

EE in Practice: Observations

The Wisconsin Educator Effectiveness System (EE) requires charter schools and school districts to conduct observations. 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 conduct the minimum number and type of observations.
- Evaluators provide ongoing feedback and facilitate professional conversations based on the observations.
- Evaluators provide observation feedback to the educator in a timely manner.



INTERMEDIATE Practice

In addition to beginning practices:

- Evaluators conduct additional observations regularly, especially for educators in need of greater support and feedback for professional growth.
- Observations and feedback are focused on specific areas for growth identified collaboratively with educators through self-review, goal setting, or other EE processes.
- Feedback is aligned to the language of the rubric, timely, specific, and actionable..



ADVANCED Practice

In addition to beginning and intermediate practices:

- Feedback identifies opportunities for professional development, support, and to use the feedback.
- Evaluators and observers focus observations and feedback on areas for professional growth aligned to both the educator's EE processes and school/district improvement priorities and initiatives.
- Peers conduct observations and provide formative—not evaluative—feedback during supporting years.
- Peers and evaluators use established professional conversation and feedback protocols for improving professional conversations and feedback.

Resource for growth:

- [Mentoring Essentials training](#) (DPI training package: training module and facilitator guide)