

EE in Practice: Educator-Developed, Data-Based Goal Setting

The Wisconsin Educator Effectiveness System (EE) requires educators in charter schools and school districts to develop and complete at least one student/school or learning objective (SLO) annually. Growth questions to improve educator development and student learning in our school and/or district? What are our next steps?



BEGINNING Practice (required)

- Educators complete at least one student/school learning objective (SLO) annually.
- SLOs are written as specific, measurable, attainable, results-based, and time-bound (SMART).
- SLOs are monitored for progress several times a year, assessed, and revised as necessary.
- SLOs identify instructional or leadership strategies, aligned to the relevant professional practice rubric, to support the learning targets for the student population.



INTERMEDIATE Practice

In addition to beginning practices:

- School or district professional learning and implementation supports practices and strategies that support identified student outcome goals (SLO).
- Educators set rigorous SLO growth goals for all students.
- School and district administrators encourage educators to take risks related to targeted student growth, supporting instructional/leadership strategies, and new professional learning



ADVANCED Practice

In addition to beginning and intermediate practices:

- Educators use a collaborative process to align SLOs to school and district continuous improvement priorities and initiatives.
- Schools and districts provide and align peer, coaching, and mentoring support for ongoing progress monitoring of goals.
- Schools and districts use DPI, CESA, and other aligned resources to provide professional development that supports high-quality assessment and improvement practices.

Resources for growth:

- [Writing a Quality SLO](#) (DPI webpage with access multiple SLO-related resources)w
- Guide to Learning-Centered Evaluation Systems ([Teacher's Guide](#), [Evaluator's Guide](#))