MILWAUKEE PUBLIC SCHOOLS

Educator Effectiveness System Guide
For Teachers

**Continuous Improvement of Practice.
Continuous Student Growth.**

Working Draft

August 2014

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Note: All forms included in the appendices have been adopted from the Wisconsin Department of Public Instruction (DPI) Teacher Evaluation Process Manual, and are provided as visual resources only. They are not to be completed in lieu of the electronic version in the Teachscape system.

Educator Effectiveness System Guide

During the school year, updates to this guide can be found online at the Educator Effectiveness TLC Course:

http://tlc.milwaukee.k12.wi.us/course/view.php?id=1049

Purpose of the Educator Effectiveness System

Effective teachers and school leaders have proven to be the most influential factor in student learning. Every child in our community deserves excellent classroom teachers. Milwaukee Public Schools is improving educator effectiveness through a system of support for teachers to cultivate professional practices to improve student outcomes. The Educator Effectiveness (EE) System is the result of a strong collaboration between both the district and the Milwaukee Teachers' Education Association.

Continuous Improvement

Teaching is complex. The EE System respects this complexity, and the design of this model aims to meaningfully involve educators in a process of reflection and assessment of teaching practices, enabling them to continue to grow throughout their careers. The EE System relies on information and data such as self-review, classroom observational data, student assessments and the common language found in the rubrics of Danielson's Framework for Teaching. These, coupled with professional conversations, help educators grow in their day-to-day instructional practices as a part of school and district continuous improvement.

From Evaluation to Effectiveness

In 2014-15, the EE System requires all educators, teachers and administrators alike, to transform their thinking. Some of these transformations include:

- A system focused on taking responsibility for growing professional practices to meet student needs.
- Annual participation in self-assessment, goal setting and assessment of progress.
- A collaborative culture grounded in trust where administrators and teachers are "in it together."

Benefits

For Teachers and Students

By building a model that embeds a "Plan, Teach, Reflect and Apply" cycle, teachers take an active role in meaningful, data-driven professional conversations centered on ways their practice impacts student learning. Teachers are experts at improving student learning. Acknowledging this expertise, the EE System deliberately includes ongoing opportunities to reflect and refine practices in order to meet the needs of their students. Through the use of a common definition of quality teaching the EE System strives to achieve transparency. Detailed rubrics help to eliminate bias, offering a consistent, equitable and fair assessment of professional practices. The EE System is grounded in a culture of adult inquiry where teacher-to-teacher collaboration places professional growth in the hands of the professional.
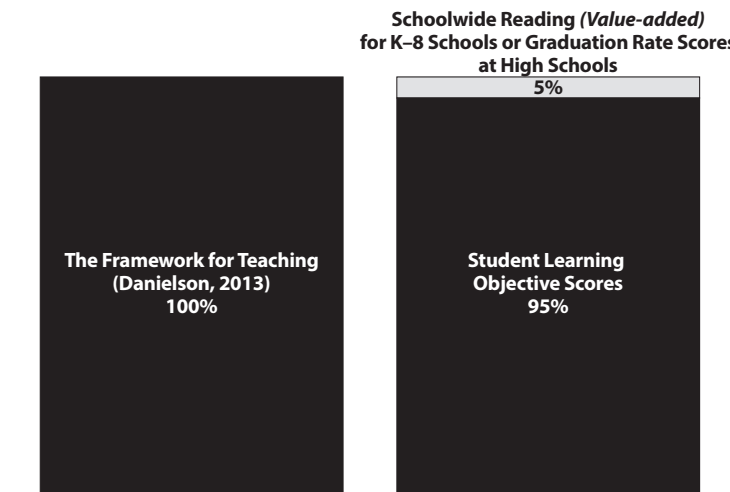
For School Leaders

The EE System provides evaluators with comprehensive resources in the form of online tools, training and support to implement an evidence-based shift from a process of evaluation to a system for effectiveness.

Overview

The Educator Effectiveness System	
Is…	**Is not…**
▶ Designed to support continuous improvement for all teachers at every stage of their career ▶ Differentiated in its approach ▶ Defined by a common definition of quality teaching ▶ Structured to focus on work already happening in schools across our district ▶ Grounded in self-reflection and meaningful professional conversations ▶ Focused on practices over the course of time	▶ A process to rate, rank and remove teachers ▶ A "gotcha" system ▶ One size fits all ▶ Based on bias or professional preferences ▶ Teachscape ▶ Designed to create meaningless paperwork ▶ Focused on "snapshots" of teaching

Beginning in the fall of 2014, both professional practices and student outcomes will be included when considering educator effectiveness. Danielson's Framework for Teaching, 2013 (see figure 6) provides the criteria upon which professional practices are assessed. Student outcomes for 2014-15 include Student Learning Objectives or SLOs (see Reflection and Goal Setting) and school-wide reading (value-added) or graduation rate at the high school level. The school-wide reading (value-added) is based on school-wide reading scores on state assessments. The school graduation rate will also be determined by the state based on whether or not high schools have either met the target or have shown growth in their graduation rate.

Figure 1 – Educator Effectiveness Measures

Schoolwide Reading (Value-added) for K–8 Schools or Graduation Rate Scores at High Schools 5%

The Framework for Teaching (Danielson, 2013) 100%

Student Learning Objective Scores 95%

The EE System: Teachers and Specialized Teaching Roles

The Wisconsin Educator Effectiveness (WI EE) System legislated by Wisconsin Act 166 in 2011 addresses principals and teachers. The Department of Public Instruction (DPI) recognizes that teacher roles may look different in various local contexts allowing districts to decide who should be considered in the defined role of teacher. "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 §118.40, whose _primary_ responsibilities include _all_ of the following:

- Managing a classroom environment
- Planning for instruction
- Delivering instruction
- Assessing student instruction over time

In defining the role of teacher within the district, consideration was given to the role the teacher serves in the district; not tied to a specific title or teaching license.

For the 2014-15 school year _only_ those teachers who fall under this definition will be in the EE System.

The following teacher roles <u>WILL</u> be included in the Educator Effectiveness (EE) System (2014-15) and will need to complete an Educator Effectiveness Plan (EEP):

- Regular and special education teachers
- Art, music, and physical education specialists
- ELL or bilingual teachers

All educators deserve fair, valid and reliable evaluations. The EE System, as it is currently designed, does not appropriately evaluate all teachers in specialized roles. The district does support the exploration and development of modified frameworks for teachers in specialized roles to shape professional practice. Eventually, all teachers will be a part of the Educator Effectiveness (EE) System, providing teachers with ongoing feedback and meaningful information about how their practice impacts student learning.

The following teacher roles <u>will NOT</u> be included in the Educator Effectiveness (EE) System (2014-15) and will continue using the Instructional Observation Form and Summative Evaluation Form in ePerformance.

- Speech and language pathologists
- Program support teachers
- Itinerant teachers
- Guidance counselors
- Library media specialists
- Transition coordinators
- Instructional coaches
- School Support teachers (SSTs)
- Occupational and physical therapists
- District teacher-level positions
- Teacher mentors

Note: School social workers will pilot a modified framework for the 2014-15 school year.

The Effectiveness Cycle: A System of Support Throughout Career

The EE System goes beyond the former evaluation process to involve professionals in continuous improvement. Past evaluation practice has transformed into an ongoing "effectiveness cycle." In the old evaluation process, teachers had "on" years where they were formally evaluated and "off" years when no formal evaluative practices were applied. In the EE System beginning 2014-15 there are no more "on" years and "off" years. Instead, teachers will either be in a "Supporting" year or a "Summary" year. The purpose is to implement a system focusing on analyzing teaching over the course of time rather than relying on "snapshots" of instruction every three years.

In a "Supporting Year" (formerly a non-evaluative year), goals for the Educator Effectiveness Plan (EEP) are collaboratively developed among colleagues and self-assessed. In a "Summary Year" (formerly a formal evaluation year), goals are collaboratively developed with evaluating supervisors and summarized at the end of the year to reflect both professional practices and student outcomes. The summary includes data from both the "Supporting" years (when available)* and the "Summary" year to triangulate the multiple measures included throughout the entire Effectiveness Cycle.

*MPS teachers will complete an Effectiveness Cycle, meaning they will be in a "Summary" (formerly a formal evaluation year) once in each of their *first three* years of employment and every third year thereafter. Interns and permit teachers will complete an Effectiveness Cycle in each of the intern and permit years prior to entering the system as a "first year" teacher.

Figure 2 – The Effectiveness Cycle — "Supporting" years and "Summary" years

| ❶ Summary Year | ❷ Summary Year | ❸ Summary Year | ❹ Supporting Year | ❺ Supporting Year | ❻ Summary Year |

One Effectiveness Cycle   One Effectiveness Cycle   One Effectiveness Cycle   One Effectiveness Cycle
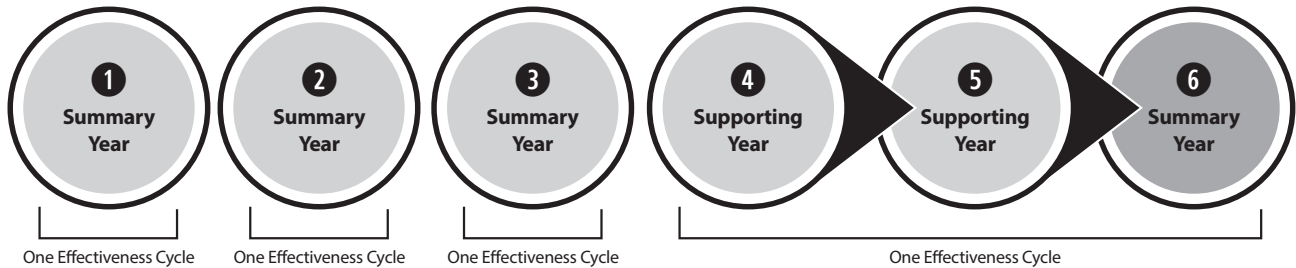
Note: Year 7 would then begin a new cycle representing the Supporting Year; the first of a three-year Effectiveness Cycle.

Teachscape

Teachscape (mps.teachscape.com/) is a web-based, integrated, secure platform for educators. It includes observer training and certification for teacher evaluation using the Danielson 2013 *Framework for Teaching,* evaluation management tools and a professional learning system. The following platforms are available to educators based on their specific roles and responsibilities:

Focus	Preparation, training and certification for observers and evaluators
Reflect	Data Management System including classroom observation data
Learn	Comprehensive professional Learning System

Additional information and Teachscape support resources such as detailed step-by-step "how to" instructions are located in the "Educator Effectiveness MPS" The Learning Community (TLC) course. This course can be found the TLC District Open Communities until the content is moved to the MPS Portal Intranet later this year.

For Teachers

The *Reflect* platform is the vehicle for communicating and sharing all documentation including classroom observation data relative to the Educator Effectiveness System in both "Summary" (formerly a formal evaluation year) and "Supporting" years (formerly a non-evaluative year). Teachers use *Reflect* to complete an Educator Effectiveness Plan, schedule meetings relative to classroom observations and document evidence of their participation in the EE System. The *Learn* platform offers professional development planning and resources aligning Educator Effectiveness professional practice goals to professional learning. The *Learn* platform also supports the development of a personalized video library of classroom practices to share with colleagues and supervisors to support a culture of learning for professionals in the district.

Note: All data stored in Teachscape are highly confidential personnel records and may not be shared.

For School Leaders

For individuals observing classroom practices, the *Focus* platform provides both a valid and reliable certification process. All individuals evaluating teachers MUST be a Teachscape certified observer. In *Reflect,* school leaders will schedule meetings, collect data during a classroom observation and organize feedback for teachers on classroom observations.

Note: All data stored in Teachscape are highly confidential personnel records and may not be shared.

The Educator Effectiveness System Timeline

Summary Year (formerly a formal evaluation year)

The description of the timeline for the evaluator applies to any and all teachers in a Summary Year (including any intern or permit teachers, teachers in their first three years of service and any teacher in what was previously known as a formal evaluation year). A Summary Year, relative to classroom observations, must include at least one Announced Observation and at least two Mini Observations using the MPS District Walkthrough Tool.

Figure 3 – Educator Effectiveness System Timeline: Summary Year		
Summary Year Timeline		
Month	**Teacher**	**Evaluator**
September – October	Complete and submit a Self-Review prior to meeting for a planning session with the evaluator (Due October 10, 2014 or within 30 days of first reporting day). Complete and submit Educator Effectiveness Plan (EEP) prior to meeting for a planning session with the evaluator (Due October 10, 2014 or within 30 days of first reporting day). ❿ Minimum of one Student Learning Objective (SLO) ❿ Minimum of one Professional Practice Goal (PPG) Respond to Teachscape notifications regarding the scheduling of the planning session with the evaluator.	Provide staff with an orientation to the EE System to explain policies and procedures. Distribute a copy of the EE System Guide. Document that all teachers received a copy of the EE System Guide. **Two-step notification process:** ❶ Notify _all_ teachers of evaluator via ePerformance by September 30th or within 30 days of the teacher's first day reporting (e.g. if a teacher's first day reporting is October 15, they would be notified before November 15). ❷ Individually notify all teachers in a "Summary Year" (formerly a formal evaluation year) in writing by September 30th or within 30 days of the teacher's first day reporting. Develop a first semester observation schedule to include one Mini Observation and one complete Announced Observation cycle for all teachers in a Summary Year. Review Educator Effectiveness Plans (EEPs) as they are submitted. Schedule planning meeting in Teachscape to review the EEP for teachers in a "Summary" (formerly a formal evaluation year). If an evaluator has concerns regarding unsatisfactory practice, the evaluator will notify the teacher by the end of first semester in writing.
October – December	Gather data using formative and summative assessments on students included in your Student Learning Objective (SLO). Respond to Teachscape notifications regarding the scheduling of a pre-conference, classroom observation, post-observation or conference. Complete and submit Pre-Observation and Post-Observation Form within Teachscape prior to meeting for a pre/post-observation conference. Participate in the pre/post observation conference leading up to or following an announced classroom observation.	Complete one Mini Observation of at least 15 minutes using the MPS District Walkthrough Tool. Provide feedback on Mini Observation from the MPS District Walkthrough Tool within one week of the observation. Schedule pre-observation, classroom observation and post-observation for the Announced Observation in Teachscape. Complete one Announced Observation cycle (pre-observation conference, classroom observation and post-observation conference) during the first semester. If observed teaching is unsatisfactory, during a meeting with the teacher(s) inform them of the unsatisfactory level of professional practice (see Sections 12 and 13 for detailed information). If an evaluator has concerns regarding unsatisfactory practice, the evaluator will notify the teacher by the end of first semester in writing.

Figure 3 – Educator Effectiveness System Timeline: Summary Year		
Summary Year Timeline		
Month	**Teacher**	**Evaluator**
January	Gather data using formative and summative assessments on students included in your Student Learning Objective (SLO). Respond to Teachscape notification for the Mid-Interval Review with evaluator. Prepare and submit a Mid-Interval Review in Teachscape prior to meeting for the Mid-Interval Review with evaluator. Participate in a Mid-Interval Review with evaluator. Respond to feedback from the evaluator regarding the Educator Effectiveness Plan (PPG and/or SLO) revising the EEP when necessary (based on data and evidence).* *If the time interval of the SLO is only first semester, a Mid-Interval Review would be scheduled in November or December.	Schedule a Mid-Interval Review in Teachscape. Host a Mid-Interval Review to review progress toward the EEP goals. Develop a second-semester observation schedule including at a minimum of one Mini Observation for teachers in a Summary Year. Notify any teachers performing at the Unsatisfactory level. **All certified observers must complete a "Calibration" in the Teachscape system. Calibration windows will be scheduled at district sites throughout the second-semester.**
February – April	Gather data using formative and summative assessments on students included in your Student Learning Objective (SLO). Upload data, evidence and artifacts relative to EEP in Teachscape.	Complete one Mini Observation using the MPS District Walkthrough Tool of at least 15 minutes. Provide feedback on Mini Observation from the MPS District Walkthrough Tool within one week of the observation. **All certified observers must complete a "Calibration" in the Teachscape system. Calibration windows will be scheduled at district sites throughout the second-semester.**

Figure 3 – Educator Effectiveness System Timeline: Summary Year		
Summary Year Timeline		
Month	Teacher	Evaluator
May – June	Respond to Teachscape notification of the End-of-Cycle Summary meeting with evaluator. Gather data using formative and summative assessments on students included in your Student Learning Objective (SLO). Upload data and evidence relative to EEP in Teachscape by **May 22, 2015**. Self-score SLO in the End-of-Year Goal Review in Teachscape prior to End of Cycle Summary meeting (summative evaluation). Complete the Annual Teacher Self-Review in Teachscape prior to End-of-Cycle Summary meeting (summative evaluation). Participate in the End-of-Cycle Summary meeting with evaluator.	Review data and evidence of professional practice and SLO including any Supporting Year's data (formerly a non-evaluative) and Summary Year data (formerly a formal evaluation year) before meeting for the End-of-Cycle Summary (summative evaluation). Prepare but do not submit component levels of performance and an SLO rating in Teachscape by **May 29, 2014**. Schedule End-of-Cycle Summary (summative evaluation) meeting in Teachscape. Host End-of-Cycle Summary meeting by the end of the last student attendance day (tentatively **June 12, 2014** for Traditional Calendar schools). After End of Cycle Summary meeting "submit" and "confirm" Final Evaluation Form in Teachscape. **All certified observers must complete a "Calibration" in the Teachscape system. Calibration windows will be scheduled at district sites throughout the second-semester.**
Notes: All events requiring a scheduled conference must be scheduled using Teachscape *Reflect*. All forms relative to all events of the timeline are completed in Teachscape *Reflect*. Artifacts are also to be uploaded to Teachscape *Reflect*.		

Supporting Years (previously non-evaluative year)

The EE System in MPS strives to support a culture of adult inquiry for the purpose of continuous professional growth. To that end, the work of educators in the Supporting Years is equally important in the EE System. In the past teacher evaluation process these would have been "off" years where no evaluative practices occurred. In a Supporting Year, this is achieved through collegial conversations and peer review of both PPGs and SLOs. All Supporting Year activities must be documented and completed in Teachscape. Data from Supporting Years are considered in the Summary Year to ensure that multiple measures are used to make informed decisions.

Figure 4 – Educator Effectiveness System Timeline: Supporting Year		
Supporting Year Timeline		
Month	**Teacher**	**Evaluator**
September – October	Complete Self-Review prior to meeting for a planning session _with a colleague._ (Due October 10, 2014 or within 30 days of first reporting day). Complete and submit Educator Effectiveness Plan (EEP) prior to meeting for a planning session _with a colleague._ (Due October 10, 2014 or within 30 days after first reporting day). ● Minimum of one Professional Practice Goal (PPG) ● Minimum of one Student Learning Objective (SLO)	**Over the course of the two Supporting Years (formerly "off " cycle years) evaluators must complete at least one Mini Observation.**
October – December	Gather data using formative and summative assessments on students included in your Student Learning Objective (SLO). Review Mini Observation data (when available).	Complete one Mini Observation using the MPS District Walkthrough Tool of at least 15 minutes. Reminder: evaluators must complete at least one Mini Observation using the MPS District Walkthrough tool over the course of all Supporting Years. Provide feedback on Mini Observation from the MPS District Walkthrough Tool within one week of the observation. If observed teaching is unsatisfactory, during a meeting with the teacher(s) inform them of the Unsatisfactory level of professional practice (see Sections 12 and 13 for detailed information). If an evaluator has concerns regarding unsatisfactory practice, the evaluator will notify the teacher by the end of the first semester in writing. If the evaluator decides to place the teacher into a Summary Year they would also at the time of the meeting provide notice of such action. This is the same notification as provided to all teachers in a Summary Year at the start of school.

Figure 4 – Educator Effectiveness System Timeline: Supporting Year		
Supporting Year Timeline		
Month	**Teacher**	**Evaluator**
January	Gather data using formative and summative assessments on students included in your Student Learning Objective (SLO). Prepare and submit a Mid-Interval Review in Teachscape prior to meeting for the Mid-Interval Review _with a colleague._ Participate in a Mid-Interval Review _with a colleague._ Revise and adjust the EEP when necessary (based on data and evidence).* *If the time interval of the SLO is only first semester a mid-interval would be scheduled in November or December.	Notify any teachers performing at the Unsatisfactory level in writing.
February – April	Gather data using formative and summative assessments on students included in your Student Learning Objective (SLO). Upload data and evidence relative to EEP in Teachscape.	Complete one optional Mini Observation of at least 15 minutes using the MPS District Walkthrough Tool. Reminder: evaluators must complete at least one Mini Observation over the course of the Supporting Years. Provide feedback on Mini Observation from the MPS District Walkthrough Tool within one week of the observation.
May – June	Gather data using formative and summative assessments on students included in your Student Learning Objective (SLO). Upload data and evidence relative to EEP in Teachscape. Self-score SLO in the End-of-Year Goal Review in Teachscape Prior to meeting with a colleague. Complete the Annual Teacher Self-Review in Teachscape. Participate in Supporting Year review with colleague.	
Notes: All events requiring a scheduled conference must be scheduled using Teachscape _Reflect._ All forms relative to all events of the timeline are completed in Teachscape _Reflect._ Artifacts are also be uploaded to Teachscape _Reflect._		

# Reflection and Goal Setting – The Educator Effectiveness Plan

Educator Effectiveness Plan (EEP)

Reflection, goal setting and professional growth are the cornerstones of the Educator Effectiveness System. Every teacher, at the beginning of every school year, will complete a self-assessment, to identify areas of strength and areas of focus in developing goals for professional practices and student learning. The Framework for Teaching (Danielson, 2013) provides the groundwork for reflecting on professional practices and selecting Professional Practice Goals (PPGs), while student data provides the basis for developing Student Learning Objectives (SLOs). When developing a PPG, teachers are encouraged to consider the goal of the SLO and ways a focus on particular Professional Practice Goals can support students in reaching the target goal identified in the Student Learning Objective (see figure 5).

Student Learning Objectives (SLOs)

Student Learning Objectives account for 95 percent of a teacher's student outcomes measures (see figure 1). These are rigorous, achievable goals developed collaboratively (teachers and their colleagues in Supporting Years,(formerly non-evaluative) and teacher and their evaluators in Summary Years,

Figure 5 – Educator Effectiveness Plan

Educator Effectiveness Plan (EEP)

Student Learning Objective (SLO)
- Created as a S.M.A.R.T. goal for student learning
- Developed by teacher and aligned with instruction
- Based on classroom level student data

Professional Practice Goal (PPG)
- Aligned to the Components of the Framework for Teaching
- Based on self-assessment
- Implied ways a PPG will ensure SLO target

(formerly a formal evaluation year) spanning a specified period of time, typically an academic year. Teachers will develop a minimum of one SLO annually. In a Summary Year, all SLOs, including any available SLO scores from Supporting Years (up to three years of SLOs), will be considered holistically to determine the Student Learning Objective score for the Effectiveness Cycle. Using the SLO Rubric Overview (Appendix H), evaluators will consider all available SLO data to assign a SLO score. This scoring rubric includes consideration of both student growth as well as the quality of the SLO process used throughout the Effectiveness Cycle. For more information on the SLO processes, including the scoring of the SLO, follow this link to the Wisconsin DPI site: http://ee.dpi.wi.gov/files/ee/pdf/SLO%20Process%20Guide.pdf
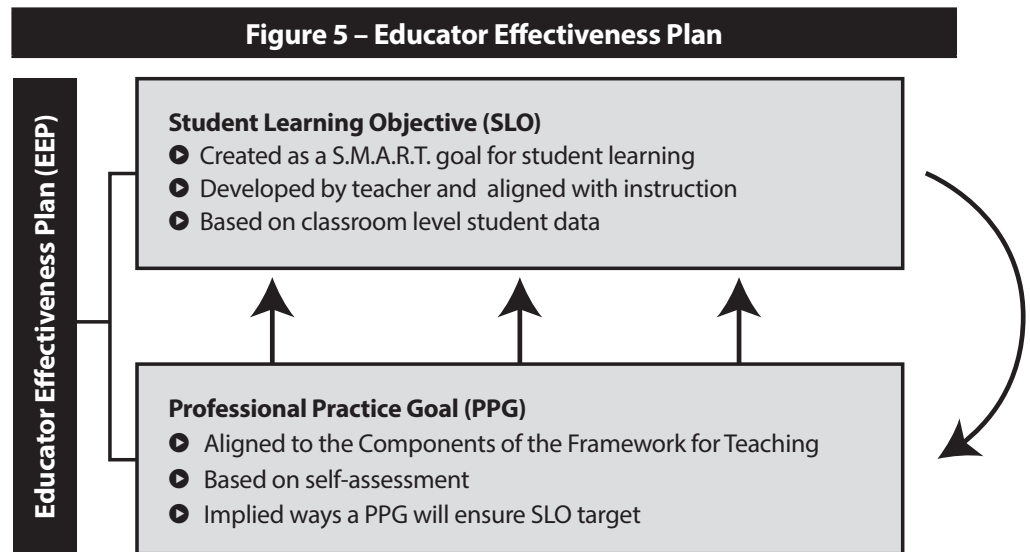
Professional Practice Goal (PPG)

After the development of the Student Learning Objective (SLO), teachers will consider the SLO and their Self-Review of professional practices to develop a minimum of one Professional Practice Goal (PPG) aligned to the Domains and Components of the Framework for Teaching. After determining a goal, educators will determine the strategies and actions to support professional growth toward this goal. The PPG will help teachers focus their efforts toward professional learning and when selecting professional development opportunities. The plan is then submitted to the evaluator via Teachscape by October 10, 2014 (or within 30 days after the teacher is assigned to the school).

Figure 6 – Danielson's Framework for Teaching including the Four Domains, 22 Components, and 76 Elements

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
• Content knowledge
• Prerequisite relationships
• Content pedagogy

1b Demonstrating Knowledge of Students
• Child development
• Learning process
• Special needs
• Student skills, knowledge, and proficiency
• Interests and cultural heritage

1c Setting Instructional Outcomes
• Value, sequence, and alignment
• Clarity
• Balance
• Suitability for diverse learners

1d Demonstrating Knowledge of Resources
• For classroom
• To extend content knowledge
• For students

1e Designing Coherent Instruction
• Learning activities
• Instructional materials and resources
• Instructional groups
• Lesson and unit structure

1f Designing Student Assessments
• Congruence with outcomes
• Criteria and standards
• Formative assessments
• Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
• Teacher interaction with students
• Student interaction with students

2b Establishing a Culture for Learning
• Importance of content
• Expectations for learning and behavior
• Student pride in work

2c Managing Classroom Procedures
• Instructional groups
• Transitions
• Materials and supplies
• Non-instructional duties
• Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
• Expectations
• Monitoring behavior
• Response to misbehavior

2e Organizing Physical Space
• Safety and accessibility
• Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
• Accuracy
• Use in future teaching

4b Maintaining Accurate Records
• Student completion of assignments
• Student progress in learning
• Non-instructional records

4c Communicating with Families
• About instructional program
• About individual students
• Engagement of families in instructional program

4d Participating in a Professional Community
• Relationships with colleagues
• Participation in school projects
• Involvement in culture of professional inquiry
• Service to school

4e Growing and Developing Professionally
• Enhancement of content knowledge and pedagogical skill
• Receptivity to feedback from colleagues
• Service to the profession

4f Showing Professionalism
• Integrity/ethical conduct
• Service to students
• Advocacy
• Decision-making
• Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
• Expectations for learning
• Directions and procedures
• Explanations of content
• Use of oral and written language

3b Using Questioning and Discussion Techniques
• Quality of questions
• Discussion techniques
• Student participation

3c Engaging Students in Learning
• Activities and assignments
• Student groups
• Instructional materials and resources
• Structure and pacing

3d Using Assessment in Instruction
• Assessment criteria
• Monitoring of student learning
• Feedback to students
• Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
• Lesson adjustment
• Response to students
• Persistence

For further information and free downloadable resources on Charlotte Danielson's
Framework for Teaching please visit **www.danielsongroup.org**.

Aligning the EEP with Professional Development Plan (PDP)

For teachers required to complete a PDP under PI 34

While licensure and a teacher's 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 EEP. Professional Development Plan goals should broad and may relate to both PPGs and SLOs. For example, in the PDP the "I will…" statement may align to the PPG, while the "So that…" statement may align to the SLO.

In order to maximize efforts, educators in years two to four of their Professional Development Plan (PDP) cycle, under the provisions of PI-34, are advised to align the Educator Effectiveness Plan and Professional Development Plan. Possible paths to alignment include incorporating PDP "Objectives" or "Activities" into the Educator Effectiveness Plan or by adding an additional activity to the PDP. Refer to the document <u>Correlation of the Wisconsin PI 34.02 Teacher Standards with the Framework for Teaching Components</u> (Appendix A) as a resource to facilitate this process.

Notification of Evaluator and Summary Year Status

Notification Process Step 1

Principals will notify every teacher in a Summary Year of their primary and/or co-evaluator by September 30th of the new school year (or within 30 days after the teacher is assigned to the school). The ePerformance system provides the principal with the names of the teachers/educators who are in Summary Years in keeping with the Effectiveness Cycle (see figure 2). Principals complete the notification of evaluator in the ePerformance system, generating an email to notify teachers of the Summary Year.

Notification Process Step 2

Because many principals use ePerformance to notify all teachers of their primary evaluator, principals will notify separately any teacher in a Summary Year (outside of ePerformace) in writing.

Note: At the discretion of the administrator, a teacher may be included in a Summary Year and follow the Summary Year timeline.

Summary Year Cycles

Teachers will complete an Effectiveness Cycle once in each of their first three years of employment and every third year thereafter. All new teachers to the district are in year 1 of the EE cycle. Teachers/educators will be in a Summary Year for the first three years of employment. After the first three years of employment, teachers/educators follow the EE System Cycle outlined in figure 4. Permit teachers and Interns will complete an Effectiveness Cycle in each of their permit/intern years prior to entering the system as a new teacher.

Collaborative Observation Process

The information that follows provides educators and evaluators with an understanding of what to expect **as a part of the formal Announced Observation**. This process is designed to individualize the Educator Effectiveness System and support a culture of trust and transparency through professional collaboration and conversations. This is exemplified during the Pre-Observation Conference and the Post-Observation Conference.

Improving the quality of teaching practices hinges on collegial and supervisory conversations about instructional practices. For that reason, the Collaborative Observation Process is a central component of the Educator Effectiveness System. These conferences allow for mutual understanding and provide an appropriate environment for constructive dialogue which is augmented by both verbal and electronic communication over the course of the year. The assigned evaluator must schedule and host both a Pre-Observation Conference and a Post-Observation Conference for all formal Announced Observations in the Teachscape *Reflect* platform.

Considering the collaborative nature of this process and the goal of the EE System overall, if a teacher has concerns regarding the implementation of the Collaborative Observation Process or has questions regarding their role and/or responsibility, they should seek to clarify next steps with their evaluator.

Figure 7 – Collaborative Observation Process

- Observation initiation
- Pre-conference
- Observation (evidence collection)
- Evidence organization and sharing
- Analysis by observer and teacher
- Post-conference
- Apply new learning

Pre-Observation Conference

The Pre-Observation Conference is a critical step to help inform the observer and to frame the observation with more detail. The conference provides the teacher with the opportunity to provide valuable input on the evaluation process and an opportunity to identify the context of the classroom, the specifics of the lesson, and intended outcomes. The Pre-Observation Conference also provides an opportunity for teachers to describe their professional practices relative to Domain One (Planning and Preparation) in the Framework for Teaching (Danielson, 2013).

The completed Pre-Observation Form (Appendix D) and the discussion during the conference are sources of data/evidence that inform the evaluation of teacher practices. Components from the Framework for Teaching have been associated with each of the questions included on the Pre-Observation Form. Evaluators should also collect data from the Pre-Conference as it pertains particularly to Domain 1 (Planning and Preparation) and possibly Domain 4 (Professional Responsibilities).

In preparation for the Pre-Observation Conference, teachers must complete the Pre-Observation Form in Teachscape (Appendix D), submit it electronically to the evaluator, and bring a hard copy to the conference. At the conference, teachers are invited to share additional artifacts such as those listed below related to the components of Domains 1 and 4 in the Framework for Teaching. These artifacts can also be uploaded to the Teachscape system.
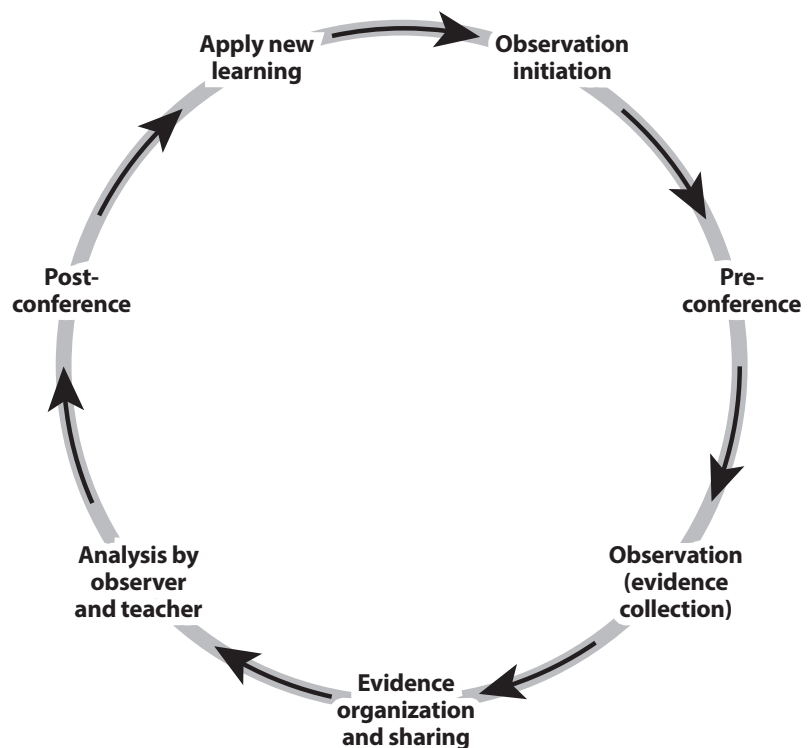
- ◉ Lesson and/or unit plans
- ◉ Syllabus
- ◉ Teacher – created assignments
- ◉ Grade book
- ◉ Student interest surveys
- ◉ Learning style or multiple intelligence surveys
- ◉ Parent surveys
- ◉ Formative and summative assessments
- ◉ District assessment data
- ◉ Informal instructional groups
- ◉ Plans for using additional resources related to the lesson content
- ◉ Student work from previous learning that informed instructional decisions and lesson content

Classroom Observations

During an observation, the observer collects in the Teachscape *Reflect* platform data/evidence by scripting what is said by students and the teacher, observations about students and teacher behaviors, and information about the classroom environment. During the observation, the observer is primarily collecting data/evidence as it relates to Domain 2 (Classroom Environment) and Domain 3 (Instruction). Evidence is detailed and quantitative when possible, avoiding statements that indicate interpretation, professional preference or bias. Data collected during a classroom observation is shared by the observer using Teachscape *Reflect*. This data will be correlated to one or more components from the Framework for Teaching. The Component data will then be compared to the levels of performance rubrics for both reflective and summary purposes. Teachers are encouraged to analyze this data prior to meeting for a Post-Observation Conference.

The following represents the minimum observations over the Effectiveness Cycle (this includes Supporting and Summary Years):

Figure 8 – Minimum Number of Classroom Observations	
Frequency	**Duration**
1 Announced Observation	45 minutes
3–5 Mini Observations*	
Two Mini Observations are required in a Summary Year (formerly a formal evaluation year).	

The other Mini Observations are completed during Supporting Years (formerly non-evaluative years) each at least 15 minutes

A minimum of one Announced Observation is required in a Summary Year. At least two Mini Observations are required as a part of a Summary Year. The evaluator is recommended to complete a Mini Observation prior to the Announced Observation and follow up with the second Mini Observation after the Announced Observation.

- ◉ **Announced Observation** — The Announced Observation follows the Collaborative Observation Process (see figure 8).

- ◉ **Mini Observation** — Mini Observations are completed using the MPS District Walk-through Tool. In a Mini Observation the observer collects data in Teachscape *Reflect* and uses the data to inform professional conversations. All data collected is used to inform scoring in a Summary Year. Data and feedback from a Mini Observation is shared with the teacher within a week of the observation. Mini Observations are typically unannounced and therefore are not scheduled in Teachscape.

Post-Observation Conference

The Post-Observation Conference informs the evaluation by allowing for critical reflection on teaching practices and collaborative analysis of the collected data. As in the Pre-Observation Conference, the Post-Observation Form (Appendix E) and the discussion from the conference are sources of data/evidence that inform the summative evaluation of teacher practices. The Post-Observation Conference provides an opportunity for teachers to discuss professional practices specifically as they relate to Domain 4 (Professional Responsibilities).

The Post-Observation Form (Appendix E) is designed to allow teachers to reflect on their own practice and student learning as a result of the instruction. The teacher's reflection, along with the scripting of the lesson completed by the classroom observer helps guide the dialogue of a Post-Observation Conference. Evaluators should also note information as it pertains to Domain 4 throughout the Post-Observation Conference.

In preparation for the Post-Observation Conference, teachers must complete the Post-Observation Reflection in Teachscape (Appendix E), submit it electronically to the evaluator, and bring a hard copy to the conference. At the conference, teachers are invited to share additional artifacts such as those listed below, which can demonstrate practices related to the components of Domain 4 in the Framework for Teaching. These artifacts can also be uploaded to the Teachscape system.

- Attendance and grading records
- Field trip logs
- Communications such as phone logs, letters to parents, e-mails, and/or newsletters
- Conference sign-in sheets
- PDA records
- Professional conference agendas
- Professional conference attendance and/or presentation records

The Post-Observation Conference must be held within ten working days of the Announced Observation except under extenuating circumstances. It is strongly recommended that the Post-Observation Conference is held within one week of the Announced Observation.

Both the Pre- and Post-Observation discussions should be relative to progress on meeting the goals outlined in the EEP.

MPS District Walkthrough Tool

The MPS District Walkthrough Tool will replace the Mini Observation in Teachscape, but will still allow the evaluator to collect qualitative evidence as it relates to professional practices. This qualitative evidence will be considered in a Summary Year when assigning levels of performance for each of the Components of the Framework for Teaching (see Section 12 for more information on this process).

Mid-Interval Review

In January of a Summary Year (November if the SLO interval is a semester long), the teacher and evaluator will meet for a formative review of the teacher's progress toward meeting their PPG and SLO goals. At the Mid-Year Review, the teacher provides documentation regarding the status of the goals, evidence of progress, and any barriers to success. Either the teacher or evaluator may suggest the teacher adjust targeted outcomes specified in the original SLO if the original target is clearly either too low or too high. The SLO Process Guide should be used in the Mid-Year Review to assist the evaluator (or colleague in a Supporting Year) when providing ongoing feedback. In Supporting Years, the Mid-Year Review is scheduled and completed with a colleague. (http://ee.dpi.wi.gov/files/ee/pdf/SLO%20Process%20Guide.pdf)

End of the Year

Supporting Year (formerly a non-evaluative year)

- ⏵ **Teachers —** Near the end of the school year, the teacher will submit final evidence for both their SLO and professional practices in Teachscape. Teacher self-scores the SLO using the SLO Scoring Rubric four 4 point scale and completes the End of Interval Review in Teachscape. The teacher additionally will complete the Annual Teacher Self-Review in Teachscape.

- ⏵ **Evaluators —** Evaluators are invited to review the teachers' self-scores of the SLO and Teacher(s) Self-Review in Teachscape, but will not submit any SLO or professional practices scores for teachers in Supporting Years.

Summary Year (formerly a formal evaluation year)

- ⏵ **Teachers —** The responsibility for teachers in a Summary Year does not change and are the same as in a Supporting Year (see above).

- ⏵ **Evaluators —** In a Summary Year, Evaluator reviews all SLOs completed during the Effectiveness Cycle and provides one holistic SLO score using the SLO Scoring Rubric 4 point scale. The evaluator also scores each professional practice component using the rubrics in the 2013 Framework for Teaching Evaluation Instrument. Additionally, the evaluator completes the End-of-Cycle Summary Form in Teachscape, then schedules and hosts an End-of-Cycle conference to discuss the End of Cycle data, scores, and future goals.

These scores are "submitted" and "confirmed" in Teachscape by the evaluator. DPI will take these scores, add in the addition Student Outcomes measures (see figure 1) to generate a summary graph coordinating the educator's effectiveness.

Note: Final data on student outcomes is not available until the fall of the following year and will be reported by DPI in the secure state data warehouse.

Note: Evaluators will be responsible for calculating the Professional Practices average and reporting those averages to the Office of Human Capital via ePerformance.

At the end of the year, teachers in MPS will have a whole number SLO score (1-4) and a Professional Practice Score based on the Component and Domain averages. Professional Practice scores from the Component level are averaged for each Domain. The four Domain scores are in turn averaged to determine one final practice score, rounded to the nearest decimal. Due to the nature of the SLO work and the initial implementation phases, MPS will only use the Professional Practices scores for final teacher ratings. The following guidelines are applied for 2014-15:

> **Distinguished: All practice scores averaging 3.3 – 4.0**
>
> **Proficient: All practice scores averaging 2.5 – 3.2**
>
> **Basic: All practice scores averaging 1.8 – 2.4**
>
> **Unsatisfactory: All practice scores averaging 1.0 – 1.7**

Figure 8 – Example of Scoring

Domain 1	Component Scores
1a	2
1b	2
1c	3
1d	2
1e	2
1f	1

Domain 2	Component Scores
2a	3
2b	2
2c	3
2d	3
2e	3

Averages of Component Scores:
Domain 1 average = 2.0
Domain 2 average = 2.8
Domain 3 average = 2.4
Domain 4 average = 2.3
Overall Average = 2.4
Overall Rating = Basic

Domain 4	Component Scores
4a	2
4b	2
4c	2
4d	3
4e	2
4f	3

Domain 3	Component Scores
3a	3
3b	2
3c	2
3d	2
3e	3

Levels of Performance — Professional Practices (Framework for Teaching – Danielson, 2013)

"Higher levels of performance in the Framework for Teaching represent both greater experience and increased expertise…It is important to recognize that the levels of performance are levels of <u>teaching</u> not <u>teachers</u>."
– Charlotte Danielson, 2007

The Educator Effectiveness System, grounded in the Framework for Teaching is designed to support teachers and assist them to continually examine and improve their professional practice. These levels of performance recognize the complexity of teaching and that no matter how successful any particular lesson may be there are always ways that it can be improved.

- **Proficient Level of Performance** — Proficient teaching is characterized as successful teaching and often is observed as teacher-led success. At this level of performance, teachers are consistent in their practice and it is appropriate for the age of the students in their classrooms. Proficient teaching is the standard for successful teaching.

- **Distinguished Level of Performance** — Teachers performing at the Distinguished level are master teachers. This level of performance is characterized as highly successful student-led learning. It is the highest level of professional practice and challenging to maintain. It remains a goal for all teachers, which may be attained in different Domains, at different times, but it is not expected for a teacher to consistently perform in all Domains at the Distinguished level.

- **Basic Level of Performance** — It is a reasonable expectation for teachers in the first three years of their career to be performing at the Basic level overall or in some of the four Domains. At this level of performance the teaching is inconsistent, and not entirely successful. Teaching is extremely complex work as is evidenced in the complexity of the Framework for Teaching Components and Elements.

- **Unsatisfactory Level of Performance** — At the Unsatisfactory level, practice remains ineffective, inefficient and potentially holds harm for students either academically, psychologically, emotionally, or physically. There is little or no evidence of the knowledge and skill required to practice as described in the Framework for Teaching even after intervention and support have been implemented.

When First, Second, Third (probationary) Year Teacher's Practice is Unsatisfactory

If, at any point in time, an evaluator observes a first, second, or third year teacher performing at an Unsatisfactory level, the evaluator will meet with the new educator to inform him/her of the Unsatisfactory level of professional practice that has been observed. It is strongly recommended that the evaluator include the new educator's induction specialist in the meeting if the teacher is comfortable with this recommendation. At the meeting, the evaluator will discuss with the teacher and those present the need to develop a Performance Improvement Plan targeting the professional practice that is Unsatisfactory. The Framework for Teaching Domains, Components and Component level rubrics should be explicitly referenced relative to the evidence collected. This provides guidance to both the educator and evaluator on steps for improvement.

The teacher should also receive assistance from the induction specialist (for first year teachers), principal, assistant principal and/or the school support teacher, who will continue to provide resources and coaching.

If, by the summative evaluation, the first, second or third year teacher has not been able to make sufficient progress with the assistance from those aforementioned, the teacher may receive an Unsatisfactory Summary Score for professional practices which may lead to a recommendation for a continuation of the Performance Improvement Plan or separation from the district or referral to the pEEr Program.

When a Teacher With More Than Three Years of Experience is Unsatisfactory

If at any point in time an evaluator observes a teacher with more than three years in the district performing at an Unsatisfactory level, the evaluator will meet with the educator to inform him/her of the Unsatisfactory level of professional practice that has been observed. The teacher may have a representative of his or her choosing attend the meeting. At the meeting, the evaluator will discuss with the teacher the need to develop a Performance Improvement Plan targeting the professional practice that appears to be Unsatisfactory. The Framework for Teaching Domains, Components and Component level rubrics should be explicitly referenced relative to the evidence collected. This provides guidance to both the educator and evaluator on steps for improvement.

The evaluator may refer the teacher to the pEEr Program for one semester of intensive mentoring support.

In addition, principals and school leaders are expected to provide a system of supports for teachers who may be performing below the proficient level, which can include but is not limited to mandatory professional development, peer mentoring, and support from the school support teacher (SST).

If a teacher with more than three years in the district has not been able to make sufficient progress with the assistance that has been provided, the teacher will receive an unsatisfactory score which may lead to a recommendation for a continuation of the Performance Improvement Plan or separation from the district.

Systems of Support

The Educator Effectiveness System provides evaluators with multiple opportunities over the course of a school year to observe teachers' professional practice, discuss progress toward SLO goals and provide effective feedback through a collaborative observation process. In addition, principals and school leaders are expected to provide a system of supports for teachers who may be performing below the proficient level and those teachers exceling in their growth as demonstrated in practice and student outcomes. As a result, the EE Multi-Level System of Support was designed to respond to various teacher needs to ensure progress on the continuous improvement continuum throughout their career (see Appendix J).

Peer Observations

The purpose of the Educator Effectiveness System (EE System) is to improve professional practice to improve student outcomes. In order to do so, educators must have access to quality data identifying individual areas of strength, as well as needed growth in order to target job-embedded professional growth opportunities and assist in personnel decisions. The EE System incorporates a holistic view of performance using varied sources of evidence at several points in time to assist in an educator's growth and development.

The Peer Observation Process creates an evidence source and opportunity for teachers to observe their peers and offer formative feedback about instructional methods observed. The critical role of the Peer Observation Process will provide an opportunity for teachers to develop a common language regarding the complex act of teaching using the Framework for Teaching (FfT). This chance to work with colleagues also helps to calibrate a common understanding of high quality teaching using the rubrics included in the FfT. This structure of peer collaboration will be one of the most important strategies for improving student achievement and nurturing a culture of inquiry and adult learning at the school and district level.

Peer observations were piloted in the 2013-14 school year in three schools with 76 teacher participants and 19 peer observers. Data and feedback from surveys and focus groups are shaping the final decisions being made for the up-coming school year. The 2014-15 school year will reflect phase one of an expansion and initial implementation of peer observations.

While peer observations are a top priority of Educator Effectiveness, the details and logistics of Peer Observations are still being organized by the district at the time of publishing this guide. Therefore, these details are to follow. Further information regarding peer observations will be updated in this guide and highlighted in district communications.

Teacher Rights and Responsibilities

The Educator Effectiveness System is driven by the teacher who is responsible for engaging in self-reflection and goal setting for the purpose of continuous growth. While the EE System is used to evaluate the effectiveness of a teacher at the end of a Summary Year, this system is designed to support teachers throughout the Effectiveness Cycle at all stages of their career to grow their teaching practices.

It is the responsibility of the administrator to evaluate teacher professional practices fairly, accurately and objectively. All administrators are responsible for adhering to, and implementing with fidelity, a collaborative observation process grounded in the Framework for Teaching.

Appeal Process – Unsatisfactory Evaluation - MPS Employee Handbook Complaint Procedure

Any teacher who has received an Unsatisfactory evaluation may request a meeting with the evaluator to review the unsatisfactory rating and discuss the evidence that supports it. The teacher may have a representative attend the meeting. This follows the End-of-Cycle Summary Conference when the educator is first made aware of the Unsatisfactory evaluation.

If the teacher is not satisfied with the outcome of the meeting, the educator may access the MPS Employee Handbook Complaint Procedure (Part VII). Refer to the MPS Employee Handbook (Effective July 1, 2013) for complete information about the Complaint Procedure.

This process requires the teacher to contact the Office of Human Capital, Employment Relations Department and file a written complaint about the Unsatisfactory evaluation. An appropriate designee will contact the teacher, hear the complaint, review all documentation and conduct an investigation. The principal will be contacted as part of the investigation and will provide the evidence in support of the Unsatisfactory evaluation rating. The designee's disposition will be the final resolution of the complaint.

Appendix A – Correlation of the Wisconsin PI 34.02 Teacher Standards with the Framework for Teaching Components

Wisconsin Standard	Description of Teacher Performance	Framework Component	Description of Teacher Performance
Standard 1	The teacher understands the central concepts, tools of inquiry and structure of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.	1a 1e 3c	◉ Demonstrates knowledge of content and pedagogy. ◉ Designs coherent instruction. ◉ Engages students in learning.
Standard 2	The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.	1b 1c 1f 3b 3c	◉ Demonstrates knowledge of students. ◉ Selects instructional goals. ◉ Assesses student learning. ◉ Uses questioning and discussion techniques. ◉ Engages students in learning.
Standard 3	The teacher understands how students differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.	1b 1e 2a 2b 3b to 3e	◉ Demonstrates knowledge of students. ◉ Designs coherent instruction. ◉ Creates an environment of respect and rapport. ◉ Establishes a culture for learning. ◉ Instruction Domain.
Standard 4	The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage students' development of critical thinking, problem solving and performance skills.	1d 1e 3b to 3e	◉ Demonstrates knowledge of resources. ◉ Designs coherent instruction. ◉ Instruction Domain
Standard 5	The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.	1e 2a 2b 2c 2d 2e 3c	◉ Designs coherent instruction. ◉ Creates an environment of respect and rapport. ◉ Establishes a culture for learning. ◉ Manages classroom procedures. ◉ Manages student behavior. ◉ Organizes physical space. ◉ Engages students in learning.
Standard 6	The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.	2a 3a 3b 3c	◉ Creates an environment of respect and rapport. ◉ Communicates clearly and accurately. ◉ Uses questioning and discussion techniques. ◉ Engages students in learning.
Standard 7	The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals.	1a to 1e 3c 3e	◉ Planning and Preparation Domain ◉ Engages students in learning. ◉ Demonstrates flexibility and responsiveness.
Standard 8	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.	1b 1f 3d 3e 4a 4b 4c	◉ Demonstrates knowledge of students. ◉ Assesses student learning. ◉ Provides feedback to students. ◉ Demonstrates flexibility and responsiveness. ◉ Reflects on teaching. ◉ Maintains accurate records. ◉ Communicates with families.
Standard 9	The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.	4a 4d 4e	◉ Reflects on teaching. ◉ Contributes to the school and district. ◉ Grows and develops professionally.
Standard 10	The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethnical manner.	1d 4c 4d 4f	◉ Demonstrates knowledge of resources. ◉ Communicates with families. ◉ Contributes to the school and district. ◉ Shows professionalism.

Appendix B — Wisconsin Teacher Professional Practice Goal (PPG) Planning Form

Evaluator:	
Practitioner:	

After reviewing your self-reflection on performance and identifying instructional strategies to support your student growth goals, develop and record a Professional Practice Goal (PPG). Identify your instructional strategies and support you need to achieve this PPG.

The instructional strategies you identified for your SLO can inform your PPG, or you can focus on other areas you and/or your evaluator have identified.

Professional Practice Goal (PPG) Planning Form

Based on the reflection above, craft your PPG Goal Statement: *

List related SLO Goal (if applicable): *

Identify related Danielson Framework for Teaching domain/component(s): *

Describe applicable instructional or non-instructional activities: *

Identify resources and support you need to achieve this PPG: *

Mid-Year Review of Progress
Please use this section to review the progress of your PPG(s) at Mid-Year.

Describe your progress towards achieving the Goal: *

Summarize the evidence you gathered up to this point: *

Articulate strategies/modifications to address ongoing challenges to implementing your PPG: *

[   ]

Describe key next steps: *

[   ]

End-of-Year Review
Please use this section to summarize your PPG completion at the end of the year, and discuss the lessons learned from the process.

What is the status of your PPG at the end of the year? *

[   ]

Discuss the evidence you gathered throughout the year: *

[   ]

What did you learn that would inform future PPG processes, plans, or goals? *

[   ]

Additional comments:

[   ]

All required fields should be completed before the form can be finalized.

This is a sample of the electronic version of this form found in Teachscape *Reflect*.
All forms must be completed electronically in Teachscape.

Appendix C – Wisconsin Teacher Student Learning Objective (SLO) Planning Form

Evaluator:	
Practitioner:	

After reviewing your self-reflection on performance entries, school or grade level instructional improvement plans, and student data, develop and record a Student Learning Objective (SLO). Identify your instructional strategies and the support you need to help achieve this SLO. These prompts and entries intend to guide your SLO development. While you should complete each entry to help you develop your SLO, you do not necessarily need to respond to each of the questions or criteria.

Describe Baseline Data and Rationale

- The educator uses multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.
- The educator summarizes trends and patterns based on data analysis.
- Data analysis supports the rationale for the SLO Goal.
- The baseline data indicates the individual starting point for each student included in the target population.

If this is the same SLO as you submitted last year/semester/interval, please explain why you are repeating your goal: *

Learning Content/Grade Level

- The SLO aligns to specific content standards, CCSS, and/or 21st century skills representing the critical content for learning within a grade-level and subject area.
- The standards identified are appropriate and aligned to support area(s) of need identified in the student population included in the SLO.

Identify the Learning Content/Grade Level: *

Student Population

- The student population identified in the goal(s) reflects the results of the data analysis.

Describe the targeted Student Population: *

Targeted Growth

- Growth targets reflect appropriate gains for students, based on identified starting points or benchmark levels.
- Growth goals are rigorous, yet attainable.
- The educator revisits targeted growth based on monitoring progress data and adjusts the target if needed.

Determine Targeted Growth: *

Time Interval

▶ The time interval is appropriate given the SLO Goal.
▶ The interval reflects the duration of time the target student population is with the educator.

Describe the implementation Time Interval: *

Evidence Sources

▶ The educator's chosen assessments provide evidence to appropriately measure intended growth goals/learning content.
▶ Assessments are valid, reliable, fair, and unbiased for all students/target population.
▶ The evidence reflects a balanced use of assessment data.
▶ The educator continuously monitors progress and collects an appropriate amount of evidence in time for use in the Final Summary Conference.
▶ Educator created rubrics, if used to assess student performance, have well-crafted performance levels that: Clearly define levels of performance; Are easy to understand; and Show a clear path to student mastery.

Identify the Evidence Sources: *

SLO Goal Statement

▶ SLO goal statements should meet the SMART criteria: Specific, Measurable, Attainable, Results-based, and Time-bound.

Based on the reflection above, craft the SLO Goal Statement: *

Instructional Strategies and Supports

▶ Strategies reflect a differentiated approach appropriate to the target population.
▶ Strategies are adjustable throughout the interval based on formative assessment and progress monitoring data.
▶ Educator indicates collaboration with others—teachers, specialists, instructional coaches, APs—when appropriate.
▶ Appropriate professional development opportunities are addressed.

Identify Needed Instructional Strategies and Supports: *

Mid-Interval Review

▶ The educator revisits targeted growth based on monitoring progress data, and adjusts the target if needed.
▶ The educator plans for mid-interval checks, where progress and data is reviewed, and revises the goal (if necessary).
▶ The educator makes mid-interval revisions based on strong rationale and evidence supporting the adjustment mid-course.

Summarize the evidence gathered up to this point: *

Articulate strategies/modifications to address ongoing challenges to achieving your SLO: *

Status of SLO Goal

▶ My Goal Statement, elements, and process are on target and do not require revision.

▶ My Goal Statement or other element requires revision (complete next 2 sections: Revised SLO Goal and Rationale for Changes).

Revised SLO Goal Statement (if necessary): *

Describe changes and provide rationale for changes (as necessary): *

Describe your key next steps for continuing implementation: *

End-of-Interval Review

At the end of the SLO implementation process, what is the status of your SLO Goal? *

Discuss the evidence you gathered throughout the interval: *

What did you learn that would inform future SLO plans? *

Additional comments:

After completing this form, please use the SLO Self-Scoring module and SLO Scoring Rubric to assign critical attributes that describe the outcomes your students have achieved and your process for planning for, implementing, and assessing the SLO. Using the selected critical attributes, self-score your SLO.

All required fields should be completed before the form can be finalized.

This is a sample of the electronic version of this form found in Teachscape *Reflect*.
All forms must be completed electronically in Teachscape.

Evaluator:	
Practitioner:	

General

To which standards does this lesson align?

How does this learning "fit" within the broader context of the curriculum for your course?

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

How will you assess student progress and/or understanding of content?

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

All required fields should be completed before the form can be finalized.

This is a sample of the electronic version of this form found in Teachscape *Reflect*.
All forms must be completed electronically in Teachscape.

Appendix E — Wisconsin Post-Observation Form (Teacher)

Evaluator:	
Practitioner:	

General

In general, what worked? *

What didn't work? *

What will you do differently? Provide specific examples on instructional delivery and planning for each question. *

If you uploaded samples of student work, what do those samples reveal about those students' levels of engagement and understanding? *

To what extent did classroom management and the physical space contribute to student learning? *

All required fields should be completed before the form can be finalized.

This is a sample of the electronic version of this form found in Teachscape *Reflect*.
All forms must be completed electronically in Teachscape.

Those preparing SLOs have substantial autonomy in selecting evidence sources for documenting the growth toward identified goals. The review of an SLO goal should include a review of the assessments and evidence that will be used to monitor progress over the SLO interval. This does not mean that an educator can use any source of evidence. Collecting SLO evidence should be intentional, and include a **Balanced Assessment** plan. This appendix provides guidance regarding components of quality evidence that an educator must consider when choosing assessments and sources of evidence for the SLO process.

DPI has developed an **SLO Repository** of high-quality, example 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.

Determining the Validity of SLO Assessments and Evidence

Validity defines quality in educational measurement. It is the extent to which an assessment or evidence source 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 to assist staff in making 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?

Questions to Ask About Assessments While Developing a SLO Content	
Content	◉ How well do the items/tasks/criteria align to appropriate standards, curriculum, and the school improvement plan? In what ways would mastering or applying the identified standards be considered "essential" for student learning? ◉ 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?
Rigor	◉ In what ways do the items/tasks and criteria address appropriately challenging content? ◉ To what extent do the items or task require appropriate critical thinking and application? ◉ 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?
Format	◉ 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?
Results	◉ When will the results be made available to the educator? (The results must be available to the principal prior to the end of year evaluation conference.)
Fairness	◉ 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? ◉ To what extent are appropriate accommodations available and provided to students as needed?
Reliability	◉ Is there a sufficient number of items in multiple formats for each important, culminating, overarching skill?
Scoring	◉ Does the performance task have a rubric where the criteria clearly define and differentiate levels of performance and as a result, the criteria insure interrater reliability? ◉ 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? ◉ To what extent does scoring give appropriate weight to the essential aspects?

Every year, Wisconsin educators must conduct the SLO process—selecting, monitoring, and scoring SLOs collaboratively with evaluators and/or peers. The dialog within the SLO process provides an opportunity to strengthen SLOs, identify quality evidence/assessments, and discuss academic growth for students, thereby supporting professional growth for the educator and, ultimate, student learning. For more information on SLOs, visit the SLO Toolkit.

To support Wisconsin educators and evaluators through the annual SLO process, DPI developed this SLO Process Guide. A quality SLO process is characterized by several critical features—the Process Guide lists these features and aids formative conversations associated with the creation and ongoing monitoring of SLO implementation and progress. Additionally, this Process Guide can also support final SLO scoring discussions, as final SLO scores now incorporate the impact of quality SLO processes. Educators and evaluators can use the third column within the Process Guide to record their collaborative conversations or to document self-reflections.

SLO Process Guide

SLO Quality Indicators	✔	Reflections/Feedback/Notes for Improvement
Baseline Data and Rationale		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The data analysis supports the rationale for the SLO goal.		
The baseline data indicates the individual starting point for each student included in the target population.		
Alignment		
The SLO is aligned to specific content standards, CCSS, and/or 21st Century skills representing the critical content for learning within a grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
Student Population		
The student population identified in the goal(s) reflects the results of the data analysis.		
Targeted Growth		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
Interval		
The interval is appropriate given the SLO goal.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		

Evidence Sources		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a balanced use of assessment data.		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference.		
Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: ❯ Clearly define levels of performance; ❯ Are easy to understand; ❯ Show a clear path to student mastery.		
Instructional (for teachers) and Leadership (for principals) Strategies and Support		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
Scoring		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data.		

Beginning of Year

Working collaboratively with their evaluator or a peer, educators draw upon the SLO Process Guide to develop a minimum of one SLO and document the goals within Appropriate online platform (or an alternative online system). In Summary Years, educators must conduct this process with their evaluators. *(Note: evaluators no longer approve SLOs or EEPs, but instead provide formative feedback.)*

Middle of Year

Working collaboratively with their evaluator or a peer, educators draw upon the SLO Process Guide to monitor progress towards an SLO across the year and adjust instructional strategies accordingly. Educators can also use the Process Guide to consider a mid-year adjustment to an SLO based on data collected through the progress monitoring process. In Summary Years, educators must conduct this process with their evaluators.

End of Year

At the end of the SLO interval, educators draw upon all available evidence of their SLO implementation and progress, including the criteria listed in the Process Guide, to inform the selection of a self-score. Using the revised SLO Scoring Rubric for the SLO, educators will self-score their SLO and document the score in the appropriate online platform. In Summary Years, educators must conduct this process with their evaluators. Additionally, evaluators will review all SLOs (from the Summary Year and Supporting Years) and the supporting documentation prior to the End of Cycle Summary Conference as evidence towards a final, holistic SLO score. Evaluators draw upon the SLO Process Guide to inform the determination of the holistic score using the SLO Scoring Rubric. Evaluators document the holistic score into the appropriate online platform. During the End of Cycle Summary Conference, evaluators discuss collaboratively with educators the SLO implementation and progress across the Effectiveness Cycle and the resulting holistic score. The holistic score is the final SLO score that will factor into an educator's Student Outcomes Summary Score, instead of an average of an educator's individual SLOs, as originally proposed.

Appendix H — SLO Rubric Overview

Both educators and evaluators will use the revised SLO Scoring Rubric (see below) to determine SLO scores. Educators will self-score their individual SLO in all years (Summary and Supporting Years). Evaluators will assign a holistic SLO score considering all SLOs—the SLO implementation and student progress. Using the SLO Scoring Rubric, evaluators determine an educator's holistic SLO score by identifying the rubric level which best describes the educator's SLO implementation process and student growth, drawing upon the preponderance of evidence. This method of scoring ensures a holistic approach is taken. It allows evaluators to recognize student growth as well as professional growth across the SLO cycle, which aligns with the purpose of the Wisconsin EE System. The holistic score is the final SLO score that will factor into an educator's Student Outcomes Summary Score, instead of an average of an educator's individual SLOs, as originally proposed.

SLO Scoring Rubric

Score	Criteria	Description (not exhaustive)
4	Student growth for SLO(s) has **exceeded** the goal(s). Educator engaged in a comprehensive, data-driven SLO process that resulted in exceptional student growth.	Evidence indicates the targeted population's growth exceeded the expectations described in the goal. Educator set rigorous, superior goal(s); skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.
3	Student growth for SLO(s) has **met** goal(s). Educator engaged in a data-driven SLO process that resulted in student growth.	Evidence indicates the targeted population met the expectations described in the goal. Educator set attainable goal(s); used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.
2	Student growth for SLO(s) has **partially met** the goal(s). Educator engaged in a SLO process that resulted in inconsistent student growth.	Evidence indicates the targeted population partially met expectations described in the goal. Educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.
1	Student growth for SLO(s) has **not met** the goal(s). Educator engaged in a SLO process that resulted in minimal or no student growth.	Evidence indicates the targeted population has not met the expectations described in the goal. Educator set inappropriate goal(s); inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.

Appendix I — 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 on local contexts and needs.

	Essential Questions:	Documentation of Practice:	Resources:
Tier 3: Intensive	**High Quality Instruction:** "Is the educators understanding of high quality teaching aligned to that of the district?" **Assessment:** "How will educators know when teaching is proficient?" **Collaboration:** "What data will educators use to reflect on teaching?" **Intervention:** "How will the district ensure continuous improvement of practice for all educators?"	**High Quality Instruction:** EEP, self-reflection **Assessment:** mid-semester progress report and summary report submitted by mentor and teacher **Collaboration:** observations, evidence submitted by teacher **Intervention:** Performance Improvement Plan (PIP)	**pEEr Program**
Tier 2: Selected	**High Quality Instruction:** "Is the educators understanding of high quality teaching aligned to that of the district?" **Assessment:** "How will educators know when teaching is proficient?" **Collaboration:** "What data will educators use to reflect on teaching?" **Intervention:** "How will the district ensure continuous improvement of practice for all educators?"	**High Quality Instruction:** EEP, self-reflection **Assessment:** planning documents, aligned and balanced assessment practices, lesson adjustments when necessary, defined classroom procedures, "minds-on" engagement resulting in increased student learning, cultural responsiveness **Collaboration:** observations, evidence/artifacts, planning documents **Intervention:** Performance Improvement Plan	COMP, Teachscape Learn, SST support, Love & Logic, instructional coach/curriculum specialist, Restorative Justice program, Employee Assistance, Trauma-Informed teaching, Teach Like A Champion, building-based mentoring, exemplar classroom observations, personalized violence prevention services (team-building skills, room design, behavior management assistance, GOTAGS, CHAMPS)
Tier 1: Universal	**High Quality Instruction:** "Is the educators understanding of high quality teaching aligned to that of the district?" **Assessment:** "How will educators know when teaching is proficient?" **Collaboration:** "What data will educators use to reflect on teaching?" **Intervention:** "How will the district ensure continuous improvement of practice for all educators?"	**High Quality Instruction:** EEP, self-reflection **Assessment:** clarity and purpose of lesson, aligned and balanced assessment practices, lesson adjustments when necessary, defined classroom procedures, "minds-on" engagement resulting in increased student learning, cultural responsiveness **Collaboration:** observations, evidence/artifacts, planning documents **Intervention:** perseverance in teaching and learning	Framework for Teaching (FfT), standards based grading, PBIS/BIT, Smarter Balanced Assessment, RtI Framework, CCSS, Teachscape Learn, NG Science Standards, Wisconsin State Standards (for other content areas), Infinite Campus, service learning, personalized learning, Teachscape, PLCs, Culturally Relevant Teaching Practices, data-driven instruction, rigor (Bloom's Taxonomy, brainstorming, use of visuals), CLP, CMSP

Announced observation: A formal, scheduled observation. Announced observations are preceded by a pre-observation conference and followed by a post-observation conference 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 Educator Effectiveness System (e.g., standardized, summative state assessment and standardized district assessment data), teacher-designed assessments, work samples or portfolios, and other sources identified by the educator.

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.

Calibration: A process that ensures inter-rater reliability and safe guards against rater drift to validate evaluations. Calibration occurs once a semester.

Certified: Someone having passed the Teachscape Proficiency test. To conduct observations/evaluations a person must hold a valid Wisconsin administrative license and be Teachscape certified. Once certified, recertification occurs every four years.

Charlotte Danielson's 2013 Framework for Teaching© (FfT): a research-based model designed to assess and support effective instructional practice.

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, five or six components describe the distinct aspects of a domain.

Educator Effectiveness Plan (EEP): A document that lists the School/Student Learning Objectives (SLOs), Professional Practice Goals (PPGs), 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 toward achieving the goal.

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.

Educator Practice Summary: Formerly Professional Practice Rating.

Elements: Particular aspects of each Component in the *Framework for Teaching*. Elements are used for precise conversations when discussing professional practices.

Effectiveness Cycle: A cycle of either one or multiple years of that completes with a summary of effectiveness and a rating of both professional practices and student outcomes.

End-of-Cycle Summary: Formerly summative 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 scores for the Components included in the Framework for Teaching and the SLO(s).

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

Evidence Collection: The systematic gathering of evidence that informs the assessment of an educator's practice. In the Educator Effectiveness System, multiple forms of evidence are required.

Framework: The combination of the evaluation rubric, evidence sources, and the process of using both to assess educator effectiveness.

Indicators/Look-fors: Observable pieces of information for observers or evaluators to identify or "look-for" during an observation or other evidence gathering.

Inter-Rater Agreement: The extent to which two or more evaluators agree in their independent ratings of the educator's 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, 21st 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 at a given point in time.

Learning Focused Conversations: The coaching model developed by Laura Lipton and Bruce Wellman and adopted at the local level for implementation of Educator Effectiveness.

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

Levels of Performance: The level of educator performance which is based on conversations, artifact review, and formal and informal observations. The four levels are Unsatisfactory, Basic, Proficient and Distinguished.

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

Mini Observation: An observation that is not scheduled in advance. No pre-conference is held prior to a Mini Observation, but written or verbal feedback is expected within one week.

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 in the framework for professional practices.

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.

Peer Observer: A peer who conducts a non-evaluative observation. Peer observations are scheduled and include both a pre- and post-observation conference.

Planning Session: A conference (in the fall of a Summary Year) during which the educator and his or her evaluator discuss the teacher's Self-Review and Educator Effectiveness Plan. The identified Student or School Learning Objective, Professional Practice goal and actions needed to meet goals are discussed. In a Supporting Year, this session is completed with a colleague.

Post-observation conference: A conference that takes place after a formal observation during which the evaluator or observer 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 or observer 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 Practice Goals (PPG's): Establishing practice related goals is an important part of professional practice. Goals are monitored by the educator throughout 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.

Reviewer: An evaluator who has "permission" to view certain tasks and data in a teacher's workflow.

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

School Support Teacher (SST) 2014-15: A classroom released teacher who assists with the implementation of Educator Effectiveness at the building level. In addition, SST's serve as Peer Observers.

Student Learning Objective (SLO): Rigorous, yet attainable, goal for student learning growth aligned to appropriate standards set by teachers. Teachers must develop an SLO 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 goal. The ultimate goal of SLO is to promote student learning and achievement while providing for pedagogical growth, reflection, and innovation.

Self Review: Teachers will complete a self-assessment at the beginning of the year. This self-assessment will ask educators to reflect on their past performance, using the Framework for Teaching.

Summary Year: A year in which all aspects of the educator's workflow are completed with the evaluator resulting in summary scores for both professional practices and the SLO.

Supporting Year: A year in which all aspects of the educator's workflow are completed with an educator's colleague resulting in a self-assessment of their professional practices and their SLO.

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.

Tasks: Specific components within each item of the workflow.

Teachscape: The online evaluation/observation management tool used by the Educator Effectiveness System. It is aligned with the Danielson Framework for Teaching and is comprised of three different platforms:

- **Learn –** Professional Learning System that features a video library and training modules. Teacher Training Modules are located in here.
- **Reflect –** Observation and Evaluation Management System
- **Focus –** Observation Training and Assessment System for Teacher Evaluators.

Walkthrough: A short (5-15 minute) informal and unannounced observation of a teacher's practice in the classroom.

WorkFlow: All of the aspects of the Educator Effectiveness System that an educator must complete annually within the Teachscape system.

New Educator Center Terms

Collaborative Assessment Log (CAL): An assessment tool that frames and guides mentor and mentee conversations to celebrate classroom successes, identify and prioritize challenges, and commit to specific next steps; the tool helps mentors more easily assess new teacher practices and focus on each new teacher's specific needs.

Formative Assessment and Support (FAS): A New Teacher Center-developed set of tools and protocols that help mentors guide new teachers and mentors through an ongoing process of assessment, goal-setting, data collection, analysis and reflection to improve student learning and teaching practice.

Effectiveness: The degree to which something is successful in producing a desired result; success.

Selective Scripting: Provides a window into student learning and supports the beginning teacher to see the effect of instruction on the students. Based on the predetermined area of focus, the observer "scripts" the first 5-6 words verbatim spoken by the teacher and/or students for analysis.

Inquiry Cycle: An investigation into a specific topic related to teaching; begins with the identification of a challenge and moves through a process of learning new ways to address the problem, data-collection and analysis, and reflection about the activities related to specific outcomes.

Inquiry Cycle Action Plan (ICAP): Provides a structured inquiry into practice that incorporates multiple processes.

Inquiry Question: A specific focus question that is designated as an area of challenge directly from an analysis of student work.

Differentiating Instruction: A way to reach students with different learning styles, different abilities to absorb information and different ways of expressing what they have learned.

Backwards Design: A method of designing educational curriculum by setting goals before choosing instructional methods and forms of assessment and incorporating the stages of gradual release of responsibility within the lesson plan.

Analysis of Student Work (ASW): An in-depth analysis of student work data to provide specific areas of concern/excellence for targeted teaching practice.

Focused Teacher Observation: An observation targeted at a specific area of need previously decided upon by the teacher and mentor.

Mentor: Experienced and effective teacher who has defined time, preparation and professional development to coach new teachers in a targeted and intensive way, using specific skills, professional standards and protocols.

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