MPS MILWAUKEE
PUBLIC SCHOOLS

Educator Effectiveness:
Teachers System Guide

Start. Stay. Succeed.
Comienza. Quédate. Triunfa.

August 2015

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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.

Please note 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

Educator Effectiveness Mission and Vision

Educator Effectiveness Team Mission

Guided by a relentless focus of increasing student achievement by improving teaching and leadership, the Educator Effectiveness Department will serve to help educators develop, grow and strengthen a culture of adult learning for results at all levels within the organization.

Educator Effectiveness Team Vision

We seek to shift the organization from a process of evaluation to a system of effectiveness ensuring increased student achievement. The Educator Effectiveness team will serve to improve teaching and leadership development through a supportive process to strengthen professional practices and student outcomes. We will utilize a transformative coaching model and develop quality, meaningful professional development and systems, to improve student learning. Our priority will always be to help educators grow and develop, through a comprehensive system of support and powerful partnerships forged within the organization, to impact students and their academic success.

Purpose of the Educator Effectiveness System

Effective teachers and school leaders have proven to be some of the most influential factors in student learning. Every child in our community deserves excellent classroom teachers and school leaders. 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 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 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 required 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 continuous improvement 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 as described in the Framework for Teaching (Danielson, 2013), 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 as describe in The Framework for Teaching (Danielson, 2013) ● Aligned to district improvement efforts ● 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 alone ● Designed to create meaningless paperwork ● Focused on "snapshots" of teaching

Beginning in the fall of 2014, both professional practices and student outcomes are 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 2015-16 include teacher developed Student Learning Objectives (SLOs) at the K-8 level (see Reflection and Goal Setting), School-wide value-added (when available) and graduation data at the high school level. The school graduation data is developed 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	
Professional Practices **50%**	**Student Outcomes** **50%**
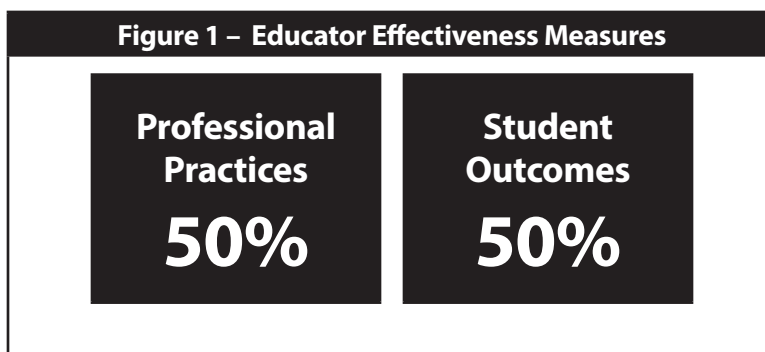
For teachers these measures will break down in the following way:
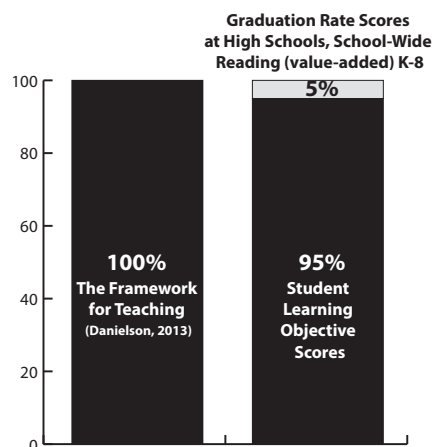
The EE System: Teacher Groups Included

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 s. 118.40.

The following teacher roles WILL be included in the Educator Effectiveness (EE) System (2015-16) and will need to complete an Educator Effectiveness Plan (EEP):

- Regular and special education teachers
- Art, music and physical education specialists
- ESL or bilingual teachers
- School social workers
- Occupational and physical therapists
- Library media specialists
- School counselors

All educators deserve fair, valid and reliable evaluations aligned to a comprehensive framework describing professional practices. 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 frameworks and rubrics 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.

In the 2015-16 school year the EE System will expand to include school social workers, occupational and physical therapists, library media specialists, and school counselors. These frameworks and rubrics are approved through their respective professional organizations and are included in Teachscape.

The following teacher roles will NOT be included in the Educator Effectiveness (EE) System (2015-16) and will continue using The Instructional Observation Form outlining the eleven teacher competencies, and the summative evaluation in the ePerformance system.

- Speech and language pathologists
- Program support teachers
- Itinerant teachers
- Transition coordinators
- Instructional coaches
- School support teachers (SSTs)
- District teacher-level positions
- Teacher mentors

Any teacher hired after the last day of the first semester will not be in the EE System until the following school year. Principals are expected to complete either Mini-Observations and/or Announced Observations to inform coaching conversations and gather baseline practice data.
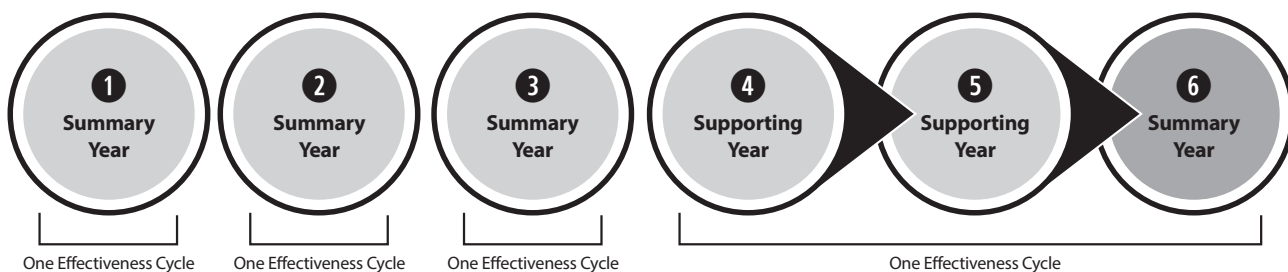
The Effectiveness Cycle: A System of Support Throughout Carrer

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 or reflective practices were applied. In the EE System teachers are either in a Supporting Year or a Summary Year. This structure shifts the focus to analyzing teaching over the course of time rather than relying on "snapshots" of instruction every three years.

In a Supporting Year, goals for the Educator Effectiveness Plan (EEP) are developed collaboratively among colleagues and self-assessed. In a Summary Year, goals are developed collaboratively with principals or their designees and summarized in a final effectiveness rating at the end of the year to reflect both professional practices and student outcomes. Final scores include data from the Supporting Years (when available)* and the Summary Year to triangulate the multiple measures included throughout an Effectiveness Cycle.

*MPS teachers will complete an Effectiveness Cycle, meaning they will be in a Summary Year 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/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: This figure applies directly to newly hired teachers (Summary Year first three years followed by a complete effectiveness cycle including two Supporting Years and a Summary Year). The Office of Human Capital determines where in the effectiveness cycle individual teachers landsbased on the date they were hired.

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

For Teachers — The *Reflect* platform is the vehicle for communicating and sharing all documentation such as classroom observation data relative to the Educator Effectiveness System in both Summary and Supporting years. Teachers use *Reflect* to complete an annual Self-Review, the Educator Effectiveness Plan, receive notification of scheduled 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 opportunities guided by national experts in the field.

For Evaluators of Teachers — For individuals observing classroom practices, the *Focus* platform provides a valid and reliable certification process. All individuals evaluating teachers MUST be Teachscape certified, complete Calibration Assessment every semester, and hold a valid Wisconsin administrative license.

Note: All data stored in Teachscape is highly confidential and password protected.

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. At the beginning of every school year every, teacher will complete a Self-Review 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 foundation for reflecting on professional practices and selecting Professional Practice Goals (PPGs), while student data provides the basis for developing Student Learning Objectives (SLOs). Teachers are encouraged to consider how the Professional Practice Goal can support students in reaching the target goal identified in the Student Learning Objective (see figure 3) when developing the EEP.

Figure 3 – 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 when aligned
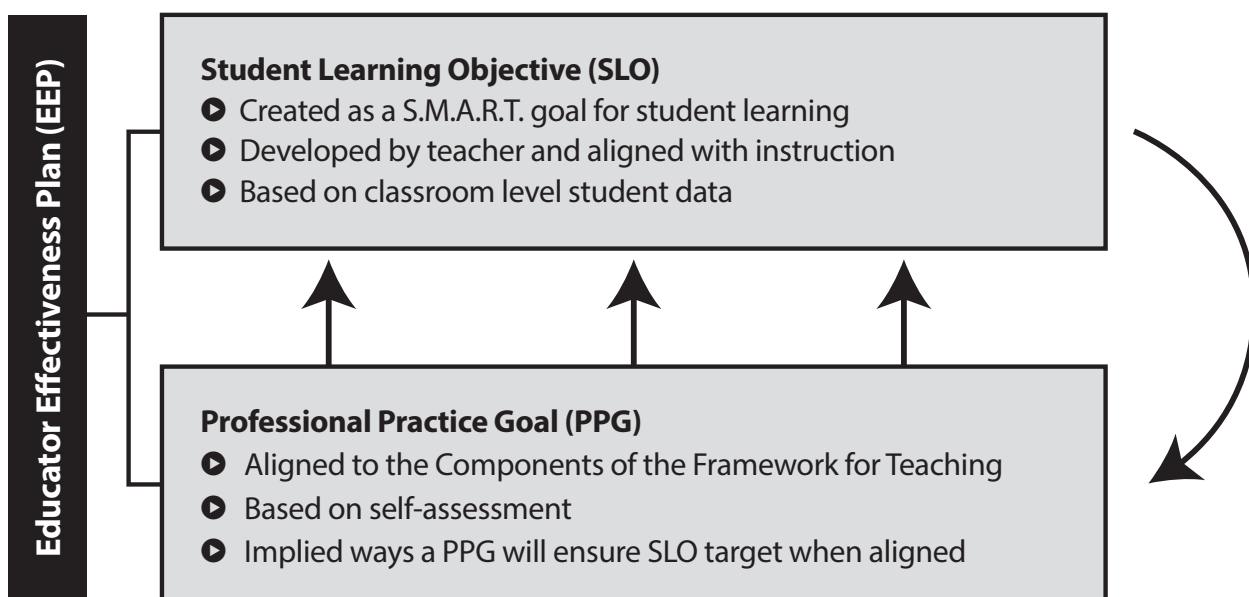
Student Learning Objectives (SLOs)

Student Learning Objectives account for 100% of K-8 teachers', and 95% of high school teachers', student outcomes measures (see figure 1). These are rigorous, achievable goals developed collaboratively (teachers and their colleagues in Supporting Years, and teachers and their evaluators in Summary Years), spanning a specified period of time, typically an academic year, or a semester for a semester long course. 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 G), 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%20 Process%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 (Danielson, 2013). The PPG may align to the SLO as a way to link practice to student outcomes. 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 growth and when selecting professional development opportunities. The plan is then submitted to the evaluator via Teachscape.

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 be 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 **Correlation of the Wisconsin PI 34.02 Teacher Standards with the Framework for Teaching Components** (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 Office of Human Capital 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). This may be done in the form of an additional email or written notification.
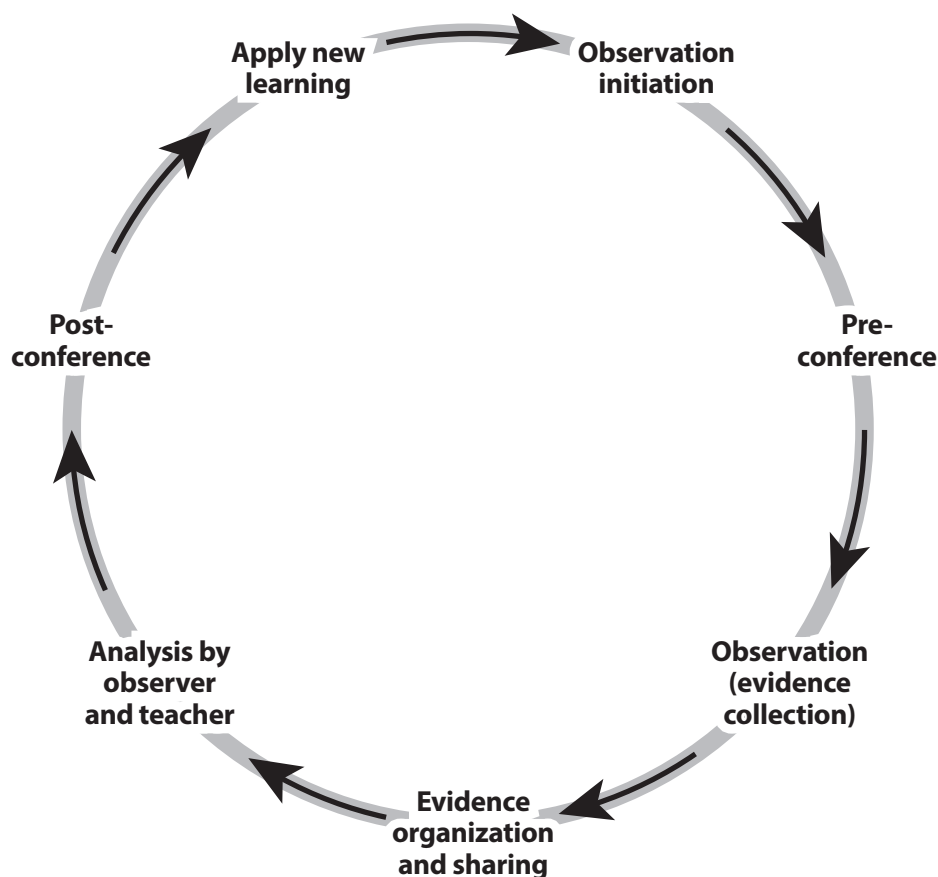
The evaluator may also choose to move a teacher in a Supporting Year to a Summary Year for the purpose of completing a formal evaluation. Notice of such action the teacher must be notified in writing of the change before the end of the last workday in the month of December.

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 enhanced by both verbal and written communication over the course of the year. The assigned evaluator will schedule and host both a pre-observation conference and a post-observation conference for all formal Announced Observations.

Figure 5 – Collaborative Observation Process

Apply new learning → 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 evaluator and to frame the observation with more detail. The conference provides the teacher with the opportunity to provide valuable input on the observation and participation in the EE System. The opportunity to identify the context of the classroom, the specifics of the lesson, and intended outcomes is critical for meaningful reflecting and coaching conversations. 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-observations 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), and send it electronically to the evaluator. 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 (Danielson, 2013). These artifacts can also be uploaded in the Teachscape Teacher Practices Artifact Portfolio.

- Lesson and/or unit plans
- Syllabus
- Teacher created assignments
- 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 evaluator or observer collects data/evidence in the Teachscape *Reflect* platform 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 evaluator or 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 evidence is aligned and tagged to one or more components from the Framework for Teaching (Danielson, 2013). The Component evidence can then be compared (not scored) 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 6 – Minimum Number of Classroom Observations	
Frequency	**Duration**
1 Announced Observation	45 minutes
3 Mini Observations * *2 Mini Observations are required in a Summary Year The other Mini Observation(s) may be completed during Supporting 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. If no Mini Observations have been done prior to the Summary Year, three Mini Observations are required. It is recommended that evaluators 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 7).

- **Mini Observation –** 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, verbally or in writing, using the Post Observation Feedback form in Teachscape, within a week of the observation. Mini Observations are typically unannounced and therefore are not typically scheduled in Teachscape.

Post-Observation Conference

The post-observation conference allows 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 summary of teacher practices at the end of the Effectiveness Cycle. The Post-Observation Conference provides an opportunity for teachers to discuss professional practices specifically as they relate to Domain 4a, Reflecting on Teaching.

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), and send it electronically to the evaluator. At the conference, teachers are invited to share additional artifacts to enhance the discussion of the observation:

- Student work samples
- Follow up activities
- Assessment results

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.

Year at a Glance

Beginning of the Year — In the beginning of the year, teachers begin by completing the Teacher Self-Review in Teachscape *Reflect*. Following the Self-Review, they develop an Educator Effectiveness Plan including and SLO (Appendix B) and a PPG (Appendix C). Based on analysis of student data, teachers develop their SLO and then align their PPG (see figure 3).

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

Teachers – Near the end of the school year, teachers may submit final evidence for both their SLO and professional practices in Teachscape. Teachers self-score the SLO using the SLO scoring rubric four point scale and complete the end of interval review in Teachscape.

Evaluators – Evaluators are invited to review the teachers' self-scores of the SLO and in Teachscape, but will not submit any SLO or professional practices scores for teachers in Supporting Years.
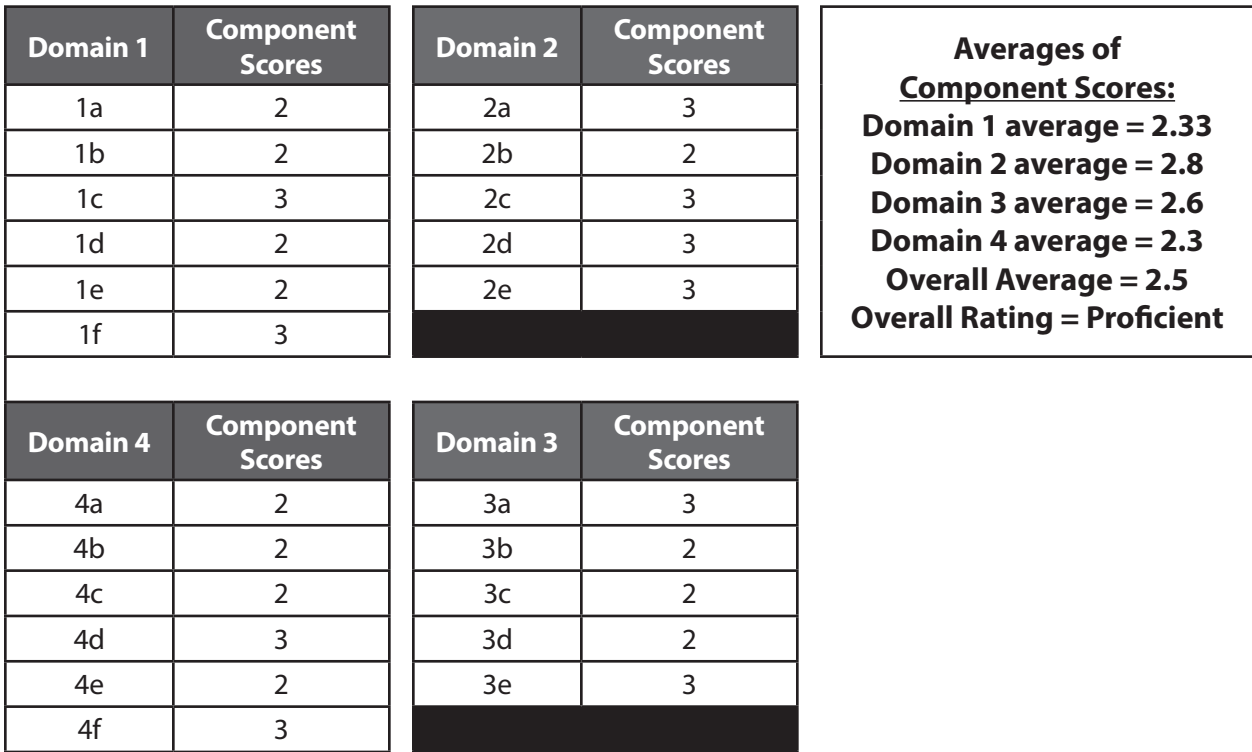
Summary Year

Teachers – The responsibilities for teachers in a Summary Year are the same as in a Supporting Year (see above).

Evaluators – In a Summary Year, evaluators review all SLOs completed during the Effectiveness Cycle and provide one holistic SLO score using the SLO scoring rubric four point scale. The evaluator also scores each professional practice component using the rubrics in the 2013 Framework for Teaching Evaluation Instrument. Additionally, evaluators complete the End of Cycle Summary form in Teachscape, then schedule and host end of cycle conferences to review the end of cycle data, scores, recognize and celebrate accomplishments and set future goals.

These scores are submitted in Teachscape by the evaluator. The DPI will take these scores, add in value-added measures to the student outcomes measures (see figure 1), and generate a summary graph coordinating the educator's effectiveness summary scores. These graphs will be available by the DPI in the secure state data warehouse (WISEdash).

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 averaged to determine one final practice score, rounded to the nearest decimal.

Figure 7 – Example of Scoring

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

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

Averages of Component Scores:
Domain 1 average = 2.33
Domain 2 average = 2.8
Domain 3 average = 2.6
Domain 4 average = 2.3
Overall Average = 2.5
Overall Rating = Proficient

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

When First, Second, Third 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 (first year teachers only) 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 (Danielson, 2013) 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 will also receive assistance from the induction specialist, principal, or assistant principal who will continue to provide resources and coaching such as those offered in the district's pEEr Program.

If, by the End of Cycle Summary Conference, 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, separation from the district, or other interventions.

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

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 that an unsatisfactory level of professional practice has been observed. At the meeting, the evaluator will discuss the need to develop a Performance Improvement Plan targeting the professional practices that appear to be unsatisfactory. The Framework for Teaching (Danielson, 2013) 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 may have a representative of his or her choosing attend the meeting.

In addition, principals and school leaders are expected to provide a system of support for teachers who may be performing below the proficient level, which can include, but is not limited to, mandatory professional development, pEEr Program, and/or other support systems.

If, by the End of Cycle Summary conference 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 (EE) 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 support for teachers who may be performing below the proficient level and those teachers excelling 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 I and J).

Teacher Rights and Responsibilities

The Educator Effectiveness (EE) 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 careers to grow their teaching practices.

It is the responsibility of the administrator to provide teachers with fair, accurate, and objective summary scores for both Teacher Practices and the Student Learning Objective. All administrators are responsible for adhering to, and implementing with fidelity, a collaborative observation process grounded in the Wisconsin Educator Effectiveness System.

Appeal Process – Unsatisfactory Evaluation - MPS Employee Handbook Complaint Procedure

Any educator 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 educator may have a representative attend the meeting. This follows the End of Cycle Summary conference when the educator is provided the MPS End of Cycle Summary form.

If the educator 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 and updated October 8, 2014) for complete information about the complaint procedure.

This process requires the educator 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 educator, hear the complaint, review all documentation, and conduct an investigation. The principal, or other evaluator will be contacted as part of the investigation to provide the evidence in support of the unsatisfactory evaluation rating. The designee's disposition will be the final resolution of the complaint.

The Educator Effectiveness System Timeline

Summary Year

The Summary Year timeline describes the responsibilities for all teachers and their principals or their designee in a Summary Year. This includes any intern or permit teachers, teachers in their first three years of service, and any teacher who is being formally evaluated.

Note: all announced observations must be scheduled in Teachscape *Reflect.* All forms relative to all events of the timeline are completed in Teachscape *Reflect.* Artifacts are also to be uploaded into Teachscape *Reflect* as are all notes and evidence collected.

Figure 8 – Educator Effectiveness (EE) 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. Complete and submit Educator Effectiveness Plan (EEP) prior to meeting for a planning session with the evaluator. ▶ Minimum of one Student Learning Objective (SLO) ▶ Minimum of one Professional Practice Goal (PPG) The EEP is due on September 30th or within 30 days of the teacher's first day reporting.* *If the September 30th is on a weekend this date moves to the Monday following the 30th.	Provide teachers with an orientation to the EE System to explain policies and procedures on Organization Day. Distribute a copy of the EE System Guide for Teachers and maintain documentation including organization agenda and attendance sign-in. **Two-step notification process:** ❶ Notify all teachers of evaluator via ePerformance by September 30th* or within 30 days of the teacher's start date or date of transfer ❷ Individually notify all teachers in a "Summary Year" in writing by September 30th or within 30 days of the teacher's first day reporting of Summary Year status. 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 to review the EEP (including the SLO and the PPG) for all teachers in a Summary Year. *If the September 30th is on a weekend this date moves to the Monday following the 30th.
October – December	Gather data using formative and summative assessments for students included in the Student Learning Objective (SLO). Complete 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. Upload artifacts and enter evidence relative to the Educator Effectiveness Plan in Teachscape.	Complete one Mini Observation of at least 15 minutes. Provide feedback on Mini Observation within one week of the observation either in Teachscape using the Post Observation Feedback form, or verbally. Schedule pre-observation, classroom observation and post-observation for the Announced Observation. Complete one Announced Observation cycle (pre-observation conference, classroom observation, and post-observation conference) during the first semester. If the evaluator has evidence of unsatisfactory practice, the evaluator will notify the teacher in writing by January 31st* and develop a Performance Improvement Plan (PIP). *If January 31st is on a weekend, this date moves to the Monday following the 31st. King/Reagan calendar use the last day of the first semester.

Figure 8 – Educator Effectiveness (EE) System Timeline: Summary Year		
Summary Year Timeline		
Month	Teacher	Evaluator
January	Gather data using formative and summative assessments for students included in the Student Learning Objective (SLO). Prepare a Mid-Interval Review in Teachscape prior to meeting for the Mid-Year Review with evaluator. Participate in a Mid-Interval Review with evaluator. *If the time interval of the SLO is limited to the first semester due to course type, a Mid-Interval would be scheduled in November or December.	Schedule a Mid-Interval Review. Host a Mid-Interval Review to review progress toward the EEP goals. Develop a second-semester observation schedule including at a minimum of 1 Mini Observation for teachers in a Summary Year. If the evaluator has evidence of unsatisfactory practice, the evaluator will notify the teacher in writing by January 31st* and develop a Performance Improvement Plan (PIP). *If January 31st is on a weekend, this date moves to the Monday following the 31st. For King/Reagan calendar use the last day of the first semester. **All certified observers must complete the Calibration Assessment in Teachscape once per semester.**
February – April	Gather data using formative and summative assessments for students included in the Student Learning Objective (SLO). Upload artifacts and enter evidence relative to EEP in Teachscape.	Complete one Mini Observation of at least 15 minutes. Provide feedback on Mini Observation within one week of the observation either in Teachscape using the Post Observation Feedback form, or verbally.
May – June	See Educator Effectiveness End of Cycle Summary Timeline (Appendix L or Appendix M for King/Reagan calendar).	See Educator Effectiveness End of Cycle Summary Timeline (Appendix L or Appendix M for King/Reagan Calendar).
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 formal evaluative or reflective practices occurred. In a Supporting Year, this is achieved through collegial conversations and peer review of both PPGs and SLOs. 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 a Self-Review prior to meeting for a Planning Session with a peer or colleague. Complete an Educator Effectiveness Plan (EEP) prior to meeting for a planning session with a peer or colleague. ● Minimum of one Student Learning Objective (SLO) ● Minimum of one Professional Practice Goal (PPG) The EEP is due on September 30th or within 30 days of the teacher's first day reporting.* *If the September 30th is on a weekend this date moves to the Monday following the 30th.	Review completed EEPs for teachers in a Summary Year.
October – December	Gather data using formative and summative assessments for students included in the Student Learning Objective (SLO). Upload artifacts and enter evidence relative to the Educator Effectiveness Plan in Teachscape. Review Mini Observation data. If a teacher is moved from a Supporting Year into a Summary Year, refer to the Summary Year timeline at the time of notification.	Complete one optional Mini Observation of at least 15 minutes. Reminder: evaluators must complete at least three Mini Observations over the course of the course of the effectiveness cycle. Two Mini Observations must occur in the Summary Year. Provide feedback on Mini Observation within one week of the observation either in Teachscape using the Post Observation Feedback form, or verbally. If the evaluator has evidence of unsatisfactory practice, the evaluator will notify the teacher in writing by January 31st* and develop a Performance Improvement Plan (PIP). *If January 31st is on a weekend, this date moves to the Monday following the 31st. For King/Reagan calendar use the last day of the first semester. The evaluator may also choose to move a teacher in a Supporting Year to a Summary Year for the purpose of completing a formal evaluation. Notice of such action the teacher must be notified in writing of the change before the end of the last workday in the month of December.

Figure 4 – Educator Effectiveness System Timeline: Supporting Year		
Supporting Year Timeline		
Month	**Teacher**	**Evaluator**
January	Gather data using formative and summative assessments for students included in the Student Learning Objective (SLO). Prepare for the Mid-Year Review in Teachscape prior to meeting for the Mid-Year Review <u>with a colleague</u>. Participate in a Mid-Year Review <u>with a colleague</u>. 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 in writing and meet with any teachers performing at the Unsatisfactory level. **All certified observers must complete the Calibration Assessment in Teachscape once per semester.**
February – April	Gather data using formative and summative assessments for students included in the Student Learning Objective (SLO). Upload artifacts and evidence relative to EEP in Teachscape.	Complete one optional Mini Observation of at least 15 minutes. Provide feedback on Mini Observation within one week of the observation either in Teachscape using the post observation feedback form, or verbally.
May – June	Gather data using formative and summative assessments for students included in the Student Learning Objective (SLO). Upload artifacts and evidence relative to EEP in Teachscape. Submit the SLO Goal and Progress form and the PPG form Complete Educator Effectiveness Plan (EEP): SLO Score in Teachscape prior to meeting with a colleague. Participate in Supporting Year review with colleague.	

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)

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Evaluator:	
Practitioner:	

After completing your self-review and identifying instructional strategies to support your student growth goals, develop and record a Professional Practice Goal (PPG). Identify the 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 your self-review craft your PPG goal statement:

If your PPG and SLO goals are aligned, how are they related?

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

Describe your progress towards achieving the goal:

Summarize the evidence of progress:

Articulate strategies/modifications to address barriers (if necessary):

Describe key next steps:

End-of-Year Review

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.

NOT FOR USE

Appendix C — Wisconsin Teacher Student Learning Objective (SLO) Planning and Monitoring Form

Evaluator:	
Practitioner:	

After completing your self-review 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 help guide your SLO development. While you should complete each entry, you do not necessarily need to respond to each of the questions or criteria.

Baseline Data and Rationale

What sources(s) of data did you examine in selecting this SLO? Summarize trends and patterns. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?

Which content standards are relevant to/related to/in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?

Student Population

Which students are included in the target population? How does the data analysis support the identified student population?

Targeted Growth

Have you identified the starting point for each target student? How did you arrive at these growth goals?

Time Interval

Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?

Evidence Sources

What benchmark assessments will you use (pre-instruction, mid-interval, post- instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?

SLO Goal Statement (SMART criteria)

Specific, Measurable, Attainable, Results-based, Time-bound:

Instructional Strategies and Supports

What professional development opportunities support this goal? What instructional methods will you employ so that students progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? Who might you collaborate with in order to support the unique learning needs within your group?

Mid-Interval Review

Summarize the evidence of progress:

Status of SLO:
☐   My Goal Statement, elements, and process are on target and do not require revision
☐   My Goal Statement or other element requires revision (complete next 3 sections: Strategies to address Barriers, Revised SLO Goal and Rationale for Changes)

Articulate strategies / modifications to address barriers (if necessary):

Revised SLO goal statement (if necessary):

Describe changes and provide rationale for changes (if necessary):

End-of-Interval Review

Status of SLO:

[ ]

Summarize the evidence of progress:

[ ]

What did you learn that would inform future SLO plans?

[ ]

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 D — Wisconsin Pre-Observation Form (Teacher)

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.

Appendix F — SLO Assessment Guidance (Ensuring High Quality)

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:

❶ How does _____ reflect what is most important for students to know and be able to do?

❷ How does _____ capture the depth and breadth of the standard, noting a rigorous progression toward proficiency?

❸ Is _____ aligned to the Common Core State Standards or other relevant standards?

❹ Do the sequence and rigor of _____ align vertically and horizontally within the SLO?

❺ 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?

SLO and Outcome Summary
Process & Scoring Guide
Guidance on Creating the Outcome Summary Score

Starting with the 2015-16 school year, there is a shift in scoring student outcomes in the Wisconsin Educator Effectiveness System. DPI will provide educators all the same data and measures as before–including principal and teacher value-added (when available), graduation data, and school-wide reading. However, the method of incorporating this data into the System will change in order to better align to best practice and support continuous improvement. Currently, as standalone scores, these measures inform educators of whether they did well (or not) on a given measure, but provide no information regarding why they performed the way they did or how to improve. The shift for 2015-16 and beyond aims to address this issue by incorporating these measures in a way which informs goal-setting and provides specific feedback regarding the educator's implementation progress and its impact on student progress.

SLOS INFORMING THE OUTCOME SUMMARY SCORE

Beginning of Year

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) to develop a minimum of one SLO. The development of the SLO now must include the review of teacher and principal value-added, as well as graduation rates or schoolwide reading value-added (as appropriate to the role of the educator). Educators continue to document the goal within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

Middle of Year (or Mid-Interval)

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) 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 the goal based on data collected through the progress monitoring process. Educators should document evidence of their SLO implementation progress and SLO implementation process to date within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

End of Year (or End of Interval)

At the end of the SLO interval, educators draw upon all available evidence of their implementation process, as defined within the SLO and Outcome Summary Process Guide (see page 2), and the impact on student progress to inform the selection of a self-score. Using the Scoring Rubric (see page 4), educators will self-score their goal and document the score within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

Outcome Summary Score

At the end of the Effectiveness Cycle, evaluators will review all SLOs (from the Supporting and Summary Years) and the supporting documentation prior to the End of Cycle Summary Conference as evidence towards a final, holistic Outcome Summary Score. Evaluators draw upon the SLO and Outcome Summary Process Guide (see page 2) to inform the determination of the holistic score using the Scoring Rubric (page 4). Evaluators document the holistic score into the appropriate online data management system (e.g., Teachscape or MyLearningPlan). During the End of Cycle Summary

Conference, evaluators discuss collaboratively with educators the implementation process and progress across the Effectiveness Cycle and the resulting holistic score as part of a learning-focused conversation. The holistic score is the final Outcome Summary Score.

SLO AND OUTCOME SUMMARY PROCESS GUIDE

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 educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis included the following data sources, as appropriate to the educator's role: principal value-added, teacher value-added, schoolwide reading value-added, and graduation rates. (*See guidance on page 3 regarding the use of these data sources*)		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		
Alignment		
The SLO is aligned to specific content standards representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
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.		
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. (Note: The amount of evidence available may vary by educator role).		
Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: • 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 and evidence of implementation process.		

DATA ANALYSIS INFORMING THE DEVELOPMENT OF THE SLO

Educators review all available data when setting goals for their professional practice and improvements in student outcomes. A holistic approach is taken to data analysis and professional reflection. In addition to reviewing data collected by the educator, the educator must also review the following data provided by DPI, as appropriate to their individual role.

PRINCIPALS

In setting an SLO, principals must not only review data collected by their educators or themselves across the school-year, but also the following data provided by DPI:

- Principal, Teacher, and Schoolwide Reading Value-Added: When developing SLOs, principals must review individually, as well as with other district principals (where available) and teachers, principal value-added data, as well as teacher value-added data aggregated at both the grade level and content area (e.g., schoolwide reading value-added), to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other principals or administrators could inform the development of an SLO that aligns to district improvement plans and/or goals. Value-added trends may also illuminate strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other principals or administrators could provide the opportunity to share best practices and successful strategies which support district improvement plans and/or goals.
- Graduation Rate: When developing SLOs, high school principals must review graduation rate data across time to identify positive or negative trends regarding the matriculation of their students. This analysis can inform the development of SLOs if graduation rates are an area needing growth and professional practice goals to support the improvement of graduation rates. This review can also illuminate the success of various college and career ready strategies implemented by teachers and across the school to be modified or duplicated.

TEACHERS

- Teacher Value-Added and Schoolwide Reading: When developing SLOs, teachers must review individually, as well as with teacher teams at both the grade level and across the content area (e.g., schoolwide reading value-added), to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other teachers could inform the development of a team SLO that may align to a School Learning Objective identified by the principal. Value-added trends may also illuminate strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other teachers could provide the opportunity to share best practices and successful strategies which support school improvement plans and/or goals.
- Graduation Rate: When developing SLOs, high school teachers must review graduation rate data across time to identify positive or negative trends regarding the matriculation of their school's students. During this review, teachers should reflect on how their practice has supported the trends within the graduation rate data. Teachers should also review the data in vertical and horizontal teams to review school (and district) practices which positively and negatively impact graduation rates. This analysis can inform the development of SLOs, as well as professional practice goals, to support the improvement of graduation rates of the educator's students. This review can also illuminate the success of various college and career ready strategies implemented by teachers and across the school to be modified or duplicated.

Educators are not required to develop a goal based on these data or to develop a goal with the intention to improve these data, unless the data indicates that is necessary. *As always, the purpose of the Educator Effectiveness System is to provide information that is meaningful and supports each individual educator's growth in their unique roles and contexts.* By reviewing multiple data points, including those listed above, the educator has access to a more comprehensive view of their practice and a greater ability to identify areas of strength and need—both of which can inform the development of goals, as well as instructional/leadership strategies which can support progress towards goals.

Note: Due to the lag in data provided by DPI to districts, as well as the date in the year in which the data is provided to the districts (i.e., the following year), educators should only use the data to review trends across time when developing an SLO. Educators should not use the data to score SLOs.

RUBRIC OVERVIEW

Both educators and evaluators will use the Scoring Rubric (below) to determine SLO and Outcome Summary Scores, respectively. Educators will self-score their individual SLOs in all years (Supporting and Summary Years). Evaluators will assign a holistic score considering all SLOs across the cycle—the implementation process and its impact on student progress. Drawing upon the preponderance of evidence and using the Scoring Rubric, evaluators determine an educator's holistic Outcome Summary Score by identifying the rubric level which *best describes* the educator's implementation process and student growth. This process of holistic scoring offers flexibility based on professional discretion. It allows evaluators to recognize student growth as well as professional growth across the Effectiveness cycle, which aligns with the purpose of the Wisconsin Educator Effectiveness System.

SCORING RUBRIC

Score	Criteria	Description (not exhaustive)
4	Educator engaged in a comprehensive, data-driven process that resulted in exceptional student growth. Student growth has **exceeded** the goal(s).	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set rigorous, superior goal(s) based on a comprehensive analysis of all required and supplemental data sources; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data; and reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way. Evidence indicates the targeted population's growth exceeded the expectations described in the goal.
3	Educator engaged in a data-driven process that resulted in student growth. Student growth has **met** goal(s).	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set attainable goal(s) based on a comprehensive analysis of all required and supplemental data sources; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data; and reflected on the process across the year/cycle in an accurate or consistent way. Evidence indicates the targeted population met the expectations described in the goal.
2	Educator engaged in a process that resulted in inconsistent student growth. Student growth has **partially met** the goal(s).	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction; and reflected on the process across the year/cycle in an inconsistent and/or inaccurate way. Evidence indicates the targeted population partially met expectations described in the goal.
1	Educator engaged in a process that resulted in minimal or no student growth. Student growth has **not met** the goal(s).	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set inappropriate goal(s); inconsistently or inappropriately used assessments; did not monitor progress; did not adjust instruction based on progress monitoring data; and did not reflect on the process across the year/cycle in a consistent, accurate, and thoughtful way. Evidence indicates the targeted population has not met the expectations described in the goal.

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.

Tier 3: Intensive

Essential Questions:

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?"

Documentation of Practice:

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)

Resources:

pEEr Program

Tier 2: Selected

Essential Questions:

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?"

Documentation of Practice:

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

Resources:

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

Essential Questions:

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?"

Documentation of Practice:

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

Resources:

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

Appendix J — Pocket Guide for Growing Teacher Practice

This Pocket Guide for Growing Teacher Practice through the Danielson Framework for Teaching is an expansion of the *EE Multi-Level System of Intervention:* Tier I, Universal Strategies. The EE Multi-Level System of Intervention represents a continuum of differentiated support based on teacher needs. The practice goals listed below are meant to be used by any teacher and/or evaluator to assist in setting growth oriented professional practice goals (PPG) related to the components of the Framework for Teaching. These examples are meant to be a starting point for individual teachers to focus on enhancing practice and meant to be descriptive, not prescriptive. As teachers begin to systematically reflect upon practice and set professional practice goals with consistent monitoring, instruction will improve.

DOMAIN 1: Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy
   By the end of the year the teacher will develop weekly plans that show a connection to the CCSS at xx grade level

1b. Demonstrating Knowledge of Students
   – The teacher will review students' IEP needs and make note of accommodations or modifications made in planning materials.
   – The teacher will develop a student interest survey and develop mini lessons and activities related to specific student interests.
   – The teacher will read xxx articles, selections regarding the culture norms for students in the class.

1c. Setting Instructional Outcomes
   – The teacher will scaffold learning intentions and success criteria to take students from a concrete to an abstract level of thinking.
   – The teacher will write learning intentions that are aligned with the common course plans for the subject she/he is teaching.
   – The teacher will develop Learning Intentions and Success Criteria that are clear and understandable to students with little elaboration (1c and 1f).

1d. Demonstrating Knowledge of Resources
   – The teacher will seek out resources related to the developmental level of students and incorporate what she/he learns into the curriculum.
   – The teacher will visit the school's library media center once per month to choose age appropriate materials to use in the classroom.
   – The teacher will create differentiated materials to enhance textbook objectives.
   – The teacher will meet with grade level teams to explore resources to extend content knowledge and incorporate them into the curriculum.

1e. Designing Coherent Instruction
   – The teacher will review the pacing guides for her/his current grade level and the next grade level to ensure that lessons are properly aligned.
   – The teacher will read and should an understanding of the common course plans for the subject taught and develop lessons that align with the common course plan.
   – The teacher will complete lesson plans following the CLP/CSMC extended lesson plan format (UbD).
   – The teacher will develop alternate strategies to use when re-teaching a concept is necessary.

1f. Designing Student Assessments
   – Each week the teacher will develop an exit ticket to be used as a formative assessment related to a specific learning intention in a core subject area.

DOMAIN 2: The Classroom Environment

2a. Creating an Environment of Respect and Rapport
   – The teacher will use PBIS techniques to decrease students' use of profanity in class—he/she will monitor student' language for one week at the beginning of the PBIS intervention cycle and again at the end of the cycle of 4 weeks.

2b. Establishing a Culture for Learning
   – The teacher will post student work in the classroom that highlights the big ideas of the course.
   – The teacher will post signage highlighting the big ideas and essential questions of the course and use those concepts as a starting point for less/unit development.

Announced Observation: A formal, scheduled observation preceded, by a pre-observation conference and followed by a post-observation conference with verbal and/or written feedback.

Artifacts: A tangible document or media sample that is uploaded into the Artifact Portfolio in Teachscape. Examples may include lesson plans, examples of student work with teacher feedback, professional development activities, logs of contacts with families and others. Artifacts represent current professional practices and/or progress toward a Student Learning Objective (SLO).

Calibration Assessment: An assessment to facilitate inter-rater reliability when scoring teacher practices. The calibration assessment is completed every semester after an evaluator's initial certification.

Certified Observer: An individual who has 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 Framework for Teaching (Danielson, 2013).

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 (EE) 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.

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: 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).

Evaluation Planning Session: A conference (in the fall of a Summary Year) during which the teacher and his or her primary evaluator discuss the teacher's Self-Assessment 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.

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.

Evidence (Statements): Statements that document data related to, or describing professional practices and/ or progress toward goals included as a part of the Educator Effectiveness Plan (EEP).

Indicators: Observable pieces of information for observers or evaluators to identify or "look-for" during an observation or other evidence gathering. Indicators for each of the 22 components of The Framework for Teaching (Danielson, 2013) are included in The Framework for Teaching Evaluation Instrument (Danielson, 2013).

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

Levels of Performance: The level of educator performance based on the rubric descriptions included in The Framework for Teaching (Danielson, 2013). The four levels are: Unsatisfactory, Basic, Proficient and Distinguished.

Mid-Interval Review: A formal meeting scheduled by the evaluator (in a teacher's Summary Year) at the mid-point of the Student Learning Objective (SLO) interval. During this meeting the evaluator and teacher may discuss adjustments of the expected growth specified in an SLO based upon clear rationale and evidence of need. Additionally, progress on a teacher's Professional Practice Goal (PPG) and the impact the PPG is considered

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.

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.

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.

Professional Practice Goal (PPG): Establishing practice related goals is an important part of professional practice. Goals are monitored by the educator throughout the year.

School Support Teacher (SST): A classroom released teacher who assists with the implementation of Educator Effectiveness at the building level.

Self-Review: Teachers will complete a self-review at the beginning of the year. This self-review will ask educators to reflect on their past performance, using The Framework for Teaching (Danielson, 2013).

Student Learning Objective (SLO): Rigorous, yet attainable, goal for student learning growth aligned to appropriate standards set by individual educators. Educators 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.

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(s).

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.

Universal Screener: An assessment conducted with all students to provide educators one data point predicting if each student is likely to meet, exceed, or not meet academic benchmarks

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

Appendix L — Educator Effectiveness Suggested Timeline: Teachers in a Summary Year 2015–16

The suggested timeline below has been created to support evaluators with the management of the ending of an effectiveness cycle for teacher in a Summary Year.

Suggested date	Task description
April 6, 2016	Begin reviewing the evidence collected for all 22 Components of The Framework for Teaching (Danielson, 2013) for all teachers in a Summary year. All 22 Components of the Framework for Teaching must be assigned a level of performance.
April 15, 2016	Check in with teachers on their progress in uploading artifacts, submit evidence, self-scoring the SLO and completing End of Year forms. Remind all teachers in a Summary Year, the following must be completed by May 20, 2016: ❍ Artifacts and evidence they expect to be considered must be in Teachscape before the end of the day. This includes the artifact portfolios in both the SLO and Teacher Practices portion of their workflow in the Teachscape *Reflect* platform. ❍ End-of-Interval Review of the SLO and the End-of-Year Review of Progress for the PPG should be completed and submitted. ❍ The Self-Score for their SLO must be entered.
May 20, 2016	All classroom observations including one Announced Observation and three Mini Observations are saved and submitted displaying a "Completed" status in Teachscape.
May 30, 2016	Artifacts and evidence to be included in the teacher's artifact portfolio (SLO and Teacher Practices) by the evaluator uploaded, completed and tagged. SLO and Teacher Practices scores and summary rationales completed, saved, and shared in Teachscape. *Note:* DO NOT submit the scores until after the End-of-Cycle Summary conference. Share scores to make them available for transparent viewing prior to the End-of-Cycle Summary conference. End-of-Cycle Summary form (Teachscape) completed.
May 30 – June 13, 2016	Schedule and host all End-of-Cycle Summary conferences.
June 15, 2016	Teachers may submit a written response to their evaluation by end of the day.
June 23, 2016	Review and submit Overall SLO Score and Teacher Practices scores in Teachscape.

The suggested timeline below has been created to support evaluators with the management of the ending of an effectiveness cycle for teacher in a Summary Year.

Suggested date	Task description
March 15, 2016	Begin reviewing the evidence collected for all 22 Components of The Framework for Teaching (Danielson, 2013) for all teachers in a Summary year. All 22 Components of the Framework for Teaching must be assigned a level of performance before End-of-Cycle Summary conferences.
April 1, 2016	Check in with teachers on their progress in uploading artifacts, submit evidence, self-scoring the SLO and completing End of Year forms. Remind all teachers in a Summary Year, the following must be completed by April 29, 2016: ▶ Artifacts and evidence they expect to be considered must be in Teachscape before the end of the day. This includes the artifact portfolios in both the SLO and Teacher Practices portion of their workflow in the Teachscape *Reflect* platform. ▶ End-of-Interval Review of the SLO and the End-of-Year Review of Progress for the PPG should be completed and submitted. ▶ The Self-Score for their SLO must be entered.
April 29, 2016	All classroom observations including one Announced Observation, and three Mini Observations are saved and submitted displaying a "Completed" status in Teachscape.
May 9, 2016	Artifacts and evidence to be included in the teacher's artifact portfolio (SLO and Teacher Practices) by the evaluator uploaded, completed and tagged. SLO and Teacher Practices scores and summary rationales completed, saved, and shared in Teachscape. Note: DO NOT submit the scores until after the End-of-Cycle Summary conference. Share scores to make them available for transparent viewing prior to the End-of-Cycle Summary conference. End-of-Cycle Summary form completed and submitted.
May 9–19, 2016	Schedule and host all End-of-Cycle Summary conferences.
May 23, 2016	Teachers may submit a written response to their evaluation by end of the day.
June 7 , 2015	Review and submit Overall SLO Score and Teacher Practices scores in Teachscape.

Notes

Educator Effectiveness Mission:

Guided by a relentless focus of increasing student achievement by improving teaching and leadership, the Educator Effectiveness Department will serve to help educators develop, grow and strengthen a culture of adult learning for results at all levels within the organization.

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Educator Effectiveness Vision:

We seek to shift the organization from a process of evaluation to a system of effectiveness ensuring increased student achievement. The Educator Effectiveness team will serve to improve teaching and leadership development through a supportive process to strengthen professional practices and student outcomes. We will utilize a transformative coaching model and develop quality, meaningful professional development and systems, to improve student learning. Our priority will always be to help educators grow and develop, through a comprehensive system of support and powerful partnerships forged within the organization, to impact students and their academic success.