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Wisconsin Educator Effectiveness System

# User Guide for Principals, Principal Supervisors, and Coaches



WISCONSIN DEPARTMENT OF  
**Public Instruction**

**Wisconsin Educator Effectiveness System**

**User Guide for Principals,  
Principal Supervisors, and Coaches**

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# Introduction

Principals, principal supervisors, and principal peers or coaches can draw upon the following four sections of the user guide to plan and conduct learning-centered evaluations.

- The first section briefly describes the five principles of Wisconsin's learning-centered EE approach.
- The second section provides an overview of the Wisconsin Framework for Principal Leadership (WFPL) and key evaluation process milestones.
- Section three illustrates how to use the evaluation process as a cycle of continuous improvement across the year.
- The last section summarizes how to use the end-of-cycle conversation to plan for the coming year.
- The guide's four main sections provide a foundational understanding of Wisconsin's EE System. Appendices provide additional information related to each section.



## Five Principles of Wisconsin's Learning-Centered Educator Effectiveness Approach

Evaluation must be meaningful to educators for the system to produce professional practice and student learning growth. The greatest potential for evaluation systems to improve both practice and student outcomes happens when the following learning-centered conditions are in place:

1. A foundation of trust that encourages educators to take risks and learn from mistakes;
2. A common, research-based framework of effective practice;
3. Implementation of and regular reflection on educator-developed, data-based goals;
4. Cycles of continuous improvement guided by timely and specific improvement strategies.<sup>1</sup>

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<sup>1</sup> [Appendix A](#) provides research references for the 5 Principles and other aspects of the Wisconsin EE process.

Creating and maintaining these conditions helps move an evaluation system to a learning-centered, continuous improvement process. This section provides an explanation of each principle of learning-centered evaluation and its purpose in the Wisconsin Educator Effectiveness (EE) System.

## Foundation of Trust

Evaluators should be transparent by discussing all the following with their principals:

- The evaluation criteria and rubric the evaluator will use to evaluate the principal;
- The evaluation process, or how and when the evaluator will gather evidence and talk with principals about their practice;
- The use of evaluation results; and
- Any remaining questions or concerns.

The evaluator plays a key role in building a foundation of trust. Evaluators should encourage teachers to stretch themselves in ways that foster professional growth and set rigorous goals for both student learning and their own professional growth. The evaluator supports the continuous improvement process by reinforcing that learning happens through struggles and mistakes as well as successes.

Training and regular calibration of evaluators on the accurate use of the practice rubric provides principals with a basic assurance about the accuracy of evaluators' observations and feedback. Evaluators should cultivate a growth-mindset through open conversations to help teachers build on strengths and learn from mistakes.

A foundation of trust is critical to the implementation of the EE system. Each of the following principles relies on and reinforces the foundation of trust. Find more information in the interactive training module, [Building a Foundation of Trust](#)

## A Common, Research-Based Framework

Wisconsin modeled the Wisconsin Framework for Principal Leadership (WFPL) on the widely used Framework for Teaching (FfT) by Charlotte Danielson. The WFPL includes a set of leadership standards and indicators derived from the literature on school leadership. Together, the domains, subdomains, and components outline the role of school principals. Each component includes a four-level rubric to help principals identify their current practice and map a path for continued reflection and growth. [Appendix C](#) includes all rubrics.

## Data-Driven, Educator-Developed Goals

In the Wisconsin EE System, principals are active participants in their own evaluations and professional growth. Principals set performance goals—SLOs—based on analyses of school data and assessments of their own practice using the WFPL. These goals have the most impact when they connect and mutually reinforce principal practice and student learning (e.g., “I will \_\_\_\_ so that students can \_\_\_\_). Evaluators, principals’ peers, school staff, and parents can provide information and feedback relevant to the development and strengthening of goals. Principals and their evaluators or peers and coaches regularly check in on goals across the evaluation cycle to reflect on progress and adjust.

Educator-developed goals provide a common focus point for principals and evaluators, aligning the professional growth needs of the principal, the academic needs of students, and the priorities of the school, district, and community.

## Integration with District and School Priorities

Self-identified goals based on rigorous data analyses help personalize the improvement process and create ownership of the results. The improvement process becomes strategic when it aligns with identified school and district priorities. Many districts have intentionally restructured professional learning opportunities to build on the common conception school leadership reflected in the WFPL.

Wisconsin designed the EE System to support principal, teacher, and school effectiveness by creating similar measures, structures, and improvement cycles. The WFPL includes leadership components and critical attributes relating to how principals support effective teaching through school staffing strategies, professional development, teacher evaluation activities, and support of collaborative learning opportunities.

The Student Learning Objective (SLO) process for teachers and the SLO process for leaders also mirror each other. Should they choose, teachers and leaders can align goals to district and school priorities and reinforce efforts to advance district and school achievement. View examples in Appendix, [Student and School Learning Objective Alignment](#)). The connections between the principal and teacher evaluation process are presented in [Appendix G, Table 5](#).



## Principal Evaluation Overview

This section provides an overview of the various aspects of the Wisconsin EE System for principals. This section covers 1) a brief overview of the Wisconsin Framework for Principal Leadership and its organization and content, 2) the essential elements of the WI EE System evaluation process for principals, and 3) the continuous improvement process of the EE system.

### Overview of the Wisconsin Framework for Principal Leadership

Wisconsin developed the Wisconsin Framework for Principal Leadership (WFPL) to support and assess school leader practice within the learning-centered EE System for principals and assistant or associate principals. The WFPL is based on effective leadership research (see [Appendix A](#)) and structured to align with the Danielson Framework for Teachers.

### Structure of the WFPL

The WFPL rubric organizes school leadership into two domains, five subdomains, and 19 components. The two domains are 1) *Developing Effective Educators* and 2) *Leadership Actions*. Together the domains contain five subdomains with 19 components representing leadership competencies (See Figure 1). Each of the 19 components includes a four-level rubric with critical attributes describing each of the levels of principal performance, characterized as unsatisfactory, developing/basic, proficient, and distinguished.

Figure 1. Structure of the WFPL

Domain 1: Developing Effective Educators	Domain 2: Leadership Actions
<b>1.1 Human Resource Leadership</b> <ul style="list-style-type: none"> <li>1.1.1 Recruiting and Selecting</li> <li>1.1.2 Assignment of Teachers and Instructional Staff</li> <li>1.1.3 Performance Evaluation and Feedback</li> <li>1.1.4 Leading Professional Learning</li> <li>1.1.5 Distributed Leadership</li> </ul>	<b>2.1 Personal Behavior</b> <ul style="list-style-type: none"> <li>2.1.1 Professionalism</li> <li>2.1.2 Time Management and Priority Setting</li> <li>2.1.3 Personal <b>Professional Learning</b></li> </ul>
<b>1.2 Instructional Leadership</b> <ul style="list-style-type: none"> <li>1.2.1 Vision and Mission</li> <li>1.2.2 Student Achievement Focus</li> <li>1.2.3 Staff Collaboration</li> <li>1.2.4 Schoolwide Use of Data</li> <li>1.2.5 Student Learning Objectives (Teacher SLOs)</li> </ul>	<b>2.2 Intentional and Collaborative School Culture</b> <ul style="list-style-type: none"> <li>2.2.1 School Climate</li> <li>2.2.2 Communication</li> <li>2.2.3 Change Management and Shared Commitment</li> </ul>
	<b>2.3 School Management</b> <ul style="list-style-type: none"> <li>2.3.1 Learning Environment Management</li> <li>2.3.2 Financial Management</li> <li>2.3.3 Policy Management</li> </ul>

## Domain 1: Developing Effective Educators

The *Developing Effective Educators* domain emphasizes a school leader's ability to build, sustain, and empower effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students. Information for related components and rubrics may be found in [Appendix C](#).

- 1.1 Human Resource Leadership.** As effective human resource leaders, principals recruit, select, develop, and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. They also develop and leverage teacher leadership talent and foster distributed leadership.
- 1.2 Instructional Leadership.** As effective instructional leaders, principals work with the school community to articulate a shared vision of improvement that serves as the focus of their work. This vision is evident in classroom observations and feedback, collaborative work opportunities, and rigorous Student Learning Objectives. Effective principals focus on equitable student outcomes by setting clear staff and student expectations and facilitating the use of data for student growth.

## Domain 2: Leadership Actions

The *Leadership Actions* domain focuses on actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment focused on the achievement of each learner, and manage resources and policies to maximize success on the school's instructional improvement priorities.

- 2.1 Personal Behavior.** Effective principals model professionalism by exhibiting ethical and respectful behavior that is displayed in the interactions with students, staff, parents, and the community. Effective principals also maximize time focused on student learning and use feedback to improve personal performance and student achievement.
- 2.2 Intentional and Collaborative School Culture.** Effective principals establish a climate of trust and collaboration among school staff, students and the community while creating conditions that foster an inclusive, culturally responsive, and learning-focused school environment. They build positive relationships and a shared commitment to change through effective communication and collaborative decision making.
- 2.3 School Management.** Effective principals implement and maintain safety plans that ensure an inclusive and safe learning environment. Engaging staff in understanding and implementing policies, procedures, laws, and regulations builds capacity and allows the principal time to focus on student learning. School leaders efficiently manage limited financial resources for sound educational programming and engage with staff and community to maximize allocations and potentially leverage additional resources.

## Alignment of Teacher and Principal Evaluation Systems

Given that principals' primary influence on student learning occurs by creating working conditions that build and maintain effective teaching, the WFPL includes domains, sub-domains, and components that involve principals' roles as human resource, instructional, and cultural leaders. The content contained in both frameworks is mutually reinforcing, as presented in Appendix G, [Table 5](#).

Additionally, the Wisconsin Framework for Principal Leadership emphasizes a principal's ability to support teachers' professional growth through individual support, as well as a principal's ability to create a collaborative and professional school climate that encourages teachers to take risks, develop, and continuously improve. Appendix G, [Table 7](#) highlights WFPL examples that illustrate leadership support for effective teaching.

## Levels of Performance

Figure 2 below illustrates the four levels of performance for the components of the WFPL. Principals, evaluators, and coaches use the differentiated levels to identify professional practice related to each component. Identifying practice at specific level of performance aids in goal development, progress monitoring, and provides a consistent structure for conversations between principals, peers, and evaluators.

While accurately identifying current levels of practice is necessary for evaluation and feedback, evaluators and coaches must also have the knowledge and skills to help principals use the rubric to create a strategic plan to move their practice beyond its current level. Such knowledge and skills include: 1) a deep understanding of the WFPL at the critical attribute level; 2) the ability to plan strategically to move practice forward; 3) the ability to create a culture of trust, transparency, and growth; and 4) the ability to share this knowledge with an educator in a supportive, collaborative, strategic, and professional conversation. For more information regarding effective professional conversations, see [Appendix D](#).

Figure 2: WFPL Levels of Performance

Unsatisfactory	Developing/Basic	Proficient	Distinguished
Refers to principal practice that does not display basic understanding of concepts within the component(s). Such practice negatively impacts educator performance and school progress. Intensive intervention and support are needed.	Refers to principal practice that demonstrates some knowledge and skills to influence student and organizational learning but the application is inconsistent (perhaps due to recent entry to administration or transition to new role). Guidance and support around necessary competencies are needed.	Refers to consistent and successful professional practice. With feedback and reflection, principals can build on strengths while striving for mastery.	Refers to professional practice that involves and empowers staff, students, and community in the learning process to create a highly successful school. Principals performing at this level are master administrators and leaders in the field, both inside and outside of their school.



## Overview of the Educator Effectiveness (EE Process)

Wisconsin designed its learning-centered Educator Effectiveness process as a cycle of continuous improvement. The EE System and its processes are ongoing and embedded, not only leading from one part of the process to the next, but also from one year to the next.

The EE System defines the elements, processes, and methods for completing a teacher's evaluation, but Wisconsin law defines the timeframe for completing an evaluation in the EE System. Wis Stat. 121.02(1)(q) states requires that "all certified school personnel" be evaluated, in writing, "at the end of their first year and at least every 3rd year thereafter." As a result, teachers typically complete an EE System evaluation on a regular cycle of one to three years.

The essential elements of a complete EE cycle include orientation, self-review, observations, conferences, and goals. These elements are the same for all EE cycles, regardless of length. Full descriptions of each element begin on the next page.

## Orientation

Principals must receive EE orientation training in their first year with the district. EE orientation ensures both evaluators and principals have a basic understanding of the WI EE System and any variations in local EE policy.

## Self-Review

Principals complete a self-review to identify areas of strength and growth for the period of the evaluation. The self-review informs goal setting, observations and evidence collection, and professional conversations with evaluators and peers.

## Observations

One formal, announced observation (called a school visit), including a pre-observation conference to establish expectations and a post-observation conference to provide feedback.

*and*

At least three sampling visits (informal, more frequent school visits) with post-observation feedback.

*or*

5-6 sampling visits with a pre-observation conference to establish expectations and feedback delivered regularly and expeditiously after each observation.

Observations provide evaluators necessary evidence of practice to inform feedback, goal progress, and the overall evaluation of principal practice.

## Conferences

**Planning Session** with the evaluator to discuss the self-review, proposed SLO, and establish focal points and expectations for the evaluation period.

**Mid-year Review** to discuss progress towards goals, feedback on evidence collected thus far on practice and student outcomes, and any adjustments to instructional strategies or the SLO.

**End-of-Year Conference** to discuss progress towards goals, feedback on overall evidence of practice and student learning, and accomplishments and areas for growth moving forward. Required conferences provide regular opportunities for professional conversations, feedback, and goal monitoring between teachers and their evaluators. Conferences should be conducted among peers or with coaches when a principal is not being directly evaluated by their evaluator.

## Goals

Principals write and complete at least one SLO. SLO goal writing and monitoring provide principal agency in the evaluation process, alignment between evaluation and school improvement needs, and alignment between school improvement needs and principal practice.

Elements like EE orientation occur outside the regular evaluation cycle and must be completed before evaluation begins. Principals and their evaluators complete the remaining elements (self-review, observations, conferences, and goal setting) during a typical EE cycle.

The table in [Appendix I](#) provides an example of the essential EE elements when conducting the process over a three-year cycle.

## Evidence in the EE System

Both the evaluator and principal collect evidence of practice and student growth throughout the year. Principals and their evaluator or peer should have discussed, agreed upon, and planned for evidence collection at the planning session. For more related to evidence sources, see [Component-Related Evidence and Sources](#) in Appendix E. Evaluators also conduct observations to collect evidence. More information about conducting observations is available in the next section of this guide.

## Artifacts

Artifacts contain evidence of professional practice that may not be apparent through observation alone. The evidence identified in artifacts demonstrates levels of professional practice related to the components of the WFPL. Evaluators and principals use evidence from artifacts to inform goal monitoring and feedback, as well as discussions about levels of performance for related WFPL components. [Component-Related Evidence and Sources](#) in Appendix E provides example evidence sources and indicators related to the WFPL components.

## School Learning Objective (SLO) Evidence

Principals work with school and district data teams, as well as teachers, to collect data related to the SLO (SLO). They use the assessment methods identified within their SLO. Principals must have adequate time to analyze and reflect on data results and identify ways to appropriately adjust leadership strategies.

## Leveraging Observations and Evidence

Evidence may be singular or high-leverage. High-leverage evidence sets include multiple, related sources of evidence. The combination of evidence with observation tells a story about a leader's professional practice. High-leverage evidence:

- Spans multiple components;
- Focuses on district or school improvement priorities
- Demonstrates a normal and authentic part of leadership work.

See Appendix E, [Table 3](#).



## The Educator Effectiveness (EE) Cycle

This section provides a step-by-step overview of the WI EE System evaluation process for a principal. It includes the actions of both the principal and their evaluator.

### Orientation

Steps to complete the orientation:

1. Provide training on EE and the specifics of local policies to new and new-to-district principals.
2. Make available and regularly update local EE resources for principals.

Evaluators should provide an EE orientation to new-to-district principals. Orientation offers the opportunity for transparent conversation between principals and their evaluators:

- Agreement regarding how the WFPL components relate to the principal or assistant/associate principal's role and duties within the local context. See [Appendix G](#) for further information about AP evaluation)

- Understanding the full evaluation process, the types of observations, ongoing, continuous improvement cycles, and how the cycles are informed by evidence collected during observations;
- Understanding the evaluation results
- Any remaining questions or concerns.

During orientation, evaluators identify school or district resources available to principals to answer questions about their evaluation process (e.g., user guides, district handbooks, district training, and other resources), as well as highlight key components of the evaluation process that support the principal in continuous improvement (e.g., ongoing and embedded structures for regular and collaborative data review, reflection, and action planning; mentors; and coaches).

Orientation provides an opportunity for evaluators to build a foundation of trust. Evaluators should encourage principals to set goals that foster professional growth. Evaluators may want to communicate that learning happens through struggles and errors. Evaluators can effectively communicate this by modeling and sharing their own continuous learning processes, and how they have learned from their own struggles and mistakes.

## The Self-Review

Steps to complete the self-review:

1. Review the Wisconsin Framework for Principal Leadership components (minus any optional components not relevant to an assistant/associate principal's job)
2. Identify levels of performance for each of the components using the related rubric critical attributes.
3. Document the self-review to share with the evaluator for future planning sessions, goal setting and monitoring, identification of focus components.

Principals reflect on their past performance on each of the 19 components, using the critical attributes to help identify and differentiate their practice. Principals document their self-review to provide a foundation for the planning session with their evaluator. The self-review helps them identify areas of practice to focus on during observation and evidence collection, SLO goal writing, and professional development opportunities over the course of their evaluation cycle. Experienced principals (not new to the district or under plans of improvement) can use the self-review as evidence of practice for most WFPL components, creating a core set of at least three components to focus on during observations and evidence collection throughout the evaluation cycle. Evaluators and principals should collaboratively decide whether to:

- Use the self-review as evidence of practice
- Identify which components to focus on during the EE cycle
- How many components should be focused on (no less than three)

Completing an annual self-review helps provide focus for the goal-setting processes, professional conversations, and evidence collection. The principal's self-review is based on the WFPL, as this framework provides the critical attributes of effective professional practices, which can support strategic planning for improving practice. Principals who analyze and reflect on their own practice understand both their professional strengths and areas in need of development. Such reflection provides an opportunity for the teacher to consider how the needs of the students in an individual classroom connect to the larger goals of the school.

## Educator-Developed Goals: The School Learning Objective (SLO)

Principals create a SLO annually. Principals develop the SLO at the beginning of the school year. The SLO contains two main components: 1) the data, rationale, and the academic goal and 2) the identification of leadership strategies that focus on the job duties of principals as outlined in the WFPL.

The principal, like the teacher, develops the goal after self-reflection and analyses of past student learning and professional practice data. The principal should develop goals distinctive to their professional practice and relevant to school priorities. As with any continuous improvement or inquiry cycle, data analysis and goal development serve as the initial steps.

### New in 2022-23

Prior to the 2022-23 school year, DPI also required teachers and principals to write a professional practice goal (PPG). The PPG accompanied the SLO. Starting in the 2022-23 school year, teachers and principals no longer need to write a separate PPG. They can now focus on identifying, implementing, and iterating on their professional practice goals through the SLO or combined goals. Districts that choose to implement a standalone PPG may continue to do so.

## The School Learning Objective (SLO)

Principals write at least one SLO each year. Within the school learning process, the principal works to:

- Determine an essential learning target for the year (or interval)
- Review student data to identify differentiated student starting points and growth targets associated with the learning target for the year
- Review personal leadership practice data (i.e., self-reflection and feedback from prior years' learning-centered evaluations) to determine which areas may need improvement and support to meet their SLO
- Support teachers to determine authentic and meaningful methods to assess students' progress towards the targets, as well as how to document resulting data
- Review evidence of student learning and progress, as well as evidence of teachers' instructional practices and their own leadership practices
- Reflect and determine if evidence of instructional and leadership practices point to strengths which support students' progress towards the targets, or practices which need improvement
- Adjust accordingly
- Repeat regularly.

At the end of each year, the principal reflects on their students' progress and their own practice across the year using the [School Learning Objective Scoring Rubric](#) (Appendix E). The principal draws upon this reflection to inform school and leadership goals for the coming year.

To conclude an EE cycle, the principal's evaluator reviews all SLOs (and the principal's continuous improvement practice across the EE Cycle using the SLO rubric and provides feedback at the critical attribute level to inform areas of strength, as well as a strategic plan for improving any areas needing growth.

## Steps to Writing the School Learning Objective (SLO)

Creating a meaningful and achievable SLO is a challenging task. The SLO writing process addressed the following components:

- Rationale (or finding your focus)
- Learning content/grade level
- Student population
- Evidence sources
- Time interval
- Baseline data
- Target growth
- Leadership strategies and supports
- Implementation
- Monitor and adjust

Principals should reference the SLO [Quality Indicator checklist](#) as they write and monitor the SLO throughout its interval (see [Appendix F: SLO Resources](#)). Principals can also use this document to support collaborative conversations regarding the SLO across the interval. See [Writing a Quality School Learning Objective](#) on the DPI website for how-to examples of walk-throughs for each of these key SLO planning considerations.

### *Rationale*

Principals explain what they have chosen to focus their SLO on and justify—through narrative and data—why they made this choice. The rationale begins with a review of prior school data and trends to gain a clear understanding of the need for improvement. The data review includes a comprehensive review of relevant assessment data (both state and local level) as well as other relevant sources of information of both a qualitative and quantitative nature. Data to build the rationale may include sources other than assessments; for a high school, for example, the focus of the SLO may be improving graduation rates (overall or for subgroups of students) or increasing the number of students who pursue postsecondary education.



DPI created [WISEdash](#) and [WISExplore](#) to help principals identify and develop SLOs and school improvement plans.

### *Learning Content/Grade Level*

Principals link the focus of the SLO to the appropriate academic content standards and confirm that the focus (content) is taught or reinforced throughout the interval of the SLO. SLOs typically focus on high-level skills or processes rather than rote or discrete learning.

### *Time Interval*

The length of the SLO, called the interval, must extend across the entire time that the learning focus of the SLO occurs. For most principals, the interval will span an entire school year (e.g., course completion rates, performance across a grade level interim assessment).

### *Student Population*

A thorough data analysis will almost always point to more than one potential area of focus for the SLO population. Ultimately, the principal has discretion in choosing the population of the SLO, as there is rarely one “right answer.” A principal should narrow the focus to a learning priority that their school can realistically achieve with support and persistence.

### *Evidence Sources*

Principals utilize comprehensive data analyses at three strategic points within the SLO interval (typically beginning/middle/end) to measure student growth. To determine the focus of the SLO, there should be a compelling data set that points to student academic needs.

Data may come from vendor-created, standardized tests that are already administered within the district. However, elementary and middle school principals must include school-wide reading scores in their analysis and high school principals must include school graduation rates. These required data may not present a specific need, but their use is required by state statute.

While standardized tests generally have higher technical quality and greater comparability, principals must carefully consider whether the standardized assessment measures the focus of the SLO adequately. Local, common assessments can be used as a data source within the analysis. While the focus of the SLO must be academic, attendance, discipline, Response to Intervention (RtI), and Individualized Education Plans (IEP) data might reveal patterns within subgroups of students and lead to identification of specific leadership strategies for the SLO.

### *Baseline Evidence*

Near the beginning of the interval, the principal analyzes school-level data sources to determine academic needs within a student population.

### *Target Growth*

Principals use the baseline data to set an end goal, called the target, for student outcomes in the SLO. The target identifies the amount of growth relative to specific knowledge or skills expected of students as measured using an identified assessment.

### *School Learning Objective Goal Statement (SMART Criteria)*

The SLO must use the SMART goal approach. A SMART goal is simply a type of goal statement written to include the following components:

- **Specific** - Identify the focus of the goal.
- **Measurable** - Identify the evidence source.
- **Attainable** - Determine whether a goal is attainable.
- **Results-based** - The goal statement should include the baseline and target for all students or groups covered by the SLO.

### *Leadership Strategies*

This section of the SLO provides the plan of action the leader will use to meet the goal. Strategies and related supports reflect the new actions that will ultimately result in higher levels of learning for students. District and school leaders must support principals' ability to effectively use leadership strategies identified in the SLO to achieve successful student growth. District and school leaders can support strategies by aligning professional development, district and school improvement plans, and local policies to support, rather than hinder, successful implementation of the identified strategies.

## Planning Session and Ongoing Conversations

Wisconsin's evaluation process provides multiple opportunities for collaborative, professional conversations. Principals meet with their evaluators formally in the beginning, middle, and end of the year, but these conversations should continue informally throughout the year with peers and leadership team members.

Principals and evaluators prepare for the planning session by:

- Completing the self-review
- Sharing self-review results and SLO planning and reviewing available self-review and SLO planning information in advance to develop feedback or questions

Evaluator (or peer, in years not concluding an EE evaluation cycle) and principal meet early in the school year to discuss:

- The results of the self-review and identification of focus areas
- The principal's proposed SLO
- The proposed schedule for observations, evidence collection, conferences, and feedback opportunities

The planning session serves as the first formal check-in that allows for conversations around goal development and goal planning. At the planning session, principals receive support, encouragement, and feedback regarding their school learning objective and goals and related processes. Collaborative conversations, such as those that happen as part of the planning session, encourage reflection, and promote a professional growth culture.

Principals prepare for these collaborative conversations by sharing their school SLO with their peer or evaluator. When preparing for a planning (or peer review) session, principals reflect their self-review, SLO, and professional goals, and identify where they need support.

Evaluators or peers prepare for these collaborative conversations by reviewing the SLO in advance to develop feedback related to the goals. Peers and evaluators should use a coaching protocol to structure these professional, collaborative conversations (see Appendix D, [Professional Conversations](#)).



An effective coaching protocol has three key elements:

- **Validate** – Identify strengths of the principal. What makes sense about their self-reflection and proposed SLO? What can be acknowledged?
- **Clarify** – Paraphrase the principal’s comments or questions to show that the message is understood and check for understanding or ask questions to gather information, clarify reasoning, or eliminate confusion.
- **Stretch and Apply** - Raise questions or pose statements to foster thinking, push on beliefs, and stretch goals and practices.

During the planning session, the evaluator and principal discuss and agree upon evidence sources for the SLO and professional practice. The evaluator and principal discuss and plan for possible observation opportunities and artifact collection that will provide adequate evidence for the areas of leadership practice across the EE cycle.

## Reflection and Refinement

Following the planning sessions, principals reflect further on their goals, make refinements as needed, and then begin to implement their strategies. The principal will revisit the SLO goal and identified leadership strategies over the course of the year as part of the Educator Effectiveness annual cycle of improvement.

## Observations: School Visits

School visits provide an opportunity for the evaluator to see and collect leadership evidence through observation. These shared experiences between an educator and evaluator are the most direct method of obtaining evidence of leadership practice.

Observations allow principal evaluators to see principals in action: leading activities, monitoring and providing feedback on educator performance, collaboratively analyzing data, resolving conflicts, building consensus, or modifying and developing school improvement plans. Evaluators can observe school leadership in many different contexts. Further, time parameters around

observable events are generally not fixed, but each context provides useful information about school leadership.

Skilled evaluators understand that conducting high-quality observations requires ongoing training and calibration so that principals receive accurate growth-oriented feedback. The training also ensures that the evidence collected from the observation accurately assesses leadership performance.

Observations include one announced school visit with both pre-observation planning and post-observation discussion. Additionally, at least three announced or unannounced sampling visits take place over the course of the EE cycle, which include feedback to the principal.

### **Announced School Visits**

Observers must schedule the announced school visit to see the leader in action. The length of time is not prescribed, but the visit should last long enough to adequately assess leadership on relevant components and to provide detailed feedback. Examples of Announced School Visits observations could include:

- Principal facilitating a team, department, or content group meeting
- Principal conducting staff professional development
- Principal presenting to the school board, a parent group, or other stakeholder group
- Principal generating input on school improvement priorities
- Principal providing feedback to a teacher after an observation and/or conducting the Post-Observation conference with a teacher

### **Sampling Visits**

Evaluators conduct at least two sampling visits (shorter observations) when completing an EE evaluation cycle. The shorter observations provide opportunities to see the leader during daily leadership practice and can yield additional detail for feedback and assessment of leadership. Sampling visits do not always focus on seeing the principal as the lead person carrying out an activity. The leader may be participating in a meeting led by another staff member or observing a grade-level discussion. Even though they are short in duration, these opportunities allow evaluators to ask the leader about the observed activities, how the principal will use information gleaned from the activity to provide feedback to teachers, and how it relates to school improvement priorities.

Following are examples for sampling visit observations:

- Leader monitoring hallways, transportation areas, or other public areas during transition times
- Leader carrying out game or event management
- Leader managing a student discipline issue in the moment
- Leader resolving a staff disagreement
- Leader conducting formative learning walks

For considerations and tips related to school and sampling visits, see Observations and Artifacts, ([Appendix E](#)).

## Mid-Year Review and Ongoing Conversations

The mid-year review is the second of three formal check-ins built into the Wisconsin learning-centered EE process. At the mid-year review, principals converse with their evaluator about evidence collected and observed, as well as resulting reflections and strategy adjustments to date.

Steps to completing the Mid-year review:

1. The evaluator schedules the mid-year review with the principal.
2. The evaluator and principal prepare by reflecting, based on data and evidence, on progress towards the SLO goal, implementation of identified leadership strategies, and adaptations in response to feedback.
3. The evaluator conducts the mid-year review with the principal and provides formative feedback to inform adaptations.

Professional conversations to provide formative feedback continue regularly throughout the EE process through both formal and informal conversations around student data and related practices.

Principals prepare for the mid-year review by reviewing progress towards goals (i.e., SLO) based on evidence collected, assessing leadership strategies used to date, and identifying any adjustments to the goal or strategies, if necessary.

Evaluators (or peers) prepare for the mid-year review by reviewing the principal's progress towards goals, including evidence collected and strategies used to date, as well as developing formative feedback questions related to the goals. Evaluators or peers should use a coaching protocol (like Validate, Clarify, Stretch and Apply) to structure mid-year conversations.

During the mid-year review, principals and their evaluator also collaboratively review collected evidence to inform their learning-focused conversation around the components of the WFPL and the SLO rubric. To assist districts with professional development related to the components of the WFPL, DPI offers a series of Principal Evaluation Training modules.

## Completing the School Learning Objective (SLO)

After collecting and reviewing evidence, principals use the *SLO Rubric* and *Quality Indicator Checklist* ([Appendix F](#)) to self-score each of the SLO critical attributes. Assessing the SLO requires a principal to reflect on student progress relative to the target, as well as their SLO process. The principal's engagement in the SLO process, along with their informal years' self-reflection becomes evidence of the principal's ability to accurately reflect on their practice and its impact on student progress. The evaluator uses this as the evidence to support feedback for the principal at the end-of-cycle conference .

The evaluator reviews all evidence of all available SLOs (three in a typical 3-year cycle, one for a first-year principal) and identifies the level of performance for the six SLOs critical attributes using the *SLO Rubric* and *Quality Indicators Checklist* ([Appendix F](#)). Evaluators may assign a single, holistic score by identifying the level of performance selected for most of the SLO critical attributes, or they can keep feedback at the critical attribute level.

### Evidence Collection

At the end of their EE cycle, principals review the evidence collected during the cycle and the relationship of the evidence to both their SLO and their professional practice. Principals in all years of the cycle ensure that they have collected evidence that demonstrates their progress and successes in achieving their SLO goal. SLO evidence must include a final analysis of the progress of the identified population towards the learning target for the SLO.

In preparation for the end-of-cycle conference, both the principal and the evaluator review the SLO goal and results, including collected evidence. Planning, in advance, for the conference supports the evaluator in providing effective feedback. The evaluator may assign a holistic SLO score by identifying the level of performance for most of the six SLO critical attributes. Alternatively, evaluators may keep feedback at the critical attribute level.

During the end-of-cycle conference , the evaluator and principal collaboratively review evidence, goal results, and possible next steps. The evaluator shares levels of performance for SLO and the 19 WFPL components. By discussing feedback at the critical attribute level, the evaluator and principal can identify a few areas of focus (components) for the coming EE Cycle. They can develop a strategic plan based on actionable and informed by the critical attributes within the identified components. As principals collaboratively reflect on their EE Cycle during the conference, they can use the lessons they have learned to discuss and begin to plan for a new cycle.

## Summarizing the EE Cycle

This section describes the process of closing out an evaluation cycle for a principal, including steps conducted by the evaluator or peer and the principal to: Finalize evidence collection, complete and evaluate the SLO goal, engage in professional conversations at the end-of-cycle conference, and plan for next steps.

### End-of-Cycle Conference and Conversation

Steps to Completing the end-of-cycle conference:

1. The principal finalizes all SLO and professional practice evidence collection and shares with their evaluator. The principal must conduct a final assessment of students using an evidence source identified in the SLO.
2. The principal and the evaluator review SLO and professional evidence in advance of the conference to inform their professional conversation.
3. The evaluator assesses and prepares to share level of practice information for the SLO and WFPL with the principal at the conference.
4. The evaluator conducts the end-of-cycle conference with the principal, shares summary information, engages in a professional conversation focused on feedback and improvement, and plans for the next, upcoming cycle.

The end-of-cycle conference provides an opportunity for deep learning, reflection, and planning for next steps of professional growth. It provides the principal and evaluator an opportunity to align future goals and initiatives at the building and classroom level. The foundation of trust that has been developed over the course of the ongoing, collaborative processes is rewarded as both principal and their evaluator grow professionally. Principals prepare for the end-of-cycle conference by sharing with their evaluator the results of their SLO and WFPL evidence.

### Reflections and Next Steps

Reflection at the end of an EE Cycle is important to strengthening leadership practice. Principals should use this opportunity to reflect on their successes to replicate those in the next EE cycle. Additionally, principals should reflect upon areas needing improvement to continue professional growth in those areas. End-of-Cycle reflection provides an opportunity to align school and district improvement strategies and strengthen plans for the year ahead.

## Appendix A: Research

Research Informing the Principal Evaluation Process and Wisconsin Framework for Principal Leadership (WFPL):

### Trust

Trust between educators, administrators, students, and parents is an important organizational quality of effective schools.

Bryk, A.S., & Schneider, B. (2002). Trust in schools: A core resource for improvement. New York, NY: Russell Sage Foundation.

Tschannan-Moran, M., & Hoy, W. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. Review of Educational Research, 70(4), 647-93.

### Goal setting

Public and private sector research emphasizes the learning potential through goal setting.

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Latham, G.P., Greenbaum, R.L., and Bardes, M. (2009). "Performance Management and Work Motivation Prescriptions", in R.J. Burke and C.L. Cooper (Eds.), The Peak Performing Organization. London: Routledge. pp. 33-49.

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### Observation and Evaluation training

Research and evaluation studies on teacher evaluation have pointed to the need for multiple observations, evidence sources, and training to provide reliable and productive feedback.

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## **Coaching, Support and Feedback**

Archer, J., Cantrell, S., Holtzman, S.L., Joe, J.N., Tocci, C.M., & Wood, J. (2016). *Better feedback for better teaching: A practical guide to improving classroom observations*. San Francisco, CA: Jossey-Bass.

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Lipton, L., Wellman, M. (2013). *Learning-focused supervision: Developing professional expertise in standards-driven systems*. Charlotte, VT: MiraVia, LLC.

## **Wisconsin Framework for Principal Leadership**

Council of Chief State School Officers (2008). *Educational Leadership Policy Standards: ISLLC 2008*. Washington, DC: Author.

National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA: Author

### ***1.1 Human Resource Leadership***

Béteille, T., Kalogrides, D., and Loeb, S., (2009). *Effective Schools: Managing the Recruitment, Development, and Retention of High-Quality Teachers*. National Center for Analysis of Longitudinal Data in Education Research (CALDER), Working Paper 37.

Washington, D.C.: The Urban Institute.

Danielson, C. & McGreal, T.L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kimball, S. (2011). Principals: Human capital managers at every school. *Phi Delta Kappan* 92(7), p. 13-18.

Kimball, S. (2011). Strategic talent management for principals. In Allan Odden (Ed.), *Strategic management of human capital in public education: Improving instructional practice and student learning in schools*. New York, NY: Routledge Press.

Odden, A.R. (2011). *Strategic management of human capital in education: Improving instructional practice and student learning in schools*. NY, NY: Routeledge

Spillane, J.P., Halverson, R., & Diamond, J.B. (2001). Investigating school leadership practice: A distributed perspective. *Educational Researcher*, 30(3), 23-28.

Stronge, J.H., Richard, H.B., & Catano, N. (2008). *Qualities of effective principals*. Alexandria, VA: Association for Supervision & Curriculum Development

### 1.2 Instructional Leadership

Hallinger, P., & Heck, Ronald H. (1996). Reassessing the Principal's Role in School Effectiveness: A Review of Empirical Research, 1980-1995. *Educational Administration Quarterly*, 32(1), 5-44.

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Hoy, W.K., Sweetland, S.R., & Smith, P.A. (2002). Toward an organizational model of achievement in high schools: The significance of collective efficacy. *Educational Administration Quarterly*, 38(1), 77-93

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### 2.3 School Management

Odden, A.R., & Archibald, S. (2001). *Reallocating resources: How to boost student achievement without spending more*. Thousand Oaks, CA: Corwin

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### Student Learning Objectives

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Sartain, L., Stoelinga, S. R., & Brown, E.R. (2011). *Rethinking teacher evaluation in Chicago: Lessons learned from classroom observations, principal-teacher conferences, and district implementation*. Consortium on Chicago School Research, University of Chicago.

Taylor, E.S., & Tyler, J.H. (2012). *The effect of evaluation on teacher performance*. *American Economic Review*, 102(7), 3628-3651.

## Appendix B: Examples

### Using DPI Online Leadership Modules

Baraboo School District has been using the six DPI Principal Evaluation Training modules during bi-monthly district leadership team meetings to build a common understanding of the Wisconsin Framework for Principal Leadership (WFPL), to calibrate evaluators across the district, and to help frame discussions of local leadership issues. The superintendent facilitates the leadership team (which includes the district's six principals) as they go through the selected module. The discussion begins with an overview of the module theme, goals for the session, and a review of the WFPL components included in the module. For example, in preparation for viewing the module, the principals are asked to review the relevant components and then identify common themes across those components. The team also discusses potential evidence sources related to the components. As a group, the leadership team then views the scenarios, pausing to offer suggestions for responses, interpretations of leadership problems, evidence sources that could help further illustrate practice, and decisions related to the scenarios.

The discussions provide a neutral context in which to discuss common leadership challenges through the hypothetical leadership problems presented in the modules and potential solutions. It also allows the leadership team to calibrate about levels of leadership practice observed and interpretations given district instructional priorities. The modules help the leadership team develop a common, locally-centered understanding of the WFPL components, and help generate ideas for leadership practice. For example, one principal commented that a particular module on leading professional learning gave her ideas on how to create discussions to promote faculty sharing of student learning objective strategies.

### Student and School Learning Objective Alignment

The Franklin Public School District not only piloted and thoroughly trained educators and evaluators at the school level, but also trained district leaders and built the Educator Effectiveness System into their district strategic priorities.

Understanding by Design (UbD) represents a key district priority. At a summer leadership retreat, district leaders planned how SLOs could help meet district priorities for UbD and be supported by classroom visits. The leadership team also identified relevant Framework for Teaching (FfT) components to reinforce UbD. Principals encouraged teachers to develop aligned teacher SLOs either as individuals or as grade-level teams. The district also designed professional development and created a coaching strategy to provide ongoing educator support. Schools structured ongoing professional learning experiences anchored to the Framework for Teaching.

For example, one school had all staff work on component 3b: Questioning and Discussion Techniques, during a staff meeting. Teachers monitored their instruction from the lens of

questioning and discussion over the next three weeks, then came back as a group to talk about progress, what they learned, and how they adjusted their instructional approach. The full group of faculty then talked about how they could move from proficient to distinguished practice in 3b and would try those strategies and share out at the next staff meeting.

Additionally, district leaders worked with principals on their own professional learning using the WFPL, encouraging them to regularly reference it to help with their planning and reflection (e.g., as a principal prepares for a staff meeting).

## Appendix C: Wisconsin Framework for Principal Leadership

In 2012, the Department of Public Instruction (DPI) convened a work team of Wisconsin educators to develop the Wisconsin Framework for Principal Leadership (WFPL). Evaluation experts from the Wisconsin Center for Education Research at the University of Wisconsin-Madison led the process. The work team referenced several state leadership rubrics and the Interstate School Leaders Licensure Consortium (Council of Chief State School Officers, 2008) standards during development.

A principal and assistant/associate principal work group made minor revisions to the WFPL in 2014. An extensive review and revision process ensued in 2017, resulting in the current draft. The review/revision included a crosswalk comparison between the WFPL and the Professional Standards for Educational Leaders (National Policy Board for Educational Administration, 2015), surveys, listening sessions, and a new work group meeting with 24 school and district leaders.

*Appendix Table 1a: WFPL domains and subdomains*

<b>Domain 1: Developing Effective Educators</b>	<b>Domain 2: Leadership Actions</b>
<b>1.1 Human Resource Leadership</b>	<b>2.1 Personal Behavior</b>
<b>1.2 Instructional Leadership</b>	<b>2.2 Intentional and Collaborative School Culture</b>
	<b>2.3 School Management</b>

Several leadership themes run through the WFPL, including leadership for equity, distributed leadership, collaboration, and continuous improvement. The framework includes two main leadership domains, 1. *Developing Effective Educators*, and 2. *Leadership Actions*. Domain 1 includes two subdomains. Domain 2 includes three subdomains (see table above).

The *Developing Effective Educators* domain emphasizes the important influence effective leaders have on two key subdomains of educator, student, and organizational learning: human resource leadership and instructional leadership. The *Leadership Actions* domain emphasizes personal behavior, intentional and collaborative school culture, and school management.

Appendix C, Table 1b: WFPL domains, subdomains, and components

Domain 1: Developing Effective Educators	Domain 2: Leadership Actions
<b>1.1 Human Resource Leadership</b> <ul style="list-style-type: none"> <li>1.1.1 Recruiting and Selecting</li> <li>1.1.2 Assignment of Teachers and Instructional Staff</li> <li>1.1.3 Performance Evaluation and Feedback</li> <li>1.1.4 Leading Professional Learning</li> <li>1.1.5 Distributed Leadership</li> </ul>	<b>2.1 Personal Behavior</b> <ul style="list-style-type: none"> <li>2.1.1 Professionalism</li> <li>2.1.2 Time Management and Priority Setting</li> <li>2.1.3 Personal Professional Learning</li> </ul>
<b>1.2 Instructional Leadership</b> <ul style="list-style-type: none"> <li>1.2.1 Vision and Mission</li> <li>1.2.2 Student Achievement Focus</li> <li>1.2.3 Staff Collaboration</li> <li>1.2.4 Schoolwide Use of Data</li> <li>1.2.5 Student Learning Objectives (Teacher SLOs)</li> </ul>	<b>2.2 Intentional and Collaborative School Culture</b> <ul style="list-style-type: none"> <li>2.2.1 School Climate</li> <li>2.2.2 Communication</li> <li>2.2.3 Change Management and Shared Commitment</li> </ul>
	<b>2.3 School Management</b> <ul style="list-style-type: none"> <li>2.3.1 Learning Environment Management</li> <li>2.3.2 Financial Management</li> <li>2.3.3 Policy Management</li> </ul>

Each subdomain in the WFPL is comprised of multiple components (see table above). There is an accompanying rubric for each component. Each rubric includes four levels of practice for assessing principal leadership along a continuum ranging from unsatisfactory to distinguished. Each of the four levels is further broken down and described by actions related to performance. Together, the domains, subdomains, and components help guide principal leadership development and assess principal effectiveness across the career spectrum. Rubrics for each component appear on the following pages. *The rubrics are not checklists.* When assessing components, base ratings on a preponderance of evidence for each component.

*Note: DPI recognizes that district human resources context and policies differ, and principals have varying degrees of authority for school-level decisions. For example, some districts limit principals' roles in recruiting and selecting teachers or on budget matters. Requirements for some component bullets, therefore, are qualified by the understanding that principals meet the indicators to the extent that district policy allows.*

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## Domain 1: Developing Effective Educators

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School leaders build, sustain and empower effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students.

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### Subdomain 1.1 Human Resource Leadership

As effective human resource leaders, principals recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. They also develop and leverage teacher leadership talent and foster distributed leadership.

**Components** *(See rubrics on subsequent pages):*

- 1.1.1 Recruiting and Selecting
- 1.1.2 Assignment of Teachers and Instructional Staff
- 1.1.3 Performance Evaluation and Feedback
- 1.1.4 Leading Professional Learning
- 1.1.5 Distributed Leadership

## Subdomain 1.1 Human Resource Leadership

### RUBRIC: Component 1.1.1

#### 1.1.1 Recruiting and Selecting

Because effective staff are key to providing high quality, equitable learning opportunities to all students, effective school leaders use a systematic, fair, and consistently-applied hiring process so that staff have the competencies to contribute to the school's mission and goals. They use multiple methods to collect information that is likely to predict future effectiveness. Effective school leaders take an active role in recruiting a diverse staff and involve other staff in the recruitment and hiring process.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Does not consistently follow district hiring policies or process	Follows district hiring policies and process without bias or showing favoritism	Within discretion provided by district policies, adapts hiring process to school needs and organizes school-based process to fill vacancies in timely and fair manner	Within discretion provided by district policies, develops and implements process that ensures hiring of effective and diverse staff, and fills all vacancies before first day of school
Rarely applies school's vision and mission and school improvement priorities to recruitment and selection decisions	Inconsistently applies school's vision, mission, and school improvement priorities to recruitment and selection decisions	Consistently applies school's vision, mission and school improvement priorities to recruitment and selection decisions	Integrates recruitment and selection strategies within school improvement plan so that new hires have skills and abilities to accomplish school's improvement priorities
Does not actively recruit candidates for key or hard-to-staff positions; relies only on candidates referred by district	Actively recruits for some hard-to-staff or key positions, rather than relying only on district-referred candidates	Consistently recruits for hard-to-staff or key positions, rather than relying only on district-referred candidates	Builds relationships in profession and within district to identify sources of effective and diverse candidates, and reaches out to encourage them to consider coming to school
Does not involve other staff in selection process	Rarely involves other staff in selection process	Involves teacher leaders in selection process for instructional staff as often as possible	Proactively plans for involvement of key stakeholders, including teacher leaders and instructional team members, in selection and recruitment process for all appropriate instructional vacancies

**Example Sources of Evidence:** Descriptions or documents on recruitment; interview artifacts: questions, assessment description; website, social media.

**Subdomain 1.1 Human Resource Leadership**  
**RUBRIC: Component 1.1.2**

**1.1.2 Assignment of Teachers and Instructional Staff**

In order to provide equitable access to effective instruction and support, school leaders need to anticipate staff vacancies, plan for new staff recruiting, change assignments of existing staff, and make assignments based on both student needs and staff qualifications and effectiveness. School leaders also consider the composition of grade or subject teams to facilitate staff cooperation and build professional community. New staff require orientation to the school's goals, policies, and procedures, and receive support from leaders and peers to smooth the transition to their new roles.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Occasionally assigns staff to positions for which they are not qualified when other options are available	Assigns teachers and other instructional staff to positions based on qualifications, but does not consistently consider student academic needs or equity of access to effective instruction and support	Consistently assigns teachers and other instructional staff to positions based on qualifications and student academic needs, and to promote equity in access to effective instruction and support	Consistently assigns teachers and other instructional staff to positions based on qualifications and student academic needs, and monitors assignments for equitable access to effective instruction and support
Rarely anticipates or plans for staff transitions	Anticipates some staff transitions, but does not enact plans for such changes	Identifies potential staff transitions and enacts plans to address them	Identifies potential staff transitions well in advance of their occurrence and successfully works with staff to address them
Does not provide orientation to school's goals, policies, and procedures; new staff are left on their own to seek social, emotional, and technical support	Provides orientation to school's goals, policies, and procedures, but does not ensure that new staff receive social, emotional, and technical support from school leaders or peers	Ensures all new staff are oriented to school's goals, policies, and procedures, and receive social, emotional, and technical support from school leaders and peers	Implements and monitors system of on-boarding and peer assistance that ensures all new staff have ongoing social, emotional, and technical support to become productive members of the school community

**Example Sources of Evidence:** Discussion with principal; Staff allocation plan.

**Subdomain 1.1 Human Resource Leadership**  
**RUBRIC: Component 1.1.3**

**1.1.3 Performance Evaluation and Feedback**

Quality feedback is fundamental to a growth-oriented evaluation process. As evaluators, principals must strive to accurately assess professional practice, provide high quality feedback and other supports, such as instructional coaching, and foster a cycle of continuous school improvement. Effective school leaders also regularly engage in calibration activities to improve evaluation accuracy.

<b>Unsatisfactory (1)</b>	<b>Developing/Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
Does not meet minimum number of district-required observations	Limits observations to minimum number required by district evaluation policy, regardless of staff needs	Observes teachers and other professional staff more often than minimum required by district policy, based on individual staff needs	Plans and implements a system that moves beyond minimum district requirements, resulting in frequent observations by peers, teacher leaders, and/or other administrators
Rarely provides staff with performance feedback through dialog or coaching conversations	performance feedback through dialog and coaching conversation	Consistently provides staff with timely, clear, and actionable performance feedback through dialog and coaching conversations	Consistently provides staff with timely, clear, and actionable feedback through dialog and coaching as part of a cycle of continuous improvement
Does not complete evaluations that identify accurate levels of performance	Completes evaluations that demonstrate incomplete knowledge of effective instruction	Consistently completes evaluations that accurately identify levels of performance and participates in calibration activities to ensure common understanding of evaluation criteria	Completes evaluations that consistently identify accurate levels of performance, reviews results for reliability, and participates in and occasionally leads calibration sessions or discussions to ensure common understanding of evaluation criteria
Fails to document or address unacceptable performance	Documents and addresses unacceptable performance, but does not proactively work to prevent weak performance from evolving into unacceptable performance	Consistently documents and appropriately addresses weak performance before it becomes unacceptable; develops and implements plans for improvement when needed	Monitors staff performance trends, recognizes when staff are struggling, and intervenes promptly with supports and coaching, leading to improved performance

**Example Sources of Evidence:** Teacher evaluation schedule and documents; Post-conference/feedback forms; School visits and/or discussion with principals; Teacher surveys on evaluation, feedback quality, and support

**Subdomain 1.1 Human Resource Leadership**  
**RUBRIC: Component 1.1.4**

**1.1.4 Leading Professional Learning**

As the emphasis shifts to school-based, job-embedded, and collaborative professional learning, school leaders have increased responsibility to provide staff with learning opportunities that improve practice and ability to respond positively to student cultural, economic, or linguistic diversity. This involves diagnostic use of staff practice and student learning data to inform the design and monitor the impact of the opportunities provided, as well as aligning learning resources to the school's improvement priorities. School leaders work with staff to set learning goals (such as Professional Practice Goals), provide relevant learning opportunities, and monitor learning accomplishments.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Does not provide staff learning opportunities that: are informed by student, classroom, or school data; support use of high quality, standards-aligned instructional materials; and align with school improvement priorities	Inconsistently provides staff with learning opportunities that: are informed by current student, classroom, or school data; support use of high quality, standards-aligned instructional materials; and align with school improvement priorities	Consistently provides staff learning opportunities that: are informed by current student, classroom, and school data; support use of high quality, standards-aligned instructional materials; and align with school improvement priorities	Develops climate where staff create professional learning opportunities that: are informed by analysis of student, classroom, and school data; support use of high quality, standards-aligned instructional materials; and are an integral part of the school improvement plan
Does not train or support staff in responding to students' cultural, economic, or linguistic diversity	Provides sporadic learning opportunities addressing staff learning needs related to students' cultural, linguistic, and economic diversity	Creates ongoing set of learning opportunities addressing staff learning needs related to students' cultural, linguistic, and economic diversity	Implements and monitors impact of learning system that enable staff to respond effectively to students' cultural, linguistic, and economic diversity and create inclusive classroom communities
Does not encourage teachers to develop Professional Practice Goal as a focus for their individualized professional learning	Encourages teachers to set Professional Practice Goal and use it to focus professional learning, but does not consistently follow through to conduct or facilitate conversations that promote professional learning	Consistently encourages teachers to set challenging Professional Practice Goal and share it with peers, and follows through by conducting or facilitating conversations that promote professional learning	Implements and monitors system in which teachers and their peers engage in regular conversations around their Professional Practice Goals during the Supporting and Summary Years that improves professional practice

**Example Sources of Evidence:** Schoolwide professional development plan; Observations of staff/faculty professional development meeting; Staff surveys

**Subdomain 1.1 Human Resource Leadership**  
**RUBRIC: Component 1.1.5**

**1.1.5 Distributed Leadership**

Increasing demands, higher expectations, and a more complex environment mean that principals can no longer lead in isolation. Distributed leadership draws upon staff expertise to address tasks and school priorities. To leverage distributed leadership, school leaders identify opportunities based on school needs and goals, encourage staff to take on leadership roles that contribute to meeting school goals, and support emerging leaders with feedback, coaching, and mentoring.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Staff leadership opportunities do not align with school goals or school improvement plan	Staff leadership opportunities are inconsistently aligned with school goals and school improvement plan	Develops distributed leadership strategy that is aligned with school goals and school improvement plan and engages teachers with behavioral, curricular or instructional leadership activities	Develops and implements distributed leadership strategy that results in staff teams taking responsibility for making or recommending important behavioral, curricular or instructional decisions
Does not encourage staff members to take on formal or informal leadership role	Encourages staff members to take on formal or informal leadership roles based on their interests	Encourages staff members to take on formal or informal leadership roles based on their strengths, experiences, and demonstrated success	Plans and implements multiple strategies for engaging staff members in formal or informal leadership roles which are designed to develop leaders and build on their strengths and experiences
Rarely provides support to emerging leaders	Provides some support to emerging leaders, but not in a consistent and systematic way	Consistently provides supports to emerging leaders, including formal and informal feedback, mentoring or coaching	Develops and implements system for emerging leaders to support each other and continue their development by collaborative mentoring, coaching, and sharing leadership opportunities

**Example Sources of Evidence:** School improvement plan; Observations of team meetings; Staff surveys

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## Domain 1: Developing Effective Educators

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School leaders build, sustain and empower effective teaching through the intersection of human resource leadership and instructional leadership. As human resource leaders, principals use strategies to hire, evaluate and support effective teachers. As instructional leaders, they establish and maintain a schoolwide vision of high quality and rigorous instruction for all students.

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### Subdomain 1.2 Instructional Leadership

As effective instructional leaders, principals work with the school community to articulate a shared vision of improvement that serves as the focus of their work. This vision is evident in classroom observations and feedback, collaborative work opportunities, and rigorous Student Learning Objectives. Effective principals focus on equitable student outcomes by setting clear staff and student expectations and facilitating the use of data for student growth.

**Components** *(See rubrics on subsequent pages):*

- 1.2.1 Vision and Mission
- 1.2.2 Student Achievement Focus
- 1.2.3 Staff Collaboration
- 1.2.4 Schoolwide Use of Data
- 1.2.5 Student Learning Objectives (Teacher SLOs)

**Subdomain 1.2 Instructional Leadership**  
**RUBRIC: Component 1.2.1**

**1.2.1 Vision and Mission**

A strong vision and mission help communicate, in a compelling manner, the purpose and direction of the school organization. School leaders cultivate collective responsibility for student learning through the collaborative development of the vision and mission that emphasizes the shared belief that each student is an active learner. Executing the vision and mission involves aligning initiatives to the goals identified in the school improvement plan and engaging stakeholders in goal assessment and practice adjustments to guarantee equitable student access to effective instruction and a rich curriculum.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Articulates instructional vision and mission that lack clarity and are not reflected in school improvement plan	Articulates a coherent instructional vision and mission, but some aspects are unclear and/or missing from school improvement plan	Creates and communicates clear instructional vision and mission that is reflected in school improvement plan and responsive to student cultural, linguistic, and economic diversity	Creates and communicates shared instructional vision and mission that is reflected in school improvement plan and promotes equitable opportunities and outcomes for all students
Does not involve stakeholder groups in development of, or cultivate commitment around, school improvement plan	Involves some stakeholder groups in development of school improvement plan, resulting in vision and mission that is not widely shared among students and staff	Involves all stakeholder groups in development of school improvement plan using evidence-based strategies, resulting in vision and mission that is widely shared with and understood by students and staff	Involves all stakeholder groups in development of school improvement plan using evidence-based strategies, resulting in shared responsibility for vision and mission throughout school and larger community
Does not assess school improvement plan progress and results	Inconsistently assesses school improvement plan progress and results	Consistently assesses school improvement plan as part of ongoing progress monitoring practices	Consistently assesses, and uses school improvement plan to drive improved results

**Example Sources of Evidence:** School improvement plan; SLOs; Communication with stakeholders and parents (newsletters, Website); Memos or other communication with staff; School data; Observations of faculty actions during walkthroughs; Staff, student, and community surveys; Goal alignment

## Subdomain 1.2 Instructional Leadership

### RUBRIC: Component 1.2.2

#### 1.2.2 Student Achievement Focus

Effective principals believe that all students can learn at high levels and instill that belief in others. A school leader is responsible for ensuring that each student has the opportunity to graduate college, career and community ready, and must consistently monitor and address achievement gaps in and across student groups. Learning leaders engage in frequent observation and feedback cycles to ensure equitable access to quality programs and instruction, and foster community partnerships to enhance access to rich curriculum and authentic learning experiences.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Sets low expectations for students' academic or behavioral performance	Sets inconsistent expectations for students' academic and behavioral performance	Involves staff in setting consistently rigorous expectations for students' academic and behavioral performance	Builds capacity in staff and students to consistently enact rigorous expectations for academic and behavioral performance of all students
Does not monitor fidelity or integrity of curricular and instructional programs	Inconsistently monitors fidelity and integrity of curricular and instructional programs	Consistently monitors fidelity and integrity of curricular and instructional programs through classroom observation and feedback, and continuous review of student data	Supports teacher leaders in monitoring fidelity and integrity of curricular and instructional programs through classroom observation and feedback, and continuous review of student data
Does not pursue community partnerships to enhance academic program areas	Pursues community partnerships to enhance academic program areas, but is often unable to establish lasting community support	Secures lasting community partnerships that enhance key academic program areas	Builds capacity in staff to secure and maintain community partnerships in key areas and multiple other aspects of the academic program
Does not assess equity of access to high quality, standards-aligned instructional materials as part of developing school improvement plan	Identifies and uses measures to assess equity of some student groups' access to high quality, standards-aligned instructional materials when developing school improvement plan, but may not include strategies to address any identified inequities	Uses multiple measures to assess equity of all student groups' access to high-quality, standards-aligned instructional materials when developing school improvement plan and includes viable strategies to address identified inequities	Works collaboratively to encourage staff to continuously monitor equity of all student groups' access to high quality, standards-aligned instructional materials and takes necessary actions to correct or prevent inequities
Does not or inconsistently provides student academic and/or behavioral supports	Assists teachers and other staff to provide differentiated instruction and behavioral supports	Coaches teachers and staff in implementing universal instruction within multi-level systems of support	Staff independently support and implement effective multi-level systems of support that result in improved student learning and behavior

**Example Sources of Evidence:** Observations of following possible venues: leadership team meetings, department meetings, faculty meetings, listening sessions, and parent-teacher teams; School improvement plan; Root-cause analysis of data for improvement; Data-informed advocating for course offerings/needs; Equitable representation in courses, clubs, organizations, scholarships

## Subdomain 1.2 Instructional Leadership

### Component 1.2.3

#### 1.2.3 Staff Collaboration

The principal plays an important role in the construction of adult professional learning cultures. Principals create opportunities for collaboration aligned to school and district goals and that focus on instruction, teaching, and learning. Formal and informal collaborative opportunities around student learning and instructional practices promotes reflective inquiry and collective responsibility. In addition, communities of learning present opportunities for shared leadership, as teachers assume greater leadership in the analysis of student data and change in instructional practices.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
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

**Example Sources of Evidence:** Team meeting agendas; School schedule; Observations of principal during professional learning opportunities and interactions with learning teams; Observations of PLC meetings; PLC agenda and work products

## Subdomain 1.2 Instructional Leadership

### Component 1.2.4

#### 1.2.4 Schoolwide Use of Data

School leaders who provide the time and space for data-based cycles of inquiry can model, facilitate and empower staff in the use of relevant data to make instructional decisions. Meaningful use of data fosters a culture of inquiry as principals and teachers engage in the continuous review of student academic growth, teacher professional learning, school improvement plans, and School/Student Learning Objective (SLO) data to address equitable opportunity and achievement gaps in and across groups of students.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Rarely organizes schoolwide efforts to analyze data to inform school improvement strategies	Inconsistently organizes schoolwide efforts to analyze data to inform school improvement strategies	Consistently organizes and facilitates schoolwide efforts to analyze data for purposes of continuous improvement using multiple sources of relevant school, staff or student data	Builds capacity in others to organize and facilitate schoolwide efforts to analyze data for purposes of continuous improvement using multiple sources of relevant school, staff or student data
Does not analyze school data to identify disproportionality	Annually analyzes school data to identify disproportionality; identifies strategies to address equitable access and/or achievement gaps, but does not regularly monitor their effectiveness	Consistently analyzes school data and the effectiveness of strategies to address equitable access and achievement gaps throughout the year	Consistently analyzes school data resulting in timely response to the academic and social-emotional needs of individual students (including underserved populations) and a reduction of achievement gaps
Does not encourage use of strategic assessment framework (e.g., formative, interim, and summative)	Encourages use of strategic assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning	Leads efforts to develop and use strategic assessment framework (e.g., formative, interim, and summative) to drive instruction and advance learning	Integrates the use of strategic assessment framework within multi-tiered systems of support to drive instruction and advance learning

**Example Sources of Evidence:** Agendas for team meetings, grade level meetings, board reports; Observations of leadership/data team meetings; Student and School Learning Objectives; School data

## Subdomain 1.2 Instructional Leadership

### Component 1.2.5

#### 1.2.5 Student Learning Objectives (Teacher SLOs)

To maximize the impact of teacher Student Learning Objectives (SLOs), principals must understand SLO criteria (drawing upon Educator Effectiveness SLO guidance), and help teachers meet the criteria through access to resources. They encourage SLOs that represent teacher goals and priorities and align with and support school improvement priorities.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Does not assist teachers in developing SLOs that adhere to Educator Effectiveness criteria	Inconsistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria	Consistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria and impact teaching practice	Consistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria and significantly impact student learning
Does not provide teacher SLO training	Provides orientation and ongoing SLO training to teachers	Embeds SLO training within conferences and staff professional learning opportunities	Builds teacher leaders' capacity to provide ongoing SLO training to teachers, peers, and evaluators that promotes use of data to set and align goals to school improvement plan
Does not provide opportunity for teachers to collaborate or receive feedback on SLO goals and strategies	Provides limited opportunities for teachers to collaborate and receive feedback on SLO goals and strategies	Provides ongoing opportunities for teachers to collaborate and receive feedback on SLO goals and strategies throughout EE cycle	Supports and encourages teacher leaders to facilitate discussion and collaboration on SLO goals and strategies throughout EE Cycle

**Example Sources of Evidence:** Sample of SLOs; Discussion with principal; Observations of teacher/data team meetings; Meeting minutes; School professional development plans

## Domain 2: Leadership Actions

Effective principals take actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment focused on the achievement of each learner, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

### Subdomain 2.1 Professionalism

Students, staff, parents and other caregivers look to school leaders to demonstrate a positive demeanor and set an example for professional behavior in others. Such leadership is evident by consistently addressing negative actions, fostering an environment where staff share accountability for ethical practice, and leading others in culturally responsive practice. School leaders also contribute to the profession by participating in and occasionally leading activities that promote school leadership and organizational effectiveness.

**Components** *(See rubrics on subsequent pages):*

- 2.1.1 Professionalism
- 2.1.2 Time Management and Priority Setting
- 2.1.3 Personal Professional Learning

**Subdomain 2.1 Professionalism**  
**RUBRIC: Component 2.1.1**

**2.1.1 Professionalism**

Students, staff, parents and other caregivers look to school leaders to demonstrate a positive demeanor and set an example for professional behavior in others. Such leadership is evident by consistently addressing negative actions, fostering an environment where staff share accountability for ethical practice, and leading others in culturally responsive practice. School leaders also contribute to the profession by participating in and occasionally leading activities that promote school leadership and organizational effectiveness.

<b>Unsatisfactory (1)</b>	<b>Developing/Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
Does not model positive professional or ethical behavior	Inconsistently models positive professional or ethical behavior	Consistently models positive professional and ethical behavior, which contributes to respect, rapport, and trust within school	Consistently models positive professional and ethical behavior, which contributes to respect, rapport and trust within school and community at large
Fails to hold staff to professional, ethical, and respectful behavioral expectations	Expects staff to display professional, ethical, and respectful behavior, but inconsistently holds them accountable for doing so	Expects staff to display professional, ethical, and respectful behavior at all times and addresses inappropriate conduct or practice when reported or observed	Creates conditions where staff share accountability for respectful, ethical and professional practices
Does not participate in activities that contribute to profession	Rarely participates in activities that contribute to the profession	Regularly participates in activities that contribute to the profession	Leads activities that contribute to the profession
Lacks knowledge of and does not demonstrate culturally responsive practice	Understands but inconsistently demonstrates culturally responsive practice	Consistently demonstrates knowledge of, and engages in, culturally responsive practice	Consistently demonstrates culturally responsive practice and supports those practices in others, resulting in improved student access to comprehensive learning opportunities

**Example Sources of Evidence:** Observations/school visits; Discussion with principal; Staff and stakeholder survey responses

Subdomain 2.1 Professionalism  
**RUBRIC: Component 2.1.2**

**2.1.2 Time Management and Priority Setting**

The best school improvement plan will not deliver results unless school leaders adhere to the identified goals and engage in decision-making that prioritizes time for teaching and learning. School leaders must set clear and realistic action steps and adhere to them to achieve school goals. The extent to which they promote these practices with others will help the school meet priorities.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Rarely focuses school objectives or action steps on school improvement priorities	Inconsistently focuses school objectives and action steps on school improvement priorities, resulting in limited student learning outcomes	Consistently focuses school objectives and action steps on school improvement priorities resulting in increased student learning outcomes in some priority areas	Focuses school objectives and action steps on school improvement priorities resulting in increased school learning outcomes in most priority areas
Does not plan for future needs or set appropriate timelines	Attempts to plan for future needs, but some timelines are not realistic or appropriate	Plans for realistic and appropriate objectives, action steps and timelines to meet future needs	Collaboratively plans for realistic and appropriate objectives, action steps, and timelines resulting in meeting future needs
Does not assess use of time to meet goals, priorities and deadlines	Inconsistently assesses use of time to meet goals, priorities and deadlines	Consistently assesses use of time to meet goals, priorities and deadlines	Creates time efficiencies to maximize focus on goals, priorities and deadlines
Fails to establish clear guidance about priority of instructional time	Recognizes need to protect instructional time, but allows distractions to shift focus from instructional efforts	Acts to protect instructional time by keeping teachers, students and staff focused on student learning and minimizes external distractions	Enables teachers, students, and staff to enhance or increase time for learning

**Example Sources of Evidence:** School improvement plan; Faculty/team meeting observations; School visits

**Subdomain 2.1 Professionalism**  
**RUBRIC: Component 2.1.3**

**2.1.3 Personal Professional Learning**

Effective school leaders promote professional learning in others and actively pursue their own professional learning. They do so by soliciting feedback from others, including their supervisors, teachers, and other stakeholders, keeping current with research on leadership practice, student learning, and organizational development, and applying research-derived practices to meet personal and school goals.

<b>Unsatisfactory (1)</b>	<b>Developing/Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
Rarely seeks or applies feedback to improve leadership practice	Seeks feedback from teachers but inconsistently uses feedback to improve leadership practice	Actively solicits feedback from students, parents, staff, and supervisor and analyzes feedback to improve leadership practice	Implements efficient systems that generate feedback from all stakeholder groups, including those not typically engaged, and analyzes and incorporates changes resulting in improved leadership practice
Does not reflect on personal professional practice and does not participate in professional learning activities	Occasionally reflects on personal professional practice and infrequently participates in professional learning activities	Regularly and accurately reflects on personal professional practice and participates in professional learning activities	Regularly and accurately reflects on personal professional practice, its implications for teacher and student learning, and participates in ongoing professional learning activities
Does not apply current educational research to inform practice	Seldom applies current educational research to inform practice	Consistently applies current educational research to practice and monitors impact	Consistently applies current educational research to practice, monitors impact, and revises strategies based on monitoring and feedback

**Example Sources of Evidence:** School improvement plan; Notes from observation of listening session (faculty team meetings); Principal's Professional Practice Goals

## Domain 2: Leadership Actions

Effective principals take actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment focused on the achievement of each learner, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

### Subdomain 2.2 Intentional and Collaborative School Culture

Effective principals establish a climate of trust and collaboration among school staff, students and the community while creating conditions that fosters an inclusive, culturally responsive, and learning-focused school environment. They build positive relationships and a shared commitment to change through effective communication and collaborative decision making.

**Components** *(See rubrics on subsequent pages):*

- 2.2.1 School Climate
- 2.2.2 Communication
- 2.2.3 Change Management and Shared Commitment

**Subdomain 2.2 Intentional and Collaborative School Culture**  
**RUBRIC: Component 2.2.1**

**2.2.1 School Climate**

A strong and positive school climate is necessary for student and educator success. Principals have a major role in shaping and supporting the school climate by fostering a shared understanding of the school's values, beliefs, goals, and standards for interactions that are inclusive and representative of the different perspectives. In addition, through their actions school leaders can develop trusting relationships that contribute to a climate where educators and students feel ownership and are encouraged to take risks aligned to school goals.

<b>Unsatisfactory (1)</b>	<b>Developing/Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
Neglects relationships and is ineffective in establishing trust, resulting in a negative school climate	Understands importance of, but struggles to establish and maintain a positive school climate through relationships built on trust among students, families, staff, and community from diverse backgrounds	Establishes and maintains a positive school climate through relationships built on trust among students, families, staff, and community from diverse backgrounds	Creates conditions where school community takes ownership and maintains positive school climate based on trust and relationships among students, families, staff, and community from diverse backgrounds
Rarely or inaccurately evaluates school climate to ensure that it is inclusive of different perspectives	Inconsistently evaluates school climate to ensure that it is inclusive of different perspectives	Regularly evaluates school climate and takes steps to ensure that it is inclusive of different perspectives	Collaborates with staff to regularly evaluate school climate and confront barriers, including misconceptions about race, culture, class and other differences

**Example Sources of Evidence:** Newsletter; Community engagement plan; Discussions with principal, staff, students and parents; Positive Behavioral Intervention and Supports (PBIS) Data; School climate survey/parent survey

**Subdomain 2.2 Intentional and Collaborative School Culture**  
**RUBRIC: Component 2.2.2**

**2.2.2 Communication**

Using effective communication strategies, school leaders develop a shared organizational purpose representative of high expectations that are specific to the school context and student population. Clear communication provides the direction and develops understanding and motivation around school goals and improvement efforts. Successful methods of communication tailor messages to the audience (i.e., staff, parents, students, community), and are evaluated and modified to increase effectiveness. School leaders who are good communicators also respond in timely and meaningful ways to the inquiries they receive.

<b>Unsatisfactory (1)</b>	<b>Developing/Basic (2)</b>	<b>Proficient (3)</b>	<b>Distinguished (4)</b>
Rarely communicates school goals, learning expectations, challenges, improvement plans, and progress to stakeholders	Provides incomplete communication about school goals, learning expectations, challenges, improvement plans and progress to some stakeholders	Provides comprehensive communication about school goals, learning expectations, challenges, improvement plans and progress to most stakeholders	Provides comprehensive communication about school goals, learning expectations, challenges, improvement plans and progress to all stakeholders
Does not assess effectiveness of different communication approaches	Assesses effectiveness of some communication approaches, but does not appropriately adapt messages as needed	Assesses effectiveness of some communication approaches and adapts messages as needed	Assesses effectiveness of all communication approaches and adapts messages as needed
Responses to parents, staff and community members are not timely and/or meaningful	Inconsistently responds to contact from parents, staff and community members in timely and/or meaningful way	Solicits input and consistently responds to contacts from parents and staff in timely and meaningful manner	Solicits input and consistently responds to contacts from parents, staff and community members and addresses their concerns in timely and meaningful manner

**Example Sources of Evidence:** Newsletters, emails, correspondence with parents, community members and stakeholders; Communication plan and log; Social media; School websites; Web 2.0 interactive information

**Subdomain 2.2 Intentional and Collaborative School Culture**  
**RUBRIC: Component 2.2.3**

**2.2.3 Change Management and Shared Commitment**

School leaders transform schools by building shared commitment and ownership within the school and in the broader community. School leaders effectively manage change when they cultivate collaborative leadership, build consensus by demonstrating the value of change, and integrate district and state initiatives into school improvement goals.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Pursues new changes in haphazard manner, without connections to research or school priorities	Pursues new changes that may have research basis, but are not connected to school priorities	Pursues new changes based on current research to address school priorities	Pursues new changes based on continuous review of school data and current research to address school priorities
Does not seek input or secure cooperation, and instead makes unilateral, arbitrary decisions	Seeks some input from stakeholders, but pursues improvement processes without securing cooperation needed to support change process	Engages teachers and other stakeholders in planning and initiating improvement processes and managing change	Builds capacity in teachers and other stakeholders to initiate improvement strategies and facilitate change management process
Fails to identify areas in which agreement and/or consensus is necessary	Identifies areas where agreement is necessary but has not implemented strategies to achieve agreement/ or consensus.	Uses multiple strategies to work toward agreement and/or consensus for improvement, including shared problem-solving approaches	Fosters an inclusive process for collaboration and regularly incorporates different perspectives and dissenting voices into decision making
Does not accept or does not support district decisions	Even if significant philosophical differences exist, accepts and supports district decisions when final	When significant philosophical differences exist, uses appropriate method(s) to question district direction, but accepts and supports decisions when final	When significant philosophical differences exist, uses appropriate method(s) and evidence-based arguments to question district direction, but accepts and supports decisions when final
Ignores or contributes to conflict	Acknowledges but avoids addressing some conflicts	Recognizes that conflict is inevitable, depersonalizes disagreement, and respects varying points of view	Successfully anticipates conflict and proactively resolves disagreements among stakeholders

**Example Sources of Evidence:** Disciplinary procedures and referrals; Grievance records; Discussions with staff, students and parents; School improvement plan; Communication with stakeholders and staff; School/community climate survey

## Domain 2: Leadership Actions

Effective principals take actions that set the stage for improved teaching and learning. Effective principals model professional and respectful personal behavior, facilitate a collaborative and mutually supportive working environment focused on the achievement of each learner, and manage resources and policies in order to maximize success on the school's instructional improvement priorities.

### Subdomain 2.3 School Management

Effective principals implement and maintain safety plans that ensure an inclusive and safe learning environment. Engaging staff in understanding and implementing policies, procedures, laws and regulations builds capacity and allows the principal time to focus on student learning. School leaders must efficiently manage limited financial resources for sound educational programming and engage with staff and community to maximize allocations and potentially leverage additional resources.

**Components** *(See rubrics on subsequent pages):*

- 2.3.1 Learning Environment Management
- 2.3.2 Financial Management
- 2.3.3 Policy Management

Subdomain 2.3 School Management  
**RUBRIC: Component 2.3.1**

**2.3.1 Learning Environment Management**

Creating environments conducive to learning is essential to student academic, social, and emotional success as well as that of the educators and staff. Managing the operations of a school building is a fundamental school leadership responsibility. Proactive planning, and shared responsibility for safety, help maintain an environment supportive of learning and promote the physical and emotional well-being of students and staff.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Does not create a plan for physical and socio-emotional safety of staff and students	Creates and attempts to implement a plan for physical and socio-emotional safety of staff and students, but unaddressed issues impede the plan	Creates and implements a plan for physical and socio-emotional safety of students and staff	Staff and students collaborate to develop and implement a plan for physical and socio-emotional safety and monitor its effectiveness
Has not implemented crisis management plan	Implements crisis management plan, but periodic tests and updates of the plan do not consistently occur	Implements clear crisis management plan that is known by all staff, periodically tested, and updated as needed	Implements, reflects upon and improves upon clear crisis management plan that is known by all staff, periodically tested, and updated as needed
Ineffectively cooperates with district staff to develop and maintain clean and productive learning environment	Occasionally cooperates with district staff to develop and maintain clean and productive learning environment	Consistently cooperates with district staff to develop and maintain clean and productive learning environment	Cooperates with district staff and fosters community involvement in developing and maintaining clean and productive learning environment
Does not consider extended community learning and social services opportunities	Occasionally considers and acts upon extended community learning and social services opportunities	Consistently considers and acts upon extended community learning and social services opportunities	Collaborates with staff and community to plan and implement regular opportunities for extended community learning and social services support

**Example Sources of Evidence:** Facility reviews; Crisis management plan; In-service and faculty meeting agendas; Behavior management plan; Work orders; Email to appropriate departments; Short and long-range facilities improvement plans

Subdomain 2.3 School Management  
**RUBRIC: Component 2.3.2**

**2.3.2 Financial Management**

Effective school leaders collaboratively develop budgets by identifying learning priorities and the financial needs to support them, manage funds flexibly and responsibly, and manage budgets aligned with school improvement goals and promote equitable practices.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Does not develop required budget	Develops budget as required and informs stakeholders	Conducts needs analysis and includes stakeholder input as part of budget development	Conducts needs analysis and includes stakeholder input while clearly aligning budget with instructional goals and school improvement priorities
Performs ineffective budget management	Manages budget within guidelines	Manages budget with flexibility and seeks approval when variance is needed	Manages budget with flexibility and obtains approval when variance is needed to fully support school improvement priorities
Resource allocation does not accurately reflect school improvement priorities or access to equitable practices	Inconsistently allocates resources to support school improvement priorities and equitable practices	Consistently allocates resources to support school improvement priorities and access to resources that promote equitable practice	Uses innovative resource reallocation strategies to support school improvement priorities and equitable practices

**Example Sources of Evidence:** School budget reports and planning documents; School improvement plan; Grant applications and awards; In-service and faculty meeting agendas

Subdomain 2.3 School Management  
**RUBRIC: Component 2.3.3**

**2.3.3 Policy Management**

Promoting understanding, implementation, and compliance with policies, procedures, laws, and regulations provides safeguards that the school is meeting the needs of all students and staff. Effective leaders maintain policies, procedures, laws, and regulations, and facilitate understanding by all to promote student learning and the success of the school.

Unsatisfactory (1)	Developing/Basic (2)	Proficient (3)	Distinguished (4)
Does not engage staff in understanding policies, procedures, laws and regulations leading to frequent violations and does not work to resolve violations	Inconsistently engages staff in understanding and implementing policies, procedures, laws and regulations leading to occasional violations and takes minimal action to address violations	Consistently engages staff in understanding and implementing policies, procedures, laws and regulations and works to resolve violations	Consistently engages staff and other stakeholders in understanding and implementing policies, procedures, laws and regulations leading to no violations
Does not maintain appropriate policy documentation	Inconsistently maintains appropriate policy documentation	Consistently maintains appropriate policy documentation	Builds staff understanding of and processes for maintaining appropriate policy documentation and a process to clarify policies and procedures
Does not participate in activities with local policy makers on issues that directly impact school and leadership practice	Inconsistently participates with local policy makers on issues that directly impact school and leadership practice	Consistently participates with appropriate policy makers to influence policies that directly impact school and leadership practice	Participates in opportunities to connect with local, state, and federal policy makers to advocate for changes that positively impact school and leadership practice

**Example Sources of Evidence:** District compliance reports; Communication examples with local and state decisions makers; In-service and faculty meeting agendas; Memos, emails, school audit reports

See Appendix E of the *EE System User Guide for Principals, Principal Supervisors, and Coaches* for a more extensive list of potential evidence sources.

## Appendix D: Professional Conversations and Coaching

Wisconsin designed the EE process to grow and develop teachers and school leaders. Timely, specific, and ongoing feedback is critical to a learning-centered system. For both evaluators and peers, professional conversations offer an opportunity to provide feedback that can change practice and improve outcomes for students. Charlotte Danielson (2016) stresses the importance of professional conversations, stating, *“Of all the approaches available to educators to promote teacher learning, the most powerful (and embedded in virtually all others) is that of professional conversations”* (p. 5). While the intent of feedback from an evaluator may differ from feedback coming from a peer or coach, the way the participants engage in dialogue is the same. Likewise, while most recognize feedback as part of a formal observation and evaluation process, feedback can be equally effective in informal instances.

### Formal Feedback Opportunities within the EE Process

Whenever possible, evaluators and peers should review data from classroom observations and goal information prior to meeting with an educator. Prior review of the data for the planning, mid-year and end-of-cycle conferences allows the evaluator to 1) ensure effective use of meeting time, 2) plan for reflective questions, and 3) identify potential resources and determine next steps. Some find it helpful to use a coaching protocol to plan for and lead these conversations. Appendix Figure 1 below represents a protocol with components common to coaching models.

Appendix D, Figure 1 Coaching Protocol



While [Appendix D, Figure 1](#) suggests a coaching protocol has an order (beginning with validate, moving to clarify, then stretch and apply), professional conversations between principal and evaluator and/or coaching peer should be flexible and responsive to the needs of the principal.

Beginning the conversation with *validation* statements affirms what is going well and validates the skills and expertise the principal brings to the conversation. *Clarifying* questions help the evaluator to understand the principal's thinking while helping to provide context and additional evidence. The goal of a learning centered evaluation system is to grow principals professionally; therefore, the *stretch and apply* portion of the conversation is meant to push on dispositions and beliefs, build autonomy, encourage reflective practice, and gain commitment to change. Sample statements for each of the EE conferences are below:

### **Planning (or Peer Review) Session:**

*Validate* - "I see you have done a thorough analysis of your school data. You clearly have dug into the Wisconsin Framework for Principal Leadership and have been thinking about..."

*Clarify* - "Tell me more about your focus of student engagement. You have included the idea of learning ways to engage these students in the Strategies section of your SLO. What does that look like across the school?"

*Stretch and Apply* - "Looking at your assessment data, what gaps do you see in your student population? What might you do to make the content more accessible to your ELL students?"

### **Mid-year conference:**

*Validate* - "Your planning consistently details how you expect to monitor student learning progress both through ongoing formative steps and at key points across classrooms."

*Clarify* - "What are some ways you have incorporated what you are learning from those assessments into your leadership practice?"

*Stretch and Apply* - "How has the fourth-grade team been using formative assessments to inform their real-time instruction?" "What might you do to engage the third-grade team to work with the fourth-grade team to create a formative assessment strategy that helps with the transition?"

### **End-of-cycle conversations:**

*Validate* - "You've done a lot of specific reflecting about your SLO ..."

*Clarify* - "If I'm understanding correctly, you are finding it difficult to keep the leadership team focused on supporting the literacy PLCs to achieve some of your goals? What might be another way to arrive at the solution?"

*Stretch and Apply* - “You’ve talked about the challenges you faced by using the post-course assessment as the growth measure for your SLO. What assessment approaches might you use in your next SLO planning?” “How might those changes improve student outcomes?” “What are your next steps to make that happen?”

### Developmentally Appropriate Supports

Evaluators and peers use the evidence collected in school visits and through related artifacts to determine the current performance level of the principal (using the critical attributes of the WFPL components). It is unrealistic to move a principal from a *basic* to *distinguished* level in one feedback session. The goal is to move the principal forward in developmentally appropriate increments so as not to overwhelm him or her. If the evidence that supports current practice is at the developing/basic level, then feedback related to the proficient level is most appropriate. See Appendix Table 2 below.

*Appendix D, Table 2 Example: Critical Attributes Used in Feedback for 1.2.5 Student Learning Objectives (Teacher SLOs)*

Developing/Basic (2)	Proficient (3)
<ul style="list-style-type: none"> <li>• Inconsistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria</li> <li>• Provides orientation and ongoing SLO training to teachers</li> <li>• Provides limited opportunities for teachers to collaborate and receive feedback on SLO goals and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently assists teachers in developing SLOs that adhere to Educator Effectiveness criteria and impact teaching practice</li> <li>• Embeds SLO training within conferences and staff professional learning opportunities</li> <li>• Provides ongoing opportunities for teachers to collaborate and receive feedback on SLO goals and strategies throughout EE cycle</li> </ul>

Using evidence, the evaluator or peer engages the principal in conversations. They discuss the degree to which the principal is encouraging teacher SLO collaboration, and the extent to which he/she is supporting the teacher in creating and monitoring Student Learning Objectives as outlined in state guidelines. For example:

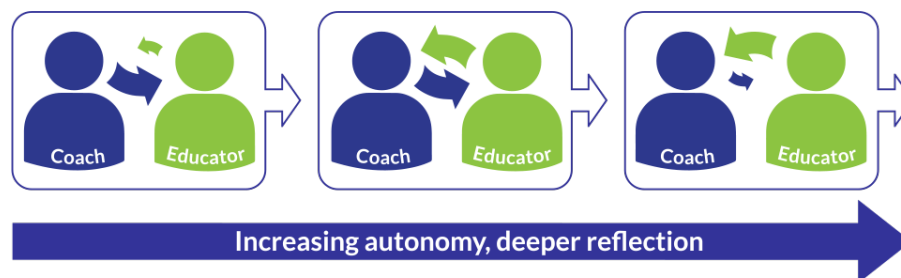
*Clarify* - “What adjustments have you made in the school schedule to allow all of your teachers to engage in ongoing review of student growth data?”

*Stretch and Apply* - “Looking ahead to next year, how might you build in some time for teachers to review their data and discuss SLO progress within your monthly faculty meetings?”

## Building Autonomy

Effective professional conversations support the differentiated needs of the principal. Coaching models (Aguilar, 2013; Hall and Simeral, 2008; Kraft et al., 2016) describe varying degrees of coaching support ranging from more direct (instructional) coaching to acting as a guide for reflective thinking. Appendix Figure 2, below, demonstrates the continuum of coaching supports and their relationship to increasing principal autonomy. Early in the coaching relationship, the coach may direct most of the professional conversation. As the relationship progresses, the principal becomes more autonomous in their practices and reflection and begins to lead more of the conversations.

Appendix D, Figure 1: Continuum of Supports



Instances where the principal is feeling challenged or is unable to reflect or construct ideas independently (perhaps in the case of a new principal), call for a direct approach, with the evaluator or peer leading the conversation and offering direct support.

*Example:* “Teacher X became less resistant when you presented the rationale...”

Over time, and when appropriate, evaluators or peers are encouraged to engage the principal in a more collegial exchange of ideas and feedback. Rather than direct statements, they engage the principal in a mutual exploration of data. As the principal becomes more of an equal contributor, autonomy is increasing.

*Example:* “Let’s explore the results of your recent MAP assessment and analyze the results together...”

Planning for professional feedback conversations ahead of time builds both a foundation of trust as well as principal capacity. A principal’s capacity for reflection and continued learning is nurtured when their evaluator or peer prepares for the conversation ahead of time and develops probing questions which encourage the principal to reflect. Increased autonomy becomes evident in the connections the principal makes between the principal and student learning and their building leadership. As principal autonomy is developed, the conversations are led primarily by the principal, with the evaluator or peer encouraging deeper analysis and reflection.

*Example:* “The analysis of the school level data indicates your students with learning disabilities are still performing well below grade level on this standard. How does this influence your planning and supports? What would it look like to move toward greater accessibility to content for these students?”

## Appendix E: Observations and Artifacts

### Tips and Considerations for Conducting Principal Observations

- Focus on what's important and what's immediate.
- To maximize impact and relevance of feedback, evaluators should ask principals what they most desire feedback on and what events they would most like the evaluator to observe.

### Manipulate time and/or remain invisible.

- The presence of a district leader may affect how the principal or the people interacting with the principal behave. District leaders could avoid this by using a variety of observation methods, including asking principals to record themselves in action and submit links/videos for their evaluators to review. This method not only eases some anxiety, but also can address scheduling/capacity issues by allowing the evaluator to observe practice later.

### Use high-leverage evidence sets.

- High-leverage evidence sets result from intentional and strategic collection and use of observations and artifacts. These evidence sources differ from a random collection of artifacts or observations that are retroactively assigned to components (i.e., isolated lists of leadership team members, meeting addenda with no context or follow up, notes from school walkthroughs or classroom observations that are not connected to descriptions of instructional priorities).
- Isolated or random evidence sources may provide little insight about leadership practice, insufficient information to evaluate individual components, and have little strategic value. In contrast, high-leverage evidence sets help illustrate leadership practice as it deeply informs leadership action relative to school and/or district improvement, providing a rich basis for reflection and growth.
- A high-leverage set covers multiple components. Thus, principals may potentially collect fewer evidence examples, which can ease the burden for the principal. Additionally, high-leverage sets ease the burden of the evaluator, who otherwise must try to figure out what all the disparate artifacts submitted by the principal talk about their leadership practice. The table below provides examples of types of observations and artifacts that principals and evaluators can combine into high-leverage evidence sets.

Appendix E, Table 3: Artifact and Observation Evidence with Related WFPL Components

Examples, Observations, and Artifacts	Aligns to These Multiple Components
Short observation of the principal's presentation to the faculty regarding information learned from a recently attended workshop or conference, supplemented with handouts created by the principal for the faculty.	1.1.4 Leading Professional Learning 2.1.1 Professionalism
Observation of the principal leading a staff meeting focused on the creation of a building-level school improvement process, supplemented with photos taken of data charts posted on the walls during a data walk.	1.1.5 Distributed Leadership 1.2.1 Vision and Mission 1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 1.2.4 School-wide Use of Data 2.1.2 Time Management and Priority Setting 2.1.3 Personal Professional Learning
Observation of principal supporting and/or facilitating a school-wide learning plan or PLC group, supplemented with schedules demonstrating time for PLCs to meet and evidence of how their work aligns to the school/district improvement plan.	1.1.4 Leading Professional Learning 1.1.5 Distributed Leadership 1.2.2 Student Achievement Focus 1.2.3 Staff Collaboration 2.1.1 Professionalism
Observation collected via videotape of principal hosting a post-observation feedback meeting with a teacher, supplemented by notes collected during the observation of the teacher; superintendent documents the coaching and feedback provided by the principal.	1.1.3 Performance Evaluation and Feedback 1.1.4 Leading Professional Learning
Observation of school leadership team meeting to ensure that observations and feedback meetings with teachers occur in a timely manner, and to check for consistent use and interpretation of rubrics used during teacher observations.	1.1.3 Performance Evaluation and Feedback 2.1.2 Time Management and Priority Setting
Observation of principal monitoring morning arrival of students, which has recently included conflicts between the bus driver and parent-safety officer.	2.3.1 Learning Environment Management 2.2.3 Change Management and Shared Commitment

Appendix Table 4:

## OBSERVATIONS

Definition	Requirement	Specifics
<b>School visit:</b> In-person observation of school leader and the school environment to gather evidence of leadership practice.	One or more visits by the evaluator to gather evidence for feedback purposes & to assess leadership practice.  There are no set time constraints.	Steps: <ul style="list-style-type: none"> <li>• Pre-visit discussion between principal &amp; evaluator</li> <li>• Visit for observation</li> <li>• Post-visit discussion</li> </ul>
<b>Sampling visit:</b> Shorter, in-person observations to gather on-going evidence of school leadership practice or to focus feedback on specific issues.	3-5 over the full Effectiveness Cycle	Steps: <ul style="list-style-type: none"> <li>• Discuss activities or events the school leader(s) would like feedback on</li> <li>• Conduct visit</li> <li>• Provide written or verbal feedback</li> </ul>
<b>Walk-throughs:</b> Casual walk-through by evaluator to observe a specific idea, theme, trend, initiative, or topic within the school.	Walk-throughs are not required by the DPI Model or the WIEE System.  May be done as often evaluator feels is necessary or beneficial.	<ul style="list-style-type: none"> <li>• 5–10-minute visits</li> <li>• Optional: brief feedback after walkthrough</li> </ul>
<b>Artifacts:</b> Documents, reports or videos that demonstrate principal leadership practices.	Collect and maintain artifacts as evidence sources for feedback and leadership practice evaluation.	<ul style="list-style-type: none"> <li>• Continuous collection throughout the cycle.</li> </ul>

## OBSERVATION TIPS FOR SUCCESS

### School Visit and Sampling Visits

- Evaluator should focus on evidence that informs leadership practice &/or relates to school & district priorities.
- Principal or evaluator may both upload artifacts in support of the observation before or after the event.
- Evidence may come from any part of the observation process (pre- or post-discussion, observation, reflections on the observation).
- School &/or sampling visits may be conducted by peers to provide formative practice & feedback.
- For sampling visits: districts may use district-created Sampling Visit tools.

### Walk-Throughs

- Districts may adopt or develop their own walk-through tools.
- Not intended as primary evidence source for WI EE evaluation.

### Artifacts

- For efficiency and impact, focus on “high leverage artifact sets.” These include documents, reports or videos that provide a rich picture of practice, relate to school or district priorities, and provide evidence for multiple components.

### Component-Related Evidence and Sources

This document is designed to facilitate principal collection of evidence for support of professional practice. It identifies indicators related to each component of the Wisconsin Framework for Principal Leadership, and sources likely to contain supporting evidence.

Principal professional practice is evaluated using the Wisconsin Framework for Principal Leadership, which aligns with the Professional Standards for Educational Leaders (replaced the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards), and the Wisconsin Educator Standards for Administrators. The rubric organizes school leadership into two domains, five subdomains, and 19 components. Discussions with principals about evidence sources are appropriate for any of the components. In some cases, they are strongly encouraged or necessary for a component and are identified as such with bolded text.

## EVIDENCE SOURCES AND LOOK-FORS

### Component-Related Evidence and Sources

This document is designed to facilitate principal collection of evidence for support of professional practice. It identifies indicators (Look-Fors) for each component of the Wisconsin Framework for Principal Leadership, and sources likely to contain supporting evidence.

Principal professional practice is evaluated using the Wisconsin Framework for Principal Leadership, which aligns with the Professional Standards for Educational Leaders (replaced the 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards), and the Wisconsin Educator Standards for Administrators. The rubric organizes school leadership into two domains, five subdomains, and 19 components. Discussions with principals about evidence sources are appropriate for any of the components. In some cases, they are strongly encouraged or necessary for a component and are identified as such with bolded text.

### DOMAIN 1 Developing Effective Educators

#### SUBDOMAIN 1.1 HUMAN RESOURCE LEADERSHIP

##### 1.1.1 Recruiting & Selecting

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• Descriptions or documents on recruitment</li><li>• Interview artifacts: questions, assessment description</li><li>• Discussion with principal</li><li>• School Improvement Plan (SIP)</li></ul>	<ul style="list-style-type: none"><li>• Recruitment methods align with educator standards and district/school priorities (WECAN position description, publications, emails, website, etc.)</li><li>• Interview process and interview team composition</li><li>• Interview questions address key competencies</li><li>• Recruitment strategy targets diverse staff needs/requirements</li><li>• The School Improvement Plan includes a structure for recruitment/selection/interview strategy</li></ul>

### 1.1.2 Assignment of Teachers and Instructional Staff

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• Discussion with principal</li><li>• Staff Allocation plan</li><li>• Staff working conditions survey</li><li>• School Improvement Plan</li></ul>	<ul style="list-style-type: none"><li>• Teachers are assigned to appropriate positions</li><li>• Student outcome data informs teacher and staff placement</li><li>• Staff allocation plan reflects student needs</li><li>• There is a strategy for filling positions prior to new school year</li></ul>

### 1.1.3 Performance Evaluation and Feedback

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• Teacher evaluation schedule and documents</li><li>• Post-conference/feedback forms</li><li>• School walkthroughs and/or discussion with principals</li><li>• Observations of principal conducting a teacher evaluation discussion with (live or video)</li><li>• Log of observations (tracking time in classrooms both formal and informal)</li><li>• Teacher feedback tools (Google doc, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Evaluation process has been completed</li><li>• Frequency of classroom visits</li><li>• Clear, consistent, and specific formative feedback given to teachers that encourages self-reflection and growth</li><li>• Uses walkthrough data to provide feedback to teachers</li><li>• Alignment with school goals</li><li>• Reviews teacher evaluations for inter-rater agreement and their own consistency as a rater (i.e., ratings across time and for different educators)</li><li>• Compares alignment of student achievement data (e.g., interim/benchmark data, classroom goals) and teacher observation scores</li></ul>

#### 1.1.4 Leading Professional Learning

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• School-wide professional development plan</li><li>• Observations of staff/faculty professional development meeting</li><li>• School budget for professional development resources</li><li>• Agendas and attendance for professional development offerings</li></ul>	<ul style="list-style-type: none"><li>• Professional development relates to key school improvement strategies in SIP</li><li>• Time and resources are allocated for professional development</li><li>• Embedded professional development (opportunities for staff to engage in learning activities during school day)</li><li>• Principal involvement/engagement in professional development activities</li></ul>

#### 1.1.5 Distributed Leadership

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• School Improvement Plan</li><li>• Observations of team meetings</li><li>• Observations of presentations at staff meetings/community meetings/school board meetings</li><li>• Faculty/staff interviews or surveys</li></ul>	<ul style="list-style-type: none"><li>• Range of staff take on instructional and content- related leadership opportunities</li><li>• Staff in leadership roles are recognized and respected for their knowledge and skills in the role</li><li>• Variety of staff are involved in presentations</li><li>• Staff report opportunities exist for leadership roles</li></ul>

## SUBDOMAIN 1.2 INSTRUCTIONAL LEADERSHIP

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### 1.2.1 Vision and Mission

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• School Improvement Plan</li><li>• Communication with stakeholders and parents (newsletters, website)</li><li>• Memos or other communication with staff</li><li>• SLOs</li><li>• Faculty meeting agendas</li><li>• Team meeting agendas</li><li>• Interviews/surveys of staff and parents</li></ul>	<ul style="list-style-type: none"><li>• Broad involvement in the development of the mission and vision</li><li>• Regular reflection on the implementation of the mission and vision</li><li>• Most stakeholders and school community understand and can articulate the mission and vision</li><li>• Agenda, communication items address mission and vision</li></ul>

### 1.2.2 Student Achievement Focus

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• Observations of following possible venues: leadership team meetings/departments meetings/faculty meetings/listening sessions/parent leadership teams</li><li>• School Improvement Plan</li><li>• Observations of RTI practices</li><li>• Agendas for staff development meetings</li><li>• Individual learning plans</li><li>• Staff and community survey</li></ul>	<ul style="list-style-type: none"><li>• Student academic and behavioral expectations/outcomes are clear and rigorous</li><li>• Students, staff, and community understand academic and behavioral expectations</li><li>• Teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results</li><li>• Examples of student and teacher involvement, awareness and buy-in</li><li>• Students can clearly articulate their diverse personal academic goals</li></ul>

### 1.2.3 Staff Collaboration

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• Team meeting agendas</li><li>• School schedule</li><li>• Observations of principal during professional learning opportunities and interactions with learning teams</li><li>• Interviews/discussion with teachers</li></ul>	<ul style="list-style-type: none"><li>• School schedule allows for regular, collaborative planning time</li><li>• Productive use of collaborative planning time</li><li>• Climate of collaboration and professional growth</li><li>• Collaborative work group expectations are communicated clearly and understood by staff</li><li>• Adequate time is created for collaborative planning</li></ul>

### 1.2.4 Schoolwide Use of Data

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• Agendas for team meetings, grade level meetings, board reports</li><li>• Observations of team meetings/grade level meetings/professional learning communities</li><li>• Board reports</li><li>• School Improvement Plan</li><li>• Surveys</li><li>• Equity Audit</li></ul>	<ul style="list-style-type: none"><li>• Team and school improvement priorities are based on current data analysis</li><li>• In team/grade level meetings, instructional staff regularly analyze Student and group progress toward learning goals</li></ul>

### SUBDOMAIN 1.2.5 Student Learning Objectives (Teacher SLOs)

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• Sample of SLOs</li><li>• Discussion with principal</li><li>• Observations of SLO-based faculty or collaborative work group meeting</li><li>• Staff interviews or surveys</li></ul>	<ul style="list-style-type: none"><li>• Principal follows process and procedures required for teacher SLOs</li><li>• Discussion of SLOs within faculty or collaborative work group meetings</li><li>• SLO results are used to inform adjustments to individual, team or school improvement strategies</li></ul>

## DOMAIN 2 Leadership Actions

### 2.1 PERSONAL BEHAVIOR \_\_\_\_\_

#### 2.1.1 Professionalism

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• Observations/school visits</li><li>• Discussion with principal</li><li>• Principal memos and newsletters</li><li>• Staff meeting agendas</li><li>• Communication logs</li><li>• Surveys</li></ul>	<ul style="list-style-type: none"><li>• Observe positive professional and ethical behavior</li><li>• Articulates professional and ethical behavior</li><li>• Regularly reflects on personal practice</li><li>• Strategies principal uses to keep informed about current education research</li></ul>

### 2.1.2 Time Management & Priority Setting

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• School Improvement Plan</li><li>• Faculty/team meeting observations</li><li>• School visits</li><li>• Reports to/from district office</li><li>• Faculty memos</li><li>• Review of academic programs and supports</li><li>• School schedule</li><li>• Attendance policy and data</li></ul>	<ul style="list-style-type: none"><li>• Deadlines are being met</li><li>• Appropriate timelines are set and followed</li><li>• Interruptions of instructional time (announcements, behavioral, assemblies, etc.)</li><li>• School schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized</li><li>• Examples of structuring time creatively to support student learning</li></ul>

### 2.1.3 Personal Professional Learning

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• School Improvement Plan</li><li>• Notes from observation of listening session (faculty team meetings)</li><li>• Staff, parent, stakeholder surveys</li><li>• Community engagement plan</li></ul>	<ul style="list-style-type: none"><li>• Community engagement plan and/or school improvement plan reflect effective community and stakeholder engagement</li><li>• Examples of how stakeholder feedback has been used to shape personal or school priorities</li></ul>

## 2.2 INTENTIONAL AND COLLABORATIVE SCHOOL CULTURE\_\_\_\_\_

### 2.2.1 School Climate

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• Newsletter</li><li>• Community engagement plan</li><li>• Discussions with principal, staff, students and parents</li><li>• Positive Behavior Intervention System (PBIS)</li><li>• Observations of before and after school interactions with peers/community/parents/students</li><li>• Feedback from staff members</li><li>• School climate survey results</li></ul>	<ul style="list-style-type: none"><li>• Staff feels “safe” taking initiatives and risk</li><li>• Evidence of family outreach and family presence and participation in the school</li><li>• Staff, family and community participation on school improvement teams</li><li>• Principal models appreciation and respect for cultures of the school and community to create an inclusive environment</li><li>• Principal has strategies to address instances of intolerance</li></ul>

### 2.2.2 Communication

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• Newsletters, emails, correspondence with parents, community members and stakeholders</li><li>• Communication plan and log</li><li>• Social Media/School websites/Web 2.0 interactive information</li><li>• Observations of presentations to community/parents/teachers/board of education</li><li>• Interaction with peers/community/parents/students</li><li>• School Improvement Plan</li><li>• School climate survey</li></ul>	<ul style="list-style-type: none"><li>• Communication is timely</li><li>• Communication reflects concepts related to school’s goals, needs, improvement plans, successes and failures</li><li>• Communication includes a variety of approaches</li><li>• Examples of how principal communicates with stakeholders from different backgrounds and perspectives</li><li>• </li></ul>

### 2.2.3 Change Management & Shared Commitment

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• Disciplinary procedures and referrals</li><li>• Grievance records</li><li>• Positive Behavior Interventions and Supports (PBIS)</li><li>• School climate survey data</li><li>• Faculty/team meeting observation</li><li>• Discussions with staff, students and parents</li></ul>	<ul style="list-style-type: none"><li>• Addresses conflict in a timely manner</li><li>• Fairness and consistency are observed and reported in student and staff interactions</li><li>• Staff, parents and students are appropriately engaged in conflict management</li><li>• Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner</li></ul>

## 2.3 SCHOOL MANAGEMENT

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### 2.3.1 Learning Environment Management

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• School visits</li><li>• Crisis management plan</li><li>• Behavior management plan</li><li>• Facility Reviews</li><li>• Observations of safety drills</li><li>• Incident reports/safety record</li><li>• Teacher handbook</li><li>• Reports from district maintenance/custodial office</li></ul>	<ul style="list-style-type: none"><li>• Safe, secure and clean facility</li><li>• Orderly, respectful passing in the halls</li><li>• Safety plan is clear and readily accessible to staff</li><li>• Staff understands and uses safety plan</li><li>• Behavior expectations and rules posted</li></ul>

### 2.3.2 Financial Management

Evidence/Evidence Source	Indicators/ “Look-Fors”
<ul style="list-style-type: none"><li>• School budget reports and planning documents</li><li>• School Improvement Plan</li><li>• History of budget requests</li><li>• Fiscal review</li><li>• Financial audits</li></ul>	<ul style="list-style-type: none"><li>• Evidence of needs analysis</li><li>• Finances within budget</li><li>• Resources reallocated to address school improvement priorities</li><li>• Actively pursues external resources (in-kind and financial support)</li></ul>

### 2.3.3 Policy Management

Evidence/Evidence Source	Indicators/ "Look-Fors"
<ul style="list-style-type: none"><li>• District compliance reports</li><li>• Communication examples with local and state decision-makers</li><li>• Attendance log from school and district meetings</li><li>• Observations of district or other policy committee meetings</li><li>• Examples of membership with outside committees/councils</li><li>• Attendance at state and national conferences</li></ul>	<ul style="list-style-type: none"><li>• Active involvement in principal/district level meetings</li><li>• Communications with policy makers outside the district</li><li>• Brings concerns to the attention of executive and policy authorities in a timely and appropriate manner</li><li>• Strategies principal uses to keep informed about current policy issues</li></ul>

## Appendix F: SLO Resources

[Writing a Quality SLO](#) on the DPI website includes how-to walkthroughs and examples for each of the SLO plan sections below.

### Quality Indicator Checklists

Quality Indicators: Baseline Data & Rationale	✓	Reflections/Feedback/ Notes for Improvement
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		

Quality Indicators: Alignment & Student Population	✓	Reflections/Feedback/ Notes for Improvement
The SLO is aligned to <a href="#">specific content standards</a> representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
The student population identified in the goal(s) reflects the results of the data analysis.		


Quality Indicators: Targeted Growth	✓	Reflections/Feedback/ Notes for Improvement
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		

Quality Indicators: Interval	✓	Reflections/Feedback/ Notes for Improvement
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		

Quality Indicators: Evidence Sources	✓	Reflections/Feedback/ Notes for Improvement
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
Evidence reflects a <a href="#">strategic use of assessment</a> (DPI website)		

Quality Indicators: Evidence Sources	✓	Reflections/Feedback/ Notes for Improvement
Progress is continuously monitored, and an appropriate amount of evidence can be collected in time for use in the End-of-Cycle summary conference. (Note: The amount of evidence available may vary by educator role).		
Teacher-created rubrics, if used to assess student performance, have well-crafted performance levels that: <ul style="list-style-type: none"> <li>Clearly define levels of performance;</li> <li>Are easy to understand;</li> <li>Show a clear path to student mastery.</li> <li>Do not reinforce or reflect systemic education inequities</li> </ul>		

Quality Indicators: Instructional ( <i>for teachers</i> ) and Leadership ( <i>for principles</i> ) Strategies and support	✓	Reflections/Feedback/ Notes for Improvement
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative practices, interim assessments, and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		

Quality Indicators: Scoring		Reflections/Feedback/ Notes for Improvement
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data and evidence of implementation process.		

## SLO Scoring Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Goal Setting</b>	Educator set inappropriate goal(s).	Educator set goal(s) based on analysis of required or supplemental data sources.	Educator set goal(s) based on analysis of all required and supplemental data sources.	Educator set rigorous and appropriate goal(s) based on a comprehensive analysis of all required and supplemental data sources.
<b>Assessments Practices</b>	Educator consistently used inappropriate assessment practices.	Educator inconsistently used appropriate assessment practices.	Educator consistently assessed students using appropriate assessment practices.	Educator consistently assessed students using strategic, appropriate, and authentic assessment practices.
<b>Progress Monitoring</b>	Educator did not monitor personal or student evidence/data.	Educator infrequently monitored personal and student evidence/data.	Educator frequently monitored personal and student evidence/data.	Educator continuously monitored personal and student evidence/data.
<b>Reflection</b>	Educator inconsistently and inaccurately reflected on student and personal evidence/data.	Educator consistently reflected on student and personal evidence/data.	Educator consistently and accurately reflected on student and personal evidence/data and made connections between the two.	Educator consistently and accurately reflected on student and personal evidence/data and consistently and accurately made connections between the two.
<b>Adjustment of Practice</b>	Educator did not adjust practice based on evidence/data or reflection.	Educator inconsistently and inappropriately adjusted practice based on evidence/data and reflection.	Educator consistently adjusted practice based on evidence/data and reflection.	Educator consistently and appropriately revised practice based on evidence/data and reflection.
<b>Outcomes</b>	Educator process resulted in no student growth.	Educator process resulted in minimal student growth.	Educator process resulted in student growth.	Educator process resulted in exceptional student growth.
<b>Total</b>				
<b>Wholistic Score</b>				

## Appendix G: Assistant/Associate Principal Evaluation

Assistant/Associate Principals (APs) follow a similar process to the one used by principals. There is, however, one important difference. AP educator practices are evaluated with only a portion of the 19 components from the WFPL.

APs educators are evaluated using 8 required components, plus additional components that fit the AP's specific role. The 8 required components were identified by an AP work team as common to most AP roles and responsibilities. The other 11 components are optional. APs and their evaluators may add as many optional components as relevant to accurately reflect the job functions of the individual AP or to provide the AP with opportunities to demonstrate new competencies that will help him/her grow in their role and prepare for the principal-ship.

Required Components:	Optional Components Depending on Role:
1.2.2 Student Achievement Focus 2.1.1 Professionalism 2.1.2 Time Management and Priority Setting 2.1.3 Personal Professional Learning 2.2.1 School Climate 2.2.2 Communication 2.2.3 Change Management and Shared Commitment 2.3.3 Policy Management	If the AP evaluates teachers as part of their responsibilities, the following additional components are required. 1.1.3 Performance Evaluation and Feedback AND 1.2.5 Student Learning Objectives (Teacher SLOs)

**Optional Components:** It is not necessary to select a minimum number of additional optional components. Evaluators and APs may include the following optional components if they help to fully define the AP's assigned responsibilities or encourage professional development.

Optional Components:	Optional Components Depending on Role:
1.1.1 Recruiting and Selecting 1.1.2 Assignment of Teachers and Instructional Staff 1.1.4 Leading Professional Learning 1.1.5 Distributed Leadership 1.2.1 Vision and Mission 1.2.3 Staff Collaboration 1.2.4 Schoolwide Use of Data	2.3.1 Learning Environment Management 2.3.2 Financial Management

*Evaluators of APs will collect evidence through observations and artifacts of the 8 core components, regardless of the AP's assignment, and for any other components from the WFPL that are included in the AP's EE Cycle.*

## Teacher EE Process and Principal EE Process Alignment

Appendix G, Table 5: Similarities between WI EE Teacher and Principal Evaluation Processes

Teacher EE Process	Principal EE Process
Self-review based on teaching standards (FfT)	Self-review based on leader standards (WFPL)
Student learning objective	School learning objective
Evidence collection	Evidence collection
Observations	Observations
Professional conversations	Professional conversations
Goal review and assessment	Goal review and assessment

Appendix Table 6: Similarities between Teacher and Principal Framework Themes

Content Area Themes	Framework for Teaching	Wisconsin Framework for Principal Leadership
Environment	2a: Creating an environment of respect and rapport	2.2.1 School Climate 2.2.3 Change Management and Shared Commitment
Culture	2b: Establishing a culture for learning	2.2.1 School Climate 1.2.2 Student Achievement Focus
Communication	3a: Communicating with students 4c: Communicating with families	2.2.2 Communication
Use of Data	3d: Using assessment in instruction	1.2.4 Schoolwide Use of Data 1.2.5 Student Learning Objectives (Teacher SLOs)
Professional Growth	4d: Participating in a professional learning community 4e: Growing and developing professionally	1.1.4 Leading Professional Learning 2.1.3 Personal Professional Learning

Appendix G Table 7: School Leader Roles to Strengthen and Support Effective Teaching

Teacher EE Process	Principal EE Process
Recruiting and hiring effective teachers	1.1.1 Recruiting and Selecting
Assigning effective teachers	1.1.2 Assignment of Teachers and Instructional Staff
Supporting effective teaching	1.1.3 Performance Evaluation and Feedback 1.1.4 Leading Professional Learning
Developing teacher leaders	1.1.5 Distributed Leadership
Creating conditions for effective teacher collaboration	1.2.3 Staff Collaboration
Building teacher capacity to effectively use data	1.2.4 Schoolwide Use of Data
Strengthening teacher SLOs	1.2.5 Student Learning Objectives (Teacher SLOs)

## Appendix H: Questions to Ask

### Questions to ask when beginning to plan for your SLO:

- Am I willing and able to foster engagement and buy-in for my SLO by including staff in my own goal-setting process or by linking it to the School Improvement Plan?
- If so, who, how, and when?
- If not, how will I accomplish this SLO on my own?

### Questions to ask when determining rationale:

- In addition to WI Summative Assessments, what other types of data (both qualitative and quantitative) are available?
- Taken together, what story does (or stories do) our data tell?
- What are our overall academic areas of strength? What appears to be working?
- Where are our overall academic areas of need? What might be causing this?
- Is there a grade level that appears to stand out from the rest in a given area?
- Are there particular subgroups that are performing better or worse than others? What are our equity issues?
- Where do I see trends over time or as patterns across assessments?
- How can we improve upon previous goals?
- What improvement strategies have we implemented?
- What successes have we seen or what barriers have we encountered?

### Questions to ask when identifying the student population:

- Do the data point to a particular group or groups of students that I should identify as the population for this SLO (a group that is further behind or that has chronic gaps)?
- If this group is very large, how might I write a tiered SLO that will help me to break it down into smaller parts?
- If this group is very large, is there a way to narrow the population contained in this SLO to make it more manageable?
- If the group is very small, is there compelling reason to focus the SLO on such a small group of students (and might this be a better goal for the SLOs of an individual teacher or group of teachers?)

### **Questions to ask when thinking about evidence sources:**

- Is there an assessment currently being used to measure a given focus area?
- If not, can an assessment be created to measure it?
- For every potential assessment: Is it...
- Valid: How well does it measure the learning targets?
- Reliable: Can this assessment provide accurate results regarding students' understanding of the targets? Is there a process to ensure that students performing at similar levels receive similar scores, regardless of who scores the assessment (e.g., common rubrics, training)?
- What other, formative measures are available to monitor student learning and the impact of strategies without waiting for the middle or end of the interval?
- How do I build in time to collaborate with data teams, teacher teams, and others to analyze data and adjust strategies?

### **Questions to ask when determining the target:**

- How much growth towards the learning target has this population of students made in the past?
- Does the growth target I have set push me a little outside of my comfort zone and stretch all learners (i.e., me, my staff, and the students)?
- Have I set thoughtful growth targets for each group with different starting points if I am writing a tiered SLO?

### **Questions to ask when determining strategies:**

- What are we doing or not doing that is leading students to the current data reality?
- How might leadership, structures, curriculum/instruction/ assessment, culture, parents, staff, and policies be contributing to our results?
- What evidence do I have to support my answers to the questions above?
- Who can help me identify the action steps that will move us forward?
- What leadership actions will move student learning forward? What should we do? What should we stop doing?
- What authentic and appropriate leadership actions will move student learning forward?
- What kind of learning (i.e., content and delivery) do I need?
- What kind of learning (i.e., content and delivery) do the teachers of the target population need?
- How will I communicate, collaborate, and engage my staff to guarantee buy-in to the goal and the plan?

### **Questions to ask when developing leadership strategies**

- What are my strengths/challenges as a building leader?
- How is my practice reflected in the WFPL rubric?
- What am I interested in learning/doing/improving?
- Where can I build in meaningful networking and collaboration with colleagues?

### **Questions to ask when preparing for the mid-year review:**

- What does the evidence I have collected tell me about the progress of my goals?
- Am I on track to achieve my goals?
- If not, have I implemented the strategies I outlined in my original plan?
- Do I need to adjust or replace my strategy so that I can achieve my goals?
- What evidence can help identify which strategies need adjustment?
- What support do I need to achieve my goals?

### **Questions to ask when preparing for the End-of-Cycle Conference:**

- What does the evidence I have collected tell me about the results of my goals?
- Did I achieve my goals?
- If not, what prevented me from achieving my goals?
- If yes, what changes in my leadership led to these goals?

## Appendix I: EE Elements in a 3-Year Cycle

Appendix I, Table 8: EE Elements in a 3-Year Cycle

Elements	Year 1	Year 2	Year 3
Orientation	Teachers and principals must receive orientation training in their first year with the district.	Not required	Not required
Self-Review	Educators complete a self-review in the first year of their cycle to identify areas of strength and growth for the period of the evaluation.	Not required	Not required
Observations	At least one mini-observation.	At least one mini-observation.	One announced, formal observation of a full class period with a pre-conference and post-conference, <i>and</i> At least 2 mini-observations.
Conferences	<ul style="list-style-type: none"> <li>Planning session with a peer.</li> <li>Mid-year review with a peer.</li> <li>End-of-year conference with a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Planning session with a peer.</li> <li>Mid-year review with a peer.</li> <li>End-of-year conference with a peer.</li> </ul>	<ul style="list-style-type: none"> <li>Planning session with the evaluator.</li> <li>Mid-year review with the evaluator.</li> <li>End-of-year conference with the evaluator.</li> </ul>
Goals	Write and complete at least one SLO	Write and complete at least one SLO	Write and complete at least one SLO

## Appendix J: Legal Reference

Wisconsin State Statute § 115.415 Educator Effectiveness

<https://docs.legis.wisconsin.gov/document/statutes/115.415>.

Wisconsin State Statute § 112.02(1)(q) School district standards

[https://docs.legis.wisconsin.gov/document/statutes/121.02\(1\)\(q\)](https://docs.legis.wisconsin.gov/document/statutes/121.02(1)(q))

See also Wisconsin Administrative Code Chapter PI 8.01(2)(q)

[https://docs.legis.wisconsin.gov/document/administrativecode/PI%208.01\(2\)\(q\)](https://docs.legis.wisconsin.gov/document/administrativecode/PI%208.01(2)(q))

Wisconsin Administrative Code Chapter PI 47

[https://docs.legis.wisconsin.gov/code/admin\\_code/pi/47](https://docs.legis.wisconsin.gov/code/admin_code/pi/47)

Wisconsin State Statute § 20.255(1)(ee) Educator effectiveness evaluation system.

[https://docs.legis.wisconsin.gov/document/statutes/20.255\(1\)\(ee\)](https://docs.legis.wisconsin.gov/document/statutes/20.255(1)(ee))

Wisconsin State Statute § 20.255(1)(ge) Educator effectiveness evaluation system; fees

[https://docs.legis.wisconsin.gov/document/statutes/20.255\(1\)\(ge\)](https://docs.legis.wisconsin.gov/document/statutes/20.255(1)(ge))