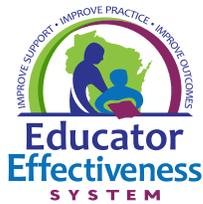


An Evaluator's Guide



to

Learning-Centered Evaluation Systems

Did you know? Everyone is a learner in a Learning-Centered System. DPI purposefully designed Educator Effectiveness as a learning system to help educators grow professionally and improve outcomes for all students.

1

Build trust. Trust is a foundational learning-centered principle.

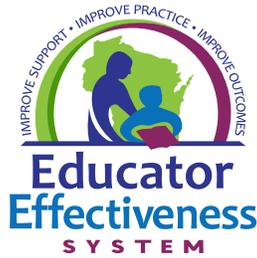
- Prioritize building and nurturing a trusting school and district climate to maximize educator professional learning and improve student outcomes.
- Build relationships with educators. Relational trust between teachers and principals helps to retain teachers.
- Educator Effectiveness builds trust when implemented well:
 - Allow for 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.

2

Use a common framework to guide the work.

- The Framework for Teaching and the WI Framework for Principal Leadership 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 where current practice resides, and how to improve.
- Frameworks help to align professional conversations across programs (mentoring, coaching, peer collaboration, and professional learning).
- When applied consistently, frameworks have a positive impact on educator practice and student outcomes.





3

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

- Educator-developed goals lead to educator engagement and ownership.
- Goals become part of an educator's daily practice as well as their collaborative processes.
- Help educators understand how to align their goals with school and district priorities in meaningful ways.

4

Use Educator Effectiveness for all improvement efforts.

- 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.
- Common frameworks help to align practices across initiatives.

5

Embed Educator Effectiveness in all district and school processes, learning, and decisions.

- 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 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](#).