

# Wisconsin Educator Effectiveness System

## **Teacher Evaluation** Process Manual

Full Pilot 2013-2014

Version 1



# Wisconsin Educator Effectiveness System

## Teacher Evaluation Process Manual

Spring 2013  
Version 1



**Wisconsin Department of Public Instruction**  
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Madison, Wisconsin

This publication is available from:  
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Bulletin No. 13079

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Printed on Recycled Paper

Cover design courtesy of Meri Annin, Wisconsin Department of Public Instruction

# Foreword

**D**ear Wisconsin Education Leaders:  
On behalf of the Department of Public Instruction (DPI) and the state of Wisconsin, I would like to thank you and your district for participation in the Wisconsin Educator Effectiveness System—Full Pilot.

Effective educators are critical to improved student achievement, and every student deserves an effective teacher leading their classroom and an effective principal leading their school. The Wisconsin Educator Effectiveness System is designed to promote professional growth and development of Wisconsin educators throughout their careers. Educators will have the ability to identify student needs, and focus on instructional strategies that will yield optimal student academic growth.

DPI is taking great care in the development of the state model for educator practice, ensuring that continued development and refinement is responsive to the feedback received from users of the state model. The national work around the implementation of educator effectiveness systems is showing that careful, incremental implementation timelines are yielding better results and stronger evaluation reliability.

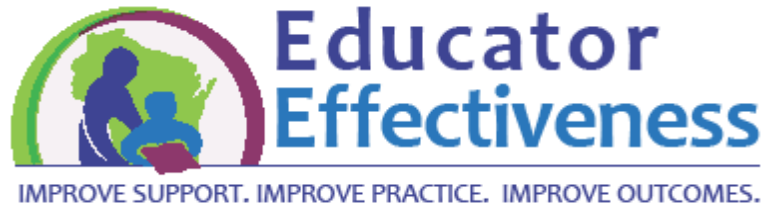
Your participation in the Full Pilot will allow the state to see the system come together—bridging the evaluation of educator practice to student outcomes—and further refine the process in preparation for full implementation in 2014-15. It is important to note the system is in its infancy stage, and that refinement of the system will continue after 2014-15, in response to user feedback, research, and the work of other states around the nation.

The development of the Wisconsin Educator Effectiveness System is guided by principles set forth by the Design Team in the framework for the system. It is the intent of the state to develop a performance-based evaluation system for educators in Wisconsin that offers fair, credible, and reliable results across the state. However, students are at the center of this reform effort, as the ultimate goal in this initiative is to improve student learning. Thanks to districts like yours that have helped develop this work for statewide implementation, the Wisconsin Educator Effectiveness System will further strengthen district and school staff's ability to improve student learning.

Tony Evers, PhD  
State Superintendent







# Teacher Evaluation Process Manual

## 2013-14

### ***About the Teacher Evaluation Process Manual***

*Version 1, Spring 2013*

*This process guide serves as a manual for teacher evaluation participants—teachers and their evaluators. The Department of Public Instruction (DPI) has updated this manual throughout the Developmental Pilot and intends for it to guide educators through the 2013-14 Full Pilot. This manual, like all guidance developed to support the Educator Effectiveness System, will evolve throughout the 2013-14 school year and will be updated for use in 2014-15, the first year of statewide implementation. All subsequent revisions will be posted online (<http://ee.dpi.wi.gov/>).*

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# I. Introduction

## Purpose of Educator Effectiveness

Research has proven effective educators to be the single most important school-based factor in every student's chance to succeed. Wisconsin's Educator Effectiveness System (EE System) is dedicated to having great teachers in every classroom and great leaders in every school every day. Ultimately, the system aims to help students succeed in order to graduate college and career ready. The EE System is an evaluation system for educators focusing on professional growth and development—from pre-service through service—that leads to improved student learning. Such a system must be well-articulated, manageable, reliable and sustainable.

The Educator Effectiveness System was designed by and for Wisconsin Educators to evaluate teachers and principals through a fair, valid, and reliable process using multiple measures across two main areas: educator practice and student outcomes. That is, one-half of the educator's overall evaluation is based on measures of professional practice. The other half of the educator's overall evaluation will be based on student outcomes.

Every child in every community deserves excellent classroom teachers and building leaders. Wisconsin is improving teacher and principal evaluation systems to provide educators with more meaningful feedback and support so they can achieve their goal of maximum results with students. Ongoing feedback and targeted professional development helps educators meet the changing needs of their students. *Improve support. Improve practice. Improve outcomes.*

### **BENEFITS TO TEACHERS AND STUDENTS**

With *ongoing* feedback and support, the new evaluation system provides teachers with meaningful information about how their practice impacts student learning.

- Teachers coach and mentor each other based on their identified strengths and growth opportunities, giving educators more control over their professional growth.
- The EE System acknowledges the critical role educators play, and provides the opportunity to reflect on and refine practice in order to continually meet the needs of their students.
- When the evaluation of educators' professional practice is based on evidence aligned to a detailed rubric, bias is eliminated and educators are evaluated more consistently, equitably, and fairly.

Teachers are experts in improving student learning. They have helped shape the new system, including serving on workgroups, providing feedback and participating in pilots.

### **BENEFITS TO PRINCIPALS AND SCHOOLS**

The EE System provides principals with a comprehensive framework—the tools, process, training and support—to implement an evidence-based evaluation of teachers' professional practice. It takes the "guess-work" out of evaluation.

### **CONTINUOUS IMPROVEMENT**

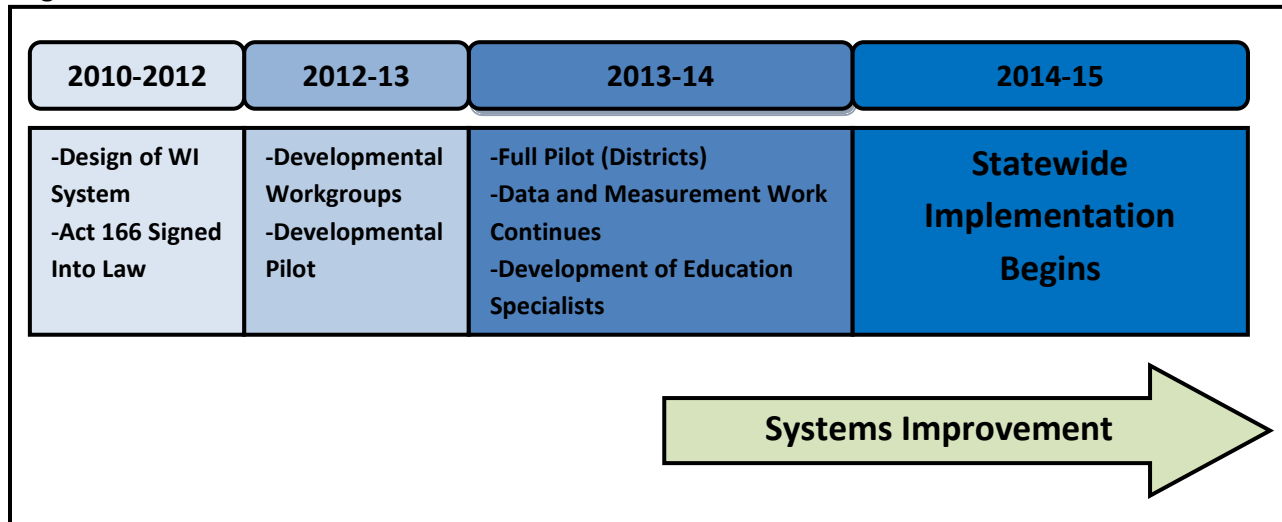
Wisconsin's Educator Effectiveness effort is designed to continuously improve and to evolve based on field feedback and experience. Key elements of the system are being pilot tested in districts to make improvements before statewide implementation in 2014-15.





Figure 1 highlights the EE development timeline. As the figure indicates, ongoing improvements will be made to the system during the pilot and even after implementation begins. More information on the EE System is available at <http://ee.dpi.wi.gov/>.

**Figure 1: Educator Effectiveness Timeline**



### Defining Teacher

The Department of Public Instruction recognizes that teacher roles may look different in various local contexts. “Teacher,” for the purposes of the WI EE System, means any employee engaged in the exercise of any educational function for compensation in the public schools, including charter schools established under s. 118.40, **whose primary responsibilities include all of the following:** instructional planning and preparation; managing a classroom environment; and pupil instruction.

### New Technology to Simplify Evaluations

DPI has contracted with Teachscape® to provide online infrastructure and support for the implementation of the EE System. Teachers and their evaluators participating in the pilot will use the Teachscape software for training to understand the *Framework for Teaching* and effective instruction, certification of evaluators, planning, data storage, evaluating performance for formative and summative purposes, and facilitating professional development. As an interactive tool designed for efficiency, teachers and evaluators will access and complete all teacher evaluation forms included in this document within Teachscape. Training on Teachscape will occur online and at the local level. Pilot participants will have access to the following Teachscape components:

- ❖ *Focus*—Preparation and Training for Observers and Educators
- ❖ *Reflect*—Observation and Evaluation Management System
- ❖ *Learn*—Comprehensive Professional Learning System



## Use of Evaluation Results in Personnel Decisions

To register to participate in the Full Pilot, districts agreed to *not* use information and data from this pilot process to inform high stakes human resource decisions. The Educator Effectiveness System is still in development and districts should *not* use any outcomes, including ratings of practice and student learning objectives, to inform high-stakes human resource decisions. If a district determines a teacher participating in the pilot has serious performance deficiencies, the district should remove that individual from participation in the pilot and implement its existing personnel protocols to address the situation.



## II. System Readiness and Preparing to Pilot

District participation in the Full Pilot is a very important step to prepare for implementation of the EE System by 2014-15. However, it is not the only step. Districts should take steps to set the stage for system implementation. In addition to the specialized trainings currently in development to support increased readiness (e.g., SLO webinar, Teachscape implementation, Full Statewide System Implementation, etc.), DPI and its partners developed the following guidance to help all school districts assess their capacity for implementation, and to ready educators and stakeholders for the coming changes to educator evaluation. DPI has committed to providing ongoing supports and training to districts as the date for statewide full implementation approaches and the system is modified.

### SPRING/SUMMER 2013: READINESS ASSESSMENT AND PREPARATION

State law stipulates that all districts will implement the Educator Effectiveness System during the 2014-15 school year. Large scale systems change such as this requires significant changes in district and educator practices, as well as the commitment of time and resources. Findings from the evaluation of the Developmental Pilot indicate that Wisconsin districts may not fully recognize the implications of implementation, which will require new thinking about collaborative work culture, staff roles, processes, and schedules. Districts that appear more ready to implement the system in 2014-15 have worked collaboratively with their administrators and school board members to identify potential barriers, brainstorm solutions, and identify ways to create capacity, including freeing up principals' time to focus on teacher effectiveness through formative and summative evaluation activities.

It is recommended that all principals and teachers use the spring and summer months of 2013 analyzing current processes and resources to identify potential challenges to implementation, as well as solutions which can extend across the district during the 2013-14 pilot year. The following overview helps districts plan for the coming changes and is designed to accompany the **Educator Effectiveness District Readiness Tool** [<http://ee.dpi.wi.gov/files/ee/pdf/eereadiness.pdf>]

*State training will provide staff with an understanding of new evaluation processes and tools. However, state training cannot address the steps districts must take at the local level to prepare to implement these new evaluation processes and tools. **Districts should actively engage in an internal review and address existing implementation challenges, such as knowledge of the system and educator capacity to carry out the changes prior to 2014-15.***

### Create a Planning Team

Developmental Pilot districts demonstrating the greatest readiness for full EE System implementation created a collaborative planning team consisting of the superintendent, all district principals, and a district-level Educator Effectiveness lead or coordinator.

These teams then conducted district-wide needs assessments addressing implementation readiness, brainstormed solutions for identified areas of need, and presented work plans regularly to the school board to build a shared understanding and to ensure district-wide awareness of the resources and processes needed to prepare for full implementation. DPI recommends all districts develop an Educator



Effectiveness implementation planning team with representation from all district leaders to assess needs, create plans, and begin setting the stage for Full Implementation.

Participants at spring Full Pilot trainings (i.e., superintendent, elementary and secondary principals, and peer reviewers) will likely serve as the district’s planning team, and for larger districts, a portion of the planning team. While the Full Pilot training is NOT intended to serve as a train-the-trainer model, districts should use the information provided to begin building capacity at the district level. The following sections briefly describe portions of the [readiness assessment](#) created for districts to begin the preparation processes, and can supplement its use.

### Conduct an Assessment of Readiness

District leaders, including those participating in the Full Pilot training, should begin preparations to build district capacity regarding the following issues: staff clarity and understanding, internal and external communication, establishing a culture of trust, revising schedules and increasing resources, assessment and data literacy, technology, and Teachscape implementation.

**Clarity and understanding.** All school staff must understand the Wisconsin EE System, its intent, and be able to clearly articulate not only why it is needed but also how it aligns to federal, state, and district initiatives. Additionally, staff must be able to articulate the processes required for teacher evaluations, school outcome measures which impact their score, and the system’s potential impact on school and student outcomes.

Superintendents and principals must clearly communicate to their staff the intent, importance, and implications of the Wisconsin Educator Effectiveness System. This initiative directly aligns to the State Superintendent’s Agenda 2017 as one mechanism for ensuring students graduate college and career ready by providing access to effective educators. Additionally, with the increasing federal and state emphasis on school and district accountability, sanctions, and rewards, Educator Effectiveness can be a systemic tool for addressing weaknesses, as well as identifying and duplicating strengths, and, as a result, improving student outcomes.

Principals must illustrate to staff how this initiative aligns to existing school, district, and state initiatives and how key processes related to goal-setting and evaluation will remain the same, as well as what will change. Specifically, administrators must align this initiative to existing school mission, vision, and improvement plans, as well as existing evaluation processes and leadership practices. Additionally, principals must communicate to their staff that Educator Effectiveness scores are NOT subject to public record and will NOT be reported or personally identifiable, but is instead intended to inform local improvement in practice.

Principals must ensure that staff understand the purpose of multiple measures (e.g., providing multiple opportunities to provide evidence of effectiveness as opposed to relying too heavily on one measure, such as test scores), and have a basic understanding of value-added growth measures, which will comprise a portion of student outcome data for a portion of teachers. In particular, it is useful to know that value-added is based on growth in student scores over time (as opposed to point-in-time measures such as proficiency rates), and that statistical controls are used in value-added models to account for factors which schools and teachers generally have no influence over, such as the demographic

characteristics of their students. More information to help with communicating about value-added and other measures of the EE System will be provided in the coming months.

To begin building local understanding of the EE System, refer to existing resources found on the DPI Educator Effectiveness website [<http://ee.dpi.wi.gov>]. Additionally, DPI strongly recommends that district planning teams review the teacher and principal process manuals shortly after training to increase understanding and begin action-planning. The manual includes the most up-to-date information about the evolving EE System and was revised to address most frequently asked questions, as well as provide guidance and best practices learned during the Developmental Pilot.

**Communication plans for internal and external stakeholders.** The principal and teachers should collaboratively identify, develop, and implement strategies to engage internal and external stakeholders. Communications should include planning and progress updates, and detail how district staff will receive and respond to feedback.

DPI has developed a Communications Toolkit for district leaders to assist with internal and external communications. The Communication Toolkit will expand as DPI develops new resources throughout the pilot year. Full Pilot participants will receive this Toolkit and other resources at training. District staff can also access these resources online at <http://ee.dpi.wi.gov/resources/commtoolkit>. Refer to, utilize, and adapt these resources as necessary for your local context. Actively consider how to communicate the following key messages:

- The importance and compelling purpose of this initiative, as it is an opportunity to significantly impact educational practice and student outcomes.
- The purpose of this initiative—to improve professional practice, not to “rate, rank, and remove.”
- The increasingly rigorous educational standards—similar to increasing expectations for students, Wisconsin has raised expectations for educators and their practice. This may result in an initial dip in evaluation scores.
- The need for increased local resources and support, as necessary.

**Collaborative culture of trust.** Productive evaluation processes require relationships of trust. Evidence of such a relationship includes:

- A sincere concern for others and their welfare, especially for the students collectively served;
- Appropriate goal setting aimed at improved results;
- Collaborative collection and analysis of evidence; and
- Honest feedback and dialogue about professional practice conveyed sensitively.

District leaders can cultivate a trusting, collaborative environment in many ways. Central to this is establishing the proper mindset—that the evaluation process focuses on a commitment to growing professional practice for the benefit of student learning and success, not negative consequences for those involved. The system is not being designed and implemented to “rank and remove” educators.

*Developmental Pilot participants indicated that the system and its embedded collaborative coaching conversations were powerful, but required a **culture of respect and trust**. Participants suggested that the absence of such a culture would completely hinder implementation of these processes.*



**Revise schedules and resources to increase capacity.** Schools should clearly define the timeline and processes for the evaluation of teachers, including the following: initial and ongoing training, integration of formative and summative evaluation processes into schedules and workloads, and identification of personnel to manage, coordinate, and support the system at the school level.

Pilot participants' primary feedback to DPI has addressed local capacity to implement this initiative. DPI recognizes that capacity and time are major concerns. DPI has made revisions to address these concerns, which are reflected in the teacher and principal evaluation manuals. Additionally, DPI is actively working to find ways to reduce the burden on educators and administrators within confines of the law. For example, an analysis of principals' roles and responsibilities will be a portion of the pilot evaluation in order to quantify the time required for the evaluation process. The findings from this analysis will inform future capacity-building options.

Recognizing these concerns, **district leaders must actively begin analyzing staff schedules, roles, and responsibilities to determine how to revise these to incorporate the time required for formative and summative evaluation processes.** Revisions should include a clear timeline and action plan integrating the EE System within existing district and school timelines. Most importantly—through analysis of roles and responsibilities—principals and their supervisors should identify current management roles or duties which could be absorbed by others. For example, lunch room, bus, and crosswalk duty could be transferred to paraprofessionals, volunteers, or retired staff. Similarly, other staff could handle basic budgeting and scheduling.

Recognizing these challenges early will allow time for innovative solutions. If needed, early identification also allows district leaders to present management alternatives to their school board if resource reallocations or management restructuring is needed.

**Assessments and data analyses.** *Staff within district schools should develop high-quality common assessments (if they do not currently exist) used regularly as evidence of student learning and analyze student assessment data to guide and inform instruction.*

Principals should conduct an inventory of current common assessments across content areas and grade levels, as well as survey staff to determine their assessment and data literacy. Understanding and use of common assessments and data is integral to student learning objective aspects of the educator evaluation process and principals should begin providing professional development to address any identified areas of weakness. To support this professional development, as well as ongoing learning and analysis, district leaders should consider revising school schedules to allow for common collaborative time within schools (teachers) and across schools (principals) to focus on analyzing assessment data and developing common assessments, if necessary.

#### **Power of PLCs**

*Districts might create a PLC for its principals to provide common collaborative time during which the leaders brainstorm solutions to implementation challenges across the district, such as scheduling, resources, and consistent communications.*

*Schools might create a PLC for its teachers to provide common collaborative time during which staff analyze assessment data, review interventions, and collaboratively work to improve student outcomes.*



**Technology.** With the increase of educational technology, including the statewide implementation of the Smarter Balanced Assessments and the State Student Information System, districts must improve their technological infrastructure to support multiple initiatives in 2014-15, including the Educator Effectiveness System.

District leaders should identify a person to lead the development, implementation, or improvement of its technological infrastructure. This individual will work with local agencies (e.g., CESA) and DPI to ensure effective and appropriate implementation of state initiatives including the Smarter Balanced Assessment system, the State Student Information System, and the Educator Effectiveness System. Additionally, this individual can support district-wide training for staff lacking confidence in using technology for evaluation processes (e.g., hand-held walk-through tools, collecting evidence in Teachscape, etc.).

**Teachscape.** In addition to training provided in-person, district staff must participate in training on the Framework for Teaching within Teachscape Focus (i.e., principals and teachers), become certified as an evaluator (i.e., principals), and feel confident using the platform to collect evidence (i.e., principals and teachers) and participate in professional development (i.e., teachers).

Principals and teachers will receive in-person training on the teacher evaluation process. The FFT Rubrics and evaluations will be available through Teachscape. Additional online resources to support teacher evaluation training and professional development will be added over time.

Following Full Pilot training, district teams will receive Teachscape licenses. Superintendents and principals should ensure all staff receive their log-in information and begin training within the tool. Both principals and teachers should become comfortable with the tool and familiar with the *Framework for Teaching*. Principals should use the spring and summer months to complete the certification process in Teachscape by August 2013. All pilot participants should begin the 2013-14 school year ready to use the Teachscape platform.



*The first year of implementation using Teachscape will require the greatest investment of time for training and certification. In future years, after initial certification, educators will have familiarity with the Framework and evaluators will have already participated in training and the assessment.*

*Moving forward, DPI will work with educational preparation programs to ensure teachers graduate familiar with the Framework for Teaching and the Wisconsin Educator Effectiveness System, and that principals graduate as certified evaluators.*





### **Draft an Implementation Plan**

After completion of the readiness assessment and analysis, the planning team should develop an Educator Effectiveness Implementation Plan to build on strengths and address identified areas of weakness that could create barriers to implementation in 2014-15. The planning team can draw upon suggestions provided in the District Readiness Tool, Communications Toolkit, the teacher and principal evaluation manuals, and the guidance and resources online (<http://ee.dpi.wi.gov>). District superintendents and principals should identify the estimated costs and resources associated with implementing the plan. The Planning Team should present the Implementation Plan to the school board to alert the board to any identified needs and allocate resources appropriately.

### **Modify and Finalize Plan**

After input and modifications from the school board, the Planning Team should begin transitioning the focus from planning to implementation and move forward with the action steps detailed within the plan to ensure that staff within and across district schools can implement the Educator Effectiveness System with quality in 2014-15. For additional information on the EE System, any of the components, training opportunities and support for districts or for more information on Teachscape, please visit <http://ee.dpi.wi.gov/>.

### III. Overview of the Teacher Evaluation Process

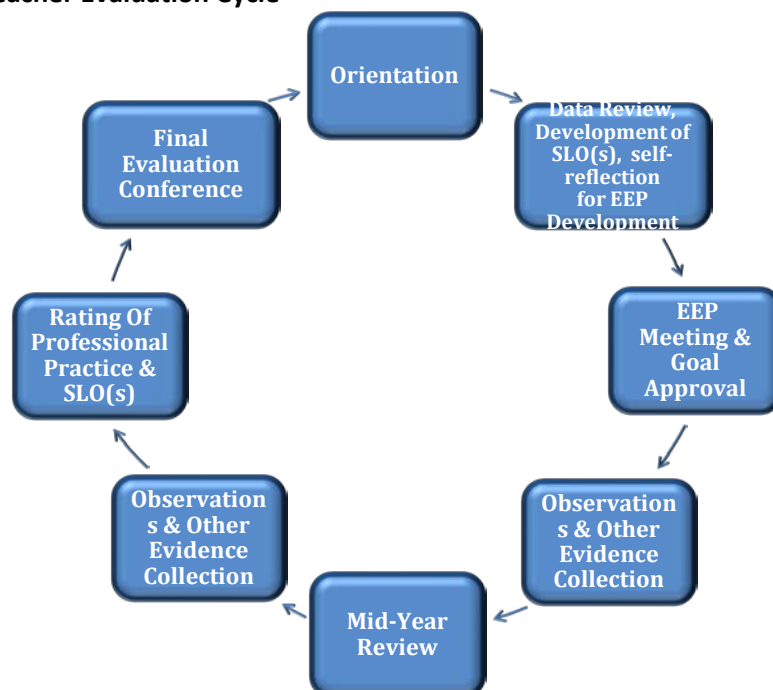
This section of the manual focuses on the pilot teacher evaluation process, including the measures of teacher professional practice and Student Learning Objectives (SLOs), organized into four sections:

- An overview of the evaluation process and summary of the main roles and responsibilities of participants;
- A description of the *Framework for Teaching*, which will be used to assess and help guide teacher professional practice;
- An overview of the Student Learning Objectives, which are key outcome measures for the evaluation system; and
- A step-by-step guide to the evaluation process.

#### Overview of Teacher Evaluation Process, Roles, and Responsibilities

The Wisconsin teacher evaluation system is structured around a performance management cycle. Figure 2 identifies key components of the cycle. It begins with orientation to the system and quickly moves to a goal setting process. The goals are agreed upon during a collaborative discussion between teacher and evaluator, and a timeline is set for observation and evaluation evidence collection. A mid-year review provides an opportunity for feedback and revisions to goals, if necessary. Following additional evidence collection and opportunities for feedback, data is reviewed, scored and discussed in a final evaluation conference. Each step in the evaluation process is described in detail in Section IV.

**Figure 2: Teacher Evaluation Cycle**





The following section articulates roles and responsibilities for teachers, their evaluators, and personnel who can support the process (referred to as Effectiveness Coaches). Teachers and their evaluators will engage in some steps individually. Other steps will occur between teacher and evaluator to create a collaborative focus on teacher performance with the main goal of instructional improvement. Effectiveness Coaches can help both teachers and their evaluators. Roles and responsibilities for each are summarized next.

## EVALUATION ROLES AND RESPONSIBILITIES

For the 2013-14 Pilot, a principal or designee (the evaluator) will evaluate at least one teacher in their school. (Districts may choose to evaluate more teachers, but must consider their capacity to do so first). The following are lists of key responsibilities of teachers and evaluators as they relate to the teacher evaluation process. Possible roles for individuals supporting the teacher evaluation process are also described.

### TEACHER RESPONSIBILITIES:

Teachers play an important role in their own evaluations. As such, they must understand the Educator Effectiveness System and the tools used within the system to evaluate practice. Teachers will:

- Attend the evaluation **Orientation**
- Review student data, then create **Student Learning Objective(s)** using the **Student Learning Objective (SLO) Plan** section of the EEP\*
- Reflect on practice, review the *Framework for Teaching*® and complete the **Self-Rating of Performance**\*
- Based on the **Self-Rating of Performance and SLO(s)**, identify professional practice goals \*
- Complete the EEP form. Include SLO goals, professional practice goals, and professional growth strategies and support needed to achieve those goals\*
- Submit the **Self-Rating of Performance** and the EEP to the evaluator prior to the **Evaluation Planning Session**
- Meet with evaluator for the **Evaluation Planning Session**
- For one formal observation, be prepared for **pre-observation and post-observation conferences**. You may submit this information in writing using the **Pre-Observation (Planning) Form** and the **Post-Observation (Reflection) Form** or come prepared to discuss the information\*
- Provide the evaluator with evidence as appropriate prior to the **Mid-Year Review**
- Prepare for the **Mid-Year Review** by using the **Mid-Year Goal Review Form**\*
- Meet with evaluator for the **Mid-Year Review**
- Prepare for the **Final Evaluation Conference**, submit final evidence collection and **End-of-Year Goal Review Form**\*
- Meet with evaluator for the **Final Evaluation Conference**
- Use **Evaluation Results** to inform performance goals and professional development planning for the following year\*

\*An effectiveness Coach, described at the end of this section, may assist with these steps.

## TEACHER EVALUATOR RESPONSIBILITIES:

The evaluator should serve as an instructional coach, objectively evaluating current practice and providing valuable, respectful formative and summative feedback to inform professional growth. **To participate in summative activities, such as approval of goals, rating of practice, or scoring of goals, an evaluator must hold an active administrator license, as required within PI 34.** Evaluators will:

- Via Teachscope, complete the evaluator training and become certified as an evaluator in the process for the evaluation of teacher professional practice
- Schedule and facilitate the **Orientation**, and, using the suggested **Agenda**, discuss evaluation policy and procedures, and provide necessary forms\*
- Prepare for and schedule the **Evaluation Planning Session\***
- Facilitate the **Evaluation Planning Session** using the **EEP Form**
- Complete a minimum of one announced observation of 45 minutes or two announced, 20-minute observations
- Complete a minimum of one pre-observation conference and one post- observation conference with the teacher, using the **Pre-Observation (Planning) Form** and the **Post-Observation (Reflection) Form**
- Complete one unannounced observation of 45 minutes or two 20-minute observations
- Complete two-to-three informal observations (walkthroughs)\*
- Provide written or verbal formative feedback within one week of the observations
- Collect data throughout the year, using Teachscope\*
- Prepare for and schedule the **Mid-Year Review**, which could be combined with a pre- or post-observation conference\*
- Facilitate the Mid-Year Review using the **Mid-Year Goal Review Form**
- Prepare for and schedule the **Final Evaluation Conference** using the **End-of-Year Goal Review Form** and the **Final Evaluation Form\***
- Facilitate the **Final Evaluation Conference** using the **Final Evaluation Form**

\* An Effectiveness Coach, described next, could assist with these steps.

## EFFECTIVENESS COACH ROLE

The Educator Effectiveness Design Team recommended the Wisconsin Educator Effectiveness System include a Peer Mentor role to support ongoing formative feedback and help improve instructional practice. Accordingly, DPI included the Effectiveness Coach (formerly referred to as Peer Reviewer/Mentor) in the Wisconsin Educator Effectiveness System pilot process. Districts may include Effectiveness Coaches in formative and summative evaluations in the future.

During the Developmental Pilot, DPI intentionally did not define specific responsibilities related to this role in order to allow districts to experiment and find solutions best suited for their particular contexts. Instead, DPI collected extensive feedback to capture examples of how this role was implemented. The roles ranged from instructional coaching to data support to the local coordination of the EE System. Educators holding a variety of positions have served as Effectiveness Coaches during the Developmental Pilot, including District Directors of Curriculum and Instruction, associate principals, CESA personnel, literacy and other content specialists, as well as classroom teachers and building administrators. Possible Roles for Effectiveness Coach include:



- Support the evaluation of professional practice:
  - Guides teachers through the evaluation processes;
  - Helps with the development of professional practice goals;
  - Helps define instructional strategies used to achieve goals;
  - Observes teacher practice to collect evidence and provide formative feedback (*An Effectiveness Coach can support summative activities IF district staff are comfortable with a peer serving as an evaluator AND the Effectiveness Coach holds an active administrative license*):
  - Engages in discussions of practice;
  - Directs teachers to professional development opportunities and other resources.
- Support the Student Learning Objectives component:
  - Helps teachers access and interpret data;
  - Supports teachers in writing and refining SLOs;
  - Provides formative feedback on strategies used to achieve goals.
- Building or District Coordinator:
  - Participates in communication activities to raise awareness and improve understanding of the EE System;
  - Coordinates meetings, observations, documentation, and other aspects of implementing the System to keep processes on track and implemented as designed;
  - Serves as a resource for understanding policies and processes of the System.
- EE Data Facilitator:
  - Keeps educators informed on aspects of student achievement data, including the nature and timing of data available, how to interpret and use data, the release schedules for types of data, etc.

Throughout this manual, specific examples are provided regarding how Effectiveness Coaches can support the teacher evaluation process. DPI will continue to collect feedback from pilot participants throughout 2013-14 to create more specific guidelines and descriptions for these roles, which can then be adopted or adapted by districts depending on particular contexts and local needs.

*Developmental Pilot findings suggest the most valuable personnel to serve in the role of Effectiveness Coach in the initial years of implementation are district-level staff. Specifically, successful districts identified their **Curriculum & Instruction Director** to serve in this role and their primary responsibilities in the pilot year were coordination activities. These districts used this role to ensure successful and smooth implementation of the System. Moving forward, this role can easily transition to a mentor role, taking advantage of the Curriculum & Instruction Director's content expertise.*

## Overview of the Framework for Teaching

Within the Wisconsin Educator Effectiveness System, evaluators will use Charlotte Danielson's 2013 *Framework for Teaching*®, a research-based model designed to assess and support effective instructional practices.

The *Framework for Teaching* is organized into four domains and 22 components (see Figure 3). While evaluators can typically only observe Domains 2 and 3 during classroom lessons, teachers and evaluators need to collect multiple evidence sources within Teachscape for all components across all four domains. The *Framework for Teaching* provides complete descriptions of the domains and components, as well as indicators and descriptions of performance levels, and can be downloaded at <http://ee.dpi.wi.gov/teacher/teacher-practice-evaluation>. The following sections briefly describe the four domains.

*Teachers will receive comprehensive training within Teachscape, and should take advantage of trainings offered regionally by their CESA or district, to fully understand the Framework for Teaching, as well as identify observable differences in various levels of performance within and across the domains. Teachers and principals are encouraged to participate in Framework for Teaching trainings in a collaborative fashion. This is a prime opportunity to foster mutual understanding and to build trust.*



#### **DOMAIN 1: PLANNING AND PREPARATION**

Domain 1 defines how a teacher organizes the content that the students are to learn (i.e. how a teacher designs instruction). All elements of the instructional design – learning activities, materials, assessments, and strategies – should be appropriate to both the content and the learners. The components of Domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. The plan’s effects are observable through actions in the classroom.

#### **DOMAIN 2: THE CLASSROOM ENVIRONMENT**

This domain speaks to the non-instructional interactions that occur in the classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.

#### **DOMAIN 3: INSTRUCTION**

Domain 3 encompasses the instructional strategies used to engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to students as well as teachers. Like Domain 2, the components of Domain 3 are demonstrated through teacher classroom interaction and are observable.

#### **DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

Professional Responsibilities describes the teacher’s role outside the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the school, the district, and to the profession as a whole. The components in Domain 4 are demonstrated through classroom records, professional development activities, and teacher interactions with colleagues, families, and the community.

**Figure 3: Framework for Teaching**

<i>Framework for Teaching</i>	
<p><b>Domain 1: Planning and Preparation</b></p> <p><b>1a</b> Demonstrating Knowledge of Content and Pedagogy  <b>1b</b> Demonstrating Knowledge of Students  <b>1c</b> Setting Instructional Outcomes  <b>1d</b> Demonstrating Knowledge of Resources  <b>1e</b> Designing Coherent Instruction  <b>1f</b> Designing Student Assessments</p>	<p><b>Domain 2: Classroom Environment</b></p> <p><b>2a</b> Creating an Environment of Respect and Rapport  <b>2b</b> Establishing a Culture for Learning  <b>2c</b> Managing Classroom Procedures  <b>2d</b> Managing Student Behavior  <b>2e</b> Organizing Physical Space</p>
<p><b>Domain 4: Professional Responsibilities</b></p> <p><b>4a</b> Reflecting on Teaching  <b>4b</b> Maintaining Accurate Records  <b>4c</b> Communicating with Families  <b>4d</b> Participating in a Professional Community  <b>4e</b> Growing and Developing Professionally  <b>4f</b> Showing Professionalism</p>	<p><b>Domain 3: Instruction</b></p> <p><b>3a</b> Communicating With Students  <b>3b</b> Using Questioning and Discussion Techniques  <b>3c</b> Engaging Students in Learning  <b>3d</b> Using Assessment in Instruction  <b>3e</b> Demonstrating Flexibility and Responsiveness</p>

Evaluators and teachers will collect evidence of teaching practice related to Framework components from classroom observations and artifacts such as student work samples, logs of parent communications, and conversations about practice. Appendix A lists additional sample evidence sources for each component. Evaluators and teachers will collect and upload evidence of teaching practice related to the components of the *Framework for Teaching* within Teachscape.

The *Framework for Teaching* defines four levels of performance for each component. The levels of performance describe the qualities of a teacher’s observed **teaching practice** (not the qualities of the teacher as a person). Figure 4 defines the levels of performance within the *Framework for Teaching*.



**Figure 4: Teacher Practice Levels of Performance**

<b>Unsatisfactory (Level 1)</b>	<b>Basic (Level 2)</b>	<b>Proficient (Level 3)</b>	<b>Distinguished (Level 4)</b>
Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom.	Refers to teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent (perhaps due to recently entering the profession or recently transitioning to a new curriculum, grade level, or subject).	Refers to successful, professional practice. The teacher consistently teaches at a proficient level. It would be expected that most experienced teachers would frequently perform at this level.	Refers to professional teaching that involves students in innovative learning processes and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

Teachers typically demonstrate varying degrees of proficiency across the components. **This variation is expected.** While teachers likely expect perfection, no one teacher can perform at the highest levels at all times all of the time. New teachers may perform at the *Basic* level some of the time while working toward proficiency. Experienced teachers should be practicing at the *Proficient* level for most components most of the time. Teachers may be at the *Distinguished* level on some components, while demonstrating *Proficient* practice in other areas.

*Teachscape will not only provide teachers an understanding of the Framework for Teaching, but also provide an extensive video library illustrating the various levels of practice within and across components (e.g., the difference between a “Level 3,” high 3,” and “low 3.”)*



Figure 5 includes an example of the rating rubric with descriptions of performance levels pertaining to component 1a: Knowledge of Content and Pedagogy, which falls under the domain of Planning and Preparation.



**Figure 5: (Component 1a.) Knowledge of Content and Pedagogy**

Unsatisfactory (Level 1)	Basic (Level 2)	Proficient (Level 3)	Distinguished (Level 4)
<ul style="list-style-type: none"> <li>• In planning and practice, teacher makes content errors or does not correct errors made by students.</li> <li>• Teacher’s plans and practice show little understanding of prerequisite relationships important to student’s learning of the content.</li> <li>• Teacher shows little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</li> <li>• Teacher’s plans and practice indicate some knowledge of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</li> <li>• Teacher’s plans and practice reveal a limited range of pedagogical approaches to the discipline or to the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays solid knowledge of the important concepts of the discipline and the way they relate to one another.</li> <li>• Teacher’s plans and practice reflect accurate knowledge of prerequisite relationships among topics and concepts.</li> <li>• Teacher’s plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher displays extensive knowledge of the important concepts of the discipline and the ways they relate both to one another and to other disciplines.</li> <li>• Teacher’s plans and practice reflect knowledge of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</li> <li>• Teacher’s plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline, anticipating student misconceptions.</li> </ul>

## Overview of Student Learning Objectives

Student Learning Objectives (SLOs) will ultimately account for a significant portion of the student outcomes component of a teacher’s overall evaluation score. SLOs are detailed, measurable goals developed collaboratively by teachers and their evaluators based on identified student learning needs across a specified period of time (typically an academic year). For purposes of the Pilot, teachers will complete two SLOs.

### SLOS: AN ANNUAL GOAL-SETTING PROCESS

A teacher will work collaboratively with his or her evaluator over the course of the school year to develop, implement, and measure SLOs. The following **briefly** describes the SLO process:

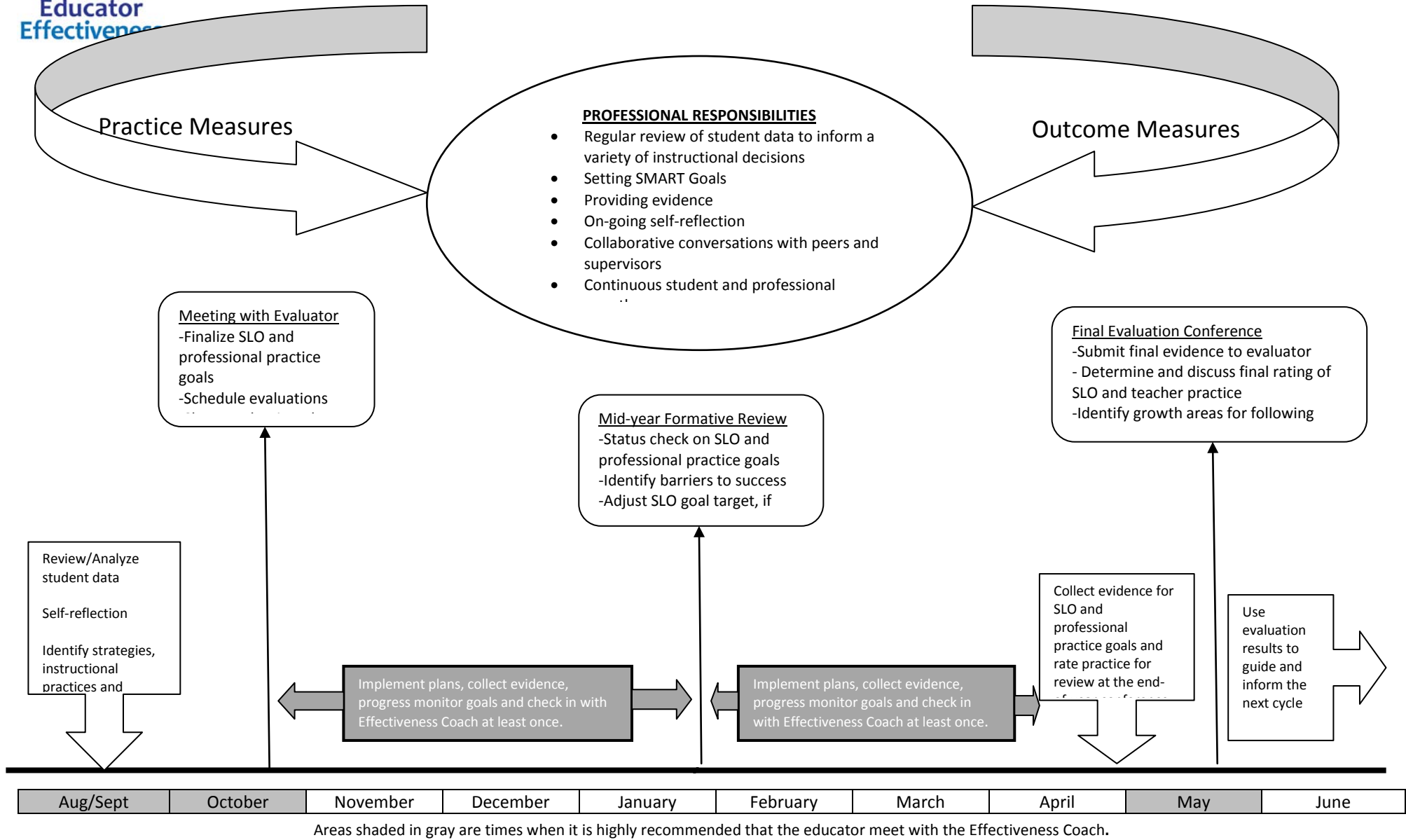
- At the beginning of the year, teachers review data, identify areas of student need, and prepare ambitious, but attainable goals for purposes of their SLO. A teacher presents SLO goals to his or her evaluator for review and approval, typically in October.
- Teachers collect evidence of student progress toward goals over the course of the school year.
- At the midpoint of the year, teachers and their evaluators check for progress toward identified goals, and adjust if necessary.
- At the end of the year, teachers and their evaluators review final evidence of SLO progress and determine a final SLO score.

The following sections will detail the SLO development, measurement, and scoring process—alongside the professional practice process—to guide readers through the Fall to Spring evaluation process.

## IV. Teacher Evaluation Process

This section describes the teacher evaluation process, including the evaluation of teacher practice and the SLOs, which will occur over the course of a school year. Figure 6 provides an illustration of the main steps teachers take as they go through the evaluation process. These sequential steps include:

- Step 1—Teacher Evaluation System Orientation
- Step 2—Data Review, Reflection, and Goal Setting
- Step 3—Evaluation Planning Session
- Step 4—Observations, Evidence Collection, and Ongoing Feedback
- Step 5—Mid-Year Review
- Step 6—Final Teacher Evaluation
- Step 7—Final Evaluation Conference
- Step 8—Use of Evaluation Results



## BEGINNING OF THE 2013-14 SCHOOL YEAR: ORIENTATION AND GOAL SETTING

### STEP 1: TEACHER EVALUATION SYSTEM ORIENTATION

At the beginning of the school year, teachers will participate in a teacher evaluation orientation at their school. This orientation is an opportunity for principals and other administrators/evaluators to provide teachers with an overview of the teacher evaluation system. This orientation should take place in *August* or *September*. Such an orientation may be structured as follows and should include the following information:

1. Teacher Evaluation System Overview
  - a. Provide teachers with an overview of the teacher evaluation process, key components, and timelines and deadlines.
  - b. Discuss the *Framework for Teaching*, number of observations, and classroom walk-throughs.
  - c. Encourage teachers to explore Teachscape resources.
  - d. Describe the professional practice goal setting and guidelines.
  - e. Describe the SLO process and guidelines.
  - f. Provide examples of the forms that teachers will complete (and how they will access and enter the information via Teachscape).
  - g. Discuss any questions or concerns.
  
2. Effectiveness Coach Role
  - a. Identify district/school personnel in this role.
  - b. Describe how this role will support the teacher, evaluator, and evaluation processes.
  - c. Provide contact information.
  
3. Evaluation Cycle Scheduling
  - a. Describe the process for scheduling evaluation planning sessions, observations, mid-year reviews and final evaluation conferences.
  - b. Begin identifying dates on calendars and scheduling dates within Teachscape.

### STEP 2: DATA REVIEW, REFLECTION, AND GOAL SETTING

The teacher evaluation requires teachers to engage in goal-setting processes addressing both practice and outcome measures. It is highly likely that these processes already occur at the school level. In these cases, the evaluation will not create new processes or duplicate existing processes, but simply integrate these processes within a new context. For example, teachers likely analyze student data to develop specific goals as part of instructional planning processes and will easily understand and continue these processes as part of the teacher evaluation. The goal setting process should take place in *August, September, or October*.

*Both teachers and evaluators can access and complete all evaluation forms and upload all artifacts for evidence in Teachscape.*





### *Self-Rating of Professional Practice*

Each teacher participating in the pilot will first reflect on his or her practice at the beginning of the school year and complete the **Teacher Self-Rating Form** (included in Appendix B). The form is aligned with the domains and components of the *Framework for Teaching*. (Evaluators should provide a timeline for teachers to complete the **Self-Rating Form**.)

### *SLO Goal Setting*

**Review student data**—To establish a focus for improving student outcomes, teachers must first review student data to identify an area of academic need and a targeted student population. Teachers must document baseline data, or the current level of mastery for the targeted learning area, at the beginning of the year using some type of assessment (either a formal pre-test measure or other appropriate indicator).

**Identify SLO interval**—Next, the teacher must identify the SLO interval. SLO intervals typically extend across an entire school year, but shorter intervals are possible (e.g., semester for secondary school academic outcomes).

**Identify evidence sources to measure student progress**—Following a review of the achievement data and identifying the targeted student population, teachers will next identify the appropriate, high-quality assessment tool or evidence source(s) to determine progress towards set goals. Such sources might include district-developed common assessments and portfolios or projects of student work (when accompanied by a rigorous scoring rubric and baseline data providing a comparison of progress across the year).

When selecting evidence sources, teachers must remember that the Wisconsin Educator Effectiveness System intentionally draws upon multiple measures, in which no single source of information regarding teacher performance greatly impacts the overall evaluation score. As such, teachers must select evidence sources that do not “double-count,” or overly emphasize any one source of data within the system. Specifically, teachers preparing SLOs should not use standardized, summative state assessment data (i.e., WKCE in 2012-2014 or Smarter Balanced in 2014 and beyond) as evidence of SLO growth, as these measures will comprise a portion of a teacher’s overall outcome score during full system implementation. Instead, teachers should utilize assessments used by the district, school, or teacher-teams as evidence of SLO outcomes. Guidance on the components of a high-quality local assessment can be found in Appendix C, SLO Assessment Guidance.

**Establish growth goals**—Next, teachers must establish SLO goals. Drawing upon baseline assessment data, teachers will first determine whether to develop a differentiated or tiered goal due to varying student needs across the population, or a single goal for a population group. While teachers might develop non-differentiated goals in situations where the population starts with very similar levels of prior knowledge or baseline data, DPI anticipates that differentiated growth targets will become the norm as teachers accumulate sufficient data to allow for this to happen through the implementation of multiple new statewide initiatives (e.g., statewide accountability and report cards, statewide student information system, Smarter Balanced assessments, Educator Effectiveness data, etc.).

**Determine strategies and supports**—The teacher will document the strategies and supports necessary to meet the goal(s) specified in the SLO. These might include collaborative efforts between the teacher and teams of educators, coaches, or the Curriculum and Instruction Director. These goals should align with teacher practice goals developed as part of the professional practice goal-setting process (described in the next section).

**Determine and write SLOs**—Once these steps are completed, teachers will write their SLO plan using the Educator Effectiveness Plan (EEP) form, which is described below.

Each of the steps involved in preparing SLOs should adhere to the guiding questions and criteria specified in the **Wisconsin Student Learning Objectives Selection and Approval Rubric**, located in Appendix D. Teachers will use the rubric to support the SLO development process (documented within the **EEP**), as the rubric provides the key questions and criteria that guide each step in the preparation of SLOs.

*DPI staff with content area expertise have begun specialized work groups with associated professional organizations and educational stakeholders to develop an online database of sample SLOs, guidance, and observation “look-fors” including those related to each unique content area (e.g., music, art, foreign language, technology, etc.) to support local evaluation processes. This database will be continually updated over time.*

#### *Educator Effectiveness Plan*

Using the **Teacher EEP Form** (included in Appendix E), teachers will describe their SLOs. Then, they will identify instructional strategies that will increase the likelihood of success on the SLOs. Following are examples of strategies that could help to accomplish an SLO goal on writing:

- Provide whole-group direct instruction focusing on writing techniques (e.g., prewriting, five traits of writing, peer-editing strategies, etc.) once weekly.
- Provide small-group direct instruction once weekly through flexible student grouping.
- Provide time for independent writing practice daily (e.g., journaling).

After developing SLOs and reviewing his or her self-rating, the teacher will also develop two professional practice goals. These goals may relate to the SLOs. Aligning professional practice goals to SLOs makes sense and can help maximize the impact of the SLOs. However, there may be other professional practice goals that fall outside of the SLOs which can also help focus professional performance during the year.

The concept of SMART goals should guide the development of professional practice goals, meaning that the goals are Specific, Measurable, Attainable, Results-based, and Time-Bound. Professional practice goals should align to current practice and school needs. See Appendix F for guidance on setting SMART goals.

#### **SMART Goals**

*A Developmental Pilot district found *The Power of SMART Goals* (Conzemius & O’Neill, 2005) a great resource to support the understanding and development of SMART goals as they relate to the Educator Effectiveness System. This district developed a book study and finished the year with potential goals for use in practice assessment as well as for high quality SLOs. The group then provided feedback to each other (collaborative coaching) in order to refine and strengthen their initial goals.*



While the development of professional practice goals will help teachers focus their professional growth and evaluators focus their evaluation activities for the year, evaluators will still assess all of the components from the *Framework for Teaching* rubric to get a comprehensive picture of teacher practice.

*Submit Planning Forms to Evaluator*

Once teachers complete the self-rating and EEP, the teacher submits the **Self-Rating Form** and the **EEP** to his or her evaluator prior to the Evaluation Planning Session. This submission should occur *no later than the second week of October*.

**Goal Alignment: Professional Practice Goals and SLOs**

Educators will annually set professional practice goals as well as SLO goals in their Educator Effectiveness Plans (EEP). While it is important that these goals are separate— one focusing on the educators’ practice, the other focusing on increasing student achievement, educators can and should use one to inform the other. (For a sample EEP illustrating alignment between practice and outcome goals, refer to Appendix E.)

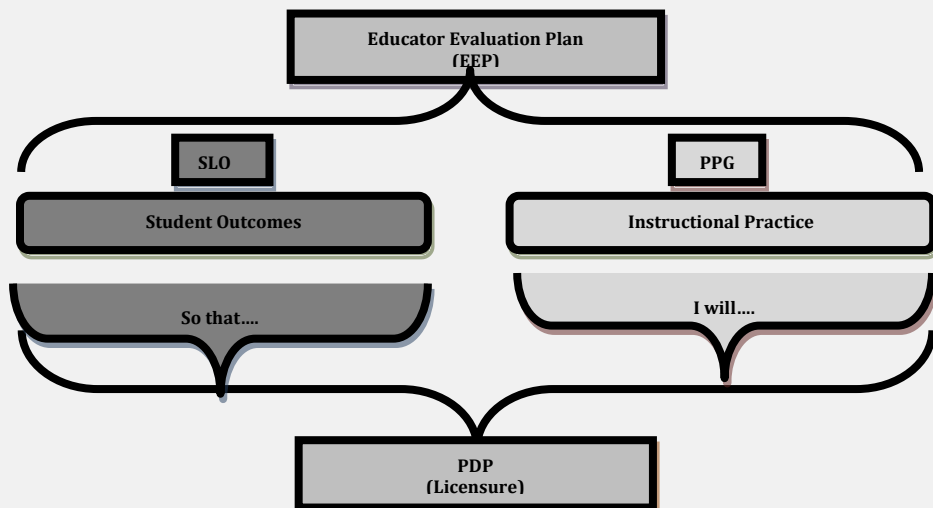
Professional practice and SLO goals represent different portions of the System—practice and outcomes, respectively. Professional practice goals are teacher-directed and focused on change in instructional practice, whereas SLO goals are student-directed and focused on student improvement.

**Goal Alignment: PDP and Educator Effectiveness Goals**

Professional Development Goals (PDP) reflect two of ten Wisconsin educator standards, and educators must develop broad goals so that the educator can continue to work within the goals in the event that educator changes districts, buildings, or grade levels. The PDP goals reflect both instructional strategies (*I will....*) and student outcomes (*so that my students...*).

While Licensure and Evaluation must remain separate processes due to legal requirements in state legislation, the process of setting goals for licensure can and likely will relate to the goals identified within the EE System. PDP goals should be broad and relate to the work within both the practice and student outcomes portions of the evaluation system. PDP goals can inform the work of the educator as it applies to their evaluation. Educators should not use the same goals for practice and outcomes. However, it is likely that one can inform the other (see Figure 7).

**Figure 7. Improving Professional Practice: Goal Alignment**





### STEP 3: EVALUATION PLANNING SESSION

During the fall, typically in the month of *September* or *October*, a teacher will meet with his or her evaluator in an Evaluation Planning Session. During this session, the teacher and his or her evaluator will collaborate to complete the following activities:

- Review the **Self-Rating** and **EEP**.
- Review the draft goals set by the teacher.
- Approve or adjust the goals. Finalize goals based on teacher and evaluator input.
- Identify actions, resource needs, and evidence sources identified to meet the professional practice and SLO goals.
- Finalize professional practice and SLO goals.
- Set the evaluation schedule, including scheduled observations, meetings, and methods of collecting other sources of evidence (see Appendix A for descriptions of practice evidence sources).

*Evaluators can use **Teachscape** to schedule meetings and observations and work with District Effectiveness Coaches to coordinate evaluation activities and processes.*



## ACROSS THE SCHOOL YEAR: SUMMATIVE AND FORMATIVE OBSERVATIONS AND FEEDBACK

### STEP 4: OBSERVATIONS, EVIDENCE COLLECTION, AND ONGOING FEEDBACK

Observations and evidence collection take place from *October through May*. Over the course of the school year, teachers, and their evaluator collect evidence of progress toward meeting SLO and professional practice goals. Evaluators should provide ongoing formative feedback to teachers through at least one pre- and post-observation conference, informal discussions, the Mid-Year Review, and the Final Evaluation Conference.

*Teachers should be provided with formative feedback through ongoing collaborative conversations and support from the principal, Effectiveness Coaches or district content coaches.*

#### *Observations*

The evaluation of teacher practice is conducted through observations and the collection of additional evidence. Evaluators observe teachers multiple times over the course of the school year. Figure 8 documents the minimum observation requirements.





**Figure 8: Minimum Number of Observations**

Frequency	Duration
1 announced observation	45 minutes or (2) 20-minute observations
1 unannounced observation	45 minutes or (2) 20-minute observations
3-5 informal and unannounced observations (walkthroughs)	At least 5 minutes

*Pre-Observation*

For one formal observation, evaluators and teachers will use pre-and-post observation forms to help focus the discussion and formative feedback. Teachers complete the **Pre-Observation (Planning) Form** (Appendix G) in advance of the pre-observation discussion. This form helps shape the dialog of the pre-observation discussion and allows the teacher to “set the stage” for the lesson. The information allows the teacher to identify the context of the classroom, the specifics of the lesson focus, and its intended outcomes. The teacher may submit this information in writing or come prepared to have a dialog with the evaluator during the pre-observation discussion.

*Post-Observation*

Post-observations should take place within one week of the observation. The **Post-Observation (Reflection) Form** (Appendix H) helps frame the dialog and resulting feedback from the observed lesson during the post-observation discussion. Both the teacher and evaluator can use the questions to identify areas of strength and suggestions for improvement. The post-observation discussion can focus on classroom teaching artifacts (lesson plans, student work samples, etc.) that are related to the classroom observation. Both the pre-and post-observation discussions can also address progress on meeting professional practice and SLO goals.

*Evidence Collection*

Throughout the school year, evaluators collect and teachers provide evidence of teacher practice. Evidence collected may include lesson plans, portfolios of student work, or logs of parent communications. A complete list of possible artifacts linked to the domains and components of the Framework is provided in Appendix A. This evidence is used to rate a teacher’s practice, using the rubric to identify appropriate levels of performance. Although evidence is collected throughout the year, **evaluators should not make ratings of practice until they obtain adequate information to assess each component of the rubric.** This will likely occur during the second half of the school year. Evaluators use Teachscape to document and organize evidence from observations and other artifacts. Once the evaluator and teacher determine that there is enough evidence for each component, he or she will select the performance level that best matches the evidence of practice for that component.

In addition to evidence of teacher practice, teachers will collect data at the specified intervals and monitor the progress of each SLO during the evaluation period indicated. Based upon the data collected, the teacher will adjust the instructional strategies utilized to ensure that students meet classroom and school expectations, as well as determine if the targeted population(s) for the SLO are progressing toward the stated objective(s). Appendix C includes guidance around SLO evidence (assessment) sources.

## STEP 5: MID-YEAR REVIEW

In *December* or *January*, the teacher and evaluator will meet for a formative review of the teacher's progress toward meeting his or her professional practice and SLO goals. Teachers and evaluators will use the **Mid-Year Goal Review Form** (Appendix I) to identify next steps related to the Mid-Year Review.

At the Mid-Year Review, teachers and evaluators provide documentation regarding the status of goals, evidence of progress, and identification of any barriers to success. Evaluators may suggest that teachers adjust targeted outcomes specified in the original SLO if the original target is clearly either too low (e.g., most, if not all, students will meet the goal easily) or too high (e.g., many or all students will not meet the goal, even if they are learning a great deal and the teacher's strategies are working as intended). Evaluators may also suggest that teachers adjust instructional strategies to better meet SLO and professional practice goals.

*Developmental Pilot findings suggest that many educators had to **increase** their SLO goals during the Mid-Year Review because initial goals were set too low. Participants indicated that the SLO processes enabled them to differentiate instruction and raise expectations for all students.*

## SPRING 2014: FINAL RATING PROCESS

### STEP 6: FINAL TEACHER EVALUATION

Near the end of the school year, the teacher will submit final evidence to his or her evaluator. The evaluator then completes a final rating of the SLO and completes the **Final Evaluation Form** (Appendix J). The teacher and evaluator will participate in a final evaluation conference to discuss goals, outcomes, professional development opportunities, and next year's goals.

#### *Submit Final Evidence to Evaluator*

Each teacher submits all final evidence, including final SLO and professional practice evidence, to his or her evaluator prior to the final evaluation conference.

Near the end of the school year, teachers should use the **End-of-Year Goal Review Form** (Appendix K) to note progress made on SLO goals and professional growth goals over the course of the year. Teachers should identify specific evidence to justify stated progress. Teachers will also collect final SLO evidence in the form of assessment results.

#### *Final Rating of Practice and SLO*

Once a teacher submits final evidence to his or her evaluator, the evaluator completes the **Final Evaluation Form**.

Evaluators provide written feedback for the goals and components identified in the **EFP**. In addition to the **EFP**, other collected evidence will be used by the evaluator to rate each of

***Effectiveness Coaches** can help identify complete evidence and observation profiles to begin scheduling Final Evaluation Conferences for the evaluator and prioritizing progress checks with teachers with incomplete evaluation profiles.*



the twenty-two components within four domains. All components should be rated at one of the four performance levels. Averaging the scores within components or across all four components is not required.

Evaluators will also review SLO final evidence and assign a score of one to four based on SLO results using the **SLO Scoring Rubric** (Appendix L). The SLO scoring range (one to four) aims to incentivize rigorous goal setting, for which teachers can attain partial credit, as opposed to incentivizing low growth targets by making the SLO scoring process a simple dichotomy (e.g., yes/no, pass/fail, satisfactory/unsatisfactory).

DPI recognizes that the SLO scoring rubric currently allows evaluator judgment regarding the exact percentage of students required to make a specified amount of growth to determine the teacher's score. Additionally, the rubrics currently lack a "label" associated with each of the four evaluation scores on the SLO evaluation form; in other words, a four is not labeled *distinguished*, a three is not *proficient*, and so on. This was an intentional decision to delay the labeling of SLO categories in order to review feedback and learn from pilot participants whether the rubric requires greater specificity in subsequent years to minimize variation within and across Wisconsin schools. After review of pilot data, DPI will determine whether revisions to the SLO scoring rubric are necessary.

#### **STEP 7: FINAL EVALUATION CONFERENCE**

The Final Evaluation Conference should take place during *April, May, or June*. During this conference, the teacher and his or her evaluator meet to discuss achievement of professional practice and SLO goals. Evaluators will review the **Final Evaluation Form** at this time to review goal achievement and provide formative feedback. The evaluator will also discuss ratings on the components of the *Framework for Teaching* and SLOs and review evidence that was used to rate each of the components. The teacher has the opportunity to comment on the final evaluation results.

Based on final ratings and comments on goals, evaluators and teachers should identify growth areas for the following year. Finally, the teacher and the evaluator will sign the **Final Evaluation Form** to indicate participation and agreement in the final rating discussion.

*The Final Evaluation Conference should NOT be the first time an educator receives formative feedback identifying areas of strength or need. The Wisconsin Educator Effectiveness System aims to improve professional practice and, as such, requires ongoing feedback and consistent access to quality professional development opportunities.*

#### *Submit Final Evaluation Results*

After the final evaluation conference, evaluators will record final evaluation results in Teachscape. (Note: District administrators will not have to personally submit data to DPI on the pilot evaluation ratings; they will be collected via Teachscape).



## **STEP 8: USE OF EVALUATION RESULTS**

Results from the evaluation process inform the teacher's EEP goals for the following year. Discussion will focus on planning for the next evaluation cycle and how results can inform professional development activities and support. During the Full Pilot, no evaluation results should be used for employment purposes or other high-stakes human resource decisions.



## V. Resources

### DEFINITIONS OF KEY TERMS

**Announced observation:** A formal, scheduled observation. It may be preceded by a pre-observation discussion and followed by a post-observation discussion where verbal and/or written feedback is provided by the evaluator to the teacher.

**Artifacts:** Forms of evidence that support an educator’s evaluation. They may include lesson plans, examples of student work with teacher feedback, professional development plans and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

**Assessment/Evidence Source:** Evidence sources include common district assessments, existing standardized assessments not already included as student outcomes within the Wisconsin Educator Effectiveness System (e.g., standardized, summative state assessment and standardized district assessment data), teacher-designed assessments, work samples or portfolios, and other sources approved by the evaluator.

**Attainment:** “Point in time” measure of student learning, typically expressed in terms of a proficiency category (*advanced, proficient, basic, minimal*).

**Baseline:** Measure of data the beginning of a specified time period, typically measured through a pre-test measure at the beginning of the year.

**Components:** The descriptions of the aspects of a domain. There are 22 components in the 2013 Danielson *Framework for Teaching*®.

**Consecutive Years:** Each year following one another in uninterrupted succession or order.

**Domains:** There are four domains or broad areas of teaching responsibility, included in the 2013 *Framework for Teaching*®: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Under each domain, 5-6 components describe the distinct aspects of a domain.

**Educator Effectiveness Plan (EEP):** A document that lists the Student Learning Objectives, Professional Practice goals and Professional Growth Strategies and Support for an educator, along with the activities required to attain these goals and the measures necessary to evaluate the progress made on them.

**Educator Effectiveness System:** The Wisconsin state model for teacher and principal evaluation, built by and for Wisconsin educators. Its primary purpose is to support a system of continuous improvement of educator practice, from pre-service to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by 2011 Wisconsin Act 166.

**Effectiveness Coach:** The Effectiveness Coach role in the EE System is intended to help support ongoing formative feedback to both evaluators and those being evaluated. DPI intentionally did not define specific responsibilities related to this role during piloting of the system in order to allow districts to experiment and find solutions best suited for their local context.

**Evaluation Planning Session:** A conference ( in the fall) during which the teacher and his or her primary evaluator discuss the teacher’s Self-Rating and Educator Effectiveness Plan, agree upon SLOs, Professional Practice goals and actions needed to meet goals. An evaluation schedule and process for other evidence collection is determined at this time.

**Evaluation Rubric:** An evidence-based set of criteria across different domains of professional practice that guide an evaluation. Practice is rated across four rating categories that differentiate effectiveness, with each rating tied to specific look-fors to support the ratings.

**Evidence:** Assessment or measure used to determine progress towards an identified goal.

**Evidence Collection:** The systematic gathering of evidence that informs the evaluation of an educator’s practice. In the Educator Effectiveness System, multiple forms of evidence are required to support an educator’s evaluation and are listed in this guide in Appendix A.

**Final Evaluation Conference:** The teacher and his/her evaluator meet to discuss achievement of the Professional Practice and SLO goals, review collected evidence, and discuss results and ratings on the components of the Framework for Teaching and SLOs.

**Formative Evaluation:** The systematic gathering of information with the purpose of understanding an educator’s strengths and weaknesses in order to improve teaching and learning.

**Framework:** The combination of the evaluation rubric, evidence sources, and the process of using both to evaluate an educator.

**Full Pilot:** In 2013-14 the Wisconsin Educator Effectiveness System is undergoing a Full Pilot in volunteer districts across the state to test the alignment and integration of practice and SLOs, and to further refine its components and processes.

**Goal:** Specific and measurable learning objective that can be measured over a specific designated interval of time (e.g., quarter, semester, year).

**Indicators/Look-fors:** Observable pieces of information for evaluators to identify or “look-for” during an observation or other evidence gathering. Indicators are listed in the Sources of Evidence (Appendix A).

**Inter-Rater Agreement:** The extent to which two or more evaluators agree in their independent ratings of educators’ effectiveness.

**Interval:** Period of time over which student growth will be measured under an SLO (typically an academic year, although other intervals are possible).

**Learning Content:** Content drawn from Common Core State Standards, Wisconsin Model Academic Standards, 21<sup>st</sup> Century Skills and Career and College Readiness Standards, or district standards. The learning content targets specific academic concepts, skills, or behaviors that students should know as of a given point in time.

**Learning Strategies:** Appropriate instructional strategies intended to support student growth for the targeted population.



**Mastery:** Command or grasp of a subject; an expert skill or knowledge.

**Mid-Year Review:** A formal meeting scheduled by the evaluator at the mid-point of the evaluation interval. During this meeting the evaluator may discuss adjustment of the expected growth specified in an SLO based upon clear rationale and evidence of need.

**Observations:** One source of evidence informing the evaluation. Observations may be announced (scheduled in advance, possibly with a pre- and/or post-observation conference) or unannounced; formal (lengthy and with conferences) or informal (short and impromptu). Observations are carried out by the educator's evaluator or a designee, who looks for evidence in one or more of the components of the *Framework for Teaching*® evaluation rubric.

**Orientation:** The first step in the Educator Effectiveness evaluation process, the Orientation takes place prior to or at the beginning of the school. Educators review the use of their professional practice frameworks, the related tools and resources, timelines for implementation, and expectations for all participants in the system.

**Post-observation conference:** A conference that takes place after a formal observation during which the evaluator provides feedback verbally and in writing to the teacher.

**Post-test:** Assessment administered at the end of a specified time period, as specified under an SLO.

**Pre-observation conference:** A conference that takes place before a formal observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

**Pre-test:** Initial, or baseline, measure typically administered at the beginning of the academic year. This can include a formal pretest, information from the prior year, work samples, or other available data.

**Professional Growth Goals:** Establishing practice related goals are an important part of professional practice. Goals are set as educators prepare for their Educator Effectiveness Plans and they are monitored by the educator along with their evaluator during the year.

**Progress Monitoring:** The process during which educators review the target population's progress towards an identified goal using assessment data or other evidence sources.

**Rigorous:** Expectations for growth towards a goal, as specified in an SLO that establish high standards yet are attainable.

**Self-Rating of Performance:** Teachers will complete a self-assessment at the beginning of the year. This self-assessment will ask educators to reflect on their past performance, relevant student learning data, and prior evaluation data using the Framework for Teaching.

**Student Learning Objectives (SLOs):** Rigorous, yet attainable goals for student learning growth aligned to appropriate standards set by individual educators. Educators must develop SLOs based on a thorough review of needs, identification of the targeted population, clear rationale for the amount of expected growth, and the identification of specific instructional strategies or supports that will allow the





attainment of the growth goals. The ultimate goal of SLOs is to promote student learning and achievement while providing for pedagogical growth, reflection, and innovation.

**Targeted Growth:** Level of expected growth, or progress towards an identified goal, made by target population.

**Targeted Population:** Group(s) of students for whom an SLO applies.

**Unannounced Observation:** An observation that is not scheduled in advance. No pre-observation conference is held with an unannounced observation, but written or verbal feedback is expected within seven days.

**Walkthrough:** A short (5 minute minimum) informal and unannounced observation of a teacher's practice in the classroom.





## FREQUENTLY ASKED QUESTIONS

### SYSTEM QUESTIONS

#### What is the Wisconsin Educator Effectiveness System?

In 2011, the Wisconsin Legislature mandated an Educator Effectiveness System Wisconsin Act 166. It is the overall state system that couples the evaluation of practice with student outcomes to arrive at an aggregate effectiveness rating.

#### How was the Educator Effectiveness System developed?

State Superintendent Tony Evers initiated the Educator Effectiveness System Design Team in 2011 which included the Governor's Office, DPI staff, and volunteers from participating educational organizations; administrators, school board members, teachers, and others. A full list of participating organizations is available on the [DPI website](#). The Design Team's main recommendations were supported within in Act 166.

#### How will the state implement the Educator Effectiveness System?

DPI will implement the Wisconsin Educator Effectiveness System in a manner that allows for feedback and refinement of the system.

- Stage 1: 2011-12: Evaluation process developed for a) teacher evaluation of practice; b) teacher and principal developed Student/School Learning Objectives; c) teacher evaluation of practice
- Stage 2: 2012-13: Developmental Pilot of the three evaluation processes *in school districts volunteering to participate* and provide feedback for improvement  
2013-14: Full Pilot test of the Educator Effectiveness System for Teacher Effectiveness and Principal Effectiveness *in school districts volunteering to participate*. The state will revise the system based on Full Pilot feedback and include new outcome measures prior to fall, 2013. Development for evaluating practice for other educator groups will begin.
- Stage 3: 2014-15: Educator Effectiveness System implemented statewide for teachers and principals. Development and pilots for other educator groups will continue.

#### How often am I evaluated?

Initial Educators are evaluated annually for the first three years. Professional educator practice is evaluated once every three years. All educators will create EEP and SLO goals annually within the WI Educator Effectiveness System.

### PRACTICE EVALUATION QUESTIONS

#### Who is included in the definition of teacher as it applies to the mandated implementation date of 2014-15?

"Teacher" means any employee engaged in the exercise of any educational function for compensation in the public schools, including charter schools established under s. 118.40-**whose primary responsibilities include** all of the following:

- Instructional planning and preparation
- Managing a classroom environment; and
- Pupil instruction.

DPI recognizes that teacher roles may look different in the local district. It is likely that guidance will be developed to support districts in evaluating teachers that deliver instruction within the classroom of another teacher, library media specialists, instructional coaches, etc.

**How many Framework for Teaching components am I evaluated on in my summative year?**

Teacher Practice evaluations include evidence from all domains and components within the FFT. Evidence for domains 2 and 3 are generally captured within classroom observations, while evidence to support domains 1 and 4 are captured through artifacts collected by the teacher and evaluator.

**Can I use the same goal for my EEP and my SLO?**

You can use the identified strategies within the SLO to *inform* EEP goals. Educators should not use the same goals in both areas of the evaluation system as one set relates to practice, and one to student outcomes.

**What if I teach in a unique classroom setting?**

It is important for all teachers to familiarize themselves with the 2013 *Framework for Teaching*, and the instructional standards that relate to their content area. Teachers will need to begin to define the domains and components within the *Framework for Teaching* and work with their evaluators to understand what each domain and component would look like for their unique area.

**OUTCOMES EVALUATION QUESTIONS**

**What are Student/School Learning Objectives (SLOs)?**

SLOs are rigorous, yet attainable goals for student learning growth (set by teachers individually or in teams) or school growth (set by building administrators) that align to appropriate standards set by individual educators or teams.

**What content areas and standards should be addressed by an SLO?**

Educators should develop SLOs that align to Common Core Standards, Wisconsin Model Academic Standards, or 21<sup>st</sup> Century Skills, although final determination regarding the most appropriate standard(s) is a local decision.

**What is the duration of an SLO?**

SLOs generally occur across a school year, although other options are possible (e.g., a semester or a quarter). SLOs longer than one year would not be allowed, although the same SLO could be set for multiple years, with the understanding that the approval process is completed each year and sufficient justification for using the same SLO is provided.

**How early in the year should SLOs be set, in order to strike a balance between identifying appropriate student needs and allowing the maximum time to demonstrate growth?**

Year-long SLOs should be developed six to eight weeks after the first day of school and finished approximately October 31. This deadline could be adjusted upon mutual agreement of the educator and supervisor, for example, for situations in which courses are nine weeks or one semester in length.



### **How many SLOs are required of teachers and principals?**

The number of SLOs required annually is dependent on the other outcomes measures that are available to that educator. Upon full implementation, *the most any educator will need to create is three*. For purposes of the Full Pilot, participants will complete two SLOs.

### **Are Team SLOs required?**

When the EE System is fully implemented, team SLOs are encouraged where appropriate, but not required, for both teachers and administrative teams. Team SLOs are particularly encouraged in instances where educators are required to prepare multiple SLOs (see below); in these instances, both individual and team SLOs, where appropriate, are encouraged.

### **Do SLOs have to apply to all of the students in a class?**

SLOs do not need to apply to 100 percent of students in a class, although clear justification for focusing on a selected subgroup of students must be provided by the educator and approved by the supervisor.

### **Can I use my SLO goals for my PDP?**

While Licensure and Evaluation must remain separate processes due to legal requirements in state legislation, the process of setting goals for licensure can and likely will relate to the goals identified within the EE System. Professional Development Plan (PDP) Goals reflect two of ten Wisconsin educator standards (which are based on the InTASC standards). The Framework for Teaching rubric includes more specific competencies for teacher performance and it is also aligned with InTASC standards.

PDP goals are written to cover a five-year period and allow educators to continue working on the goals if they change districts, buildings, or grade levels. The PDP goals can relate to both the professional practice goals and student and school learning goals of the evaluation system. Using multiple measures within an evaluation system—allowing educators multiple sources from which to demonstrate effectiveness—is a guiding principle of the EE System. Although educators should not use the same goals from their PDPs for their educator effectiveness evaluations, they can be aligned and inform each other.

### **Can the SLO be the same from year to year?**

There are instances where it is appropriate to use an SLO goal in repeated years. However, the data analysis, identified target group of students, and baseline measures of growth would need to be established annually for a new group of students. Appropriate justification must be provided in such situations on the Selection/Approval Form.

### **What are appropriate evidence sources for measuring SLOs?**

SLO evidence should generally be kept separate from measures that are already part of the student outcomes portion of the overall effectiveness score, meaning that state standardized, summative test data (WKCE) and district standardized assessment data (for example, MAP) would not generally be used as sources of evidence for measuring student growth under an SLO. More appropriate sources of evidence for measuring student growth under the SLO process would include teacher-developed assessments, district common assessments, work samples or portfolios, or other sources approved by the SLO evaluator. It IS appropriate and encouraged to use relevant standardized test data (WKCE, MAP, etc.) for determining student learning needs under the SLO process.

### **Who approves the SLO?**

SLOs are approved by supervisors or their designee. The person approving and/or scoring teacher SLOs must hold a valid administrators license. For teachers, this will typically be the principal or assistant principal (perhaps utilizing feedback from an appropriate content-area specialist), while for principals this will be the superintendent or their designee.

### **Can a supervisor assign or “impose” an SLO upon a principal or teacher?**

The SLO process is designed to be a collaborative process which identifies specific student learning needs along with strategies for addressing them. In most cases, there should be strong alignment in the review of data at the beginning of the year between learning needs and the needs for most classrooms (e.g., if deficiencies in mathematical reasoning are evident from looking at data, it is likely that this same need will emerge for individual classrooms as well). Since Student Learning Objectives set by principals cannot cover all areas of student need, however, teachers or teacher teams should be allowed to set Student Learning Objectives that reflect the unique needs of their students as long as the SLO meets each of the criteria described on the Selection and Approval Form.

### **Must SLO goals be based on growth, or could mastery/attainment SLOs ever be allowable?**

SLOs in general are intended to emphasize growth. SLOs that are based on mastery/attainment goals could be allowable as long as there is a meaningful way of knowing where students are at the beginning of the year and if jointly agreed upon by the educator and supervisor. The major issue to consider in setting an SLO with a mastery/attainment goal is that without an appropriate baseline measure of student learning, it will generally be difficult to determine the extent to which the level of mastery at the end of the SLO is attributable to the work of the educator.

### **How, if at all, does the SLO process differ for educators who have substantial numbers of special needs students (special education students, English Language Learners, or other students with exceptional learning needs)?**

DPI will prepare separate guidance for how the SLO process may differ for these educators. In general, the same principles will hold true for all educators who prepare SLOs: reviewing data to determine student learning needs, aligning content to appropriate standards, identifying expected levels of growth and appropriate evidence sources, etc. However, there may be some guidance which is unique to those who work with special populations, such as the following two questions:

### **Are SLO goals for special education students the same as IEP goals?**

Generally, no; IEP goals are individualized and highly personalized for individual students, whereas SLOs are long-term academic goals for groups of students. Though there may be overlap in the content, assessments or evidence used for SLOs, IEP goals cannot be directly fed into Student Learning Objectives, and it is important to keep the two systems and related goals distinct.

### **Can SLO growth goals for special education students be based on behavioral, rather than academic, measures?**

Not exclusively; behavioral goals are allowable only to the extent that they are integrated with and support clearly-defined academic goals for the growth of special education students.



**When there is more than one SLO required, is each evaluated separately, or are they considered as a whole?**

Each SLO is evaluated separately.

**How are mitigating or unforeseen circumstances noted?**

The evaluation form will include space for unforeseen or mitigating circumstances, as well as the mutual agreement of the educator and supervisor as to how the situation was handled in deriving the final score for the SLO. Examples of mitigating circumstances might include (but are not limited to) a teacher who is gone on an extended medical leave, an excessive number of students who leave mid-year, or an event that significantly changes the school culture.

**How should high rates of absenteeism or student mobility be handled in scoring of SLOs?**

As noted above, all students in the target group should be included in the final scoring of SLOs, but high rates of absenteeism may be noted as mitigating circumstances.

## **APPENDICES OF GUIDELINES AND FORMS**

Appendix A – Teacher Sources of Evidence

Appendix B – Teacher Self-Rating Form

Appendix C – SLO Assessment Guidance

Appendix D – SLO Selection and Approval Rubric

Appendix E – Teacher EEP Form

Appendix F – SMART Goal Guidelines

Appendix G – Pre-Observation Planning Form

Appendix H – Post-Observation Reflection Form

Appendix I – Mid-Year Goal Review Form

Appendix J – Final Evaluation Form

Appendix K – End-of-Year Goal Review Form

Appendix L – SLO Scoring Rubric



## APPENDIX A: Teacher Evidence Sources

Domain 1: Planning and Preparation			
Component	Evidence*	Indicator/“look-fors”	Evidence Collection
1a: Demonstrating knowledge of content and pedagogy	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• <b>Lesson/unit plan</b></li> <li>• <b>Observation</b></li> </ul>	<ul style="list-style-type: none"> <li>- Adapting to the students in front of you</li> <li>- Scaffolding based on student response</li> <li>- Teachers using vocabulary of the discipline</li> <li>- Lesson and unit plans that reflect important concepts in the discipline</li> <li>- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills</li> <li>- Clear and accurate classroom explanations</li> <li>- Accurate answers to students’ questions</li> <li>- Feedback to students that furthers learning</li> <li>- Interdisciplinary connections in plans and practice</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection.)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Notes taken during observation</li> </ul>
1b: Demonstrating knowledge of students	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• <b>Lesson/unit plan</b></li> <li>• <b>Observation</b></li> <li>• Student / parent perceptions</li> </ul>	<ul style="list-style-type: none"> <li>- Artifacts that show differentiation</li> <li>- Artifacts of student interests and backgrounds, learning style, outside of school commitments (work, family responsibilities, etc.)</li> <li>- Differentiated expectations based on assessment data/aligned with IEPs</li> <li>- Formal and informal information about students gathered by the teacher for use in planning instruction</li> <li>- Student interests and needs learned by the teacher for use in planning</li> <li>- Teacher participation in community cultural events</li> <li>- Teacher-designed opportunities for families to share their heritages</li> <li>- Database of students with special needs</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Notes taken during observation</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Student / Parent surveys</li> </ul>





Domain 1: Planning and Preparation			
Component	Evidence*	Indicator/“look-fors”	Evidence Collection
1c: Setting instructional outcomes	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• <b>Lesson/unit plan</b></li> <li>• <b>Observation</b></li> </ul>	<ul style="list-style-type: none"> <li>- Same learning target, differentiated pathways</li> <li>- Students can articulate the learning target when asked</li> <li>- Targets reflect clear expectations that are aligned to standards</li> <li>- Checking on student learning and adjusting future instruction</li> <li>- Use of entry/exit slips</li> <li>- Outcomes of a challenging cognitive level</li> <li>- Statements of student learning, not student activity</li> <li>- Outcomes central to the discipline and related to those in other disciplines</li> <li>- Outcomes permitting assessment of student attainment</li> <li>- Outcomes differentiated for students of varied ability</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Notes taken during observation</li> </ul>

<b>Domain 1: Planning and Preparation</b>			
<b>Component</b>	<b>Evidence*</b>	<b>Indicator/“look-fors”</b>	<b>Evidence Collection</b>
1d: Demonstrating knowledge of resources	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• <b>Lesson/unit plan</b></li> <li>• <b>Observation</b></li> </ul>	<ul style="list-style-type: none"> <li>- College courses</li> <li>- Collaboration with colleagues</li> <li>- Evidence of teacher seeking out resources (online or other people)</li> <li>- Materials provided by the district</li> <li>- Materials provided by professional organizations</li> <li>- A range of texts</li> <li>- Internet resources</li> <li>- Community resources</li> <li>- Ongoing participation by the teacher in professional education courses or professional groups</li> <li>- Guest speakers</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p>Observations</p> <ul style="list-style-type: none"> <li>– Notes taken during observation lesson plan</li> </ul>
1e: Designing coherent instruction	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• <b>Lesson/unit plan</b></li> <li>• <b>Observation</b></li> <li>• Pre-observation form</li> <li>• Learning targets</li> <li>• Entry slips/exit slips</li> </ul>	<ul style="list-style-type: none"> <li>- Grouping of students</li> <li>- Variety of activities</li> <li>- Variety of instructional strategies</li> <li>- Same learning target, differentiated pathways</li> <li>- Lessons that support instructional outcomes and reflect important concepts</li> <li>- Instructional maps that indicate relationships to prior learning</li> <li>- Activities that represent high-level thinking</li> <li>- Opportunities for student choice</li> <li>- Use of varied resources</li> <li>- Thoughtfully planned learning groups</li> <li>- Structured lesson plans</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Notes taken during observation</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Pre observation form</li> <li>– Learning targets</li> <li>– Entry / exit slips</li> </ul>

<b>Domain 1: Planning and Preparation</b>			
<b>Component</b>	<b>Evidence*</b>	<b>Indicator/"look-fors"</b>	<b>Evidence Collection</b>
1f: Designing student assessment	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• <b>Lesson/unit plan</b></li> <li>• <b>Observation</b></li> <li>• Formative and summative assessments and tools</li> </ul>	<ul style="list-style-type: none"> <li>- Uses assessment to differentiate instruction</li> <li>- Students have weighed in on the rubric or assessment design</li> <li>- Lesson plans indicating correspondence between assessments and instructional outcomes</li> <li>- Assessment types suitable to the style of outcome</li> <li>- Variety of performance opportunities for students</li> <li>- Modified assessments available for individual students as needed</li> <li>- Expectations clearly written with descriptors for each level of performance</li> <li>- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Notes taken during observation</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Formative and summative assessments and tools (i.e. rubrics, scoring guides, checklists)</li> <li>– Student developed assessments</li> </ul>

Domain 2: The Classroom Environment			
Component	Evidence*	Indicator/"look fors"	Evidence Collection
2a: Creating an environment of respect and rapport	<ul style="list-style-type: none"> <li>• <b>Evaluator / teacher conversations</b></li> <li>• <b>Observations</b></li> <li>• Video</li> <li>• Illustrations of response to student work</li> </ul>	<ul style="list-style-type: none"> <li>- Active listening</li> <li>- Response to student work: Positive reinforcement, respectful feedback, displaying or using student work</li> <li>- Respectful talk, active listening, and turn-taking</li> <li>- Acknowledgement of students' backgrounds and lives outside the classroom</li> <li>- Body language indicative of warmth and caring shown by teacher and students</li> <li>- Physical proximity</li> <li>- Politeness and encouragement</li> <li>- Fairness</li> </ul>	<p><b>Evaluator/teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection)</li> <li>– Use questions on observation forms (especially describing students in class)</li> </ul> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>– Observer takes notes during pre- and post- observation conferences</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Video</li> <li>– Response to student work</li> </ul>
2b: Establishing a culture for learning	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• <b>Student assignments</b></li> <li>• Lesson plan</li> <li>• Video/photos</li> </ul>	<ul style="list-style-type: none"> <li>- Belief in the value of what is being learned</li> <li>- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation</li> <li>- Expectation of high-quality work on the part of students</li> <li>- Expectation and recognition of effort and persistence on the part of students</li> <li>- Confidence in students' ability evident in teacher's and students' language and behaviors</li> <li>- Expectation for all students to participate</li> <li>- Use of variety of modalities</li> <li>- Student Assignments: Rigor, Rubrics Used, Teacher Feedback, Student Work Samples</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>– Observer takes notes during pre- and post- observation conferences</li> <li>– Observer interacts with student about what they are learning</li> </ul> <p><b>Student Assignments</b></p> <ul style="list-style-type: none"> <li>– Teacher provides examples of student work</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Lesson plan</li> <li>– Video / Photo</li> </ul>



Domain 2: The Classroom Environment			
Component	Evidence*	Indicator/"look fors"	Evidence Collection
		<ul style="list-style-type: none"> <li>- Use of Technology: Appropriate Use</li> <li>- High expectations for expression and work products</li> </ul>	
2c: Managing classroom procedures	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• Syllabus</li> <li>• Parent communication</li> </ul>	<ul style="list-style-type: none"> <li>- Smooth functioning of all routines</li> <li>- Little or no loss of instructional time</li> <li>- Students playing an important role in carrying out the routines</li> <li>- Students knowing what to do, where to move</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>– Observer takes notes on what is happening at what time, tracking student engagement / time on task, classroom artifacts on procedures</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Syllabus</li> <li>– Communications to Students / Parents</li> </ul>
2d: Managing student behavior	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• Disciplinary records/plans (content)</li> <li>• Student / parent feedback</li> <li>• Parent communications</li> </ul>	<ul style="list-style-type: none"> <li>- Clear standards of conduct, possibly posted, and possibly referred to during a lesson</li> <li>- Teacher awareness of student conduct</li> <li>- Preventive action when needed by the teacher</li> <li>- Fairness</li> <li>- Absence of misbehavior</li> <li>- Reinforcement of positive behavior</li> <li>- Culturally responsive practices</li> <li>- Time on task, posting classroom rules, positive reinforcement</li> <li>- Absence of acrimony between teacher and students concerning behavior</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>– Observer may tally positive reinforcement vs. punitive disciplinary action</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Disciplinary records/plans (content)</li> <li>– Student / Parent Feedback</li> <li>– Parent Communications</li> </ul>

Domain 2: The Classroom Environment			
Component	Evidence*	Indicator/"look fors"	Evidence Collection
2e: Organizing physical space	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• Video/Photos</li> <li>• Online course structure</li> </ul>	<ul style="list-style-type: none"> <li>- Pleasant, inviting atmosphere</li> <li>- Safe environment</li> <li>- Accessibility for all students</li> <li>- Furniture arrangement suitable for the learning activities</li> <li>- Effective use of physical resources, including computer technology, by both teacher and students</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>– Observer records classroom physical features on standard form or makes a physical map</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Photos, Videos</li> <li>– Online course structure</li> </ul>

Domain 3: Instruction			
Component	Evidence*	Indicator/"look-fors"	Evidence Collection
3a: Communicating with students	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• <b>Assessed student work</b></li> <li>• Communications with students</li> <li>• Handouts with instructions</li> <li>• Formative assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Clarity of lesson purpose</li> <li>- Clear directions and procedures specific to the lesson activities</li> <li>- Absence of content errors and clear explanations of concepts and strategies</li> <li>- Students comprehension of content</li> <li>- Correct and imaginative use of language</li> <li>- Assessed student work - specific feedback</li> <li>- Use of electronic communication: Emails, Wiki, Web pages</li> <li>- Formative Assessments: Exit / Entry Slips</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic). Dialogue with students and accurate / precise dialogue</li> <li>– Observer collects examples of written communications (emails / notes)</li> </ul> <p><b>Assessed Student Work</b></p> <ul style="list-style-type: none"> <li>– Teacher provides samples of student work &amp; written analysis after each observation or end of semester</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Electronic Communication</li> <li>– Handouts with instructions</li> <li>– Formative Assessments</li> </ul>



Domain 3: Instruction			
Component	Evidence*	Indicator/"look-fors"	Evidence Collection
3b: Using questioning and discussion techniques	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• Lesson plan</li> <li>• Videos</li> <li>• Student work</li> <li>• Discussion forums</li> </ul>	<ul style="list-style-type: none"> <li>- Questions of high cognitive challenge, formulated by both students and teacher</li> <li>- Questions with multiple correct answers or multiple approaches, even when there is a single correct response</li> <li>- Effective use of student responses and ideas</li> <li>- Discussion, with the teacher stepping out of the central, mediating role</li> <li>- High levels of student participation in discussion</li> <li>- Student Work: Write/Pair/Share, student generated discussion questions, online discussion</li> <li>- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>- Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>- Observer tracks student responses</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>- Lesson plan</li> <li>- Videos</li> <li>- Student work</li> <li>- Discussion forums</li> </ul>

<b>Domain 3: Instruction</b>			
<b>Component</b>	<b>Evidence*</b>	<b>Indicator/“look-fors”</b>	<b>Evidence Collection</b>
3c: Engaging students in learning	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• Lesson plans</li> <li>• Student work</li> <li>• Use of technology/instructional resources</li> </ul>	<ul style="list-style-type: none"> <li>- Activities aligned with the goals of the lesson</li> <li>- Student enthusiasm, interest, thinking, problem-solving, etc.</li> <li>- Learning tasks that require high-level student thinking and invite students to explain their thinking</li> <li>- Students highly motivated to work on all tasks and persistent even when the tasks are challenging</li> <li>- Students actively “working,” rather than watching while their teacher “works”</li> <li>- Suitable pacing of the lesson: neither dragging out nor rushed, with time for closure and student reflection</li> <li>- Student – student conversation</li> <li>- Student directed or led activities / content</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>– Observer tracks student participation, time on task, examines student work, and teacher / student interactions</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Lesson plans</li> <li>– Student work</li> <li>– Use of technology/instructional resources</li> </ul>
3d: Using assessment in instruction	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• <b>Formative / summative Assessment tools</b></li> <li>• Lesson plans</li> <li>• Conversations w / evaluator</li> </ul>	<ul style="list-style-type: none"> <li>- The teacher paying close attention to evidence of student understanding</li> <li>- The teacher posing specifically created questions to elicit evidence of student understanding</li> <li>- The teacher circulating to monitor student learning and to offer feedback</li> <li>- Students assessing their own work against established criteria</li> <li>- Assessment tools: use of rubrics</li> <li>- Formative / Summative assess tools: frequency, descriptive feedback to students</li> <li>- Lesson plans adjusted based on assessment</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> </ul> <p><b>Formative / Summative Assessment Tools</b></p> <ul style="list-style-type: none"> <li>– Teacher provides formative and summative assessment tools or data</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Lesson plans</li> <li>– Conversations with evaluator</li> </ul>





<b>Domain 3: Instruction</b>			
<b>Component</b>	<b>Evidence*</b>	<b>Indicator/"look-fors"</b>	<b>Evidence Collection</b>
3e: Demonstrating flexibility and responsiveness	<ul style="list-style-type: none"> <li>• <b>Observations</b></li> <li>• Lesson plans</li> <li>• Use of supplemental instructional resources</li> <li>• Student feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporation of students' interests and daily events into a lesson</li> <li>- The teacher adjusting instruction in response to evident of student understanding (or lack of it)</li> <li>- Teacher seizing on a teachable moment</li> <li>- Lesson Plans: Use of formative assessment, use of multiple instructional strategies</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Observer “scripts” lesson or takes notes on specially – designed form (paper or electronic)</li> <li>– Takes notes on teacher taking advantage of teachable moments</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Lesson plans</li> <li>– Use of supplemental instructional resources</li> <li>– Student Feedback</li> </ul>
<b>Domain 4: Professional Responsibilities</b>			
<b>Component</b>	<b>Evidence*</b>	<b>Indicator/"look-fors"</b>	<b>Evidence Collection</b>
4a: Reflecting on teaching	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• Observations</li> <li>• Teacher PD goals/plan</li> <li>• Student / parent feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Revisions to lesson plans</li> <li>- Notes to self / journaling</li> <li>- Listening for analysis of what went well and didn't go well</li> <li>- Specific examples of reflection from the lesson</li> <li>- Ability to articulate strengths and weaknesses</li> <li>- Capture student voice (survey, conversation w/ students)</li> <li>- Varied data sources (observation data, parent feedback, evaluator feedback, peer feedback, student work, assessment results)</li> <li>- Accurate reflections on a lesson</li> <li>- Citation of adjustments to practice that draw on a repertoire of strategies</li> </ul>	<p><b>Evaluator/Teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection.)</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– Grade book</li> <li>– PD plan</li> <li>– Student / parent survey</li> <li>– Observations</li> </ul>

<b>Domain 4: Professional Responsibilities</b>			
<b>Component</b>	<b>Evidence*</b>	<b>Indicator/“look-fors”</b>	<b>Evidence Collection</b>
4b: Maintaining Accurate Records	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• <b>Lesson/unit plan</b></li> <li>• Grade Book</li> <li>• Artifact – teacher choice</li> <li>• Systems for data collection</li> </ul>	<ul style="list-style-type: none"> <li>- Information about individual needs of students (IPs, etc.)</li> <li>- Logs of phone calls/parent contacts/emails</li> <li>- Student’s own data files (dot charts, learning progress, graphs of progress, portfolios)</li> <li>- Routines and systems that track student completion of assignments</li> <li>- Systems of information regarding student progress against instructional outcomes</li> <li>- Processes of maintaining accurate non-instructional records</li> </ul>	<p><b>Evaluator/Teacher conversations:</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b> Optional</p> <ul style="list-style-type: none"> <li>– Grade book</li> <li>– PD plan</li> <li>– Progress reports</li> </ul>
4c: Communicating with families	<ul style="list-style-type: none"> <li>– <b>Logs of phone calls/parent contacts/emails</b></li> <li>– Observation during parent teacher meeting or conference</li> </ul>	<ul style="list-style-type: none"> <li>- Interaction with PTA or parent groups or parent volunteers</li> <li>- Daily assignment notebooks Requiring parents to discuss and sign off on assignments</li> <li>- Proactive or creative planning for parent-teacher conferences (including students in the process)</li> <li>- Frequent and culturally appropriate information sent home regarding the instructional program and student progress</li> <li>- Two-way communication between the teacher and families</li> <li>- Frequent opportunities for families to engage in the learning process</li> </ul>	<p><b>Logs of communication with parents</b></p> <ul style="list-style-type: none"> <li>– Teacher log of communication (who, what, why, when, “so what”?)</li> <li>– Progress reports, etc.</li> </ul>



Domain 4: Professional Responsibilities			
Component	Evidence*	Indicator/"look-fors"	Evidence Collection
4d: Participating in the professional community	<ul style="list-style-type: none"> <li>– <b>Observation</b></li> <li>– <b>Attendance at PD sessions</b></li> <li>– Mentoring other teachers</li> <li>– Seeking mentorship</li> </ul>	<ul style="list-style-type: none"> <li>- Inviting people into your classroom</li> <li>- Using resources (specialists, support staff)</li> <li>- Regular teacher participation with colleagues to share and plan for student success</li> <li>- Regular teacher participation in professional courses or communities that emphasize improving practice</li> <li>- Regular teacher participation in school initiatives</li> <li>- Regular teacher participation in and support of community initiatives</li> </ul>	<p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Notes taken during observation</li> </ul> <p><b>Attendance at PD sessions</b></p> <p>Optional</p> <ul style="list-style-type: none"> <li>– PLC agendas</li> <li>– Evidence of community involvement</li> <li>– Evidence of mentorship or seeking to be mentored</li> </ul>
4e: Growing and developing professionally	<ul style="list-style-type: none"> <li>• <b>Evaluator/teacher conversations</b></li> <li>• <b>Observation</b></li> <li>• <b>Lesson/unit plan</b></li> <li>• Professional development plan</li> <li>• Mentoring involvement</li> <li>• Attendance or presentation at professional organizations / conferences / workshops / PLCs</li> <li>• Membership in professional associations or organizations</li> <li>• Action research</li> </ul>	<ul style="list-style-type: none"> <li>- Frequent teacher attendance in courses and workshops; regular academic reading</li> <li>- Participation in learning networks with colleagues; freely shared insights</li> <li>- Participation in professional organizations supporting academic inquiry</li> </ul>	<p><b>Evaluator/Teacher conversations</b></p> <ul style="list-style-type: none"> <li>– Guiding questions</li> <li>– Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p><b>Lesson plans/unit plans</b></p> <p><b>Observations</b></p> <ul style="list-style-type: none"> <li>– Notes taken during observation</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>– PD plan</li> <li>– PLC agendas</li> <li>– Evidence of participating in PD</li> <li>– Evidence of mentorship or seeking to be mentored</li> <li>– Action research</li> </ul>

Domain 4: Professional Responsibilities			
Component	Evidence*	Indicator/"look-fors"	Evidence Collection
4f. Showing professionalism	<ul style="list-style-type: none"> <li>• <b>Evaluator/Teacher conversations</b></li> <li>• Observation of participation in PLC meetings or school leadership team meetings</li> <li>• Scheduling and allocation of resources</li> <li>• School and out-of-school volunteering</li> </ul>	<ul style="list-style-type: none"> <li>- Obtaining additional resources to support students individual needs above and beyond normal expectations (i.e., staying late to meet with students)</li> <li>- Mentors other teachers</li> <li>- Draws people up to a higher standard</li> <li>- Having the courage to press an opinion respectfully</li> <li>- Being inclusive with communicating concerns (open, honest, transparent dialogue)</li> <li>- The teacher having a reputation as being trustworthy and often sought as a sounding board</li> <li>- The teacher frequently reminding participants during committee or planning work that students are the highest priority</li> <li>- The teacher supporting students, even in the face of difficult situations or conflicting policies</li> <li>- The teacher challenging existing practice in order to put students first</li> <li>- The teacher consistently fulfilling district mandates regarding policies and procedures</li> </ul>	<p><b>Evaluator/Teacher conversations</b></p> <ul style="list-style-type: none"> <li>- Guiding questions</li> <li>- Documentation of conversation (e.g., notes, written reflection)</li> </ul> <p>Optional</p> <ul style="list-style-type: none"> <li>- Teacher provides documents to evaluator at end of year/semester</li> <li>- Written reflection</li> <li>- Parent and student survey</li> <li>- Observing teacher interacting with peers/students/families</li> <li>- Record of unethical behavior</li> </ul>



## Appendix B: Wisconsin Teacher Self-Rating Form

The self-rating process allows teachers to reflect on their practice and prior evaluations and prepare for the development of their Educator Effectiveness Plan. Please review Danielson's *Framework for Teaching*, and then rates yourself for each **component**. Based on that rating, identify an area in which you think further development is necessary related to that **component**. Submit this completed form to your evaluator prior to your Evaluation Planning Session.

Wisconsin Teacher Self-Rating Form					
Name of Teacher					Date
Domain 1	Planning and Preparation	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
1.a	Demonstrating Knowledge of Content and Pedagogy				
1.b	Demonstrating Knowledge of Students				
1.c	Setting Instructional Outcomes				
1.d	Demonstrating Knowledge of Resources				
1.e	Designing Coherent Instruction				
1.f	Designing Student Assessments				
Based on the above ratings, identify an area for development					
Why did you make this assessment (what evidence was used to make the assessment)?					
Domain 2	The Classroom Environment	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
2.a	Creating an Environment of Respect and Rapport				
2.b	Establishing a Culture for Learning				
2.c	Managing Classroom Procedures				
2.d	Managing Student Behavior				
2.e	Organizing Physical Space				

### Wisconsin Teacher Self-Rating Form

<b>Name of Teacher</b>	<b>Date</b>
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Based on above rating, identify an area for development

Why did you make this assessment (what evidence was used to make the assessment)?

Domain 3	Instruction	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
3.a	Communication with Students				
3.b	Using Questioning and Discussion Techniques				
3.c	Engaging Students in Learning				
3.d	Using Assessment in Instruction				
3.e	Demonstrating Flexibility and Responsiveness				

Based on above rating, identify an area for development

Why did you make this assessment (what evidence was used to make the assessment)?

Domain 4	Professional Responsibilities	Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
4.a	Reflecting on Teaching				
4.b	Maintaining Accurate Records				
4.c	Communicating with Families				
4.d	Participating in the Professional Community				



### Wisconsin Teacher Self-Rating Form

Wisconsin Teacher Self-Rating Form			
Name of Teacher			Date
4.e	Growing and Developing Professionally		
4.f	Showing Professionalism		
Based on above rating, identify an area for development			
Why did you make this assessment (what evidence was used to make the assessment)?			
Additional comments about areas for development			

## Appendix C: SLO Assessment Guidance (Ensuring High Quality)

Those preparing SLOs have substantial autonomy in selecting evidence sources for documenting the growth toward identified goals, so long as the educator and evaluator mutually agree upon these evidence sources. This autonomy, however, does not mean that an educator can use **any** source of evidence. This appendix provides guidance regarding components of quality evidence that evaluators should consider when approving sources of evidence for the SLO process.

In the coming years, DPI will begin developing a “repository” of high-quality, exemplar SLOs, along with potential evidence sources for each one to identify those resources which currently exist, and to develop new resources to fill resource gaps. The repository will allow educators to sort SLOs, as well as appropriate evidence sources, by grade, subject, and content area.

### What is validity?

Validity defines quality in educational measurement. It is the extent to which an assessment actually measures what it is intended to measure and provides sound information supporting the purpose(s) for which it is used. Thus, assessments themselves are not valid or invalid. The validity of assessments resides in the *evidence* provided by it and its specific use. Some assessments have a high degree of validity for one purpose, but may have little validity for another. For example, a benchmark reading assessment may be valid for identifying students who may not reach the proficiency level on a state test. However the assessment could have little validity for diagnosing and identifying the cause of students’ reading challenges. The evaluation of quality within an assessment begins with a clear explanation of the purpose(s) and serious consideration of a range of issues that tell how well it serves that purpose(s). The dynamic between an assessment’s purpose and the resulting data generated by the assessment is key to determining the validity of assessments.

### Assessments Should:

- Be *aligned* with standards
- Provide *reliable* information for intended score interpretations and uses
- Be *proctored with consistency*
- Be *fair and accessible*
- Provide useful *reporting* for intended users and purposes
- Be *developed with cohesion*

### Why do we need alignment to standards?

Alignment is how well what is assessed matches what is taught, what is learned and the purpose for giving the assessment. For assessments to provide data in order for staff to make inferences about student learning, the assessment must be aligned with the standards, inclusive of criteria from novice to mastery.

The essential issues for alignment focus on these questions:

1. How does \_\_\_\_\_ reflect what is most important for students to know and be able to do?
2. How does \_\_\_\_\_ capture the depth and breadth of the standard, noting a rigorous progression toward proficiency?





3. Is \_\_\_\_\_ aligned to the Common Core State Standards or other relevant standards?
4. Do the sequence and rigor of \_\_\_\_\_ align vertically and horizontally within the SLO?
5. What timeframe is assigned in order to have accountability for the standards within the instructional framework?

<b>Questions to Ask About Assessments While Developing a Student Learning Objective</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• How well do the items/tasks/criteria align to appropriate standards, curriculum and essential outcomes for the grade level or course?</li> <li>• In what ways would mastering or applying the identified content be considered “essential” for students learning this subject at this grade level?</li> <li>• How do the content, skills and/or concepts assessed by the items or task provide students with knowledge, skills and understandings that are (1) essential for success in the next grade/course or in subsequent fields of study; or (2) otherwise of high value beyond the course?</li> </ul>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>• In what ways do the items/tasks and criteria address appropriately challenging content?</li> <li>• To what extent do the items or task require appropriate critical thinking and application?</li> <li>• How does the performance task ask students to analyze, create, and/or apply their knowledge and skills to a situation or problem where they must apply multiple skills and concepts?</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• To what extent are the items/tasks and criteria designed such that student responses/scores will identify student’s levels or knowledge, understanding and/or mastery?</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• When will the results be made available to the educator? (The results must be available to the educator prior to the end of year conference)</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>• To what extent are the items or the task and criteria free from words and knowledge that are characteristic to particular ethnicities, subcultures, and genders?</li> <li>• To what extent are appropriate accommodations available and provided to students as needed?</li> </ul>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>• Is there a sufficient number of items in multiple formats for each important, culminating, overarching skill?</li> </ul>
<b>Scoring</b>	<ul style="list-style-type: none"> <li>• Does the performance task have a rubric where the criteria clearly define and differentiate levels of performance and as a result, the criteria insure inter-rater reliability?</li> <li>• Do open-ended questions have rubrics that (1) clearly articulate what students are expected to know and do and (2) differentiate between levels of knowledge/mastery?</li> <li>• To what extent does scoring give appropriate weight to the essential aspects?</li> </ul>

## Appendix D: Wisconsin Student or School Learning Objective (SLO) Selection and Approval Rubric

Baseline Data and Rationale	Learning Content	Population	Interval	Evidence Sources	Targeted Growth
<i>Why did you choose this goal?</i>	<i>Which content standard(s) will the SLO address, and which skill(s) are students expected to learn?</i>	<i>Which students are included in this goal?</i>	<i>What timeframe is involved in this SLO (typically year-long; explain if other)?</i>	<i>How will you measure the amount of learning that students make?</i>	<i>What is your goal for student growth, and how did you arrive at this goal?</i>
<b>Guiding Questions:</b>					
<p><i>What source(s) of data did you examine in selecting this/these SLO(s)?</i></p> <p><i>What strengths and weaknesses were identified?</i></p> <p><i>If this is the same SLO as you submitted last year/last semester, please provide justification for why.</i></p>	<p><i>Which content standard(s) is/are targeted?</i></p> <p><i>Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?</i></p>	<p><i>Which student group(s) is/are targeted?</i></p>	<p><i>How do you know if you've spent enough or too much time on an objective?</i></p>	<p><i>What assessment(s) or other evidence sources will be used to measure whether students met the objective?</i></p> <p><i>What type of assessment or evidence is it, and how are results reported?</i></p> <p><i>Why is this the best evidence for determining whether students met the objective?</i></p>	<p><i>What is the target level of growth or performance that students will demonstrate?</i></p> <p><i>Do I expect all students to make the same amount of growth?</i></p>

Criteria:					
<ul style="list-style-type: none"> <li>• Supports school improvement goals</li> <li>• Addresses observable student need(s)</li> <li>• Based on review of school and classroom data for areas of strength and need</li> <li>• Provides summarized baseline data</li> <li>• Provides clear focus for instruction and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Targets specific academic concepts, skills or behaviors based on the standards</li> <li>• Targets enduring concepts or skills</li> <li>• Is rigorous</li> <li>• Is measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Defines and targets the needs of an identified population</li> <li>• Considers demonstrated strengths of identified population</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the time that instruction will occur</li> <li>• Matches the amount of time in the curriculum</li> <li>• Provides adequate time for content complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an agreed upon assessment and follows appropriate guidelines</li> <li>• Aligns with the targeted learning content area</li> <li>• Relationship with the learning objective is apparent</li> <li>• Measures the growth, gain, or change expected</li> <li>• Provides a formula for combining more than one assessment if needed</li> <li>• Has been demonstrated as reliable and valid for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>○ Meets or exceeds standards of practice</li> <li>○ Is a rigorous expectation for students</li> <li>○ Predicts gain based on past performance of students when available</li> <li>○ Explains any exceptions</li> </ul>
<p><b>Strategies and Support</b></p> <p>What professional development opportunities will best support the student achievement goals set forth in this SLO?</p> <p>What instructional methods will best support the student achievement goals set forth in this SLO?</p> <p>How will you differentiate instruction in support of this SLO?</p> <p>What new/existing instructional materials or other resources will best support the student achievement goals set forth in this SLO?</p> <p>What other types of instructional supports do you need in order to support the student achievement goals specified in this SLO?</p>					

## Appendix E: Wisconsin Teacher Educator Effectiveness Plan (EEP)

After reviewing your Self-Rating of Professional Practice, and student data, use this information to develop and record your SLO and Professional Practice goals. Identify Professional Growth Strategies and Support needed to help achieve these SLO and Professional Practice goals and activities. Submit this completed EEP to your evaluator prior to your Evaluation Planning Session.

<b>Name of Teacher:</b>	<b>Date:</b>
<b>Student Learning Objective (SLO) Plan</b>	
<i>After reviewing data and identify student populations for whom SLOs will apply, create 2 Student Learning Objectives.</i>	
<b>SLO #1</b>	<b>SLO #2</b>
Content Area/Grade Level:	Content Area/Grade Level:
Baseline Data and Rationale: <i>(Why did you choose this SLO?)</i>	Baseline Data and Rationale: <i>(Why did you choose this SLO?)</i>
Student Population: <i>(Who are you going to include in this SLO?)</i>	Student Population: <i>(Who are you going to include in this SLO?)</i>
Interval: <i>(How long will you focus on this SLO?)</i>	Interval: <i>(How long will you focus on this SLO?)</i>
Growth Goal/Target: <i>(What is the expected outcome of students' level of knowledge?)</i>	Growth Goal/Target: <i>(What is the expected outcome of students' level of knowledge?)</i>
Instructional Strategies: <i>(What methods or interventions will you use to support this SLO?)</i>	Instructional Strategies: <i>(What methods or interventions will you use to support this SLO?)</i>
Evidence (assessment) for growth goal completion: <i>(How will you measure the outcome of your SLO?)</i>	Evidence (assessment) for growth goal completion: <i>(How will you measure the outcome of your SLO?)</i>



Professional Practice Goals	
<i>Identify practice goals related to SLO (as applicable) and self-rating.</i>	
Professional Practice Goal #1	Professional Practice Goal #2
Goal:	Goal:
List related SLO # if applicable:	List related SLO # if applicable:
Related <i>Framework for Teaching</i> domain/component(s):	Related <i>Framework for Teaching</i> domain/component(s):
Instructional or non-instructional activities: •	Instructional or non-instructional activities:

Professional Growth Strategies and Support	
<i>Identify resources and support needed to meet SLO or professional practice goals.</i>	
SLO #1	
SLO #2	
Practice Goal #1	
Practice Goal #2	

## Appendix F: SMART Goal Guidelines

The Wisconsin Educator Effectiveness System encourages the use of SMART goals when setting both professional practice and SLO goals. The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for **Specific, Measureable, Attainable, Results-based, and Time-bound**.

**Specific** goals are those that are well-defined and free of ambiguity or generality. The consideration of “W” questions can help in developing goals that are specific:

What? - Specify exactly what the goal seeks to accomplish.

Why? - Specify the reasons for, purposes or benefits of the goal.

Who? - Specify who this goal includes or involves.

When? - Specify the timeline for the attainment of the goal.

Which? - Specify any requirements or constraints involved in achieving the goal.

**Measurable** goals are those which have concrete criteria for measuring progress toward their achievement. They tend to be quantitative (how much? how many?) as opposed to qualitative (what’s it like?).

**Attainable** goals are those that are reasonably achievable. Goals that are too lofty or unattainable will result in failure, but at the same time, they should involve extra effort to achieve. In either extreme (too far-reaching or sub-par), goals become meaningless.

**Results-based** goals are those that are aligned with the expectations and direction provided by the district or building goals. They are goals that focus on results and are relevant to the mission of an organization such as a school, helping to move the overall effort of a school forward.

**Time-bound** goals occur within a specified and realistic timeframe. Often in schools, this timeframe may be a school year, although it could be a semester, or a multi-year goal, depending



## Appendix G: Wisconsin Teacher Pre-Observation Form

Teacher	School
Grade/Subject	Date

1. To which part of your curriculum does this lesson relate?

2. How does this learning “fit” in the sequence of learning for this class?

3. Briefly describe the students in this class, including those with special needs.

4. What are your learning outcomes for this lesson? What do you want the students to understand?

5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.

6. How will you differentiate instruction for different individuals or groups of students in the class?

7. How and when will you know whether the students have learned what you intend?

8. Is there anything that you would like me to specifically observe during the lesson?

## Appendix H: Wisconsin Teacher Post-Observation Form

<b>Teacher</b>	<b>School</b>
<b>Observer</b>	<b>Date</b>

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?





## Appendix I: Wisconsin Teacher Mid-Year Goal Review Form

Summarize the status of your SLOs and Professional Practice Goals, include the evidence used to demonstrate progress for each SLO and practice goal, and if necessary identify barriers to success and the strategies/modifications to address the barriers. Submit this completed form to your evaluator prior to your Mid-Year Review or come prepared to discuss these elements at the Mid-Year Review.

<b>Name of Teacher:</b>	<b>Date:</b>
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Goal	Status of Goal	Evidence of Progress Toward Achieving Goal	Strategies/Modifications to Address Barriers
SLO #1			
SLO #2			
Practice Goal # 1			
Practice Goal #2			

<b>Key Next Steps:</b>
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## Appendix J: Wisconsin Teacher Final Evaluation Form

To be completed by evaluator.

<b>Name of Teacher</b>	<b>School</b>	<b>Grade Level/Content</b>
<b>Evaluator</b>	<b>Date Reviewed</b>	

Wisconsin Teacher Practice Final Evaluation					
Domain	Component	Rating			
		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>1. Planning and Preparation</b>	1.a Demonstrating Knowledge of Content and Pedagogy				
	1.b Demonstrating Knowledge of Students				
	1.c Setting Instructional Outcomes				
	1.d Demonstrating Knowledge of Resources				
	1.e Designing Coherent Instruction				
	1.f Designing Student Assessments				
	Artifact(s)/observations used for evidence				
	Comments				
<b>2. The Classroom Environment</b>	2.a Creating an Environment of Respect and Rapport				
	2.b Establishing a Culture for Learning				
	2.c Managing Classroom Procedures				
	2.d Managing Student Behavior				
	2.e Organizing Physical Space				



	Artifact(s)/observations used for evidence				
	Comments				
Domain	Component	Rating			
		Unsatisfactory (1)	Basic (2)	Proficient (3)	Distinguished (4)
3. Instruction	3.a Communication with Students				
	3.b Using Questioning and Discussion Techniques				
	3.c Engaging Students in Learning				
	3.d Using Assessment in Instruction				
	3.e Demonstrating Flexibility and Responsiveness				
	Artifact(s)/observations used for evidence				
Comments					
4. Professional Responsibilities	4.a Reflecting on Teaching				
	4.b Maintaining Accurate Records				
	4.c Communicating with Families				
	4.d Participating in the Professional Community				
	4.e Growing and Developing Professionally				
	4.f Showing Professionalism				

	Artifact(s)/observations used for evidence
	Comments
<b>Key professional practice strengths</b>	
<b>Professional practice areas for development</b>	
<b>Comments from Teacher</b>	



Student Learning Objective(s)	RATING				
	(0)	(1)	(2)	(3)	(4)
SLO #1					
SLO #2					
Comments from Evaluator					
Comments from Teacher					
How will Practice and SLO results inform future professional development and educator evaluation goals?					
Evaluator Signature ➤				Date Signed <i>Mo./Day/Yr.</i>	
Teacher Signature ➤				Date Signed <i>Mo./Day/Yr.</i>	

## Appendix K: Wisconsin Teacher End-of-Year Goal Review Form

Summarize the status of your SLO and Professional Practice Goals, include the evidence sources used to demonstrate completion for each SLO and Practice Goal, and discuss your lessons learned from the SLO and Practice Goal process. Submit this completed End-of-Year Goal Review Form to your evaluator prior to your End-of-Year Review.

<b>Name of Teacher:</b>	<b>Date:</b>
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Goal	Status of Goal	Evidence of Goal Completion	Lessons Learned
SLO #1			
SLO #2			
Practice Goal #1			
Practice Goal #2			
<b>Evaluator Comments</b>			
<b>Teacher Comments</b>			



## Appendix L: Wisconsin SLO Scoring Rubric

Evaluation Score	Criteria
(4)	<ul style="list-style-type: none"> <li>• Student growth for this SLO has <b>exceeded</b> expectations:</li> <li>• Evidence indicates exceptional growth for all/nearly all of targeted population</li> <li>• The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning</li> </ul>
(3)	<ul style="list-style-type: none"> <li>• Student growth for this SLO has <b>met</b> expectations:</li> <li>• Evidence indicates substantial growth for most of the targeted population</li> <li>• The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning</li> </ul>
(2)	<ul style="list-style-type: none"> <li>• Student growth for this SLO has <b>partially met</b> expectations:</li> <li>• Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets</li> <li>• The educator has demonstrated an impact on student learning, but overall has not met the expectations described in their SLO</li> </ul>
(1)	<ul style="list-style-type: none"> <li>• Student growth for this SLO has <b>minimally met</b> expectations:</li> <li>• Evidence indicates minimal or inconsistent growth for the targeted population</li> <li>• The educator has not met the expectations described in the SLO and has not demonstrated a sufficient impact on student learning</li> </ul>
(0)	<ul style="list-style-type: none"> <li>• The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable</li> <li>-OR-</li> <li>• The educator has not engaged in the process of setting and gathering evidence for the SLO</li> </ul>