



Preparing for

Teacher and Principal Evaluations

Wisconsin’s ambitious path to implementing one of the nation’s most robust Educator Effectiveness Systems

Shelby Anderson

Next school year, the Department of Public Instruction (DPI) will be rolling out the state’s new Educator Effectiveness System.

This school year, about 1,500 educators in about 225 school districts will be participating in the second year of a pilot program aimed at refining the system. Sheila Briggs, assistant state superintendent, and members of the DPI Educator Effectiveness Team have been busy developing and improving the system and getting information out to school districts.

While the term educator effectiveness has been used more often in recent years, Briggs said school districts have been practicing educator effectiveness for many years.

“Across the state, we’ve had a wide variety of what educator effectiveness looks like,” Briggs said. “We felt it was really important that

we become more consistent across the state and make sure the best practices with the best research behind them are being used.”

Briggs emphasized that the Educator Effectiveness System has not been developed as a method to penalize teachers; rather it is focused on sharing best practices among

high-performing educators and helping struggling teachers improve.

“This system was designed by and for educators — this was not something that we designed in isolation in a state office,” Briggs said.

In fact, in 2010, the Educator Effectiveness Design Team, which included representatives from a diverse group of public education stakeholders, adopted the guiding principles and definitions of effective educators and principals. The Design Team included representation from the WASB, the Wisconsin Association of School District Administrators, the Wisconsin Education

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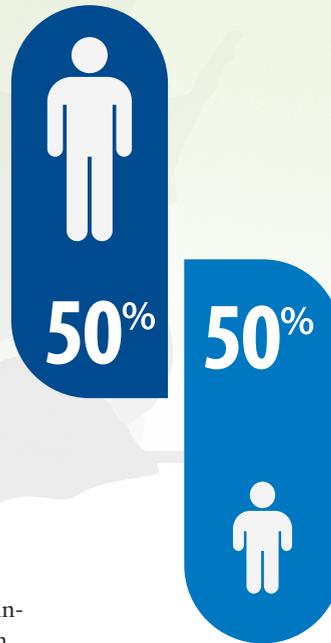
— Sheila Briggs, assistant state superintendent

2010 | State Educator Effectiveness Design Team is formed



Teacher and Principal Evaluation

Evaluations for teachers and principals will be half **educator practice** and half **student outcomes**.



Association Council, and, among others, the Association of Wisconsin School Administrators.

“Some people thought we would never get agreement from all of these different stakeholders,” Briggs said. “But these groups are fully endorsing and excited about the Educator Effectiveness System.”

■ Evaluation Breakdown

Under the new Wisconsin Educator Effectiveness System, half of a teacher’s or a principal’s evaluation will be based upon effective practice and the other half will be contingent upon student outcomes, such as test results, graduation rates, etc.

The student outcome measures will rely upon multiple data sources to ensure accurate and fair representation of the teacher’s or principal’s impact on student learning. For instance, the evaluations use value-added test data, which remove factors that educators

have no control over.

While half of a teacher’s or principal’s evaluation will be based on practice and the other half based upon student outcomes, the student outcome measures for teachers and principals break down differently. In the case of principals, state assessment results and school learning objectives (SLOs) make up the majority of the student outcome measures. In the case of teachers, student learning objectives (SLOs) comprise the greatest part of their student outcome measures.

A small percentage of both teacher and principal evaluations will be based off of school-wide reading results and another small part will be based upon a measure of the district’s choice.

“The district choice piece is really what you decide is the key goal or learning initiative,” said Katie Rainey, DPI education consultant.

■ Practice Standards

In 2010, the Educator Effectiveness Design Team selected Charlotte Danielson’s Framework for Teaching as the model of practice for teachers. This means that the half of teacher evaluation based upon teacher practice will be evaluated using Danielson’s framework.

“It’s the only model, so far, for teacher practice that has research behind it,” said Rainey.

According to Briggs, the framework is flexible, allowing for it to be used consistently across the state in a diverse range of classrooms.

“The Danielson format is designed to be used in any setting in any pedagogy,” Briggs said. “It measures good teaching practices

2012-13 | Pilot program begins

2013-14 | Pilot program expands, training begins

2014-15 | School districts implement the Wisconsin Educator Effectiveness System

2011

2012

2013

2014

2015

2016



that any teacher should be doing in any setting.”

Since no national guidelines for principals exist, their practice evaluations will be conducted using a rubric developed by the state.

■ Introducing Teachscape

In conjunction with the Educator Effectiveness System, the DPI developed Teachscape — an online data

and support system for teachers and evaluators.

Teachscape provides evaluators with in-depth training so teachers across the state are evaluated using the same methods and held to the same standards.

“As a teacher, it’s nice to know that when someone is coming into your room, they’re going to know what quality instruction looks like,” Rainey said.

In addition, Teachscape serves as a resource for educators. It has hundreds of hours of video featuring educators teaching at different grade levels and different abilities.

“As a teacher, it will allow you to identify where your strength is and what you need to do to get better,” Rainey said. “If I’m at Level 2, I can see what Level 3 looks like and what I need to do to get better.”

Teachscape is currently just for

TEACHER EVALUATION PROCESS:

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

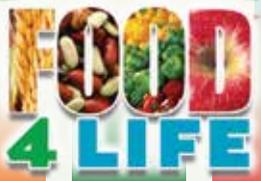
PRINCIPAL EVALUATION PROCESS:

- Step 1:** Orientation (Fall)
- Step 2:** Self-Reflection and Educator Effectiveness Plan (Fall)
- Step 3:** Evaluation Planning Session (Fall)
- Step 4:** Observations and Evidence Collection (Nov. – Mar.)
- Step 5:** Mid-Year Review (Jan. or Feb.)
- Step 6:** Rating of Performance (Feb. through end of school year)
- Step 7:** Final Evaluation and Final Evaluation Conf. (May or June)
- Step 8:** Use of Evaluation Results (End of evaluation year)

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evaluating and improving educators' practices. However, the DPI is developing the same online software system for principals.

"We're building this exact same system for principals," Rainey said. "By the time we finish, it would make Wisconsin a national model."

■ Lessons Learned

The 2013-14 school year will be the second year of the DPI pilot program for the EE System. Last school year, 600 teachers in 115 districts were evaluated using the new evaluation system.

"We learned that the student learning objectives process is incredibly powerful," Rainey said. "Sometimes this was the first time educators were having these conversations."

In addition, the DPI found

that trust is crucial to successful evaluations.

"I would say building trust is one of the most important things you can do," Briggs said.

In the first year of the pilot program, Briggs said, the DPI learned that trust between staff is essential in successfully carrying out the evaluation process. Even if your district doesn't do a lot of initial training this year on the new EE System, Briggs said districts should be working on improving and fostering a positive school culture.

Lastly, Rainey said, districts with a lead person on implementing the new system were the most successful.

"We found that districts that were most prepared had a champion or coordinator to move the process along," she said.

■ Other Issues

Briggs pointed out that if a district uses a different set of rubrics for teacher and principal evaluations that cover the same requirements of the state's evaluation system, then that district may apply for equivalency and possibly use its own system. A consortium of districts, with the help of CESA #6, is working on doing just that.

Another point Briggs stressed is funding. The DPI will provide a simple grant process for schools to help offset the expense of the evaluation process. Briggs said the grant will basically consist of districts telling the DPI how many educators will be evaluated under the EE System and then the DPI will direct funds to the district. Briggs said districts should apply for grants this fall so they can use this school year to get familiar

Educator Effectiveness System Readiness Tool

The Department of Public Instruction (DPI) has developed a document designed to help school districts begin the process of implementing the Wisconsin Educator Effectiveness System. You can download this document at ee.dpi.wi.gov/files/ee/pdf/eereadiness.pdf.

For additional details on the Wisconsin Educator Effectiveness System, visit the DPI's Educator Effectiveness website at ee.dpi.wi.gov.

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with aspects of the EE System such as Teachscape. Additionally, the DPI will begin formal training this fall.

“The reason we’re applying for grant funds this fall, even though we’re not implementing until next year, is because this fall, all districts will apply for funds,” Briggs said. “They will have the entire school year to train and work with Teachscape software so they are prepared to implement next fall.”

Another large part of the new EE System is data. It will be central to tracking a teacher’s and principal’s progress and identifying high-level educators and those educators that need support. Rainey made clear that this data will not be made public. Also, Rainey pointed out that

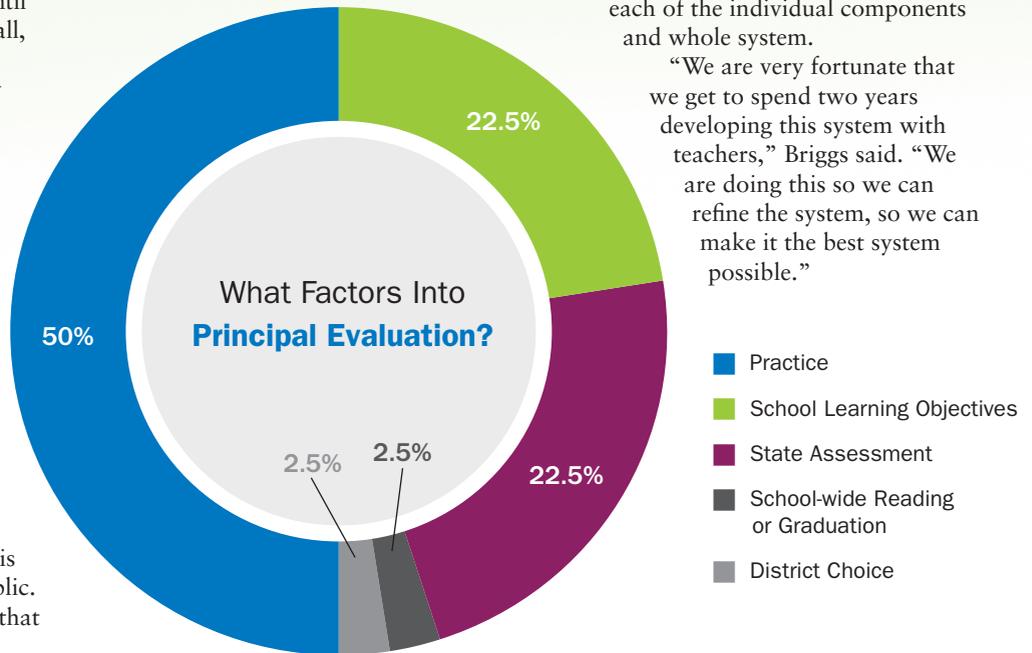
districts will not have to submit data, the DPI will collect data statewide.

“We at the state-level will not be sharing any data on a personal level or district level,” Rainey said.

Looking Ahead

With even more educators and school districts involved in the pilot program, the DPI will further refine the system. Among other issues, the pilot will continue to examine funding and how long it takes to do each of the individual components and whole system.

“We are very fortunate that we get to spend two years developing this system with teachers,” Briggs said. “We are doing this so we can refine the system, so we can make it the best system possible.”



LEVELS OF PERFORMANCE PRINCIPAL PRACTICE	
LEVEL 1 : Ineffective	LEVEL 3 : Effective
Refers to a principal that does not convey understanding of the concepts underlying the element.	Refers to successful, professional practice. The principal consistently leads at a proficient level. It would be expected that most experienced principals would frequently perform at this level.
LEVEL 2 : Minimally Effective	
Refers to a principal who has the knowledge and skills to influence student and organizational learning, but whose application is inconsistent (perhaps due to recently entering the profession or recently transitioning to a new curriculum, grade level or subject).	

LEVELS OF PERFORMANCE TEACHER PRACTICE	
LEVEL 1 : Ineffective	LEVEL 3 : Effective
Refers to teaching that does not convey understanding of concepts underlying the component. This level of performance is doing harm in the classroom.	Refers to successful, professional practice. The teacher consistently teaches at a proficient level. It would be expected that most experienced teachers would frequently perform at this level.
LEVEL 2 : Minimally Effective	
Refers to teaching that has the necessary knowledge and skills to be effective, but its application is inconsistent (perhaps due to recently entering the profession or recently transitioning to a new curriculum, grade level or subject).	

Briggs said even if your district isn't involved in the pilot program, it can begin preparing for implementation next year by participating in training and learning more about the implementation of the EE System.

The first year of the implementation of the program will be next school year, 2014-15. Rainey said at this point all districts, unless they are granted an equivalency status, will be required to use the EE System. However, this doesn't mean all educators need to be evaluated using the system in the first year. The expectations of districts will be made clear as more implementation information is released by the DPI. Additionally, the DPI will provide training focused on

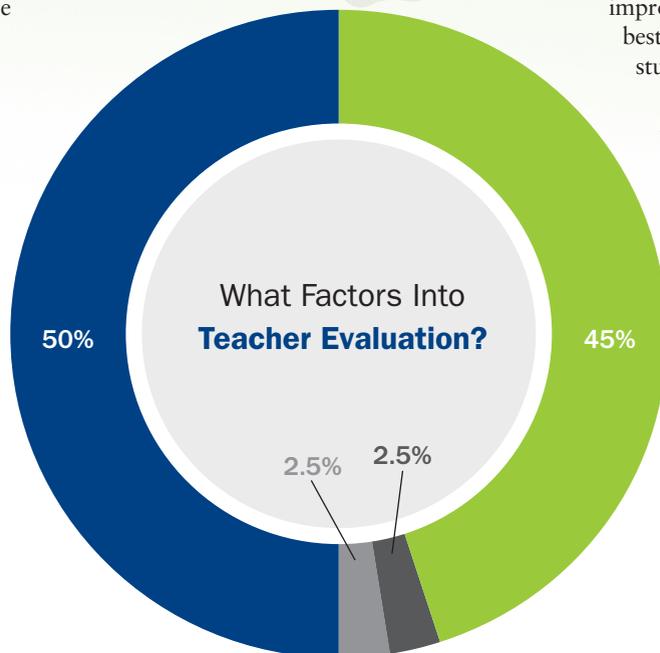
the process of implementing the system, data literacy, and developing communication plans.

After the first year of the EE System, the DPI will do an evaluation of the system. Rainey and Briggs said

they want to make sure that it is giving consistent scores to teachers across the state, which will be key to identifying high-performing teachers and principals and those that need support. In the end, Briggs said, the EE System is aimed at continuous improvement and providing the best possible educators for our students.

"The whole goal is to make our educators more effective to improve student outcomes." ■

Anderson is editor of Wisconsin School News.



- Practice
- School Learning Objectives
- School-wide Reading or Graduation
- District Choice

CE
LEVEL 4 : Highly Effective

Refers to a principal who involves staff, students and community to create a highly successful school. Principals performing at this level are leaders in the field, both inside and outside of their school.

LEVEL 4 : Highly Effective

Refers to professional teaching that involves students in the learning process in innovative ways and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school.

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