



Wisconsin Educator Effectiveness System

User Guide

for Teachers, Teacher Supervisors, and Coaches



WISCONSIN DEPARTMENT OF
Public Instruction

Wisconsin Educator Effectiveness System

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Developed by

Jennifer Kammerud

Director, Licensing, Educator Advancement and Development Team

Cynthia Hoffman

Licensing, Educator Advancement and Development

Jacob Hollnagel

Licensing, Educator Advancement and Development

Laura Ruckert

Licensing, Educator Advancement and Development

Courtney Spitz

Licensing, Educator Advancement and Development

This guide is adapted from the prior version developed by Katharine Rainey (formerly with DPI), Steven Kimball, Kris Joannes, Jessica Arrigoni, and Herbert G. Heneman, III (UW-Madison, Wisconsin Center for Education Research), Billie Finco (formerly with CESA 4), and Allen Betry (formerly with CESA 9).



Wisconsin Department of Public Instruction

Jill K. Underly, PhD, State Superintendent

Madison, Wisconsin

This document is available from:

Licensing, Educator Advancement and Development

Jennifer Kammerud, Director

Wisconsin Department of Public Instruction

201 West Washington Avenue

Madison, WI, 53703

(608) 267-3750

<https://dpi.wi.gov/ee>

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Introduction

This guide provides teachers, teacher supervisors, coaches, and peers with the necessary information to plan and conduct learning-centered teacher evaluations.

- Section one briefly describes the five principles of Wisconsin’s (WI) learning-centered Educator Effectiveness (EE) approach.
- Section two provides an overview of the Danielson Framework for Teaching (FFT), the evaluation process, and its elements.
- Section three illustrates the use of the evaluation process as a cycle of continuous improvement across the year.
- Section four summarizes how to use the end-of-cycle conversation to plan for the coming year and move learning forward.
- Optional appendices provide additional information.



Five Principles of Wisconsin's Learning-Centered Educator Effectiveness System

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

1. A foundation of trust that encourages educators to take risks and learn from mistakes;
2. A common, research-based framework of effective practice;
3. Implementation of and regular reflection on educator-developed, data-based goals;
4. Cycles of continuous improvement guided by timely and specific feedback through ongoing collaboration; and
5. Integration of evaluation processes with school and district improvement strategies.¹

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

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

Foundation of Trust

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

- The evaluation criteria and rubric the evaluator will use to evaluate the teacher;
- The evaluation process, or how and when the evaluator will observe the teacher's practice;
- The use of evaluation results; and
- Any remaining questions or concerns.

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

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

A foundation of trust is critical to the implementation of the EE system. Each of the following principles relies on and serves to reinforce the foundation of trust. More information:

[Building a Foundation of Trust](#)

A Common, Research-Based Framework

Wisconsin uses the 2022 Framework for Teaching by Charlotte Danielson as the common, research-based framework of teacher professional practice for the EE System. The Framework for Teaching is a performance rubric consisting of four performance levels that helps teachers and their observers identify current practice and map a path for growth based on reflection. It provides a common language for best teaching practices and allows for deep and transparent professional conversations about practice. The framework can be accessed from the [Danielson Group website](#).

Data-Driven, Educator-Developed Goals

In the Wisconsin EE System, teachers are active participants in their own evaluations and professional growth. Teachers set goals—student learning objectives (SLOs)—based on analyses of classroom, school, and other data, as well as self-reviews of their own practice using the Framework for Teaching. These goals have the most impact when they connect and mutually reinforce teacher practice and student learning (e.g., “I will ____ so that students can ____”).

Information and feedback relevant to the development and strengthening of goals can be solicited from evaluators, teachers’ peers, school staff, and parents. Teachers and their evaluators or peers and coaches regularly check in on goals throughout the evaluation cycle to reflect on progress and adjust.

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

Continuous Improvement Supported by Professional Conversations

A learning-centered approach facilitates ongoing improvement through regularly repeated continuous improvement cycles. Continuous improvement cycles represent intentional instruction and involve goal setting, collection of evidence related to goals, reflection, and revision. People sometimes refer to this process as “Plan-Do-Study-Act” or “Plan-Do-Check-Act.” Each step in a continuous improvement cycle should seamlessly connect to the next step and be repeated as needed.

Professional conversations (i.e., coaching and timely feedback from evaluators, observers, coaches, or peers) strengthen continuous improvement cycles. With effective training, evaluators, coaches, and peers can establish a shared understanding and common language with teachers about best practices through the Framework for Teaching and help ensure consistent and accurate use of the rubric when selecting evidence, identifying levels of practice, and having professional conversations to facilitate professional growth. See [Appendix B](#) for additional information about professional conversations.



Integration with District and School Priorities

Self-identified goals based on rigorous data analysis help personalize the continuous improvement process and create ownership of the results. The improvement process becomes strategic when it aligns with identified school and district priorities.

Wisconsin designed the EE System to support principal, teacher, and school effectiveness by using measures, structures, and improvement cycles that are consistent and have integral connections with each other. For example, the Wisconsin Framework for Principal Leadership includes a focus on leadership components and critical attributes that relate to principals' support of effective teaching through actions like school staffing decisions, professional development, teacher evaluation activities, and support of collaborative learning opportunities. In another example of this connectedness, the Student Learning Objective (SLO) processes for teachers and principals also mirror each other.



Teacher Evaluation Overview

This section provides an overview of the various aspects of the Wisconsin Educator Effectiveness (EE) system for teachers. This section covers 1) a brief overview of the Danielson Framework for Teaching, 2) the essential elements of the Wisconsin EE System evaluation process, and 3) the continuous improvement process of the EE system.

Overview of the Danielson Framework for Teaching

Wisconsin uses Charlotte Danielson's 2022 Framework for Teaching (FfT). This framework is designed to support educator learning and growth and is supported by research.

Structure of the Framework for Teaching

The FfT organizes 22 components of teaching into four thematic domains. Five or six distinct skills (i.e., components) define each domain. Together, the domains represent all aspects of a teacher's responsibilities and form a sequence that illustrates how teachers plan, teach, reflect, and apply their knowledge in the process of teaching and learning. (See [Appendix C](#)).

Levels of Performance

Levels of performance exist for each of the 22 components and provide a roadmap to elevate teaching. Teachers, evaluators, and coaches should study the levels of performance for each component to gain a solid understanding of the evaluation rubric. Each component contains Elements of Success across each level of performance. The Elements of Success are defined by critical attributes for each level of performance and provide guidance to identify the differences between the components, levels of performance, Elements of Success. [Appendix C](#) provides a list of suggested evidence sources to support assessments of levels of performance.

Overview of the Educator Effectiveness (EE) Process

Wisconsin designed its learning-centered educator effectiveness process as a cycle of continuous improvement. The EE System and its processes are ongoing and based on continuous improvement with each year building on the last.

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

The essential elements of a complete EE cycle, no matter whether the cycle lasts just one year or up to three, are described below:

Evaluator Certification and Calibration

New evaluators of teachers (or those with expired certification) must certify in the use of the Danielson Framework for Teaching using the DPI-provided certification tool.

Certified evaluators must calibrate using the DPI provided calibration tool at least once annually.

Evaluators must certify to demonstrate their competency in the use of the Framework for Teaching in evaluation and calibrate to prevent their assessment of teacher practice from drifting in accuracy or fairness over time.

Orientation

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

Self-Review

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

Observations

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

- One formal, announced observation, including a pre-observation conference to establish expectations and a post-observation conference to provide feedback.
 - And at least two mini-observations with post-observation feedback or 5-6 mini-observations with a pre-observation conference to establish expectations and feedback delivered regularly and promptly after each observation.
-

Conferences

Required conferences provide regular opportunities for professional conversations, feedback, and goal monitoring between teachers and their evaluators. Conferences should be conducted among peers or with coaches when a teacher is not being directly evaluated by their evaluator.

- *Planning Session* with the evaluator to discuss the self-review and any proposed Student Learning Objectives or Professional Practice Goals and establish focal points and expectations for the evaluation period. The evaluator must complete the Planning Session with the teacher in the year the EE cycle will close. In other years, teachers should meet with coaches or peers to conduct Planning Sessions.
 - *Mid-Year Review* to discuss progress toward goals, feedback on evidence collected thus far on practice and student outcomes, and any adjustments to instructional strategies or the SLO. Like the Planning Session, the evaluator must complete the Mid-Year Review in the year that the EE cycle will be completed. Coaches or peers should support teachers in other years.
 - *End-of-Year (or Cycle) Conference* to discuss progress toward goals, feedback on overall evidence of practice and student learning, and accomplishments and areas for growth moving forward.
-

Goals

Teachers write and complete at least one Student Learning Objective.

SLO goal writing and monitoring provide teacher agency in the evaluation process, alignment between evaluation and student learning needs, and alignment between student learning needs and teacher practice.

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

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

Evidence in the EE System

Both the teacher and evaluator collect evidence of practice and student growth throughout the year. Teachers and their evaluator or peer should have discussed, agreed upon, and planned for evidence collection at the Planning Session. See [Appendix C](#) for evidence collection suggestions. Evaluators also collect evidence during observations. More information about evidence collection during observations is included in the next section.

Artifacts

Artifacts provide evidence of professional practice that may not be apparent through observation alone. The evidence identified in artifacts demonstrates levels of professional practice related to the components of the Framework for Teaching (FfT) or quality indicators of the SLO rubric. Evaluators and teachers use evidence from individual artifacts to inform goal monitoring and feedback, as well as discussions about levels of performance for related FfT components. [Table 2](#) in [Appendix C](#) provides example evidence sources and indicators related to an FfT component.

Student Learning Objective (SLO) Evidence

The teacher plans for and executes practices to accomplish the SLO by monitoring student progress and revising strategies as needed. Teachers collect data related to the SLO within mini-improvement cycles across the SLO interval through the assessment methods identified in the SLO.

Critically, teachers, evaluators, and peers must set aside time to analyze and reflect on ongoing data and results and identify ways to appropriately adjust instruction to improve student learning. These conversations can help identify what is working and what is not.



The Educator Effectiveness (EE) Cycle

This section provides a step-by-step walkthrough of the Wisconsin EE System process for teachers, including steps taken by both teachers and their evaluators.

Orientation

Steps to complete the orientation:

1. Provide training on EE to new and new-to-district teachers.
2. Make available and regularly update local EE resources for teachers.

School districts must provide teachers (and evaluators) who are new to the district with an orientation to the local EE System. Orientation ensures teachers and their evaluators share a common understanding of these items:

- The evaluation criteria of the Framework for Teaching (FfT);
- The evaluation process and the ongoing continuous improvement cycles informed by evidence of teacher practice collected throughout;
- The use of evaluation results; and
- Any remaining questions or concerns.

During orientation, the school or district identifies resources available to teachers to answer questions about their evaluation process (e.g., process manuals, district handbooks, district training, etc.), and highlights key components of the evaluation process that support the teacher in continuous improvement (e.g., structures for regular data review, reflection, action planning, mentors, and coaches).

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

The Self-Review

Steps to complete the self-review:

1. Review the 22 Framework for Teaching components.
2. Identify levels of performance for each of the 22 components using reflection questions and the critical attributes of the rubric.
3. Document the self-review to share with the evaluator for future planning sessions, goal setting and monitoring, and identification of focus components.

Teachers reflect on their past performance on each of the 22 components, using the critical attributes to help identify and differentiate their practice. Teachers document their self-review to provide a foundation for the Planning Session with their evaluator, helping them identify areas of practice to focus on during observation and evidence collection, SLO goal writing, and professional development opportunities over the course of their evaluation cycle.

Experienced educators (not on plans of improvement) can use the self-review as evidence of practice for most FfT components, creating a core set of at least 3 components to focus on during observations and evidence collection throughout the evaluation cycle.

Evaluators and teachers should collaboratively decide 1) whether to use the self-review as evidence of practice, 2) which components to focus on during the EE cycle, and 3) how many components should be focused on (no less than 3).

Completing an annual self-review helps provide focus for the goal-setting processes, professional conversations, and evidence collection. Self-review is required as part of a teacher's evaluation and should occur at least once per evaluation cycle, ideally at the beginning of each new cycle. The teacher's self-review is based on the FfT and should focus on the critical attributes, rather than just the components' performance level descriptors. Teachers who analyze and reflect on their own practice understand both their professional strengths and areas in need of development. Such reflection provides an opportunity for the teacher to consider how the needs of the students in an individual classroom connect to the larger goals of the school.

Educator-Developed Goals: The SLO

Teachers create a student learning objective (SLO) annually. Teachers develop the SLO at the beginning of the school year. The SLO contains two main components: 1) the data, rationale, and the academic goal and 2) the identification of instructional strategies that focus on the job duties of teacher as outlined in the Framework for Teaching (FfT).

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

Prior to the 2022-23 school year, DPI required teachers and principals to also write a professional practice goal (PPG) to accompany the SLO. As of the 2022-23 school year, teachers and principals no longer need to write a separate PPG. They may now focus on identifying, implementing, and iterating on their professional practice goals using the instructional or leadership strategies through the SLO or combining the goals. Districts wishing to implement a standalone PPG may continue to do so.

The Student Learning Objective (SLO)

Teachers write at least one SLO each year. Within the SLO process, the teacher works collaboratively with peers, coaches, and evaluators to:

- Determine an essential learning target for the year (or appropriate interval);
- Review student data to identify differentiated student starting points and growth targets associated with the learning target for the year;
- Review personal instructional practice data (i.e., self-reflection and feedback from prior years' learning-centered evaluations) to identify strong instructional practices as well as practices to improve upon to support students in meeting the growth targets;
- Determine authentic and meaningful methods to assess students' progress toward the targets, as well as how to document resulting data;
- Review evidence of student learning and progress, as well as evidence of the teacher's own instructional practices;
- Reflect and determine whether evidence of instructional practices points to strengths that support students' progress toward the targets or to instructional practices that need reconsideration;
- Adjust accordingly;
- Repeat regularly.

At the end of each year, the teachers reflect on their students' progress and their own practice across the year using the SLO rubric (see [SLO rubric](#) in [Appendix D](#)). Teachers draw upon this reflection, in addition to reflections on practice, to inform student and practice goals for the coming year.

At the end of an EE cycle, the teacher's evaluator reviews all SLOs and the teacher's continuous improvement practice across the EE Cycle. The evaluator uses the SLO Rubric to provide feedback at the critical attribute level to inform areas of strength, and to create a strategic plan for any areas needing growth.

Steps to Writing the Student Learning Objective (SLO)

The SLO writing process addresses the following key components:

- Baseline Data and Rationale
- Learning Content/Grade Level
- Student Population
- Evidence Sources
- Time Interval
- Targeted Growth
- Instructional Strategies and Supports

Teachers should reference the SLO Quality Indicator Checklist as they write and monitor the SLO (see [SLO Quality Indicator Checklist](#) in Appendix D). Teachers can also use the SLO Quality Indicator Checklist to support collaborative conversations regarding the SLO. [Writing a Quality SLO](#) on the DPI website includes how-to walkthroughs for each of these key SLO planning considerations related to a specific example.

Baseline Data and Rationale

Teachers explain their chosen SLO focus and justify their rationale through narrative and data. The rationale begins with a review of past school and student data to gain a clear understanding of the school and student learning reality and culminates with a review of previous years' classroom student learning data.

Analysis and reflection of prior classroom data helps teachers identify their own strengths and challenges related to improving student learning. Reviewing trends allows the teacher to make connections between their own instructional practices and recurring trends regarding student progress.

Importantly, elementary and middle school teachers must include school-wide reading scores in their analysis, and high school teachers must include school graduation rates. Analysis of these

required data may not present a specific need or warrant setting the SLO based on them, but state statute requires teachers at least include these data in their baseline analysis (See [Appendix J: Legal Reference](#)).

Learning Content/Grade Level

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

Student Population

A thorough data analysis will almost always point to more than one potential area of focus for the goal's student population. Ultimately, the teacher has discretion in choosing the population and the appropriately responsive focus for the SLO.

A teacher's ability to set and achieve goals for improved levels of student learning closely aligns to experience and instructional expertise, and teachers will be at varying degrees of readiness to engage in this process. Those newer to the work may find it helpful to focus on a subgroup of students as the basis of the population in the SLO.

Evidence Sources (Assessment)

Using grade level and school-centered assessment practices, the teacher analyzes the progress the students make relative to the identified growth goals.

- **Interim assessment.** An interim assessment is designed to monitor progress by providing multiple data points across the instructional period. The interim assessment does not have to be a traditional test. Teachers can use rubrics to measure skills displayed through writing, performance, portfolios, etc. Teachers use interim assessments strategically (baseline, mid-point, and end of interval) across the SLO interval to measure student growth. Near the beginning of the interval, the teacher administers an interim assessment to the students identified as the population for the SLO.

Teacher-designed or teacher-team-designed assessments can be created and are appropriate for use within the SLO. Interim assessments can be performance-based as measured by a rubric and do not need to be traditional or standardized tests. Most importantly, the assessment must align with the content or skills being taught.

- **Formative assessment.** Teachers also build in methods to monitor student learning throughout the SLO interval. Effective teachers use informal, formative practices in an ongoing way to determine what their students know and can do.

Formative assessment practices serve two functions. They remind teachers to implement the strategies and action steps identified in the SLO, and they allow teachers to regularly monitor student progress and adjust instructional strategies to respond to student needs. Teachers can quickly identify and leverage successful instructional strategies and practices as well as adjusting or abandoning less successful or unsuccessful practices. This real-time adjustment within mini-improvement cycles allows teachers to have a greater impact on student learning. Teachers may find it helpful to consult with peers to identify formative ways to monitor student learning throughout the interval.

For more information on strategic assessment systems see [Appendix E](#).

Targeted Growth

SLO goals reflect anticipated student academic growth over the course of time students are with a teacher. To set appropriate, rigorous growth targets, teachers use data, including the baseline interim assessment and historical data, to set an end goal (target) for student learning. Growth is the improvement in, rather than the achievement of, specific knowledge or skills. The target identifies the amount of growth relative to specific knowledge or skills expected of students as measured using an identified assessment.

Time Interval

The duration of the SLO, referred to as the interval, extends across the entire time that the learning focus of the SLO occurs. For many teachers, the interval will span an entire school year (e.g., modeling in 3rd grade math, argumentative writing in U.S. history). For others, the interval might last a semester or cover multiple years.

Instructional Strategies

This section of the SLO provides the plan of action the teacher will use to meet their goal. Strategies and supports reflect new actions that will ultimately result in higher levels of learning for students. School leaders should support teachers' effective implementation of identified instructional strategies to achieve successful student growth. District and school leaders can support strategies by aligning professional development, district and school improvement plans, and local policies to support, rather than hinder, successful implementation of the identified strategies.

SLO Goal Statement (SMART Criteria)

Teachers must focus on student academic learning and should use the SMART goal approach when constructing an SLO. A SMART goal is simply a type of goal statement written to include the following specific components:

- Specific - Identify the focus of the goal.
- Measurable - Identify the evidence source.
- Attainable – Determine whether a goal can reasonably be achieved considering all relevant factors.
- Results-based - The goal statement should include the baseline and target for all students/groups covered by the SLO.
- Time-bound - The goal is bound with a clear begin and end time.

Planning Session and Ongoing Conversations

Wisconsin's learning-centered process provides multiple opportunities for collaborative, professional conversations. Teachers meet with their evaluators formally in the beginning, middle, and end of the year, but these conversations should also happen informally throughout the year with the evaluator, peers, and/or team members.

The planning session serves as the first formal check-in and allows for conversations around goal development and goal planning. At the planning session, teachers receive support and feedback regarding their SLO and related processes. These collaborative conversations encourage reflection and promote a culture of professional growth.

Teachers prepare for these collaborative conversations by sharing their SLO with their peer or evaluator. When preparing for a planning session, teachers reflect on their self-review, SLO, and professional goals, and identify where they need support. Evaluators or peers prepare by reviewing the SLO in advance to develop feedback related to the goal and to identify questions that will foster collaborative discussion and reflection. Peers and evaluators should use a coaching protocol to structure these professional, collaborative conversations (see [Appendix B: Professional Conversations](#)).

An effective coaching protocol has three key elements:

- 1) Validate: Identify strengths of the teacher. What makes sense about their self-reflection and proposed SLO? What can be acknowledged?
- 2) Clarify: Paraphrase to check for and demonstrate understanding, and ask questions to gather information, clarify reasoning, and eliminate confusion.
- 3) Stretch and apply: Raise questions or pose statements to foster thinking, push on beliefs and stretch goals and/or practices.

During the Planning Session, the evaluator and teacher discuss and agree on evidence sources for the SLO goal. The evaluator and teacher also plan possible observation opportunities and related artifacts that will provide adequate evidence for the evaluation.

Reflection and Refinement

Following the Planning Session, teachers reflect further on their goals, make refinements as needed, and then begin to implement their instructional strategies. Teachers revisit the SLO over the course of the year.

Observations

Observations provide a shared experience between a teacher and their evaluator (or peer reviewer). Observations allow evaluators to see teachers in action and directly obtain evidence of practice. Skilled observers understand that conducting high-quality observations requires ongoing training and calibration so that teachers receive accurate, growth-oriented feedback. Training and calibration also ensure that evidence collected from observations is used to accurately assess current professional practice, and that the FfT is used as a tool to improve practice.

Classroom observations take place over the course of the EE cycle. Multiple observations occur to collect evidence of teaching practice and provide teachers with ongoing feedback. Ideally, the educator receives regular and ongoing feedback from peers, coaches, and team members throughout the year and ongoing EE cycle.

Announced Observation

Steps to completing an announced observation:

- Evaluators schedule the announced observation with the teacher.
- Evaluators schedule a pre-observation conference (for discussion) and a post-observation conference (for feedback).
- Evaluators conduct the pre-observation conference with the teacher to discuss the lesson plan, SLO or instructional strategy information, and any other relevant and useful context.
- Evaluators conduct the observation and collect evidence.
- Evaluators complete evidence collection tasks (such as aligning evidence statements to rubric components or critical attributes) and reflect on the observation to generate feedback for the teacher.
- Evaluators conduct the post-observation conference with the teacher and provide feedback for improvement.

The announced observation provides a comprehensive picture of teaching and opportunity for formative feedback. A minimum of one formal, announced observation must occur during the EE cycle. This is typically one 45- to 60-minute classroom observation (generally the length of a class period).



A pre-conference and a post-conference support formal, announced observations:

- *Pre-conference:* The pre-conference allows teachers to provide context for the observation and provides essential evidence related to a teacher's skill in planning a lesson. The pre-conference discussion allows the teacher to identify potential areas that might benefit from feedback and sets the stage for the evaluator to better support the teacher following the observation.
- *Post-conference:* The post-conference provides immediate, actionable feedback to the teacher. Wiggins (2012) defines actionable feedback as neutral (judgment free), goal-related facts that provide useful information about what specifically to do differently next time. The post-conference discussion allows the evaluator to learn about the teacher's thinking and reflection about the lesson, what went well, and how the lesson could be improved. The coaching protocol (see [Appendix B: Professional Conversations](#)) can help the evaluator or peer to plan questions that both support and stretch the teacher's thinking and instructional practices.

Mini-Observation

Mini-observations are short, unannounced observations, lasting about 15 minutes. Typically, four to five mini-observations occur over the course of a full, three-year EE cycle.² Mini-observations, combined with the announced observations, allow for a more detailed and timelier portrait of teaching practice and offer multiple opportunities for feedback and improvement. Feedback needs to be formative: actionable and aligned with the FfT critical attributes embedded within each component.

² Unless the school or district chooses to use more frequent, but shorter, mini-observations across the EE cycle. For options related to type and frequency of observations, see [Table 4, Appendix C](#), Observations.

Mid-Year Review and Ongoing Conversations

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

Teachers prepare for the mid-year review by reviewing progress toward goals based on evidence collected, assessing strategies used to date, and identifying any adjustments to the goal or strategies used. They then provide their peer or evaluator with a mid-year progress update. The professional conversation should include an candid discussion about the teacher's learning process and practice. A discussion based solely on completing forms will not impact the learning of teachers or students.

Peers and evaluators prepare for the mid-year review by reviewing the teacher's progress toward goals, including evidence collected and strategies used to date, as well as developing formative feedback questions related to the goals. Evaluators or peers should consider using a coaching protocol ([Appendix C](#)) to structure mid-year conversations.

Reflection and Revision

The Mid-Year review culminates with reflection, the identification of strengths and weaknesses, and appropriate adjustments to both strategies and growth goals, as necessary.

Closing Out the EE Cycle

This section describes the process of closing out an evaluation cycle for a teacher, including steps conducted by the evaluator or peer and the teacher to:

- Finalize evidence collection;
- Complete and evaluate the SLO goal;
- Engage in professional conversations at the end-of-cycle conference; and
- Plan for next steps.

End-of-Cycle Conference and Conversation

Steps to completing the end-of-cycle conference

1. The teacher finalizes all SLO and professional practice evidence collection and shares it with their evaluator. The teacher must conduct a final assessment of students using an evidence source identified in the SLO.
2. The teacher and the evaluator review SLO and professional practice evidence in advance of the conference to inform their professional conversation.

3. The evaluator assesses and prepares to share level of practice information for the SLO and FfT with the teacher at the conference.
4. The evaluator conducts the end-of-cycle conference with the teacher, shares summary information, engages in a professional conversation focused on feedback and improvement, and plans for the next upcoming cycle.

The end-of-cycle conference provides an opportunity for deep learning, reflection, and planning for next steps. The conference provides the teacher and evaluator an opportunity to align future goals and initiatives at the building and classroom level. Teachers prepare for the end-of-cycle conference by sharing results of their SLO and practice aligned to the FfT with their evaluator or peer.

Completing the SLO

After collecting and reviewing evidence, teachers self-score each of the six SLO critical attributes using the SLO rubric and quality indicators checklist ([Appendix D](#)). Assessing the SLO requires the teacher to reflect on evidence of the student population's progress relative to the target, as well as their own SLO process. The teacher's engagement in the SLO process and their self-reflection become evidence of the teacher's ability to meaningfully reflect on their practice and its impact on student progress. The evaluator will use this as evidence to support feedback and discussion at the End-of-Cycle Conference with the teacher.

The evaluator reviews all available SLOs and identifies the level of performance for each of the six SLO critical attributes using the SLO rubric and quality indicators checklist ([Appendix D](#)), which best describes practice across years. Evaluators may assign a single holistic score by identifying the level of performance selected for most of the six SLO critical attributes.

Evidence Collection

At the end of each year, teachers review the evidence collected during the cycle and consider the relationship of the evidence to their SLO.

Teachers in all years of the cycle ensure that they have collected evidence that demonstrates their progress and successes in achieving their SLO. SLO evidence will include the results of the final interim assessment given to the population identified in the SLO.

Evaluators and peers prepare for the End-of-Cycle Conference by reviewing goal results, including evidence collected, and planning feedback related to the goals. Preparing ahead of time will help the evaluator or peer align feedback related to goals and professional practice to structure the End-of-Cycle conference more effectively and efficiently.



During the conference, the evaluator and teacher collaboratively review evidence, goal results, and possible next steps. The evaluator shares identified levels of performance for the SLO and relevant FfT components and provides feedback. By discussing feedback at the critical attribute level, the evaluator and teacher not only identify areas of focus (components) for the coming EE cycle, but also develop a strategic plan based on actionable changes (strengths to leverage and areas to improve). Note that evaluators must evaluate all 22 components, but the WI EE System does not require numeric scoring. Evaluators can opt to keep the evaluation feedback at the critical attribute level.

Reflections and Next Steps

Reflection includes the identification of both performance successes and areas for performance improvement. Teachers should review performance successes to identify factors that contributed to success, which of those factors they can control, and how to continue those in the next cycle. Likewise, teachers should reflect on areas that need improvement to identify possible root causes and explore teaching strategies to address those challenges in the future.

Appendix A:

Research Informing the Teacher Evaluation Process and the Framework for Teaching

Trust

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

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

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Observation and Evaluation training

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

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

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Coaching, Support and Feedback

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

Wiggins, Grant (2012, September) Seven Keys to Effective Feedback, *Educational Leadership*, Volume 7, pp.10-16. Retrieved from <https://www.ascd.org/el/articles/seven-keys-to-effective-feedback>

Framework for Teaching

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

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Milanowski, A. T., Kimball, S.M., & Odden, A.R. (2005). Teacher accountability measures and links to learning. In R. Rubenstein, A.E. Schwartz, L. Stiefel, and J. Zabel (Eds.), *Measuring school performance & efficiency: Implications for practice and research*, 2005 Yearbook of the American Education Finance Association. Larchmont, NY: Eye on Education.

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Student Learning Objectives

Kanold, T. (2011). *Five Disciplines of PLC Leaders*. Bloomington, IN: Solution Tree Press.

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Appendix B:

Professional Conversations and Coaching

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

Formal Feedback Opportunities within the EE Process

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

Appendix Figure 1: Coaching Protocol



Professional conversations between teacher and evaluator or coaching peer should be both flexible and responsive to the needs of the teacher. Appendix Figure 1 shows that the various stages of the coaching protocol do not happen sequentially. Instead, participants move between the stages in whatever way is appropriate and needed for productive conversation.

Opening the conversation with validation statements affirms what is going well and validates the skills and expertise the teacher brings to their practice and the conversation. Clarifying questions help the evaluator understand the teacher's thinking while providing additional context and evidence.

Since the goal of a learning-centered system is to grow teachers professionally, the stretch and apply portion of the conversation is meant to challenge and explore existing dispositions and beliefs, build autonomy, encourage reflective practice, and cultivate meaningful commitment to change. Example statements for each of the EE conferences are provided below.

Planning (or peer review) session:

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

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

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

Mid-Year Conference:

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

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

Stretch and Apply - "How has the fourth-grade team been using formative assessments to inform their real-time instruction?" "What might you do to engage the students who have already mastered the content and are ready for more?"

End-of-Cycle Conversations:

Validate - “You’ve done a lot of specific reflecting about your SLO ”

Clarify - “If I’m understanding correctly, you are finding it difficult to find common time to meet with your literacy PLC to achieve some of your goals. What might be another way to arrive at the solution?”

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

Developmentally Appropriate Supports

Evaluators and peers use the evidence collected in classroom observations and related artifacts and alignment of that evidence to the critical attributes of the FfT to determine the current performance level of the teacher. Moving educator practice from a basic to distinguished level in one feedback session is unrealistic. The goal should be to move the teacher forward in developmentally appropriate increments so as not to overwhelm them. If evidence supports current practice at the basic level, then feedback designed to move toward the proficient level is appropriate.

Remember that a teacher may perform at different levels for each critical attribute within a component—for example, one critical attribute within component 2c. *Managing Classroom Procedures* may currently be basic and need to move to proficient, another critical attribute in the same component may be proficient and need to move to distinguished, and a third in the same component may be distinguished and not need to move. With this information, the evaluator and teacher can create a strategic plan for moving practice forward. See [Appendix Table 1](#) on the next page.

Appendix Table 1: Critical Attributes Used in Feedback (Component 2c: Maintaining Purposeful Environments)

| Basic | Proficient |
|---|--|
| Description: Classroom routines and procedures, established or managed primarily by the teacher, support opportunities for student learning and development. | Description: Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development. |
| Critical Attribute: Purposeful Collaboration: Students are partially engaged in group work. | Critical Attribute: Purposeful Collaboration: Students are productively engaged during small group work, working purposefully and collaboratively with their peers. |
| Critical Attribute: Student Autonomy and Responsibility: Routines and procedures partially support student autonomy and assumption of responsibility. | Critical Attribute: Student Autonomy and Responsibility: Routines and procedures allow students to operate autonomously and take responsibility for their learning. |
| Critical Attribute: Equitable Access to Resources and Supports: Resources and supports are managed somewhat efficiently and effectively, though students may not have equitable access. | Critical Attribute: Equitable Access to Resources and Supports: Resources and supports are deployed efficiently and effectively; all students are able to access what they need. |
| Critical Attribute: Non-Instructional Tasks: Non-instructional tasks are completed with some efficiency, but instructional time is lost. | Critical Attribute: Non-Instructional Tasks: Most non-instructional tasks are completed efficiently, with little loss of instructional time. |

In this example, the evaluator uses evidence collected in the observation to engage the teacher in conversations related to the degree to which time was spent in transition and the degree to which the students were responsible for their learning. For example:

Validate: “It was evident that the students are familiar with and respond quickly to the visual and auditory transition cues you are using. They were actively involved in the activity within two minutes of transition.”

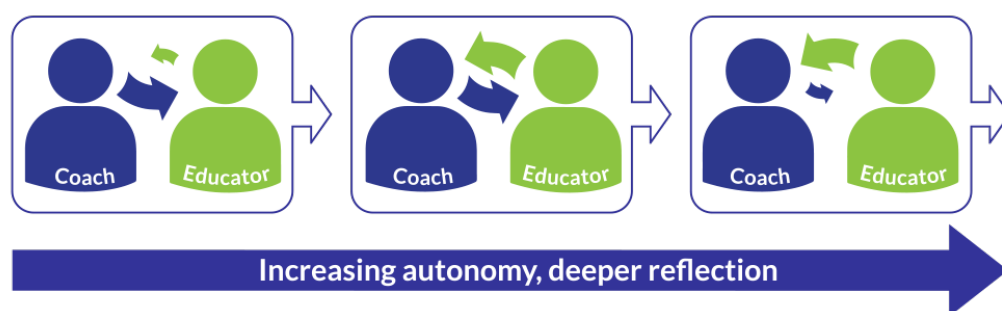
Clarify: “As you signaled a transition, the time it took for groups to settle and engage with the practice problems varied (show data). Was that aligned with planning for timing and pacing?”

Stretch and Apply: “Students within the groups completed tasks at different times, and those that finished early were asked on two occasions to find some quiet work. What might you build into the independent practice portion of your lesson to challenge these advanced learners?”

Building Autonomy

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

Appendix Figure 2: Continuum of Supports



Instances where the teacher is feeling challenged or is unable to reflect or construct ideas independently (perhaps in the case of a new teacher) call for a direct approach. In these instances, the evaluator or peer leads the conversation and offers direct support.

Example: “Maria became less resistant when you presented the rationale...”

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

Example: “Let’s explore the student work, and analyze the results together...”

Prior planning for professional conversations helps to build a foundation of trust as well as teacher capacity. Evaluators or peers nurture a teacher’s capacity for reflection and continued learning by preparing for the conversation ahead of time and developing probing questions that encourage the teacher to reflect. Increased autonomy becomes evident in the connections the teacher makes between student learning and their instructional practice. As teacher autonomy is developed, teachers lead conversations primarily, with the evaluator or peer encouraging deeper analysis and reflection.

Example: “The analysis of students’ work indicates your students with learning disabilities are still performing well below grade level on this standard. How does this influence your planning and delivery of content? What would make the content more accessible to these students?”

Appendix C:

Observations and Evidence

Tips and Considerations for Conducting Classroom Observations

Focus on what is important and immediate:

- To maximize impact and relevance of feedback, ask teachers what they most desire feedback on and what practices they would most like the evaluator to observe.
- An evaluator can draw upon previous evidence of practice (past EE cycles or observations) to identify areas for growth.
- The evaluator can focus efforts during the observation on finding evidence of the identified components.

Manipulate time or remain invisible:

- The presence of an evaluator may affect how the teacher or the teacher's students behave. Evaluators can avoid this by using a variety of observation methods, including asking teachers to record themselves in action and submit videos for their evaluators to review. This method not only removes anxiety for the teacher but can also address scheduling and capacity of the principal by removing the requirement for the evaluator to observe the practice in real-time.

Use High-Leverage Evidence Sets:

High-leverage evidence sets result from intentional and strategic collection and use of observations and artifacts. These evidence sources differ from a random collection of artifacts or observations retroactively aligned to rubric components (i.e., lists of parent phone contacts without describing the impetus or results; lesson plans with no context or reflection; PD session attendance record with no agenda or evidence of utilizing the learning).

High-leverage evidence sources differ from isolated or random evidence sources that may provide little insight about professional practice, contribute insufficient information to evaluate individual components, and have little strategic value in and of themselves. High-leverage evidence sources illustrate professional practice as they deeply inform instruction, providing a rich basis for reflection and growth.

A high-leverage evidence set covers multiple components. Thus, teachers may potentially collect fewer evidence examples, which can ease the burden for the teacher. Additionally, high-leverage sets ease the burden of the evaluator, who otherwise must try to figure out what all the disparate artifacts demonstrate about instruction. [Appendix Table 2](#) on the next page offers examples of high-leverage evidence sources.

Appendix Table 2: Artifact and Observation Evidence and Associated FFT Components

| Evidence from Observations & Artifacts | Relevance to Multiple Components |
|--|---|
| Lesson plan; assessment used during the related unit or lesson; classroom observation of the lesson; pre- and post-conference conversations addressing the lesson, the assessment, data from the assessment, and next steps; teacher reflections | 1a: Applying Knowledge of Content and Pedagogy 1b: Knowing and Valuing Students 1c: Setting Instructional Outcomes 1d: Using Resources Effectively 1e: Planning Coherent Instruction 1f: Designing and Analyzing Assessments 3c: Engaging Students in Learning 3d: Using Assessment for Learning |
| Observation of PLC participation during assessment design; formative/summative assessment tools; lesson plan; and reflection | 1c: Setting Instructional Outcomes 1f: Designing and Analyzing Assessments 4d: Contributing to School Community and Culture 4e: Growing and Developing Professionally 4f: Acting in Service of Students AND may provide evidence toward the SLO process. |

Table 3: Example Evidence Sources for 1f: Designing and Analyzing Assessments

| Evidence | Look-Fors |
|---|--|
| <ul style="list-style-type: none"> • Evaluator/teacher conversations • Lesson/unit plan • Observation • Formative and summative assessments and tools | <ul style="list-style-type: none"> • Uses assessment to differentiate instruction • Students have weighed in on the rubric or assessment design • Lesson plans indicating correspondence between assessments and instructional outcomes • Assessment types suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments available for individual students as needed • Expectations clearly written with descriptors for each level of performance • Formative assessments designed to inform minute-to-minute decision-making by the teacher during instruction |

Type and Frequency of Observations & Artifacts

Appendix Table 4, below, outlines expected type and frequency of observations. Districts have options in completing required observations, as noted in the options column. See also Tips for Success on the next page.

Appendix Table 4 Frequency of Observations

| Definition | Options | Specifics |
|--|--|---|
| Announced Observation(s): An announced, formal observation of the educator by their evaluator to gather evidence of educator practice. Approximately the length of a full class session (45-60 minutes). | One (1) full-length, announced observation. or _____ Multiple (3-4) unannounced mini-observations equal to that of a full observation. | Pre-Observation Conference Observations Post-Observation Conference and feedback |
| Mini-Observations: Unannounced, informal observations of the educator by their evaluator to gather evidence of educator practice. Roughly 15 minutes in length. | Required: Two (2) mini-observations (15 minutes) in addition to the one (1) full-length, announced observation. Additionally, a minimum of one (1) mini-observation per year. or _____ 5-6 mini-observations. And, a minimum of one (1) mini-observation per year. | Unannounced observation. Feedback provided following observation within one week. If using more frequent, shorter observations: <ul style="list-style-type: none"> The evaluator and educator still meet before conducting observations to determine identified focus components or practices, rather than discussing a specific lesson. Collaborative conversations still occur based on observations to plan next steps. Total observation time throughout the cycle should still be met = minimum 105 to 135 min. |
| Classroom Walk-Through: Observing a specific idea, theme, trend, initiative, or topic across multiple classroom or contexts, usually building-wide, as opposed to evidence of individual practice. | 5-10 min As often as the building administrator or other administrator feels is necessary | Evaluator uses a district-created or approved tool. Brief feedback after the walk-through is a recommended practice. |
| Artifacts & High-Leverage Artifact Sets: Documents or videos that contain evidence of demonstrated educator practice or the SLO. DPI recommends grouping artifacts into "high leverage artifact sets" to document evidence contextually and efficiently. | Per school year: <ul style="list-style-type: none"> Evidence to support the SLO Evidence of educator practice Per Effectiveness Cycle: <ul style="list-style-type: none"> Evidence of all 22 educator practice components Evidence of all SLO's completed within the cycle | Upload as often as possible. |

Observations Tips for Success

Announced and Mini-Observations:

- Observations should generate evidence that is specific to the educator, can be aligned to a component, and produce actionable feedback.
- Evaluators or teachers collect artifacts to support the observation and related feedback before or after the event.
- Evidence may come from any part of the observation process (pre- or post-conferences, observation, reflections on the observation).
- Peers may conduct mini-observations for formative feedback purposes.
- Districts may use district-created tools for collecting evidence..

Classroom Walk-Through:

- Supports a continuous improvement model but is not required as
- part of the EE system.
- Districts may use their own or an adapted walk-through tool.

Artifacts & High-Leverage Artifact Sets:

- No specific artifacts are required by the system. Teachers should consider collecting high-leverage artifacts that support multiple domains and provide a rich demonstration of educator practice and results.
- This process may be teacher- or evaluator-driven.

Component-Related Evidence and Sources

The tables that follow below are designed to facilitate teacher collection of evidence for support of professional practice. They identify indicators related to each component of the Danielson Framework for Teaching and suggest sources that are likely to contain supporting evidence.

Domain 1: Planning and Preparation

1a: Applying Knowledge of Content and Pedagogy

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|---|
| <ul style="list-style-type: none">• Adapting to the students in the classroom• Scaffolding based on student response• Teachers using vocabulary of the discipline• Lesson and unit plans reflect important concepts in the discipline and knowledge of academic standards• Lesson and unit plans reflect tasks authentic to the content area• Lesson and unit plans accommodate prerequisite relationships among concepts and skills• Lesson and unit plans reflect knowledge of academic standards• Classroom explanations are clear and accurate• Accurate answers to students' questions• Feedback to students that advances learning• Interdisciplinary connections in plans and practice | <p>Evaluator/teacher conversations</p> <p>Guiding questions, documentation of conversation (e.g., notes, written reflection)</p> <p>Teacher/student conversations</p> <p>Lesson plans/unit plans</p> <p>Observations</p> <ul style="list-style-type: none">• Notes taken during observation |

1b: Knowing and Valuing Students

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|---|
| <ul style="list-style-type: none"> Artifacts that show differentiation and cultural responsiveness Artifacts of student interests and backgrounds, learning styles, out-of-school commitments (work, family responsibilities, etc.) Differentiated expectations based on assessment data/aligned with IEPs Formal and informal information about students gathered by the teacher for use in planning instruction Student interests and needs learned by the teacher for use in planning Teacher participation in community cultural events Teacher-designed opportunities for families to share their heritages Database of students with special needs | <ul style="list-style-type: none"> Evaluator/teacher conversations Guiding questions Documentation of conversation (e.g., notes, written reflection) Lesson plans/unit plans Observations Notes taken during observation <p>Optional</p> <ul style="list-style-type: none"> Student / parent surveys |

1c: Setting Instructional Outcomes

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|---|
| <ul style="list-style-type: none"> Same learning target, differentiated pathways Students can articulate the learning target when asked Targets reflect clear expectations that are aligned to grade-level standards Checks on student learning and adjustments to future instruction Use of formative practices and assessments such as entry/exit slips, conferring logs, and/or writer's notebooks Outcomes of a challenging cognitive level Statements of student learning, not student activity Outcomes central to the discipline and related to those in other disciplines Outcomes permitting assessment of student attainment Outcomes differentiated for students of varied abilities | <p>Evaluator/teacher conversations</p> <ul style="list-style-type: none"> Guiding questions Documentation of conversation (e.g., notes, written reflection) <p>Lesson plans/unit plans</p> <p>Observations</p> <ul style="list-style-type: none"> Notes taken during observation |

1d: Using Resources Effectively

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|---|
| <ul style="list-style-type: none"> • Evidence of prior training • Evidence of collaboration with colleagues • Evidence of teacher seeking out resources (online or other people) • District-provided instructional, assessment, and other materials used as appropriate • Materials provided by professional organizations • A range of texts, internet resources, community resources • Ongoing participation by the teacher in professional education courses or professional groups • Guest speakers • Resources are culturally responsive | <p>Evaluator/teacher conversations</p> <ul style="list-style-type: none"> • Guiding questions • Documentation of conversation (e.g., notes, written reflection) <p>Lesson plans/unit plans</p> <p>Observations</p> <ul style="list-style-type: none"> • Notes taken during observation |

1e: Planning Coherent Instruction

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|---|
| <ul style="list-style-type: none"> • Grouping of students • Variety of activities • Variety of instructional strategies • Same learning target, differentiated pathways • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • Use of varied resources—thoughtfully planned learning groups • Structured lesson plans • Creation/curation/selection of materials | <p>Evaluator/teacher conversations</p> <ul style="list-style-type: none"> • Guiding questions • Documentation of conversation (e.g., notes, written reflection) <p>Lesson plans/unit plans</p> <p>Observations</p> <ul style="list-style-type: none"> • Notes taken during observation <p>Optional</p> <ul style="list-style-type: none"> • Pre-observation form • Learning targets • Entry/exit slips or other formative assessments |

1f: Designing and Analyzing Assessments

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|--|
| <ul style="list-style-type: none"> Formative assessments designed to inform minute-to-minute decision-making by the teacher during instruction Students have weighed in on the rubric or assessment design Lesson plans indicating correspondence between assessments and instructional outcomes Assessment types suitable to the style of outcome Variety of performance opportunities for students Modified assessments available for individual students as needed Expectations clearly written with descriptors for each level of performance | <p>Evaluator/teacher conversations</p> <ul style="list-style-type: none"> Guiding questions Documentation of conversation (e.g., notes, written reflection) <p>Lesson plans/unit plans</p> <p>Observations</p> <ul style="list-style-type: none"> Notes taken during observation <p>Optional</p> <ul style="list-style-type: none"> Formative and summative assessments and tools (e.g., rubrics, scoring guides, checklists) Student-developed assessments |

Domain 2: Learning Environments

2a: Cultivating Respectful and Affirming Environments

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|---|
| <ul style="list-style-type: none"> Active listening Response to student work: positive reinforcement, respectful feedback, displaying or using student work Respectful talk, active listening and turn taking Acknowledgement of students' backgrounds and lives outside the classroom Body language indicative of warmth and caring shown by teacher and students Physical proximity Politeness and encouragement Fairness | <p>Evaluator/teacher conversations</p> <ul style="list-style-type: none"> Guiding questions Documentation of conversation (e.g., notes, written reflection) <p>Observations</p> <ul style="list-style-type: none"> Observer "scripts" lesson or takes notes on specially-designed form (paper or electronic) Observer takes notes during pre- and post- observation conferences <p>Optional</p> <ul style="list-style-type: none"> Video Response to student work |

2b: Establishing a Culture for Learning

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|---|
| <ul style="list-style-type: none"> • Belief in the value of what is being learned • High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation • Expectation of high-quality student work • Expectation and recognition of effort and persistence by students • Confidence in students' ability evident in teacher's and students' language and behaviors • Expectation for all students to participate • Use of variety of modalities • Student assignments demonstrate rigor, include rubrics, teacher feedback, student work samples | <p>Observations</p> <ul style="list-style-type: none"> • Observer "scripts" lesson or takes notes on form (paper or electronic) • Observer takes notes during pre- and post- observation conferences • Observer interacts with student about what they are learning <p>Student assignments</p> <ul style="list-style-type: none"> • Examples of student work <p>Optional</p> <ul style="list-style-type: none"> • Lesson plan • Video/photo |

2c: Managing Purposeful Environments

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|--|
| <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students knowing what to do, where to move | <p>Observations</p> <ul style="list-style-type: none"> • Observer "scripts" lesson or takes notes on specially-designed form • Observer takes notes on what is happening at what time, tracking student engagement/ time on task, classroom artifacts, etc. <p>Optional</p> <ul style="list-style-type: none"> • Syllabus • Communications to students/parents |

2d: Supporting Positive Student Behavior

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|---|
| <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referred to during a lesson • Teacher awareness of student conduct • Preventive action when needed by the teacher • Fairness • Absence of misbehavior/acrimony between teacher and students concerning behavior • Reinforcement of positive behavior • Culturally responsive practices • Time on task | <p>Observations</p> <ul style="list-style-type: none"> • Observer “scripts” lesson or takes notes on form (paper or electronic) • Observer may tally positive reinforcement vs. punitive disciplinary action <p>Optional</p> <ul style="list-style-type: none"> • Disciplinary records/plans • Student/parent feedback • Parent communications |

2e: Organizing Spaces for Learning

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|---|
| <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students • Availability of relevant tools, such as mathematical manipulatives or a range of texts | <p>Observations</p> <ul style="list-style-type: none"> • Observer “scripts” lesson or takes notes on form (paper or electronic) • Observer records classroom physical features on standard form or makes a physical map <p>Optional</p> <ul style="list-style-type: none"> • Photos, videos • Online course structure |

Domain 3: Learning Experiences

3a: Communicating About Purpose and Content

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|--|
| <ul style="list-style-type: none"> • Clarity of lesson purpose • Clear directions and procedures specific to the lesson activities • Teacher uses precise language of the discipline when communicating with students • Absence of content errors and clear explanations of concepts and strategies • Student comprehension of content • Communications are culturally responsive • Assessed student work-specific feedback • Use of electronic communication: Emails, Wiki, web pages • Formative assessments such as conferring logs, writer's notebooks, exit / entry slips and/or reader's response journals | <p>Observations</p> <ul style="list-style-type: none"> • Observer "scripts" lesson or takes notes on form (paper or electronic) • Dialogue with students and accurate / precise dialogue • Observer collects examples of written communications (emails / notes) <p>Assessed Student Work</p> <ul style="list-style-type: none"> • Teacher provides samples of student work and written analysis after each observation or end of semester <p>Optional</p> <ul style="list-style-type: none"> • Electronic communication • Handouts with instructions • Formative assessments |

3b: Using Questioning and Discussion Techniques

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|---|
| <ul style="list-style-type: none"> • Questions of high cognitive challenge formulated by students and teacher • Questions with multiple correct answers or multiple approaches, even when there is a single correct response • Effective use of student responses and ideas • Discussion, with the teacher stepping out of the central, mediating role • High levels of student participation in discussion • Student work: Write/pair/share, student generated discussion questions, online discussion • Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates • Use of citations of textual evidence | <p>Observations</p> <ul style="list-style-type: none"> • Lesson plan • Videos • Student work • Discussion forums <p>Optional</p> <ul style="list-style-type: none"> • Lesson plan • Videos • Student work • Discussion forums |

3c: Engaging Students in Learning

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|--|
| <ul style="list-style-type: none"> Activities aligned with the goals of the lesson Activities layered to provide multiple entry points for student Student enthusiasm, interest, thinking, problem-solving, etc. Learning tasks that are authentic to content area, which require high-level student thinking and invite students to explain their thinking, and that are culturally responsive Students highly motivated to work on all tasks, and persistent even when the tasks are challenging Students actively “working,” rather than watching while their teacher “works” Suitable pacing of the lesson: neither dragging out nor rushed, with time for closure and student reflection Student-to-student conversation Student-directed or led activities/content | <p>Observations</p> <ul style="list-style-type: none"> Observer “scripts” lesson or takes notes on form (paper or electronic) Observer tracks student participation, time on task, examines student work, and teacher/student interactions <p>Optional</p> <ul style="list-style-type: none"> Lesson plans Student work Use of technology/instructional resources |

3d: Using Assessment in Learning

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|--|
| <ul style="list-style-type: none"> Teacher pays close attention to evidence of student understanding Teacher poses specifically created questions to elicit evidence of student understanding Assessments are authentic to content area Assessments are culturally responsive Teacher circulates to monitor student learning and to offer feedback Students assess their own work against established criteria Assessment tools: use of rubrics Differentiated assessments – all students can demonstrate their learning Formative/summative assessment tools: frequency, descriptive feedback to students Lesson plans adjusted based on assessment | <p>Observations</p> <ul style="list-style-type: none"> Observer “scripts” lesson or takes notes on form (paper or electronic) <p>Formative/Summative Assessment Tools</p> <ul style="list-style-type: none"> Teacher provides formative and summative assessment tools and data <p>Optional</p> <ul style="list-style-type: none"> Lesson plans Conversations with evaluator |

3e: Responding Flexibly to Student Needs

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|---|
| <ul style="list-style-type: none"> • Incorporation of students' interests and daily events into a lesson • Teacher adjusts instruction in response to evidence of student understanding (or lack of it) • Teacher seizing on a teachable moment • Lesson Plans: use of formative assessment, use of multiple instructional strategies | <p>Observations</p> <ul style="list-style-type: none"> • Observer "scripts" lesson or takes notes on form (paper or electronic) • Observer takes notes on teacher taking advantage of teachable moments <p>Optional</p> <ul style="list-style-type: none"> • Lesson plans • Use of supplemental instructional resources • Student feedback |

Domain 4: Principled Teaching

4a: Engaging in Reflective Practice

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|--|
| <ul style="list-style-type: none"> • Revisions to lesson plans • Notes to self, journaling • Listening for analysis of what went well and didn't go well • Specific examples of reflection from the lesson • Ability to articulate strengths and areas for development • Capture student voice (survey, conversation with students) • Varied data sources (observation data, parent feedback, evaluator feedback, peer feedback, student work, assessment results) • Accurate reflections on a lesson • Citation of adjustments to practice that draw on a repertoire of strategies | <p>Evaluator/teacher conversations</p> <ul style="list-style-type: none"> • Guiding questions • Documentation of conversation (e.g., notes, written reflection) <p>Optional</p> <ul style="list-style-type: none"> • Grade book • PD plan • Student/parent survey • Observations |

4b: Documenting Student Progress

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|--|
| <ul style="list-style-type: none"> • Information about individual needs of students (IEPs, etc.) • Logs of phone calls/parent contacts, emails • Students' own data files (dot charts, learning progress, graphs of progress, portfolios) • Routines and systems that track student completion of assignments | <p>Evaluator/Teacher conversations</p> <ul style="list-style-type: none"> • Guiding questions • Documentation of conversation (e.g., notes, written reflection) <p>Lesson plans/unit plans</p> <p>Optional</p> <ul style="list-style-type: none"> • Grade book • PD plan • Progress reports |

4c: Engaging Families and Communities

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|--|
| <ul style="list-style-type: none"> • Interaction with PTA or parent groups or parent volunteers • Daily assignment notebooks requiring parents to sign off on assignments • Proactive or creative planning for parent-teacher conferences (including students in the process) • Frequent and culturally appropriate information sent home regarding the instructional program and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process | <p>Logs of communication with parents</p> <p>Teacher log of communication (who, what, why, when, "so what?")</p> <p>Progress reports</p> |

4d: Contributing to School Community and Culture

| Indicators/Look-Fors | Evidence/Evidence Source |
|--|---|
| <ul style="list-style-type: none"> • Inviting people into your classroom • Using resources (specialists, support staff) • Regular teacher participation with colleagues to share and plan for student success • Regular teacher participation in professional courses or communities that emphasize improving practice • Regular teacher participation in school initiatives • Regular teacher participation in and support of community initiatives | <p>Observations</p> <ul style="list-style-type: none"> • Notes taken during observation <p>Attendance at PD sessions</p> <p>Optional</p> <ul style="list-style-type: none"> • PLC agendas • Community involvement • Providing or seeking mentorship |

4e: Growing and Developing Professionally

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|--|
| <ul style="list-style-type: none"> • Frequent teacher attendance in courses and workshops; regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organizations supporting academic inquiry | <p>Evaluator/teacher conversations</p> <ul style="list-style-type: none"> • Guiding questions • Documentation of conversation (e.g., notes, written reflection) <p>Lesson plans/unit plans</p> <ul style="list-style-type: none"> • Observations • Notes taken during observation <p>Optional</p> <ul style="list-style-type: none"> • PD plan • PLC agendas • Evidence of participating in PD • Evidence of mentorship or seeking to be mentored • Action research |

4f: Acting in Service of Students

| Indicators/Look-Fors | Evidence/Evidence Source |
|---|---|
| <ul style="list-style-type: none"> • Obtaining additional resources to support students' individual needs above and beyond usual expectations (e.g., staying late to meet with students) • Mentoring other teachers • Drawing school community members up to a higher standard • Having the courage to press an opinion respectfully • Being inclusive with communicating concerns (open, honest, transparent dialogue) • Having a reputation as being trustworthy and often sought as a sounding board • Frequently reminding participants during committee or planning work that students are the highest priority • Supporting students, even in the face of difficult situations or conflicting policies • Challenging existing practice in order to put students first • Consistently fulfilling district mandates regarding policies and procedures | <p>Evaluator/Teacher conversations</p> <ul style="list-style-type: none"> • Guiding questions • Documentation of conversation (e.g., notes, written reflection) <p>Optional</p> <ul style="list-style-type: none"> • Written reflection • Parent and student survey • Observing teacher interacting with peers/students/families • Record of unethical behavior (or lack thereof) |

Appendix: D:

SLO Resources

See [Writing a Quality SLO](#) on the DPI website for how-to walkthroughs for each of these SLO plan sections related to a specific example.

Quality Indicator Checklists

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

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

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

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

| Quality Indicators: Evidence Sources | ✓ | Reflections/Feedback/ Notes for Improvement |
|---|---|--|
| The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content. | | |
| Assessments are valid, reliable, fair, and unbiased for all students/target population. | | |
| The evidence reflects a strategic use of assessment . | | |
| Progress is continuously monitored, and an appropriate amount of evidence can be collected in time for use in the End-of-Cycle summary conference. (Note: The amount of evidence available may vary by educator role). | | |
| Teacher-created rubrics, if used to assess student performance, have well-crafted performance levels that: <ul style="list-style-type: none"> Clearly define levels of performance. Are easy to understand; Show a clear path to student mastery. Do not reinforce or reflect systemic education inequities | | |

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

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

SLO Scoring Rubric

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

Appendix E:

Strategic Assessments: Evidence to Support the SLO Process

Collecting Strategic Data

Strategic assessment systems measure progress toward college and career readiness, including academic preparedness and social-emotional competence. Strategic assessment systems emphasize formative feedback, and balance interim and summative data. When implemented strategically and systematically, strategic assessment systems lead to improved student outcomes. All forms of data—formative, interim and summative—can be used, in concert, as evidence to support your SLO.



Data from Assessments

- **Baseline assessment:** Used as data to determine students' beginning skills and abilities compared to the goal(s) identified within the SLO. The baseline assessment is administered at the beginning of the SLO interval and informs (along with other historical information) the growth targets for the student population.
- **Mid-Year Assessment:** An interim assessment that is aligned to the baseline assessment. It is used to determine growth at the mid-point of the SLO interval and can inform adjustments to the growth goal, if adjustments are necessary.
- **End-of-Cycle Assessment:** An assessment conducted at the end of the SLO interval to determine the degree to which the student population met the growth targets identified in the SLO.

Data from Formative Practices

The formative assessment process mirrors the SLO process; both processes provide educators and students with feedback to improve teaching and learning immediately. Formative practices quickly inform instruction by providing specific, actionable, and immediate feedback through daily, ongoing instructional strategies that are student and classroom centered. Formative practices are teacher-developed strategies that include, but are not limited to:

- | | |
|------------------------------|--|
| • Conferring | • Student self-assessment |
| • Student Observations | • Graphic organizers |
| • Student work | • Running records |
| • Exit slips | • Digital tools (polling, survey, quizzes, etc.) |
| • Class and group discussion | |

For resources on the various types of assessment and their strategic use in an assessment cycle, please visit [Strategic Assessment Resources](#) on the DPI website.

To deepen your data and assessment literacy knowledge and skills, please visit the [Strategic Assessment Systems professional learning](#) page on the DPI website.

Continuous Improvement

Continuous improvement processes (like Educator Effectiveness) are ongoing, data-driven processes in which learning organizations deliberately and strategically collaborate to understand and replicate success, and plan for and address areas of needed growth. When implemented effectively, the continuous improvement process culminates in long-term, embedded, positive change and progress in the school or district, thereby improving student outcomes.

To deepen your data and assessment literacy knowledge and skills, please visit the [Strategic Assessment Systems Professional Learning](#) page on the DPI website.

Appendix F:

Features of the 2022 Danielson Framework for Teaching

Domain 1: Planning and Preparation describes how the teacher organizes the content the students are to learn and how the teacher designs instruction. The domain covers all aspects of instructional planning.

Domain 2: Learning Environments sets the stage for all learning. Teachers demonstrate skills in Domain 2 through classroom interaction, non-instructional routines and procedures, student behavior, and the physical environment.

Domain 3: Learning Experiences contains components representing the distinct aspects of instructional skill.

Domain 4: Principled Teaching consists of components of professional responsibilities. The skills range from self-reflection to contributions to students, families, school, district, and community.

Appendix Table 5: 2022 Danielson Framework for Teaching domains and components

| | |
|---|--|
| <p>Domain 1: Planning and Preparation</p> <p>1a Applying Knowledge of Content and Pedagogy</p> <p>1b Knowing and Valuing Students</p> <p>1c Setting Instructional Outcomes</p> <p>1d Using Resources Effectively</p> <p>1e Planning Coherent Instruction</p> <p>1f Designing and Analyzing Assessments</p> | <p>Domain 2: Learning Environments</p> <p>2a Cultivating Respectful and Affirming Environments</p> <p>2b Fostering a Culture for Learning</p> <p>2c Maintaining Purposeful Environments</p> <p>2d Supporting Positive Student Behavior</p> <p>2e Organizing Spaces for Learning</p> |
| <p>Domain 4: Principled Teaching</p> <p>4a Engaging in Reflective Practice</p> <p>4b Documenting Student Progress</p> <p>4c Engaging Families and Communities</p> <p>4d Contributing to School Community and Culture</p> <p>4e Growing and Developing Professionally</p> <p>4f Acting in Service of Students</p> | <p>Domain 3: Learning Experiences</p> <p>3a Communicating About Purpose and Content</p> <p>3b Using Questioning and Discussion Techniques</p> <p>3c Engaging Students in Learning</p> <p>3d Using Assessment for Learning</p> <p>3e Responding Flexibly to Student Needs</p> |

Appendix G:

Continuous Improvement

Continuous improvement processes (such as Educator Effectiveness) are ongoing, data-driven processes in which learning organizations deliberately and strategically collaborate to understand and replicate success, and plan for and address areas of needed growth. When implemented effectively, the continuous improvement process culminates in long-term, embedded, positive change and progress in the school or district, thereby improving student outcomes.

To summarize: the educator employs rapid mini-improvement cycles to 1) move toward important benchmarks of their annual student learning objective; 2) use progress toward benchmarks to advance toward achievement of the annual goal; and 3) use goal results to inform the goals for the next year or cycle (and repeat):



Questions to Ask when Determining the Student Learning Objective)

When determining the student learning objective rationale, ask:

- In addition to state summative assessments, what other types of data (e.g., qualitative/quantitative, formative/summative, formal/informal, etc.) are available?
- How have past students in my classroom fared academically?
- Taken together, what story or stories does this data tell?
- Where is my academic instruction strong? What appears to be working?
- Where does my academic instruction need to improve? What might be causing this? Does this correlate with any feedback received relative to the Framework for Teaching?
- Are there particular subgroups that typically perform better or worse than others? Are there equity issues to consider?
- Where do I see trends over time or patterns across assessments?

- What learning goals have I had for my students? What strategies have I implemented?
- What successes or barriers have I encountered in my attempts to improve student learning?

Questions to Ask when Identifying the Student Population

When identifying the student population, ask:

- Does the data point to a specific group or groups of students that I should identify as the population for this SLO (a group that is further behind or who have chronic gaps)?
- If this group is very large, do I have the knowledge and expertise to write a tiered SLO?
- If this group is very large, is there a way to narrow the population contained in this SLO to make it more manageable?

Questions to Ask When Thinking About Evidence Sources

When thinking about evidence sources, ask:

- Do I currently have an assessment that will authentically measure a given focus area?
- If not, can I, or my team, design an assessment to measure it?
- For every potential assessment: Is it...
 - Valid: How well does it measure the learning targets?
 - Reliable: Can this assessment provide accurate results regarding students' understanding of the targets? Is there a process to ensure that students performing at similar levels receive similar scores, regardless of who scores the assessment (e.g., common rubrics, training)?
- How will I monitor student learning along the way to measure the impact of the strategies without waiting for the middle or end of interval?
- When will I analyze the student data, in relationship to evidence of my practice, to know whether my strategies are working?

Questions to Ask When Determining Strategies

When determining strategies, ask:

- What am I doing or not doing that is leading students to the current data reality?
- What part of my teaching practice might be contributing to these results?
- What evidence do I have to support my answers to the questions above?
- What instructional actions can I take to move student learning forward? What do I need to start or stop doing?
- Do I have a colleague or mentor who could help me identify ways I might improve instruction?
- In addition to coaching/mentoring, what kind of learning do I need and where can I get it?

Questions to Ask When Determining the Target

When determining the target, ask:

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

Appendix H:

Tips for Conducting Required Conferences

Questions to ask when preparing for the Mid-Year Review

When preparing for the Mid-Year Review, ask:

- What does the evidence I have collected tell me about the progress of my goals?
- Am I on track to achieve my goals?
- Do I need to adjust my strategy so that I can achieve my goals?
- What evidence can help identify which strategies need adjustment?
- What support do I need to achieve my goals?

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

When preparing for the End-of-Cycle Conference, ask:

- What does the evidence I have collected tell me about the results of my goals?
- Did I achieve my goals?
- If not, why did I not achieve my goals?
- If yes, why did I achieve my goals?

Appendix I:

Sample 3-Year Cycle

Appendix Table 6: EE Elements in a 3-Year Cycle

| Elements | Year 1 | Year 2 | Year 3 |
|---|--|--|---|
| Evaluator Certification and Calibration | New evaluators (or those with expired certification) must certify using the DPI-provided certification tool. Certified evaluators must calibrate once a year using the DPI-provided calibration tool (except in the year that the evaluator has either newly or re-certified) | Certified evaluators must calibrate once a year using the DPI-provided calibration tool. | Certified evaluators must calibrate once a year using the DPI-provided calibration tool |
| Orientation | Teachers and principals must receive EE orientation training in their first year with the district. | Not required | Not required |
| Self-Review | Educators complete a self-review in the first year of their cycle to identify areas of strength and growth for the evaluation period. | Not required | Not required |
| Observations | At least one mini-observation. | At least one mini-observation. | One announced formal observation of a full class period with a pre-conference and post-conference. and At least 2 mini-observations. |
| Conferences | <ul style="list-style-type: none"> Planning Session with a peer. Mid-Year Review with a peer. End-of-Year Conference with a peer. | <ul style="list-style-type: none"> Planning Session with a peer. Mid-Year Review with a peer. End-of-Year Conference with a peer. | <ul style="list-style-type: none"> Planning Session with the evaluator. Mid-Year Review with the evaluator. End-of-Year Conference with the evaluator. |
| Goals | Write and complete at least one SLO | Write and complete at least one SLO | Write and complete at least one SLO |

Appendix J:

Legal Reference

- Wisconsin State Statute § 115.415 Educator Effectiveness
<https://docs.legis.wisconsin.gov/document/statutes/115.415>.
- Wisconsin State Statute § 121.02(1)(q) School district standards
[https://docs.legis.wisconsin.gov/document/statutes/121.02\(1\)\(q\)](https://docs.legis.wisconsin.gov/document/statutes/121.02(1)(q))
- See also Wisconsin Administrative Code Chapter PI 8.01(2)(q)
[https://docs.legis.wisconsin.gov/document/administrativecode/PI%208.01\(2\)\(q\)](https://docs.legis.wisconsin.gov/document/administrativecode/PI%208.01(2)(q))
- Wisconsin Administrative Code Chapter PI 47
https://docs.legis.wisconsin.gov/code/admin_code/pi/47
- Wisconsin State Statute § 20.255(1)(ee) Educator effectiveness evaluation system.
[https://docs.legis.wisconsin.gov/document/statutes/20.255\(1\)\(ee\)](https://docs.legis.wisconsin.gov/document/statutes/20.255(1)(ee))
- Wisconsin State Statute § 20.255(1)(ge) Educator effectiveness evaluation system; fees
[https://docs.legis.wisconsin.gov/document/statutes/20.255\(1\)\(ge\)](https://docs.legis.wisconsin.gov/document/statutes/20.255(1)(ge))