

# EE in Practice: Evaluator Training

The Wisconsin Educator Effectiveness System (EE) requires charter schools and school districts to provide rubric and observation training to evaluators. Growth questions to consider include: Where are we now and where do we want to be? How can we use the examples below to improve educator development and student learning in our school and/or district? What are our next steps?



## BEGINNING Practice (required)

- Evaluators complete rigorous training on the use of the relevant rubric to be certified to observe educator practice.
- The district uses a process to calibrate, ensure, and continuously improve the inter-rater agreement of all evaluators in the school and district



## INTERMEDIATE Practice

In addition to beginning practices:

- Evaluators engage in collaborative, ongoing calibration activities around educator observations.
- The district supplements DPI or approved equivalent model resources with other aligned training opportunities (e.g., CESA, Danielson Group, etc.) to deepen understanding.



## ADVANCED Practice

In addition to beginning and intermediate practice:

- District training reinforces trust-building by emphasizing the learning-centered focus of the system through accurate, timely, and actionable feedback.
- District and school leaders cultivate a philosophy of continuous improvement of teaching and leading for improved student learning.

### Resources for growth:

- [Evaluator's Guide to Learning-Centered Evaluation Systems](#)
- [Principal Evaluation Rubric Training](#)
- [Professional Conversations](#) (interactive DPI training module)