



Evaluator's Guide to Learning-Centered Evaluation Systems

Did you know? DPI purposefully designed Educator Effectiveness as a learning system to help educators grow professionally and improve outcomes for all learners. There are five principles that help guide the use of Educator Effectiveness as a learning system. These principles are:

1

Building a trusting culture and climate is foundational to a learning-centered system.

Prioritize building and nurturing a trusting school and district climate to maximize educator professional learning and improve learner outcomes.

- Build relationships with educators, families, and learners. Relational trust between teachers and principals helps retain teachers.
- Educator Effectiveness builds trust when implemented well:
 - Allow for, encourage, and model vulnerability, risk-taking, collaboration, problem-solving, and professional learning.
 - Include educators in making decisions that impact them.
 - Contribute to, but do not direct, teacher goals, teacher-led instructional planning, and decision making.
 - Demonstrate consistency and competency in the use of the Educator Effectiveness System.
 - Transparently communicate the purpose for Educator Effectiveness and how results are used.
- Consider how identity, beliefs, and biases can affect building trust with others.
- Openly give and receive feedback from others.

2

Use the common framework within the EE System to guide the work.

- The Framework for Teaching and the WI Framework for Principal Leadership are adult learning frameworks or professional practice profiles that provide a clear vision of, and common model for, effective practice in schools and classrooms.
- Frameworks provide a strategic plan for improvement, allowing educators to assess their current practice and create a plan for how to improve.
- Frameworks help align all professional practice conversations across programs (mentoring, coaching, peer collaboration, and professional learning).
- When applied consistently, frameworks have a positive impact on educator practice and student learning outcomes.

3

Allow educators to develop goals that are relevant to their practice.

- Allow this system to be individualized, and allow for teacher voice in the goals they develop. This increases engagement and ownership.
- Expect and support the use of EE System goals for ongoing reflection, and adjustments needed for deeper impact.
- Help educators understand how to strategically align their goals with school and district priorities in a meaningful way.

4

The Educator Effectiveness process supports continuous improvement.

- Educator Effectiveness PLAN-DO-STUDY-ACT (PDSA) cycles yield timely data to inform classroom, grade-level, content, school, and district changes.
- Educator-developed goals are routinely revisited, allowing educators to collect evidence, monitor progress, reflect, and revise instruction, based on feedback and support from their peers, coaches, mentors, and evaluators.
- Building in collaborative time for goal review supports continuous improvement.
- Using the common Frameworks and engaging in the Educator Effectiveness PDSA goal process can help align practices across initiatives.

5

Leverage the Educator Effectiveness processes and results as part of school and district improvement efforts.

- Align recruiting, hiring, induction, and retention processes with Educator Effectiveness.
- Use Educator Effectiveness data and processes to train and to implement all improvement initiatives.
- Support educators in the integration of improvement strategies into their Educator Effectiveness Plan.
- Commit to the use of Educator Effectiveness as a learning process, and ensure only low-stakes Human Resources decisions based on results.
- Participate in the [Wisconsin Educator Development Support and Retention Survey](#) annually, and use the data to inform your local implementation of Educator Effectiveness as a learning-centered system.



For supporting research and resources scan the QR code above or [click here](#).