

Some components are or can be set as "zero instances". This means that they can be added for specific individuals as required, but not for all staff in that evaluation type. Components can also be "duplicated" for an individual. For example: when adding additional observations or multiplying the Professional Conversation Log for multiple conversations in a year.

IMPORTANT NOTE: District-wide component customizations should not be made locally, but be [requested through DPI](#). Changes to the default evaluation type components may result in lost data from previous years, broken reporting on forms, broken observation evidence collection tool, inability to align artifacts to a rubric, and/or charges to the district for report mapping services.

Forms

- Individual "documents" to support processes throughout the year
- Provide consistent, reliable structure
- DPI templates allow for different configuration and requirement setting options for district-wide and individual educator flexible use

Last updated: October 2022
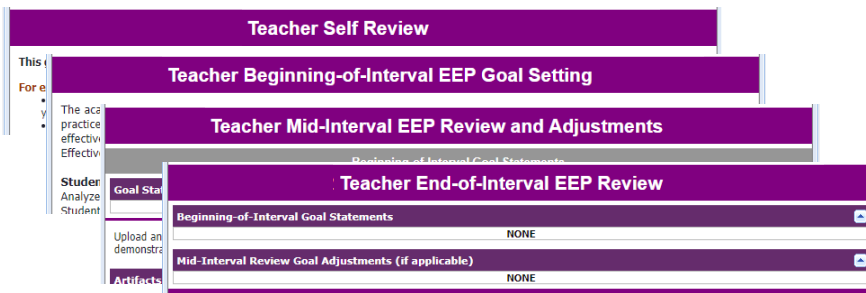
Access to forms can be based on the individual's role. The individual being evaluated will only have access to view forms assigned for evaluator completion after the evaluator submits the form. Sections of or fields on forms may be set for completion by different individuals participating in the evaluation processes (e.g., evaluator, evaluatee, additional administrator conducting observations, etc.).

"Legacy" vs. Growth-Focused VERSIONS of Forms

DPI has created and provided form templates and setups that utilize the required WI evaluation rubrics, support the professional growth processes of the EE System, while creating documentation that meets state data requirements.

New (growth-focused) form templates were made available in the spring of 2021 for first time use during the 2021-22 school year. These growth-focused form templates provide increased documentation flexibility, greater focus on professional conversations, identification of areas for growth, and tracking feedback/progress on specific target areas.

Within the setup of these form template options, DPI offers different versions and options for setup for districts to customize and specify their setup to align to their local EE processes. Also, districts and independent charters have had the flexibility to determine if they wanted to continue the older (legacy) form templates or move to using the new version.

Therefore, **with this setup variability, each district or independent charter may have a unique configuration of components and forms.**