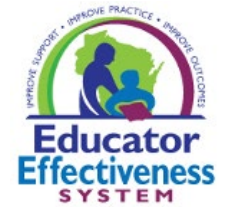


EE System-State model: Growth-Focused Form Template Details



While school districts and charter schools only need to meet the six (6) EE requirements to comply with the law, the Department of Public Instruction, with WI educators, designed and refined the EE System as a learning-centered, continuous improvement process for educator growth and development.

External evaluation results indicate that robust, professional growth-focused implementation of the EE System processes contributes positively to schools by improving:

- professional performance feedback
- student achievement and closing achievement gaps
- school culture, and
- educator retention rates.

Documentation Requirements and Flexibilities

Under current law, districts must provide DPI with WI EE System data as defined by DPI according to methods proscribed by DPI. Currently DPI directs districts to retain and be able to provide evidence of the following required EE practices:

- Provide WI EE System orientation and training for educators and evaluators.
- Evaluators certify in the relevant rubric and districts provide ongoing monitoring of inter-rater agreement (aka calibration).
- Educators complete a self-review during their evaluation cycle.
- Educators develop and complete at least one SLO annually.
- Evaluators conduct required EE conferences, including Planning, Mid-year, and End-of-cycle conferences.
- Evaluators conduct required observations of professional practice for each evaluation.

DPI does not currently collect this data, but we require districts collect, retain, and be prepared to submit this information upon our request. DPI provides tools for districts to use to meet this requirement. CESA 6 provides a similar tool to districts using its model.

DPI has worked closely with and strategically engaged with educators across the state to learn what is working and what could work better. These Frontline form templates have been designed based on that feedback to streamline processes and information while allowing for flexibility of setup and use to provide more meaning and support of your local EE professional growth processes and documentation.

Local Conversation and Decision Points

Consider these questions as you review the details of the form templates in this document, the [Setup Options Outline & Worksheet](#), and PDFs linked in each section of this document.

WHAT?

There are [required PROCESSES in the EE System](#), but specific record-keeping, documentation, or forms are not required. **Therefore, which forms and record-keeping tools best support your local processes of educator reflection, communication between educator and evaluator, systems integration (e.g., PD, induction and mentoring, instructional coach supports, HR, SIP, etc.), and required data collection and reporting?**

Note:

- Within the required processes, the specific rubrics used for professional practice growth feedback and SLO processes are required.
- Some specific evaluation data points should be maintained (in or outside of a platform) that are required to be reported annually to DPI and/or the external EE System evaluator.

WHY?

WHY will you and your staff document specific data points? Documentation and record-keeping templates can help you align to the purposes below.

- To support the EE processes by
 - “showing” or demonstrating what goes on in an educator’s head (e.g., planning strategies, reflection, reasoning for strategy changes or decision making, etc.)
 - providing a foundation for the facilitation of evidence-based, professional growth conversations.
- To provide levels of performance data on a frequent, formative basis that can inform system-level processes, including district and school priorities.
- HR records
- Evidence of state EE implementation compliance and required data reporting

WHO?

WHO will complete which documentation?

Consider what will best support...

- new-to-the-profession educators?* To communicate their planning and reflection processes for targeted feedback without overwhelming burden.
- veteran educators, who have previously demonstrated strong practices, but are focusing on specific areas for continued growth?* Which documentation tools will help them to self-guide and reflect on their professional growth?

Alignment of EE Processes to the Growth-Focused Form Templates that Support Them

EE Process	Growth-Focused Form Templates that Support Processes	More Details in this Document
Self-Review	<p>Self-Review</p> <p>“Area for Growth” or “Area of Strength” indications support focus areas for individual goal setting & feedback, as well as LEA reports for PD or leveraging educator leaders</p>	<p>Self-Review (p. 3)</p>
EEP (SLO/PPG)	<p>EEP Beginning-of-Interval, Mid-Interval Review, & End-of-Year Review</p> <ul style="list-style-type: none"> Both professional practice and student/school outcomes goal setting and review in only 3 forms. Contains information entered on other forms for streamlined processes Local district sets what fields are required or optional 	<p>Educator Effectiveness Plan (EEP), i.e. SLO & PPG goal setting (p. 6)</p>
EEP Conferences & Ongoing Feedback	<p>Professional Conversation Log (NEW)</p> <ul style="list-style-type: none"> Provides optional conversation stems Flexible use for all purposes (e.g., goals check-ins, pre- or post-observation, etc.) Contains for easy reference goals, identified focus areas, information from previous conversations, etc. entered on other forms, as well as practice rubric component language “Rubric Components Discussed” section for indicating areas discussed as areas for growth or of strength provides valuable LEA data for leveraging in PD or elevating educator leaders Can be duplicated as needed for individual conversations or combined with observation evidence for streamlined post-observation feedback <p>Professional Growth Portfolio</p> <ul style="list-style-type: none"> Reports info from all other forms: possible focus areas identified at end of previous year, Self-Review, EEP goals/modifications/Self-Summary, all completed Professional Conversation Logs, all artifact and observation evidence Educator enters Focus Areas for current year based on end of last, self-review, & EEP goals Prompts/fields at bottom of form for end-of-year reflection on achievements & possible focus areas <p>(optional) Cycle Summary</p> <ul style="list-style-type: none"> Mirrors layout of Professional Growth Portfolio but displays cumulative effectiveness cycle data (2 or 3 years) No required fields allows for completion of some or all fields, flexible completion based on relevance for the experience of individual educator 	<p>Professional Conversation Log (NEW) (p. 7)</p> <p>Professional Growth Portfolio (NEW) - 2 versions (p. 12)</p> <p>Cycle Summary (NEW) - OPTIONAL for Supporting Year 2 and Summary Years (p. 18)</p>
Observations	<p>Observation Evidence</p> <ul style="list-style-type: none"> Report at top that displays the identified focus areas for that educator Districts/charters may choose an option that includes the Professional Conversation Log prompts at the bottom of the evidence form. 	<p>Observation Evidence (Announced and Mini-Observations) (p. 10)</p>

Self-Review

PDFs:

[Teacher](#)

[Principal](#)

[Asst. Principal](#)

Minimum process requirements:

Educators must complete a self-review based on the performance rubric used by the district's Educator Effectiveness model at least once during the evaluation cycle. Districts are encouraged to ensure educators complete a self-review annually as part of their goal-setting process.

Old Form	Growth-Focused Form
select relevant leveled critical attributes or descriptors for each component of the rubric	The same
summarize each component's skill level by selecting one of four rubric levels	Utilize the selected critical attributes or descriptors to summarize each component's skill level by selecting whether component is Area of Strength or Area for Growth (screenshot below)
Component skill summarization completed within each individual component section of the form	Component skill summarization completed within rubric domain tables (screenshot below)
Responses not reported on other process forms	Responses reported on: Beginning-of-Interval PPG goal setting Professional Growth Portfolio Cycle Summary

Component	Area for Growth	Area of Strength
2a: Creating an Environment of Respect and Rapport	<input type="text" value="Enter Rationale and relevant Critical Attribute language to clarify your focus areas"/>	
2b: Establishing a Culture for Learning	<input type="text" value="Enter Rationale and relevant Critical Attribute language to clarify your focus areas"/>	
2c: Managing Classroom Procedures	<input type="text" value="Enter Rationale and relevant Critical Attribute language to clarify your focus areas"/>	
2d: Managing Student Behavior	<input type="text" value="Enter Rationale and relevant Critical Attribute language to clarify your focus areas"/>	
2e: Organizing Physical Space	<input type="text" value="Enter Rationale and relevant Critical Attribute language to clarify your focus areas"/>	

Considerations:

- With headings above the levels of critical attributes/descriptors, the individual's preponderance of selections can guide determination if the rubric component is an Area for Growth or Area of Strength.

Teacher evaluation rubric critical attributes

Component 2c: Managing Classroom Procedures			
Area for Growth		Area of Strength	
Component 2c Critical Attributes			
<input type="checkbox"/> Students not working with the teacher are not productively engaged.	<input type="checkbox"/> Students not working directly with the teacher are only partially engaged.	<input type="checkbox"/> Students are productively engaged during small-group or independent work.	<input type="checkbox"/> With minimal prompting by the teacher, students ensure that their time is used productively.
<input type="checkbox"/> Transitions are disorganized, with much loss of instructional time.	<input type="checkbox"/> Procedures for transitions seem to have been established, but their operation is not smooth.	<input type="checkbox"/> Transitions between large- and small-group activities are smooth.	<input type="checkbox"/> Students take initiative in distributing and collecting materials efficiently.
<input type="checkbox"/> There do not appear to be any established procedures for distributing and collecting materials.	<input type="checkbox"/> There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.	<input type="checkbox"/> Routines for distribution and collection of materials and supplies work efficiently.	<input type="checkbox"/> Students themselves ensure that transitions and other routines are accomplished smoothly.
<input type="checkbox"/> A considerable amount of time is spent off task because of unclear procedures.	<input type="checkbox"/> Classroom routines function unevenly.	<input type="checkbox"/> Classroom routines function smoothly.	<input type="checkbox"/> Volunteers and paraprofessionals take initiative in their work in the class.
		<input type="checkbox"/> Volunteers and paraprofessionals work with minimal supervision.	

Principal evaluation rubric descriptors

	Area for Growth	Area of Strength		
Component 1.2.3 Descriptors				
	Unsatisfactory	Developing/Basic	Proficient	Distinguished
	Does not establish or support collaboration opportunities focused on planning, teaching and learning	Encourages, but provides limited collaboration opportunities focused on planning, teaching and learning	Encourages and provides multiple opportunities for collaboration focused on planning, teaching and learning	Staff use collaborative opportunities created by principal, and on their own, to engage in data analysis, action planning, implementation and feedback focused on teaching and learning
	Does not engage with collaborative teams to promote high expectations for professional work, equitable practice, and continuous improvement	Periodically engages with collaborative teams to promote high expectations for professional work, ethical and equitable practice, and continuous improvement	Consistently engages with collaborative teams to promote high expectations for professional work, ethical and equitable practice, and continuous improvement	Actively aligns work of collaborative teams to building and district improvement plans, promoting high expectations for professional work, ethical and equitable practice, and continuous improvement

- **“Areas of Strength” or “Area for Growth” indications are reported on other forms:** The domain tables used for component indications streamline the view of this information on other forms, where it can inform professional practice goal setting and/or professional growth in targeted focus areas without having to re-open the self-review form.
- **Simplified building and district data reporting to inform district systems:** The domain table data can be easily pulled in district and building reports (using [Rubric Explorer](#) tool). That information can be used to evaluate systemic level needs for professional development, supports, or leveraging educator leaders.

Educator Effectiveness Plan (EEP) - SLO & PPG goal setting

PDFs:

Teacher

[Beginning-of Interval](#)

[Mid-Interval Review](#)

[End-of-Interval](#)

Principal/Asst. Principal

[Beginning-of Interval](#)

[Mid-Interval Review](#)

[End-of-Interval](#)

Minimum process requirements:

Educators develop an EEP annually.

The EEP can consist of

- an SLO goal and a separate, unrelated PPG
OR
- an SLO goal with aligned professional growth targets embedded/outlined in the instructional strategies (for teachers) and leadership strategies (for principals) of the SLO goal.

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.

Old Forms	Growth-Focused Forms
Beginning-of-Interval, Mid-Interval, and End-of-Interval forms (3 forms) for each goal (2 goals) = 6 forms	Each of the Beginning-of-Interval, Mid-Interval, and End-of-Interval forms contain prompts to guide the development and documentation of both goals (= 3 forms)
Goal development and review on separate forms reference alignment of the goals but information is not integrated. Educators must review the information on separate forms at the same time.	Combined goal development and review draws a greater connection to continuous improvement of practice and its impact on outcomes and how outcomes data influences practice. Beginning-of-Interval form includes reports of Self-Review Area for Growth or Area of Strength indications, to help guide goal focus
Form prompts were set as required to be completed by default	Districts can determine which (if any) form fields are set as required to be completed. These required field settings can be set differently for different evaluation types (i.e., new educator, supporting year, summary year). This allows for greater flexibility of completion based on the needs of the educator and information desired by the evaluator.

Considerations:

- Combined forms streamline processes and information, reducing the number of forms completed in a year
- Draws greater connection to and review of the interconnectedness of practices and outcomes in a continuous improvement process
- Field requirement settings can be customized to each evaluation type/evaluation year – allowing for flexibility of use to meet individual needs

Setting Options

Beginning-of-Year Goal Setting	Mid-Year Review & Adjustments	End-of-Year Review
<ul style="list-style-type: none"> ● All fields required ● Only SLO and PPG Goal Statements required ● Only SLO Goal Statement required 	<ul style="list-style-type: none"> ● All fields required (except adjustments section) ● No fields required 	<ul style="list-style-type: none"> ● All fields required ● Only Summarization field required

Use Cases for Setting Options:

Form	New Educator <i>(to the field or in your employment)</i>	Veteran Educator <i>(not on a plan of improvement)</i>
Beg.-of-Interval	Set all of the fields as required to learn and discuss how the educator chooses data sources, analyzes the data, decides on the rigor of the goal, etc.	Set only goal statement as required. SMART goal format lays foundation to ask/discuss clarifying questions: <ul style="list-style-type: none"> ● What data pointed toward the skill(s) identified? ● What supports or resources might you need to achieve the goal? ● What formative/summative evidence sources and/or assessments will you utilize to monitor progress?
Mid-Interval	Set all fields as required to learn about how the educator reflects on the process.	Set no fields required but provide district, school, or evaluator guidance on what should be included
End-of-Interval	Set all fields as required to learn about how the educator reflects on the process.	Set only the Summarization field as required. Provide district, school, or evaluator guidance on what should be included.

Professional Conversation Log (NEW)

PDFs:

[Teacher](#)

[Principal/Asst. Principal](#)

Minimum process requirements:

“Evaluators conduct required EEP conferences, including: Planning, Mid-Year, and End-of-Cycle conferences.” Educators and their evaluators or peers (in supporting years) meet to review EEP data, adjust instructional/leadership strategies as appropriate, and reflect on progress through required system conferences.

Also, 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. Evaluators must provide ongoing feedback and facilitate professional conversations as a result of observations.

Considerations:

- DPI does not require documentation of the conversation. Some WI districts and charters have indicated that they were using coaching documentation tools outside of the platform. The inclusion of this form in the platform processes provides:
 - Examples of conversation stems that may be used to guide conversation in the moment
 - great flexibility to determine what is relevant information to document for each individual educator regarding the conversation (no fields are set as required by default)
 - useful “progress monitoring” information for tracking of action steps and subsequent successes/challenges
 - useful reporting tools to the district - District and school reports can be run on the *Discussed Rubric Components* section. This information may be a useful data source in district and school professional development and support planning. When paired with outcomes data sources, a district report of this information may inform a big picture of the impact of educator practices on outcomes.
- Information collected on this form is reported on the Professional Growth Portfolio form, which can inform educator reflection on growth.
- Varied setup options: The form can be configured as a stand-alone document that can be duplicated as needed, for each conversation with an individual educator. There is a drop-down field at the top to indicate the purpose of the conversations (e.g., pre- or post-observation, mid-interval conference, etc.). Or an instance of the form can be included in the observation forms for organization of information.

Old form templates - there are/were none

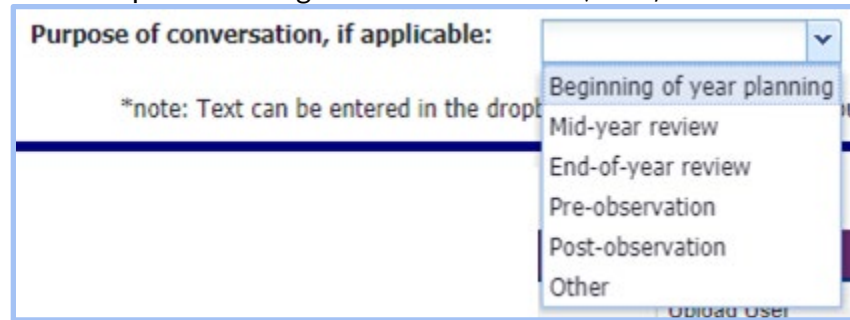
Professional Conversations and Coaching appendix of the EE User Guides have provided sample statements appropriate for each EE conference. This guidance and resource is not integrated into the forms to directly support the work.

DPI heard from districts who utilize a locally-created or adopted form to document EE professional conversations. That document may then be uploaded as an artifact, but as an artifact, the detailed information is not efficiently integrated into the other data or processes.

Growth-Focused Form

Form Description

Can be flexibly used for all types of conferences / professional growth conversations (*as no fields are set as required to be completed by default*)



The screenshot shows a form field with the label "Purpose of conversation, if applicable:". Below the label is a note: "*note: Text can be entered in the drop". A dropdown menu is open, showing the following options: "Beginning of year planning", "Mid-year review", "End-of-year review", "Pre-observation", "Post-observation", and "Other". The dropdown menu is highlighted with a blue border.

Displays/Reports information from other forms that may be relevant to the conversation (*may be collapsed/hidden & expanded as desired*):
previous year's end-of-year identified possible areas of focus, current year's identified focus areas, current EEP goals, and documentation from previously completed Professional Conversation Logs for current year.

Validation, Clarification, Stretch & Apply sections:

- Prompts align to the information in the Professional Conversations Appendix of the EE User Guides
- Contain examples of optional professional growth conversation stems
- The *Validation* and *Stretch and Apply* fields are reported on other forms (other Professional Conversation Log forms in the current year, the Professional Growth Portfolio, and the Cycle Summary forms-if used)

Discussed Rubric Components and Critical Attributes/Descriptors sections:

- Can help to center conversation on the common language of the rubric
- The *Discussed Rubric Components* section
 - is reported as a visual "heat map" on the Professional Growth Portfolio and the Cycle Summary (if used) forms to provide an overview of relevant components for that individual educator.

- This section can also provide useful data in building and district level reports to inform possible areas of needed supports or PD.
- This data can also help identify educators with strengths in areas where others have areas for growth, in order to leverage those individuals as a support, mentor, or coach for others.
- District and school reports of the *Discussed Rubric Components* section (using the [Report Writer](#) tool) may be a useful data source in district and school professional development and support planning. When paired with outcomes data sources, a district report of this information may inform a big picture of the impact of educator practices on outcomes.

Setup Options (locally chosen option may vary per evaluation type/cycle year)

- May be set up as a single component/form and duplicated as needed for individual educators in Process View
- May replace the Observation Feedback form in Observations
- Observation Evidence combined with Professional Conversation Log form option - observation evidence sections (same as current evidence form) with Professional Conversation Log prompts at the bottom of the form.

[Review default configuration options within the configuration of observations for more details.](#)

Observation Evidence (Announced & Mini-Observations / School & Sampling Visits)

PDFs of forms options:

[Observation Evidence & Professional Conversation Log](#) (combined form) - Teacher

[Observation Evidence & Professional Conversation Log](#) (combined form) - Principal/Asst. Principal

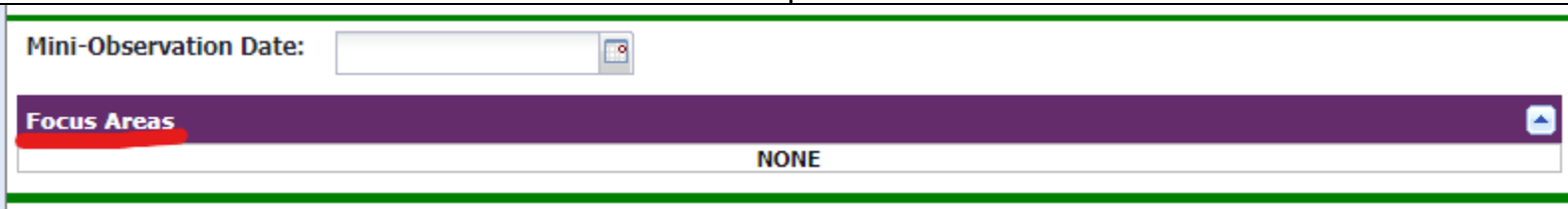
Minimum process requirements:

Evaluators conduct required observations of professional practice every year of the EE Cycle. Evaluators must conduct observations in a manner that provides sufficient evidence to conduct professional conversations and to guide professional growth of the educator in all observable domains and related components of the professional practice framework. Evaluators must provide ongoing feedback and facilitate professional conversations as a result of observations. Review the [User Guides for teacher and principal evaluation](#) for details on minimum requirements of observations in the state model:

[Teacher evaluations](#)

[Principal/AP evaluation](#)

Old Forms	Growth-Focused Forms
Evaluators enter evidence statements of observed educator practices and observable learner/staff/system outcomes	ADDED: report field at the top of the form that displays the educator's identified focus areas for the year (<i>entered on the Professional Growth Portfolio form</i>)



Considerations for Use:

The practice of identifying specific components as this year's areas of focus for observation and artifact collection may be utilized for veteran educators who are not new to the district/independent charter. Areas of focus (identified and entered on the Professional Growth Portfolio form) should be determined by the educator or collaboratively with the evaluator/peer after reviewing identified areas for growth on the self-review, EEP goals, and professional conversations with the evaluator/peer/coach, as well as the identified possible focus areas identified at the end of the previous year. Focus areas may include and/or align to district or school priorities.

For these veteran educators, instead of attempting to capture evidence statements on everything that is observed, observers can focus attention on specific practices to target evidence collection and feedback for the identified areas of focus. For newer educators, the identified focus areas can serve as a guide to highlight specific skills and feedback while gathering evidence of all components. The report at the top of the form provides that individual's specific information without having to look it up elsewhere or rely on memory.

Setup Options

There are multiple setup options of different forms and combinations of forms to choose from for observations. Each bullet represents one form.

Option 1		
Announced/School Visit	Mini-Observation/Sampling Visit	Professional Conversation Log
<ul style="list-style-type: none"> • Combined educator planning & reflection • Combined evidence & conversation log 	<ul style="list-style-type: none"> • Combined evidence & conversation log form 	<ul style="list-style-type: none"> • 1 component/form instance <i>(may individually increase as needed)</i>

Option 2		
Announced/School Visit	Mini-Observation/Sampling Visit	Professional Conversation Log
<ul style="list-style-type: none"> • Pre-observation conversation log • Educator planning • Evidence • Educator reflection • Post-Observation conversation log 	<ul style="list-style-type: none"> • Evidence • Post-Observation conversation log 	<ul style="list-style-type: none"> • 1 component/form instance <i>(may individually increase as needed)</i>

Option 3		
Announced/School Visit	Mini-Observation/Sampling Visit	Professional Conversation Log
<ul style="list-style-type: none"> • Combined educator planning & reflection • Evidence 	<ul style="list-style-type: none"> • Evidence 	<ul style="list-style-type: none"> • 1 component/form instance <i>(may individually increase as needed)</i>

Professional Growth Portfolio (NEW) - 2 versions

PDFs:

Teacher

- [Component level evidence reports](#)
- [Domain level evidence reports-collapsed view](#)
- [Domain level evidence reports-expanded view](#)

Principal/Asst. Principal

- [Component level evidence reports](#)
- [Domain level evidence reports-collapsed view](#)
- [Domain level evidence reports-expanded view](#)

Minimum requirements:

The EE System is designed to be a [learning-centered process](#):

- A foundation of trust that encourages educators to take risks and learn from mistakes
- A common, research-based framework on effective practice as common language (i.e., rubric)
- Regular application of educator-developed goals based on data
- Cycles of continuous improvement guided by timely and specific feedback through ongoing collaboration

Considerations for Use:

Old Forms

(can replace) Evidence Summary and/or End-of-Cycle

Growth-Focused Form

Form Description

Designed to be a comprehensive “one-stop shop” of processes and evidence of professional growth throughout a year.

The form combines reports of information entered on other forms and can be used for reflection, planning, and/or professional growth conversations with a coach/peer/evaluator.

There are TWO (2) AVAILABLE VERSIONS of this form. Districts/charters may choose to vary the version selected for use locally by evaluation type/year of the cycle:

- **Evidence of Practice displayed by each individual rubric COMPONENT** - this version is a longer form. Depending on how this section is used locally (e.g., just to report evidence on focus areas) there is a lot of unused information/sections on the form.
- **Evidence of Practice displayed by rubric DOMAIN** - this version shortens the form. Each report will display aligned artifact or observation evidence for all of the components in that domain. *Important Note: In this version of the form for teachers, the critical attributes sections are not selectable. They merely display the critical attributes for use in reflection, text field completion, or professional conversations*

The power of the Professional Growth Portfolio is the compiled information from all other forms that support EE processes to guide reflection and record the big picture of growth.

PROFESSIONAL GROWTH PORTFOLIO OUTLINE

Quick Links - provides easy access to Dashboard & Artifact Files

This Year's Goals / Focus

Reports:

End of last year's focus areas

Self-Review (areas for growth & areas of strength)

EEP reports: goals, goal adjustments, SLO artifacts,
SLO self-summary

Enter Focus Areas for current year (reported on observation
evidence forms and Professional Conversation Logs)

Professional Conversation Log reports - achievements, stretch & apply,
and rubric components discussed throughout the year

Sorted Evidence of Practice - artifact and observation evidence reports

End-of-Year Summary & Planning for Next Year - fields to enter summary
of achievements and possible focus areas for next year (which are then
reported on next year's Professional Growth Portfolio)

Growth-Focused Form

Form Outline

Form Sections	Considerations / Setup Options / Use Cases
<p>Quick Links to dashboard of forms and Artifact Files</p>	<p>Each link is most useful to the educator, not the evaluator.</p> <p>It will open the dashboard or artifact files for the account that is signed in. In other words, a principal who has their own evaluation in the Frontline Education platform will be taken to the dashboard or artifact files for their individual processes, not that of the teacher that the form may belong to.</p>
<p>Index of form sections</p>	<p>The Frontline Education platform does not currently have the functionality to create text links that jump to information further down. Therefore, we have attempted to color code the sections to assist with locating sections, as users may access this form for different purposes at different times throughout the year.</p>
<p>This Year's Goals and Focus - reports from other forms</p> <ul style="list-style-type: none"> ● End of last year's identified Next Steps / Focus Areas ● Self-Review Responses ● This year's goal-setting entries from EEP forms - goal statements & adjustments (beginning, middle, and end), SLO artifacts, end-of-interval SLO self-summary rubric responses <p>This Year's Focus Areas field - completed by the educator, based on review of information reported above</p>	<p>Use Cases: After review of information and data, specific rubric components may be identified as areas on which the educator may focus improvement efforts and desire ongoing focused feedback from the evaluator.</p> <p>This section may be completed collaboratively to include areas aligned to building or district priorities.</p> <p>Processes Streamlined: Entries into this field are displayed at the top of the observation evidence forms and the Professional Conversation Log.</p> <p>Consider: What local guidance/direction will you give regarding:</p> <ul style="list-style-type: none"> ● how the "This Year's Focus Areas" field is to be completed? ● by whom (veteran educators vs. new educators), and ● how this information is to be leveraged in other processes?

Form Sections	Considerations / Setup Options / Use Cases
<p>Upload Artifacts - link to Artifact Files with upload process guidance</p>	<p>Teachers indicated they must “click around”, especially when accessing the Artifact Files. They often can’t remember where to find it. Therefore, a link in this “one-stop shop” simplifies their processes.</p> <p>Reminder: A specific number or type of artifacts are not required by DPI. Districts and charters may determine local guidance/directions (even varying for individual educators based on experience or competencies) regarding artifact collection that provides meaningful evidence of practice without contributing to burden. Also reference “expanded self-review”.</p>
<p>Professional Conversation Logs - reports completed entries on all completed Professional Conversation Log forms throughout that year</p> <ul style="list-style-type: none"> ● Validation ● Stretch & Apply <p>Rubric Components Discussed</p>	<p>The Validation and Stretch & Apply reports provide a view to track progress on discussed action steps with observation and artifact evidence.</p> <p>Completed “Rubric Components Discussed” from the forms is displayed as a “heat map” view of relevant rubric component focus areas.</p>
<p>Sorted Evidence of Practice</p> <p>Different versions of reports in this section reflected on 2 DIFFERENT VERSIONS OF THIS FORM:</p> <ul style="list-style-type: none"> ● Individual component reports of artifact & observation evidence ● Domain level reports of artifact & observation evidence (displays evidence for all components in each domain) 	<p>Use artifact and observation statement reports to track and view evidence of practice.</p> <p>Multiple, flexible uses aligned to respective cycle year, educator reflection processes, or educator supports.</p> <p>Component view version:</p> <ul style="list-style-type: none"> ● <i>Teacher</i> Critical Attribute sections - possible uses: <ul style="list-style-type: none"> ● Teacher selects checkboxes for the components that correspond to their identified focus areas at the beginning of the year and revise/update throughout the year to reflect on progress. ● Teacher or evaluator completes as end-of-year summary (for all or focus areas). ● <i>Principal/AP</i> Leveled Descriptors sections - possible uses: <ul style="list-style-type: none"> ● Principal or AP selects cells of component table for the components that correspond to their identified focus areas at the beginning of the year and revise/update throughout the year to reflect on progress. ● Principal/AP or evaluator completes as end-of-year summary reflection (for all or focus areas).

Form Sections	Considerations / Setup Options / Use Cases
	<p>Domain view version:</p> <ul style="list-style-type: none"> ● <i>Teacher</i> In this version of the form, Critical Attributes are viewable, but not selectable. ● <i>Principal/AP</i> Leveled Descriptors sections - possible uses: <ul style="list-style-type: none"> ● Principal or AP selects cells of component table for the components that correspond to their identified focus areas at the beginning of the year and revise/update throughout the year to reflect on progress. ● Principal/AP or evaluator completes as end-of-year summary reflection (for all or focus areas).
<p>End-of-Year Summary & Planning for Next Year</p>	<p>Use Cases: Provides space to document end-of-year:</p> <ul style="list-style-type: none"> ● reflection by educator ● collaborative summary (educator and evaluator/coach), or ● evaluator feedback. <p>Setting Options:</p> <ul style="list-style-type: none"> ● <i>Who has the ability to complete these fields?</i> Educator, evaluator, or both ● Does the person responsible for completing these sections depend on the year of the cycle (Supporting Year vs. Summary Year)? It may be set differently based on evaluation type. <p><i>Note that the same fields are available on the optional Cycle Summary form which can be used in a Summary Year to summarize a multi-year cycle.</i></p> <p>Considerations: Information entered as “Next Year’s Action Steps and/or Focus Areas” is displayed in “Last Year’s End of Year Agreed Upon Next Steps/Focus” report on the following year’s Professional Growth Portfolio form.</p> <p>The “Next Year’s Action Steps...” field is pre-populated with “Year” to encourage entering that year at the beginning of entered information. Entering the year can make it easier to view and reflect on this data in a Cycle Summary form, which compiles multiple years’ data. However, the pre-populated “Year” entry can be deleted upon information entry.</p>

Growth-Focused Form

Setup Options (for outline of default options of this form with/without the Cycle Summary, review the [Setup Options](#))

Configuration Options allow for alignment to your local processes:

- Form VERSION choices:
 - Component level reports in the Sorted Evidence of Practice
 - Domain level reports of the Sorted Evidence of Practice
 - Does the version used depend on the year of the Cycle/ evaluation type?
- WHO should be configured to be able to complete the Sorted Evidence of Practice critical attributes/descriptors sections and End-of-Year fields?
 - Educator, evaluator, or both
 - Does it depend on the year of the Cycle/evaluation type?
- HOW MANY years of artifact and observation evidence should be displayed in the Sorted Evidence of Practice artifact and observation statement sections?
 - Just the current year (*recommended*)
 - 2 years in Supporting Year 2*
 - 3 years in Summary Year if a multi-year Cycle*

* Alternately, districts may utilize the Professional Growth Portfolio to focus on just the current year (with a 1 yr setting) and then also adopt the [Cycle Summary form\(s\)](#) to support reflection and growth conversations on the work and growth over multiple years of the Cycle.

No fields are set to required completion by default.

- This allows for flexible use based on the conversation and the needs of the educator.
- Districts and independent charters may indicate in setup specifications which if any fields that they may locally require for completion.

Cycle Summary (NEW) - OPTIONAL for Supporting Year 2 and Summary Years

PDFs:

Teacher

[2 Years compiled evidence / processes](#)
[3 Years compiled evidence /processes](#)
[Domain level evidence reports-expanded view w/End-of-Cycle Professional Conversation Log](#)

Principal/Asst. Principal

[2 Years compiled evidence / processes](#)
[3 Years compiled evidence /processes](#)
[Domain level evidence reports-expanded view w/End-of-Cycle Professional Conversation](#)

Minimum requirements:

In a Summary Year, levels of performance should be discussed at the critical attribute/descriptor level. Overall scores are not required. The evaluator and educator should identify areas of focus (components) for the coming EE Cycle.

([WI Teacher EE User Guide](#) and [WI Principal EE User Guide](#)).

Old Forms

(can replace) Evidence Summary and/or End-of-Cycle

Growth-Focused Form

Form Description

Considerations:

- What record of long term, individual professional growth and levels of performance does your district/independent charter want/need to keep?
- On what cycle duration (1, 2, or 3 years) is evidence collected and feedback shared on the sum of all the components of the practice rubric and SLOs?

Designed to display evidence, processes, and growth over the span of a multi-year cycle.

The previous Evidence Summary and End-of-Cycle Summary forms provided a view of cumulative evidence throughout a cycle. These new options of forms provide this view of cumulative and overview of growth information in a different way.

- As indicated previously, the [Professional Growth Portfolio](#) may be set to display all artifact and observation documented evidence for 1, 2, or 3 years (cycle). However, the absence of cumulative reports on areas of focus and professional conversations may limit growth-over-cycle conversations, and impede the educator's ability to review, reflect, and focus on just that year's information.
- Using the Professional Growth Portfolio set to only display one year of evidence in all years, paired with the Cycle Summary form(s) can paint a robust picture of the growth over time and provide more foundational information for next cycle planning.

Growth-Focused Form

Form Outline *(reference the PDF of the form linked above)*

Form Sections	Considerations / Setup Options / Use Cases
Index of form sections	The Frontline Education platform does not currently have the functionality to create text links that jump to information further down. Therefore, we have attempted to color code the sections to assist with locating sections or information.
Goals and Focus Areas - reports <ul style="list-style-type: none"> ● Reports all end-of-year action steps indicated at the bottom of the Professional Growth Portfolio ● Reports the identified focus areas of all years of the cycle (entered on the Professional Growth Portfolio) ● Self-Review Summary reports Self-Review entries from all years (if completed in multiple years of the cycle) ● EEP Goals reports display the goals statements and revisions, SLO artifact information, and educator self-summary indications on the SLO rubric for all years. 	Provides overview of goals processes throughout the cycle.
Professional Conversation Logs - reports fields completed on these forms throughout the Cycle to date <ul style="list-style-type: none"> ● Validation ● Stretch & Apply ● Rubric Components Discussed 	The Validation and Stretch & Apply reports: <ul style="list-style-type: none"> - display entered information from all Professional Conversation Logs throughout the year in chronological order - provides a view to track progress on discussed action steps “Rubric Components Discussed” report provides a “heat map” view of relevant rubric component focus areas throughout the cycle as areas of strength and areas of for growth
Sorted Evidence of Practice <ul style="list-style-type: none"> ● Individual component reports of all artifact & observation evidence throughout the cycle to date ● Selectable component critical attributes/descriptors 	Consideration: The selectable critical attributes/descriptors are not set as required by default. Districts may opt to have them set as required if desired.

Form Sections	Considerations / Setup Options / Use Cases
<p>(on Cycle Summary configured for Summary Year)</p> <ul style="list-style-type: none"> ● End-of-Cycle Summary & Planning for Next Year ● Educator's End-of-Cycle Reflections (report) entries on the educator's End-of-Cycle Reflection form ● End-of-Cycle Professional Conversation <ul style="list-style-type: none"> ● Progress, Achievements, and Strengths (Validation) ● Next Year's Action Steps and/or Focus Areas (Stretch and Apply) 	<p>The same prompts and fields as the Professional Conversation Log to facilitate and document a narrative summary of the cycle and plan for the start of the next cycle.</p>

Setup Options

(see the [Setup Options Outline & Worksheet](#) for more details)

Configuration Options aligned to local processes: The Cycle Summary can be set to “zero instances” and added to individual educators’ processes. **No fields are set to required completion by default.** This allows for flexible use based on local documentation po and the needs of the educator.

Option 1

Supporting Yr 1 / New educator	Supporting Yr 2	Summary Yr
<ul style="list-style-type: none"> ● Professional Growth Portfolio 	<ul style="list-style-type: none"> ● Professional Growth Portfolio ● Cycle Summary (2 yr) 	<ul style="list-style-type: none"> ● Professional Growth Portfolio <p><i>Cycle Summary</i></p> <ul style="list-style-type: none"> ● Cycle Summary (3 yr) ● Educator Reflection

Option 2

Supporting Yr 1 / New educator	Supporting Yr 2	Summary Yr
<ul style="list-style-type: none"> ● Professional Growth Portfolio 	<ul style="list-style-type: none"> ● Professional Growth Portfolio 	<ul style="list-style-type: none"> ● Professional Growth Portfolio <p><i>Cycle Summary</i></p> <ul style="list-style-type: none"> ● Cycle Summary (3 yr) ● Educator Reflection

Option 3

Supporting Yr 1 / New educator	Supporting Yr 2	Summary Yr
<ul style="list-style-type: none"> ● Professional Growth Portfolio 	<ul style="list-style-type: none"> ● Professional Growth Portfolio 	<ul style="list-style-type: none"> ● Professional Growth Portfolio