

EE in Practice: System Training

The Wisconsin Educator Effectiveness System (EE) requires charter schools and school districts to provide system orientation and training for educators and 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)



- Educators and administrators receive orientation and training to ensure a basic understanding of the EE System and locally adopted EE model.
- Districts using the State EE model utilize DPI training resources. Approved alternative model districts utilize model-provided training resources.

INTERMEDIATE Practice



In addition to beginning practices:

- Educators and administrators receive orientation and training that ensures their comprehensive understanding of the EE System and locally adopted EE model, including training specific to their roles.
- Orientation and training include information to ensure understanding of district-specific EE policies and procedures.

ADVANCED Practice



In addition to beginning and intermediate practice, the district:

- Differentiates orientation training for beginning and veteran educators.
- Aligns EE training with district and school improvement priorities, initiatives, and professional development, and integrates it into regular, ongoing professional development.
- Utilizes DPI, CESA, or other aligned training resources to improve professional development opportunities and deepen understanding.

Resources for growth:

- Understanding the WI Educator Effectiveness System [6 Required Components](#)
- [Teacher's Guide to Learning-Centered Evaluation Systems](#)

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)

EE in Practice: EE Conferences

The Wisconsin Educator Effectiveness System (EE) requires charter schools and school districts to conduct EE conferences. 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)

- Planning session: Educators and evaluators (at the end of the EE cycle) or peers (in supporting years) meet to review proposed EE goals in preparation for implementation.
- Mid-year review: Educators meet with evaluators or peers to review progress and adjust strategies and goals as appropriate.
- End-of-cycle conference: Educators meet with evaluators or peers to assess the degree to which EE goals were met and plan for the next EE cycle.



INTERMEDIATE Practice

In addition to beginning practices:

- Educators meet with peers, individually or as teams, to conduct annual EE conferences during supporting years.
- Educators, peers, and evaluators meet as needed to support continuous improvement over the semester, year, and evaluation cycle.



ADVANCED Practice

In addition to beginning and intermediate practice:

- Evaluators build trust with educators by using established feedback and professional conversation protocols during EE conferences.
- Educators demonstrate ownership of their professional growth by driving professional conversations about their practice, student learning objectives, and feedback.
- Educators, evaluators, and peers focus EE conference conversations on continuous improvement and school/district improvement priorities.
- Administration aligns all mentoring, induction, and coaching programs and resources to support EE and vice versa.

Resources for growth:

- [Introduction to Mentoring Essentials](#) (Downloadable DPI training module, facilitator guide, and feedback forms)
- [Professional Conversations and Coaching](#) (DPI resource, pages 59–63)
- [Professional Conversations](#) (interactive DPI training module)

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)

EE in Practice: Self-Review

The Wisconsin Educator Effectiveness System (EE) requires educators in charter schools and school districts to complete a self-review at the beginning of their EE cycle. 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)



- Educators complete a self-review at the start of their EE cycle, based on the professional practice performance rubrics used by the district's adopted EE model.

INTERMEDIATE Practice



In addition to beginning practices:

- Educators complete a self-review annually, based on performance rubrics used by the district's adopted EE model, as part of the EE goal-setting process.
- Educators use the language of the rubric and key points from the self-review to develop proposed EE goals and discuss them with their evaluator (or a peer).

ADVANCED Practice



In addition to beginning and intermediate practice:

- Educators and evaluators focus on rubric components that are aligned to school and district improvement priorities and initiatives.
- The self-review incorporates prompts that encourage self-reflection on identity, culturally and linguistically responsive practices, bias, as well as how those may impact the educator's practice.

Resources for growth:

- The Self-Review ([EE Process Manual for Teachers, Teacher Supervisors, & Coaches](#), page 16)
- The Self-Review ([EE Process Manual for Principals, Principal Supervisors, & Coaches](#), page 16)

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](#))