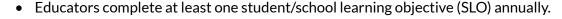
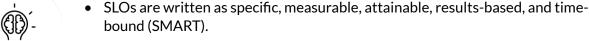


EE in Practice: Educator-Developed, Data-Based Goal Setting

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)





- 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 (<u>Teacher's Guide</u>, <u>Evaluator's Guide</u>)





