



What's Required?

6 Components of Educator Effectiveness

[Wisconsin Statute §115.415](#) requires all Wisconsin school districts and charter schools to use the Wisconsin Educator Effectiveness (EE) process to evaluate teachers and principals, fulfilling their statutory requirements under [Wisconsin Statute §121.02\(1\)\(q\)](#) to evaluate these personnel in their first year and at least every third year thereafter.

The minimum requirements for EE are as follows:

1

Schools must provide orientation and training for educators and evaluators.

- Ensure an understanding of the EE System, as well as the adopted EE model.
- Provide orientation to the system for educators.

2

Evaluators must certify and provide ongoing monitoring of inter-rater agreement.

- Complete rigorous training on the use of the relevant rubric to be certified to observe educator practice.
- Implement a process to calibrate, ensure, and continuously improve the inter-rater agreement of all evaluators.

3

Educators must complete a self-review at the start of the EE cycle.

- Complete a self-review based on the performance rubrics used by the adopted EE model.

4

Educators must complete at least one student/school learning objective (SLO) annually.

- Develop a SLO annually and evaluate all SLOs from their current evaluation cycle with their evaluator at the end of their evaluation cycle.
- Include at least one SLO.
- Base the SLO goal on data.
- Write the SLO goal as specific, measurable, attainable, results-based, and time-bound (SMART).

5

Evaluators must conduct required EE conferences.

- **Planning session:** Educators and evaluators meet to review proposed EE plan goals in preparation for implementation.
- **Mid-year review:** Educators must meet with evaluators or peers to review EE plan progress and adjust strategies and goals as appropriate.
- **End-of-cycle conference:** Educators must meet with evaluators or peers to assess the degree to which EE goals were met and plan for the next EE cycle.

6

Evaluators must conduct observations of professional practice in the summary year and supporting years of the EE cycle.

- Conduct the minimum number and type of observations.
- Provide ongoing feedback and facilitate professional conversations based on the observations.

While school districts and charter schools only need to meet the requirements listed above to comply with the law, the Department of Public Instruction encourages use of the EE System as a learning-centered model for educator growth and development. External evaluation results (linked below) indicate that robust implementation of the EE System process contributes positively to schools by improving professional performance feedback and student achievement, and [closing achievement gaps](#). Findings also suggest that the Wisconsin EE System [improves school culture and retention rates](#).

If you have questions, please contact the Licensing, Educator Advancement and Development (LEAD) Team at dpieducator.effectiveness@dpi.wi.gov.