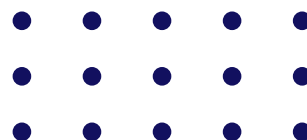
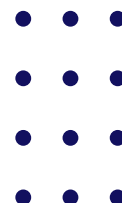




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TEACHER

Performance Evaluation System TPES GUIDEBOOK

[ACKNOWLEDGMENTS](#)

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PART I: INTRODUCTION, RESEARCH and PROCESS

INTRODUCTION: The Purpose of Educator Effectiveness

Research consistently identifies effective teaching and instructional leadership as the most important school-based factors impacting student learning. Every child in every community deserves excellent classroom teachers and building leaders. Every educator deserves a specific, individualized roadmap to help his or her professional practice continue to improve resulting in ongoing growth for students. The Wisconsin Educator Effectiveness System serves as that roadmap. The process is designed to improve teacher and principal evaluation systems to provide educators with quality feedback and support so they achieve maximum results with students. In short, Wisconsin created the Educator Effectiveness System to improve support, practice, and outcomes in order to:

- accomplish improvement in teacher practice and student outcomes The Teacher Performance Evaluation System was developed for the purpose of:
- optimize student learning and growth
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district
- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth
- implement a performance evaluation system that promotes collaboration between the teacher and evaluator promoting self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of The Teacher Performance Evaluation System include:

- a focus on the relationship between professional performance and improved learner academic achievement
- sample performance indicators for each of the teacher performance standards
- a system for documenting teacher performance based on multiple data sources
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process
- a support system for providing assistance when needed

Five Principles Wisconsin's Learning – Centered Educator Effectiveness Approach

The EE System works when it is used to support educator growth, rather than for accountability or compliance. Teachers are more likely to view their principal as an effective leader; more likely to view their feedback as useful and accurate, and more likely to adjust practice based on the feedback. Teachers also report higher job satisfaction and are more likely to be committed to their school.

We know that 5 key conditions must be in place:

1. A foundation of trust that encourages educators to take risks and learn from mistakes;
2. A common, research-based framework on effective practice;
3. Regular application of educator-developed goals based on data;
4. Cycles of continuous improvement guided by timely, specific feedback through ongoing collaboration; and

5. Integration with district and school priorities.

(Wisconsin Educator Effectiveness System User Guide for Teachers, Teacher Supervisors, and Coaches, 2018, pg. 1)

Overview of the Educator Effectiveness (EE) Process

Wisconsin designed its learning-centered Educator Effectiveness process as a cycle of continuous improvement. A teacher can complete a one-year, two-year, or three-year process, known as the teacher's Educator Effectiveness (EE) Cycle. District administrators and/or school principals determine the length of a teacher's EE Cycle (maximum of three years). However, teachers who are new to a district, and/or new to the profession must complete a one-year cycle, per PI 8.

The final year of an EE Cycle (or the only year, if a one-year cycle) is called a Summative Year, because the teachers and their evaluator collaboratively summarize practice across all years. The one or two years prior to the Summative Year (depending on whether a 2 or 3-year cycle) are called Supporting Years. Supporting Years emphasize collaborative discussions that may include a peer or coach around performance planning and improvement. These discussions should include measures of practice based on the Performance Standards, as well as measures of student learning and the quality of the processes used to impact student learning.

In Summative Years, such discussions occur formally with the teacher's evaluator and may occur informally with a peer or coach. Lessons learned from an EE Cycle inform the planning and development for the teacher's subsequent Cycle. Using data from all years within the EE Cycle, the teacher and the evaluator/coach may identify trends in student data and teacher practice data to identify and set high-level, long-term goals for the duration of the subsequent EE Cycle. These high-level goals will inform the development of annual goals within the annual improvement cycles. Or, progress towards annual goals should move progress towards the high-level Cycle goal. (Note: The educator's EE Cycle goal(s) can change across the duration of the cycle if data suggests it should). EE Cycle goals also offer an opportunity to strategically align district and school goals to educator goals, while maintaining teacher autonomy and professionalism to set individualized annual goals based on appropriate instructional practice and assessments.

Responsibilities of Site Administrators

The term site administrator will be used for principals/supervisors. The site administrator has the ultimate responsibility for ensuring that the Teacher Performance Evaluation System is executed faithfully and effectively in the school. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. As such, administrators other than the site administrator, such as assistant principals, may be designated by the site administrator to supervise, monitor, and assist with the multiple data source collection. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

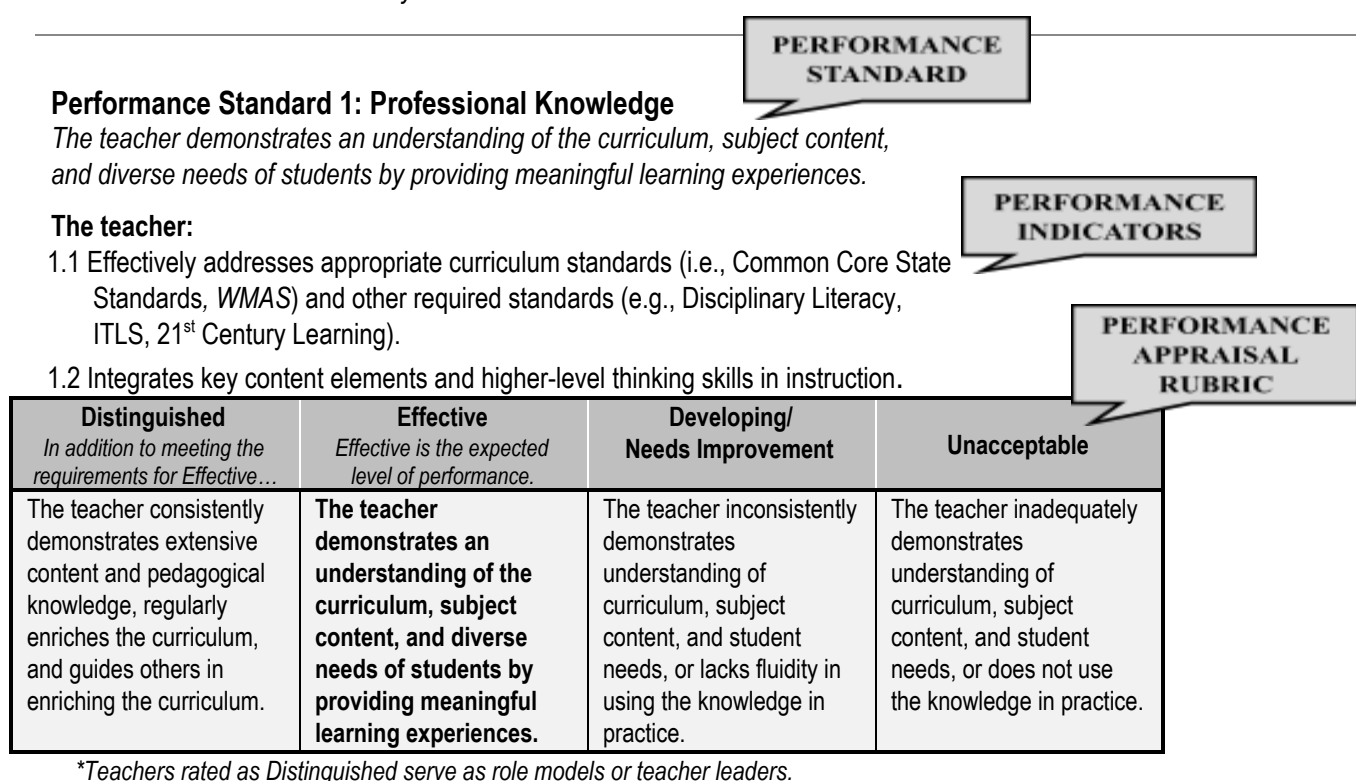
Mandated Educators and Frequency of Evaluation

2011 Wisconsin (WI) Act 166 mandates all public school districts and 2R charter schools to use the WI Educator Effectiveness System or an approved, equivalent model (ie., the CESA 6 Effectiveness Project) to evaluate all principals and teachers. Per state law (PI. 8), districts must evaluate teachers and principals using the EE System at least during the educator's first year of employment in the district and every third year thereafter, which DPI refers to as completing the Effectiveness Cycle. Districts may choose to evaluate more frequently.

ESSENTIAL COMPONENTS OF THE TPES

Clearly defined professional responsibilities for teachers constitute the foundation for the Teacher Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand their job expectations. The Teacher Performance Evaluation System uses a two-tiered approach, consisting of six standards and multiple performance indicators, to define the expectations for teacher performance. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in **Figure 1**.

Figure 1: Relationship between Essential Parts of Teacher Performance Evaluation System



The *Effective* column is bolded throughout the guidebook as it is the expected level of performance.

TEACHER PERFORMANCE STANDARDS AND INDICATORS

Performance standards refer to the major duties performed by a teacher. **Figure 2** shows the six performance standards in the Teacher Performance Evaluation System that serve as the basis for the teachers' evaluation.

Figure 2: *Performance Standards*

PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
1. Professional Knowledge	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.
2. Instructional Planning	The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.
3. Instructional Delivery	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
4. Assessment For and Of Learning	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provides timely feedback to students, parents, and stakeholders.
5. Learning Environment	The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.
6. Professionalism	The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

Teacher Performance Indicators

Performance indicators provide examples of observable and tangible behaviors for each standard (refer to Part II Performance Standards). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator.** It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Using Standard 1 (Professional Knowledge) as an example, a set of teacher performance indicators is provided in **Figure 3**.

Figure 3: Performance Indicators

PERFORMANCE STANDARD
Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</i>
Sample Performance Indicators <i>Examples may include, but are not limited to:</i> The teacher: <div data-bbox="1247 506 1539 604">PERFORMANCE INDICATORS</div> <ol style="list-style-type: none"> 1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, WMAS) and other required standards (e.g., Disciplinary Literacy, ITLS, 21st Century Learning). 1.2 Integrates key content elements and higher-level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. 1.4 Demonstrates accurate knowledge of the subject matter. 1.5 Demonstrates skills relevant to the subject area(s) taught. 1.6 Bases instruction on goals that reflect high expectations and understanding of the subject. 1.7 Understands intellectual, social, emotional, and physical development of the age group of students. 1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level. 1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs. 1.10 Demonstrates appropriate accommodations and modifications for diverse learners. (e.g., ELL, gifted learners, students with disabilities, and cross cultural).

The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular teaching assignment. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

PERFORMANCE APPRAISAL RUBRICS

The performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The description provided in the *Effective* level of the performance appraisal rubric is the actual performance standard, thus *Effective* is the expected level of performance.** Teachers who earn a *Distinguished* rating must meet the requirements for the *Effective* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to

enhance their teaching practice. Part II Performance Standards includes rubrics related to each performance standard. **Figure 4** shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

Figure 4: Performance Appraisal Rubric

Distinguished* <i>In addition to meeting the requirements for Effective</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
the teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

*Teachers rated as Distinguished serve as role models or teacher leaders.

EDUCATOR EFFECTIVENESS PRACTICE MEASURES

Getting Started: Orientation

Evaluators must provide teachers who are new to the district and/or entering a Summary Year with an Orientation. The Orientation allows teachers and their evaluators to discuss these items:

- the evaluation criteria for the Teacher Performance Evaluation System
- the evaluation process, or the ongoing continuous improvement cycles informed by evidence of teacher practice collected during observations;
- the use of evaluation results; and
- any remaining questions or concerns.

During the Orientation, the evaluator identifies school or district resources available to teachers to answer questions about their evaluation process (e.g., process manuals, district handbooks, district training, and other resources), as well as highlight key components of the evaluation process that support the teacher in continuous improvement (e.g., ongoing and embedded structures for regular and collaborative data review, reflection, and action planning, mentors, and coaches).

The Orientation provides an opportunity for evaluators to build a foundation of trust. Administrators should encourage teachers to set goals that foster professional growth. To support risk-taking, the evaluator should communicate that learning happens through struggles and mistakes. The evaluator can effectively communicate this by modeling his/her own continuous learning processes and how he/she has learned from mistakes. The teacher is more apt to take risks when he/she knows he/she will not be punished by engaging in this learning-centered evaluation process.

Teacher Multiple Data Sources

The role of a teacher requires a fair and equitable performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The sources of information described in Figure 5 were selected to provide comprehensive and accurate feedback on school administrator performance. These four data sources are required for the practice portion including: Goal Setting Plan, Surveys, Observations, and Documentation Log. The Documentation Log includes the school learning objective (SLO), Self-Assessment and Professional Practice Goal (PPG).

Figure 5: *Data Sources for Teacher Evaluation*

Data Source	Definition
Professional Goal Setting Plan	A plan that allows the teacher to complete the Student Learning Objective (SLO) process prior to completing the Self-Assessment of Professional Practice and setting a Professional Practice Goal (PPG). Setting the SLO prior to completing the Self-Reflection provides a greater opportunity to improve student achievement/program development.

Surveys	Learner surveys provide information to teachers about perceptions of job performance. Based on the information gathered the teacher develops strategies for professional growth.
Observations	Formal classroom observations focus directly on the six teacher performance standards. Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Districts may also choose to conduct Rapid Cycle Feedback conducting more frequent observations / feedback to further educator growth. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Documentation Log	The Documentation Log includes teacher-selected artifacts that provide evidence of meeting selected performance standards.

DATA SOURCE: Professional Goal Setting

The teacher evaluation system requires teachers to create a student goal, complete a self-assessment, and complete an educator practice goal through a Professional Goal Setting Plan that includes:.

Student Learning Objective (SLO) Process - The SLO is one of two goals in a teacher's Evaluation Plan. The SLO represents a continuous improvement process similar to other inquiry/improvement cycle processes (PLC, data-teams, etc.). Teachers write at least one SLO each year. The teacher should view the SLO as a way to take small steps towards a larger improvement process. While the SLO does require an academic focus and a link to academic standards, it does not require a teacher to produce academic proficiency for all students (or a subgroup of students) in one year. Rather, it asks teachers to move student learning, in one identified area of essential learning, closer to that objective.

Self Assessment - During year one of the evaluation cycle or annually for a new or need of improvement teacher completion of a comprehensive self-assessment of professional practice is required. Teachers reflect on their strengths, and strategies for growth as related to the six performance standards. Teachers should consider all relevant information including previous feedback from their evaluator, survey results, and student growth measures if available. If using a three year evaluation cycle, in years two and three, the district may require teachers to focus on one or two performance standards while completing the self reflection or comprehensively reflect on all six performance standards each year.

Professional Practice Goal (PPG) - A Professional Practice Goal (PPG) is a goal focused on an educator's practice. Teachers will develop one practice-related goal annually. This goal is not scored, but serves to align an educator's SLO to his or her professional practice. Based on areas that may need improvement, teachers can develop one professional practice goal to be shared with their evaluator for ideas on strategies they might use to help achieve the goal.

Data Analysis Informing the Development of the SLO

Educators review all available data when setting goals for their professional practice and improvements in student outcomes. A holistic approach is taken to data analysis and professional reflection. In addition to reviewing data collected by the educator, the educator must also review the following data provided by DPI, as appropriate to their individual role:

State Assessment Data: When developing SLOs, teachers must review individually, as well as with teacher teams at both the grade level and across the content area the related state assessment data to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other teachers could inform the development of a team SLO that may align to a School Learning Objective identified by the principal. State assessment data trends may also illuminate strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other teachers could provide the opportunity to share best practices and successful strategies which support school improvement plans and/or goals.

Educators are not required to develop a goal based on these data or to develop a goal with the intention to improve these data, unless the data indicates that is necessary. As always, the purpose of the Educator Effectiveness System is to provide information that is meaningful and supports each individual educator's growth in their unique roles and contexts. By reviewing multiple data points, including those listed above, the educator has access to a more comprehensive view of their practice and a greater ability to identify areas of strength and need—both of which can inform the development of goals, as well as instructional/leadership strategies which can support progress towards goals.

Note: Due to the lag in data provided by DPI to districts, as well as the date in the year in which the data is provided to the districts (i.e., the following year), educators should only use the data to review trends across time when developing an SLO. Educators should not use the data to score SLOs.

Preparing to Write the Student Learning Objective

High-quality Student Learning Objectives start with a plan. This [SLO Quality Indicators and SLO Scoring Rubric](#) can assist teachers in writing the SLO prior to implementation, across the interval, and when planning for scoring the SLO. The teacher can also use the SLO Quality Indicators to support collaborative conversations regarding the SLO across the interval.

See [Writing a Quality SLO](#) (Appendix B) for how-to walkthroughs for each of these key SLO planning considerations related to a specific example.

Within the SLO process, the teacher works collaboratively with a team or peer, as well as the evaluator in the Summative Year, to:

- Determine an essential learning target for the year (or interval);
- Review student data to identify differentiated student starting points and growth targets associated with the learning target for the year;
- Review personal instructional practice data (i.e., self-reflection and feedback from prior years' learning-centered evaluations) to determine which areas may need improvement and support in order to meet his/her SLO;

- Develop authentic and meaningful methods to assess students' progress towards the targets, as well as how to document resulting data;
- Review evidence of student learning and progress
- Reflect and determine if evidence of instructional practices point to strengths which support students' progress towards the targets, or practices which need improvement;
- Adjust accordingly; and
- Repeat regularly.

At the end of each year, the teacher reflects on his/her students' progress and his/her own practice across the year using the SLO Rubric. The teacher draws upon this reflection to inform student goals for the coming year.

In the Summative Year, the teacher's evaluator reviews all SLOs (as evidence of school progress) and the teacher's continuous improvement practices across the Evaluation Cycle using the SLO Rubric and provides feedback to inform areas of strength, as well as a strategic plan for improving any areas needing growth.

Writing the School Learning Objective (SLO)

Creating a meaningful *and* achievable SLO is a challenging task. The SLO- writing process involves addressing the following key considerations:

1. Baseline Data & Rationale
2. Alignment
3. Student Population
4. Targeted Growth
5. Interval
6. Evidence Sources
7. SLO Goal Statement
8. Instructional Strategies & Support

[APPENDIX B](#) provides questions teachers may consider when developing the SLO. SLOs are detailed, measurable goals for student academic outcomes to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by educators.

Rationale

In this part of the process, the teacher explains the focus their SLO on, and justify (through narrative and data displays) why they made this choice. The rationale begins with a review of prior student data and trends to gain a clear understanding of the need for improvement; this should include a comprehensive review of relevant assessment data (both classroom and school level) as well as other relevant sources of information of both a qualitative and quantitative nature.

Analysis and reflection of prior classroom data (when available) is intended to help teachers identify their own strengths and challenges related to improving student learning. By 'looking backward,' a teacher may discover trends. For example, students across years may typically perform well on most academic standards, but consistently struggle with one or two standards. Or, perhaps the prior data shows outstanding learning success

with low readers but little to no growth for accelerated readers. Reviewing trends allows the teacher to make connections between his/her own instructional practice as well as recurring trends regarding student progress. Without an understanding of how instruction has/has not impacted the learning of past students, it is unlikely that a teacher will select an appropriate or effective focus of improvement for the SLO.

Alignment: Learning Content/Grade Level

Teachers link the focus of the SLO to the appropriate academic content standards and confirm that the focus (content) is taught or reinforced throughout the interval of the SLO. SLOs typically focus on high-level skills or processes rather than rote or discrete learning. When identifying a focus for the SLO, look for processes or skills that meet at least one of the following tests:

- **Endurance** – Knowledge or skill that is useful across a lifetime (e.g., reading, explanatory writing, problem-solving)
- **Leverage** – Knowledge or skill that will be of value in multiple disciplines (e.g., research process, reading and interpreting graphs, critical thinking)
- **Readiness (for the next level)** – Knowledge or skill that is necessary for the next grade or next level of instruction (e.g., concepts of print, balancing an equation).

Source: Reeves (2002)

Time Interval

The length of the SLO, called the *interval*, must extend across the entire time that the learning focus of the SLO occurs. For many teachers, the interval will span an entire school year (e.g., course completion rates, performance across a grade level interim assessment) or another length of time. A longer interval provides more time to apply, monitor, and adjust strategies that result in higher levels of student learning.

Student Population

A thorough data analysis will almost always point to more than one potential area of focus for the SLO population. Ultimately, the teacher has discretion in choosing the population of the SLO, as there is rarely one “right answer.” A teacher should narrow the focus to a learning priority that his/her school can realistically achieve with support and persistence so that student learning increases.

Consider the following example:

- A High School teacher finds a majority of students in her Biology classes across the past three years were unable to write a complete and thorough lab report by the end of the course. • A very large, wide-open option, is to include all students from all three of the current Biology sections as the SLO population. • A second option might be to narrow the population to one section of Biology students. • A third option might be to narrow it even more to attempt to close an ongoing achievement gap with a specific sub-group of students, such as special education students or English Language Learners, in one (or more) of the Biology sections.

A teacher’s ability to set and achieve goals for improved levels of student learning closely align to experience and instructional expertise, and teachers will be at varying degrees of readiness to engage in this process. Those newer to the work may find it helpful to focus on a subgroup of students as the basis of the population in the SLO. Those

ready for a greater challenge may elect to include larger populations by writing tiered SLOs that identify multiple groups within the larger population and assign differentiated growth targets to each group.

A team, peer, or evaluator should advise a teacher struggling with writing an SLO to get started, reflect on what is working and what is not, and adjust accordingly. School administrator SLOs and the associated processes will improve with practice. The main thing to remember is that identified learning goals, student population and learning targets must be supported with data.

Evidence Sources

Identifying evidence sources is a challenging but critical part of the SLO process, especially in the first few years. A largely formative, strategic assessment system becomes the basis from which a teacher collects evidence of student growth. Using grade-level and school-centered assessment practices, the teacher analyzes the progress the students make relative to the identified growth goals.

There is no DPI requirement for what data is required in the analysis that leads to a teacher's SLO goal and/or related strategies. Data may come from vendor-created, standardized tests that are already administered within the district. While standardized tests (generally) will have higher technical quality and greater comparability, a teacher must carefully weigh how closely the assessment measures the focus of the SLO. Local, common assessments can be used as a data source within the analysis, and these assessments have the advantage of being created specifically to test the content and/or skills being taught (the focus of the SLO), making them better able to identify and inform areas for instructional adjustments. While the focus of the SLO is academic, attendance, discipline, Response to Intervention (RtI), and Individualized Education Plans (IEP) data might reveal patterns within subgroups of students and lead to more specific strategies within the SLO.

Baseline Evidence

Near the beginning of the interval, the teacher analyzes data sources to determine academic needs within a student population. SLO evidence does not have to come from standardized assessments. The teacher is encouraged to consider formative data that is collected throughout the cycle as the means for SLO evidence.

Target Growth

SLO goals reflect anticipated student academic growth over the course of time students are with a teacher. To set appropriate, but rigorous growth targets, teachers analyze interim assessments and formative data across time to project anticipated academic gains. Teachers use data, including the baseline interim assessment and historical data, to set an end goal, called the target, for student learning. Growth is the improvement in, versus the achievement of, specific knowledge and/or skills. The target identifies the amount of growth relative to specific knowledge and/or skills expected of students as measured using an identified assessment.

SLO Goal Statement (SMART Criteria)

The focus of the SLO must be rooted in student academic learning and be constructed using the SMART goal approach. See [Appendix B](#) for SMART Goal Guidelines.

Instructional Strategies

The strategies portion of the SLO is key to its success. This section of the SLO provides the plan of action the teacher will use to meet the goal. Strategies and related supports reflect the *new* actions that will ultimately result in higher levels of learning (growth) for students. This calls upon the teacher to be thoughtful and develop a plan that will improve teaching, and thus, learning. This parallels the action plan section of a school improvement plan. It is important to understand that improved student learning will not occur if educators (e.g., instructional strategies and skills). Simply identifying new strategies without supporting educators' ability to learn how to effectively use the strategies will not result in student growth.

As Tim Kanold (2011) notes, "It's not *just* about the students. In fact, it's really about student learning and growth *and* adult learning and growth, intricately woven together forever" (p.133).

It is critical to identify a few, key strategies that will lead to better results. Too many strategies are guaranteed to be lost in the day-to-day business of a school. Too few or the wrong strategies will not have any impact at all.

Strategies that fit one classroom context may not work well in another. Educators must remember that even the most carefully thought out and crafted strategies may need to be adjusted (or discarded) as the year goes on as part of continuous improvement.

SLO Implementation

The teacher's engagement with the SLO process (i.e., ongoing monitoring of student progress and adjusting of strategies) makes the SLO different from other goals. However, even the most thoughtful, well-written SLO will become well-intended fiction if the teacher does not implement the identified instructional strategies. Some strategies are straightforward, others are more complicated and will require multiple steps. Teachers who collaborate in an ongoing way about an unfolding SLO process will benefit from mutual accountability as well as the feedback and support that such collaboration provides.

Professional Practice Goal (PPG)

The PPG is the second of two goals reflected in a teacher's EEP. The PPG goal serves as the basis for focused, individualized professional development as teachers relate their PPG goals to areas of further development within their professional practice. Teachers develop PPGs around an area of improvement identified during the teacher's self-review and/or feedback from peers or their evaluator. Others link the PPG to the Strategies section of their SLO. This allows the teacher to examine data, determine the area of focus for the SLO, and then identify the type of professional learning necessary to meet these improved student learning outcomes.

Collaborative SLO Process

Beginning of Year:

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide to develop a minimum of one SLO. Educators continue to document the goal

within the appropriate online data management system Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in their Summative Year, educators must conduct this process with their evaluators.

Middle of Year (or Mid-Interval)

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide to monitor progress towards an SLO across the year and adjust instructional strategies accordingly. Educators can also use the Process Guide to consider a mid-year adjustment to the goal based on data collected through the progress monitoring process. Educators should document evidence of their SLO implementation progress and SLO implementation process to date within the appropriate online data management system Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in the Supporting Evaluation Years. However, in Summative Years, educators must conduct this process with their evaluators.

End of Year (or End of Interval)

At the end of the SLO interval, educators draw upon all the available evidence of their implementation process, as defined within the SLO and Outcome Summary Process Guide , and the impact on student progress to inform the selection of a self-score. Using the Scoring Rubric, educators will self-score their goal and document the score within the appropriate online data management system. Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Summary However, in Summative Years, educators must conduct this process with their evaluators.

Outcome Summary Score

At the end of the Effectiveness Cycle, evaluators will review all SLOs (from the Supporting and Summary Years) and the supporting documentation prior to the End of Cycle Summary Conference as evidence towards a final, holistic Outcome Summary Score. Evaluators draw upon the SLO and Outcome Summary Process Guide to inform the determination of the holistic score using the Scoring Rubric. Evaluators document the holistic score into the appropriate online data management system. During Summative Conference, evaluators discuss collaboratively with educators the implementation process and progress across the Effectiveness Cycle and the resulting holistic score as part of a learning-focused conversations. The holistic score is the final Outcome Summary Score.

Professional Conversations Surrounding the SLO and PPG

Wisconsin's learning-centered process provides multiple opportunities for collaborative, professional conversations. Educators meet with their evaluators formally in the beginning, middle, and end of the year, but these conversations should continue informally throughout the year with peers and team members.

The Planning Session serves as the first formal check-in and allows for conversations around goal development and goal planning. At the Planning Session, teachers receive support, encouragement, and feedback regarding their SLO and PPG goals that encourage reflection and promote a professional

growth culture.

Teachers prepare for these collaborative conversations by sharing their PPG and SLO with their peer or evaluator and reflecting on the questions they addressed as they developed their goals and areas in need of support.

Evaluators or peers prepare for these collaborative conversations by reviewing the PPG and SLO in advance to develop feedback related to each goal, and identify questions that will foster a collaborative conversation and reflection.

The WI learning-centered process is based on ongoing, timely feedback that will stretch thinking and foster educator growth. Peers or evaluators can foster such conversations by using a coaching protocol that has three key elements:

Validate - What are the strengths of the SLO or PPG? What makes sense? What can be acknowledged?

Clarify - This involves either paraphrasing (to show that the message is understood and check for understanding) or asking questions (to gather information, clarify reasoning, or eliminate confusion).

Stretch and Apply - Raise questions or pose statements to foster thinking, push on beliefs and stretch goals and/or practices.

See [SLO Coaching Conversation Protocol](#) in [Appendix B](#), for a structure for these conversations.

Reflection and Revision

While the Mid-Year Review provides a formal opportunity for feedback, principals and their evaluators and peers should engage in collaborative feedback sessions throughout the EE Cycle, for teachers to reflect on their practice and assess student growth and professional practice goals.

The Mid-Year review culminates with reflection, the identification of strengths and weaknesses, and appropriate adjustments to both strategies and growth goals if applicable. The teacher and evaluator/peer select appropriate strategies to support the teacher in development of next steps.

Learning-centered conversations are transparent, predictable, and support ALL learners (i.e., adults and students), thereby building trust in the process and enhancing the results. Teachers who are in a supportive culture that embraces continuous growth and risk-taking will excel in advancing their instructional practice. Evaluators and peers help to establish a supportive culture by being thoughtful and purposeful in the types of questions they ask, by providing timely and relevant feedback, and by working collaboratively with teachers.

Completing the SLO

Both educators and evaluators will use the [SLO Scoring Rubric](#) in the Rating Performance section to determine SLO and Outcome Summary Scores, respectively. Educators will self-score their individual SLOs in all years (Supporting and Summative Years).

Summative Conference and Conversation

The End-of-Cycle Conference provides an opportunity for deep learning, reflection, and planning for next steps of professional growth. It provides the teacher and evaluator an opportunity to align future goals and initiatives at the building and classroom level. The foundation of trust that has been developed over the course of the ongoing, collaborative processes is rewarded as both the teacher and his/her evaluator grow professionally.

Teachers prepare for the summative conference by sharing with their evaluator/peer results of their PPG and SLO. In a Summative Year, teachers also share TPES evidence.

Questions to ask when preparing for the Summative Conference:

- What does the evidence I have collected tell me about the results of my goals?
- Did I achieve my goals?
- If not, what prevented me from achieving my goals?
- If yes, what changes in my instructional practices led to these goals?

In preparation for the Summative Conference, both the teacher and the evaluator review SLO and PPG goals and results to include collected evidence. Advance planning is recommended and supports the evaluator in providing effective feedback.

DATA SOURCE: Surveys

The Importance of Surveys

The purpose of the learner survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development.

Students' perceptions are beneficial for teacher. There is ample evidence to support the use of student surveys in teacher evaluation. Students are the primary consumers of the teacher's services. They have direct knowledge about classroom practices on a regular basis.

Student observations of teachers are unobtrusive and occur in the most naturalistic settings.⁴ Students have the ability to provide perspectives that principals cannot offer. Researchers compared students' ratings of meritorious and non-meritorious teachers with ratings from expert practitioners. They concluded that the students were able to discriminate between the two groups as well as the qualified evaluators.

Researchers also compared the validity of ratings by students, principals, and the teachers, themselves. They found students' ratings were the best predictor of student achievement, thus demonstrating that students provide valid feedback on teacher performance.

While incorporating student ratings into teacher evaluation, several issues need to be taken into consideration:

- Student surveys should be restricted to descriptions of life in the classroom.
- Student surveys should be based on discrete and visible behaviors as a way to increase reliability.
- Student survey data for several years may be needed to establish patterns of performance.

Survey Process and Forms

Teachers are required to conduct learner surveys twice each year. The timeline and due dates for submission of Survey reflection forms are determined by the District but the following timeline is recommended..

- All teachers should survey their students prior to **October 15th**.
- New teachers should survey the same cohort of students for a second time prior to **December 15th** and complete the survey analysis.
- Continuing contract teachers should survey the same cohort of students a second time prior to **February 15th** and complete the survey analysis.
- Teachers may add additional questions to the surveys at their discretion with approval by the evaluator. Surveys that are not used from the guidebook need to be approved by the evaluator.

Several different versions of possible surveys are provided along with [a bank of survey questions](#) that can be used to create a custom survey in [APPENDIX C: Survey Resources](#).

Teachers will fill out the Learner Survey Growth Plan by October 15th (see Part III Forms). All teachers will complete the Learner Survey Analysis (by December 15th for new teachers) and by February 15th for continuing contract teachers ([Link to Part III - Forms](#)). The teacher retains sole access to the results of the learner surveys, but will submit both the Learner Survey Growth Plan and the Learner Survey Analysis.

DATA SOURCE: Observations

Observations provide a shared experience between a teacher and his/her evaluator. Observations allow evaluators to see teachers in action and provide the most direct method of obtaining evidence of practice. Skilled observers understand that conducting high quality observations requires ongoing training and calibration so that teachers receive accurate growth-oriented feedback. Training also ensures that evidence collected from the observation is used to accurately assess current professional practice, and that the Teacher Performance Evaluation System is used as a tool to continually improve practice.

Classroom observations are encouraged over the course of the Evaluation Cycle. During a Summative Year, multiple observations occur to collect evidence of teaching practice and provide teachers with ongoing feedback. Ideally, the educator receives regular and ongoing feedback from peers, coaches, and/or team members within each mini-improvement cycle across the annual evaluation process, regardless of year within a cycle.

Observations are intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities.

Formal Classroom Observations

Evaluators use classroom observations as one source of information to determine whether a teacher is meeting the performance standards. Teachers will have a minimum of one 45 minute formal observation during the summative year. New teachers (with or without prior experience) or teachers in need of improvement will be formally observed on an annual basis. Districts may also choose to conduct [Rapid Cycle Feedback](#) to provide more frequent observations and feedback to further educator growth.

See [Evaluation Cycles](#) for 2 and 3 Year Evaluation Cycle recommendations. Additional formal observations for any teacher may be conducted at the discretion of the evaluator.

Evaluators will use an appropriate observation form ([Link to Part III - Forms](#)) to provide targeted feedback on teachers' effectiveness related to the performance standards. Typically within five working days the evaluator will provide feedback from the formal observation through a post-conference with the teacher.

Pre-Observation/Post-Observation Conferences

Pre-conference - The pre-conference allows teachers to provide context for the observation and share what the TPES Standards and Indicators look like and sound like within their classroom. It provides essential evidence related to a teacher's skill in planning a lesson. The pre-conference discussion allows the teacher to identify potential areas that might benefit from feedback, and sets the stage for the evaluator to better support the teacher following the observation.

Post-conference - The post-conference also plays an important role in the observation process as it provides immediate, actionable feedback to the teacher. Wiggins (2012) defines actionable feedback as neutral (judgement free), goal-related facts that provide useful information. The discussion enables the evaluator to learn about the teacher's thinking and reflection related to the lesson, what went well, and how the lesson could be improved. The coaching protocol (see Appendix C) can help the evaluator or peer to plan questions that both support and stretch the teacher's thinking and instructional practices.

Informal Observations

Informal observations are of shorter duration and are documented using an appropriate observation form ([Part III - Forms](#)). Two informal observations must take place in the summative year and at least one informal observation must take place in summary years. Additional informal observations may be expected based on district implementation decision or for any teacher at the discretion of the evaluator.

As a reminder, formative feedback needs to be actionable and should be aligned with the TPES Standards and Indicators.

DATA SOURCE: Documentation Log

The purpose of the Documentation Log is to provide evidence of performance related to specific standards. These documents provide evaluators with information they likely would not receive in an observation. Specifically, the Documentation Log requires that the teacher self-reflect on the artifacts, allowing demonstration of quality work, and creating a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. Districts may opt to require specific artifacts for each standard. If the teacher feels artifacts would enhance his or her evaluation, artifacts may be added upon evaluator request and/or teacher choice. Districts may limit the number of artifacts per standard. The number of artifacts expected is a district decision.

Documentation Log Description

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation, goal setting plan and survey components of the teacher evaluation system prior to the summative evaluation;
- is a collection of artifacts with reflections that provides evidence and support for meeting performance standards.

In addition, a Documentation Log:

- is kept as electronic files in the online evaluation platform
- is a work in progress and is to be updated regularly throughout the evaluation cycle
- is available for review by the evaluator

Figure 6 shows examples of items that may be included in the Documentation Log. This is not a limited list.

Figure 6: Sample Items in a Documentation Log

Performance Standards	Examples	Artifact Types & Examples of Evidence
1. Professional Knowledge	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher
Performance Standards	Examples	Artifact Types & Examples of Evidence

2. Instructional Planning	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work • Sample lesson or unit plan • Course syllabus • Intervention plan • Substitute lesson plan • Annotated learning objectives
3. Instructional Delivery	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units
4. Assessment For and Of Learning	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool • Brief report describing your record keeping system and how it is used to monitor student progress • Copy of scoring rubrics • Photographs or photocopies of student work with written comments • Samples of educational reports, progress reports or letters prepared for parents or students • Copy of disaggregated analysis of student achievement scores on standardized test • Copy of students' journals of self-reflection and self-monitoring
5. Learning Environment	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures
6. Professionalism	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> • Record of professional development taken or given • Record of communication • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues, and community • Copy of classroom newsletter or other parent information documents • Sample copy of interim reports • Self-assessment • Standards-based strategies for growth

While the preceding paragraphs have referred to the teacher providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the teacher's performance. This material can be uploaded into the Documentation Log.

Reflections on Artifacts in the Documentation Log

Reflections for the documentation log require serious thought and consideration. Artifacts provide evaluators with information related to specific standards and provides educators/school administrators with an opportunity for self-reflection. The reflection process allows educators/school administrators the opportunity to display items that may not be seen in an observation and give justification for the value of the artifact. The following statements will help guide you in your reflection:

1. Describe how this artifact provides evidence for this standard.
2. Describe how this artifact impacted your professional practice and knowledge.
3. Detail the impact on student learning this artifact demonstrates.

RATING TEACHER PERFORMANCE

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. Ratings are made at the performance standard level, NOT at the performance indicator level.

Teachers will be rated on all six performance standards using a performance appraisal rubric. As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Teachers are expected to perform at the *Effective* level. Included in the teacher performance rating are the diagnostic rating of six performance standards and an interim performance review if applicable resulting in a single summative rating.

Interim Performance Review

Districts have the option to provide all new teachers and teachers in need of improvement with systematic feedback prior to the summative review. The performance of these teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. Evaluators will use the Interim Performance Report ([Link to Part III - Forms](#)) to document the evidence that has been collected and should discuss the results with the teacher at an interim evaluation conference. During the conference, evaluators may also provide mid-year feedback on the Documentation Log, Survey results and the progress students are making toward the objectives identified in the SLO.

Diagnostic Rating of Six Performance Standards

In making judgments for the summative assessment on each of the six teacher performance standards, the evaluator should determine where the “**preponderance of evidence**” exists, based on evidence collected from multiple data sources. Preponderance of evidence as used here is intended to mean the overall weight of evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, “In which rating category does the preponderance of evidence fall?” In many instances, there will be performance evidence that may fit in more than one category. When aggregating the total set of data and making a summative decision, the question to be asked is, “In which rating category does the evidence best fit?”

Single Summative Rating

In addition to receiving a diagnostic rating for each of the six performance ratings, the teacher will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the teacher. The intent is not to replace the diagnostic

value of the six performance standards; rather it is to provide an overall rating of the teacher's performance.

The overall summative rating will be rated as *Distinguished*, *Effective*, *Developing/Needs Improvement*, or *Unacceptable*. Each performance standard is equally weighted. **Figure 7** explains the Summative Scoring Rules. The summative rating is completed on the Summative Report ([Link to Part III - Forms](#)).

Figure 7: Summative Scoring Rules

Performance Level Rating	Score Range
Distinguished	21-24
Effective	16-20
Developing/Needs Improvement	12-15
Unacceptable	6-11

- If the teacher has an *Unacceptable* rating on one or more of the six performance standards, he or she will receive an overall performance rating of *Unacceptable*.
- If the teacher has two or more *Needs Improvement* ratings or three or more *Developing* ratings from among the six performance standards, he or she will receive an overall performance rating of *Developing/Needs Improvement*.

A performance improvement plan will be required if a teacher received a single summative rating of unacceptable or received two or more needs improvement or three or more developing ratings.

The single summative rating communicates an overall rating level. **Figure 8** explains the four levels of ratings.

- Scoring of Educators occurs ONLY in the summative year.
- Scoring looks at ALL of the evidence collected in an Evaluation Cycle.
- Educators are scored on each Standard AND given a holistic score on the standards.
- Each Standard is weighted equally.
- The summative rating reflects an overall evaluation rating for the educator

Figure 8: Overall Rating Levels

Category	Description	Definition
Distinguished	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains.	Distinguished performance: <ul style="list-style-type: none"> • sustains high performance over a period of time • empowers students and consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • serves as a role model to others

Effective	The teacher meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student learning gains.	Effective performance: <ul style="list-style-type: none"> ● consistently meets the requirements contained in the standards as expressed in the evaluation criteria ● engages students and exhibits behaviors that have a positive impact on student learning and the school climate ● demonstrates willingness to learn and apply new skills
Developing/ Needs Improvement	The teacher's performance is inconsistent in meeting the established performance standard and/or in working toward the school's mission and goals which results in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, (but due to a variety of reasons) has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	Developing/Needs Improvement performance: <ul style="list-style-type: none"> ● requires support in meeting the standards ● results in less than expected quality of student learning ● leads to areas for teacher professional growth being jointly identified and planned between the teacher and evaluator
Unacceptable	The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student learning gains.	Unacceptable performance: <ul style="list-style-type: none"> ● does not meet the requirements contained in the standards as expressed in the evaluation criteria ● results in minimal student learning ● may contribute to a recommendation for the teacher not being considered for continued employment

SLO Rubric and Scoring Overview

Both educators and evaluators will use the Scoring Rubric (FIGURE 9 below) to determine SLO and Outcome Summary Scores, respectively. Educators will self-score their individual SLOs in all years (Supporting and Summary Years). In the Summary Year, evaluators will assign a holistic score considering all SLOs across the cycle, the implementation process, and its impact on student progress.

Drawing upon the preponderance of evidence and using the Scoring Rubric, evaluators determine an educator's holistic Outcome Summary Score by identifying the rubric level which best describes the educator's implementation process and student growth. This process of holistic scoring offers flexibility based on professional discretion. It allows evaluators to recognize student growth as well as professional growth across the Effectiveness cycle, which aligns with the purpose of the Wisconsin Educator Effectiveness System. The holistic score is the final SLO score that will factor into an educator's Student Outcomes Summary Score. Figure 8 explains the SLO Scoring Rubric. The holistic scoring is completed in the Summative Report (see Part III Forms).

Figure 9: provides the SLO Scoring Rubric categories and description:

Figure 9: SLO Scoring Rubric

Score	Criteria	Description (not exhaustive)
4	<p>Educator engaged in a comprehensive, data-driven process that resulted in exceptional student growth.</p> <p>Student growth has exceeded the goal(s).</p>	<p>*Educator set rigorous and appropriate goal(s) based on a comprehensive analysis of all required and supplemental data sources.</p> <p>*Educator consistently assessed students using strategic, appropriate, and authentic assessment practices.</p> <p>*Educator continuously monitored student and personal (instructional/practice) evidence/data.</p> <p>*Educator consistently and accurately reflected on student and personal (instructional/practice) evidence/data and consistently and accurately made connections between the two.</p> <p>*Educator consistently and appropriately revised practice based on evidence/data and reflection.</p> <p>*Educator process resulted in exceptional student growth.</p>
3	<p>Educator engaged in a data-driven process that resulted in student growth.</p> <p>Student growth has met goal(s).</p>	<p>*Educator set goal(s) based on analysis of all required and supplemental data sources.</p> <p>*Educator consistently assessed students using appropriate assessment practices.</p> <p>*Educator frequently monitored student and personal evidence/data.</p> <p>*Educator consistently and accurately reflected on student and personal (instructional/practice) evidence/data and made connection between the two.</p> <p>*Educator consistently adjusted practice based on evidence/data and reflection.</p> <p>*Educator process resulted in student growth.</p>
2	<p>Educator engaged in a process that resulted in inconsistent student growth.</p> <p>Student growth has partially met the goal(s).</p>	<p>*Educator set goal(s) based on analysis of required or supplemental sources.</p> <p>*Educator inconsistently used appropriate assessment practices.</p> <p>*Educator infrequently monitored student and personal (instructional/practice) evidence /data.</p> <p>*Educator consistently reflected on student and personal (instructional/practice) evidence/data</p> <p>*Educator inconsistently and inappropriately adjusted practice based on evidence/data and reflection.</p> <p>*Educator process resulted in minimal student growth.</p>
1	<p>Educator engaged in a process that resulted in minimal or no student growth.</p> <p>Student growth has not met the goal(s).</p>	<p>*Educator set inappropriate goal(s).</p> <p>*Educator consistently used inappropriate assessment practices.</p> <p>*Educator did not monitor student and personal (instructional/practice) evidence/data.</p> <p>*Educator inconsistently and inaccurately reflected on student and personal (instructional/practice) evidence/data.</p> <p>*Educator did not adjust practice based on evidence/data or reflection.</p> <p>*Educator process resulted in no student growth.</p>

Frequency of Summary Evaluation

All teachers will be evaluated summatively as prescribed by district policy i.e. three year evaluation cycle. **Figure 10** details the evaluation timeline for teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to the professional goal setting plan, surveys, observations, and documentation logs.

Figure 10: Educator Performance Evaluation System Timeline

Timeline	Educator Responsibilities	Evaluator Responsibilities
September	Review student/program level data to identify area(s) of need for SLO.	
September	Identify targeted student/program populations and evidence sources	
September early October	Administer appropriate baseline measure of student knowledge or program starting point and set growth targets for SLO	
By October 15(earlier for semester/trimester long SLOs)	Complete Professional Practice Goal Setting Plan	
By October 15	Prepare and collaboratively discuss SLO	
By October 15	Survey students/clients and complete survey growth plan	Approve survey growth plans
By October 30		Review SLO with educator for new/in need of improvement and summary year educators
By October 30		Complete pre-conference, formal observation and post conference of new/in need of improvement educators
By December 15	New/ in need of improvement educators complete second student survey/client and survey analysis	Review survey analysis
By January 15		Complete pre-conference, formal observation and post conferences of continuing educators
Mid-Interval of SLO	Collaboratively review SLO data and complete the mid-interval section of professional goal setting review form	Conference with new/in need of improvement/summary year educators regarding the mid-interval section of the professional goal setting review form
By February 1		Complete Interim performance report and conference with all new/in need of improvement educators
By February 15		Complete unannounced formal observation of educators in year 2 of 3 year cycle or in year 1 of 2 year cycle
By February 15	Continuing educators complete second survey and complete survey analysis	Approve survey analysis
By May 15	Complete documentation log	Review documentation log for new/in need of improvement/summary year educators
End of Interval SLO	Collaboratively review SLO data and complete the end of interval review section on the professional goal setting review form	Review SLO data with educator for new/in need of improvement and summary year educators
End of Interval SLO	Score the SLO	Holistically score SLO for new/in need of improvement and summary year educators
By End of School Year		Complete all informal observations
By End of School Year		Complete summative evaluations/conferences
June 30 (DPI Mandated)		Deadline for entering summary scores into MyLearningPlan

If the non-renewal of a teacher based on performance is being considered, the summative evaluation ideally will occur at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Performance Improvement Plan activities (described in the next section of this guidebook). The teacher may request a review of the evidence in relation to an *Unacceptable* rating received on a summative evaluation in accordance with the policies and procedures of the school district.

IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

Two tools are provided in the Teacher Performance Evaluation System that may be used at the discretion of the evaluator. The first is the **Support Dialogue**, a school-level discussion between the evaluator and the teacher. It is a conversation about individual performance in order to address the teacher's needs. The second is the **Performance Improvement Plan** that has a more formal structure and is used for notifying a teacher of unacceptable performance or performance that needs improvement. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. **Figure 11** shows the differences between the two processes.

Figure 11: *Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard but are often ineffective.	For teachers whose work is unacceptable or needs improvement
Initiates Process	Evaluator, administrator, or teacher	Evaluator*
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/work site level	Form required: <i>Performance Improvement Plan</i> Building/Work site Level Human Resource Department is notified
Outcomes	<ul style="list-style-type: none"> • Performance improves to effective level—no more targeted support • Some progress – continued support • Little or no progress – the teacher may be moved to a <i>Performance Improvement Plan</i> 	Form required: <i>Results of Performance Improvement Plan</i> <ul style="list-style-type: none"> • Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the teacher • Will remain on Performance Improvement Plan

*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the Performance Improvement Plan. The evaluator is responsible for the overall supervision of personnel in the work site/department/school and as such monitors the Performance Improvement Plan and makes a recommendation to the superintendent about the teacher's progress.

Support Dialogue

The Support Dialogue is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth (see sample prompts below), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire Support Dialogue process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome is that the teacher's practice has improved to an effective level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the teacher may be placed on a Performance Improvement Plan. Once placed on a Performance Improvement Plan, the teacher will have a predetermined time period to demonstrate that the identified deficiencies have been corrected. Sample prompts for the initial and follow-up conversations are shown below in **Figure 12**.

Figure 12: *Sample Prompts*

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?

What have you tried to address the concern of _____ (tell specific concern)?

What support do you need in order to address your concerns?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?

What has not gone as well?

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a Performance Improvement Plan ([Link to Part III - Forms](#)).

Performance improvement plans should be implemented:

1. to correct workplace behaviors affecting performance, productivity or staff relationships
2. on the heels of an unsatisfactory performance evaluation
3. to provide staff members an opportunity to correct a situation rather than implementing a more serious step in the disciplinary process.

An effective Performance improvement plan aims to fulfill the following goals:

- identify the performance to be improved or the behavior to be corrected as identified through the performance management process

- provide clear expectations and metrics about the work to be performed or behavior that must change
- initiate action steps that a staff member might take to modify performance, including identifying the support and resources available to help the staff member make the required modifications
- provide a timetable by which improvement will be necessary
- specify possible consequences if required improvement is not achieved.

A Performance Improvement Plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a Performance Improvement Plan will be required if a teacher receives a single summative rating of *Unacceptable* or the teacher has two or more *Needs Improvement* ratings or three or more *Developing* ratings from among the six performance standards.

Implementation of Performance Improvement Plan

When a teacher is placed on a Performance Improvement Plan, the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed;
- formulate a Performance Improvement Plan;
- review the results of the Performance Improvement Plan with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor;
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator will meet with the teacher to review progress made on the Performance Improvement Plan using the Teacher Results of Performance Improvement Plan form (see Part III Forms). The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated *Effective*.
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated *Developing/Needs Improvement*,
- Little or no improvement has been achieved; the teacher is rated *Unacceptable*.

When a teacher is rated *Unacceptable*, the teacher may be recommended for dismissal. If not dismissed, a new improvement plan will be implemented. Following completion of the Performance Improvement Plan, if the teacher is rated *Unacceptable* a second time, the teacher will be recommended for dismissal.

Request for Review of an Unacceptable Rating

The teacher may request a review of the evidence in relation to an *Unacceptable* rating received on a summative evaluation, or as a result of a Performance Improvement Plan, in accordance with the policies and procedures of the school district.

PART II: PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator.**

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, WMAS) and other required standards (e.g., Disciplinary Literacy, ITLS, 21st Century Learning).
- 1.2 Integrates key content elements and higher-level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.
- 1.7 Understands intellectual, social, emotional, and physical development of the age group.
- 1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
- 1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.
- 1.10 Demonstrates appropriate accommodations and modifications for diverse learners. (e.g., English learners, gifted learners, students with disabilities, etc.).

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.	The teacher inconsistently demonstrates an understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates an understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

**Teachers who are distinguished serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Has a solid understanding of subject facts, concepts, principles, and the methods through which they are integrated cognitively, and this understanding facilitates the pedagogical thinking and decision making.¹
- Facilitates planning units in advance to make intra- and interdisciplinary connections.²
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.³
- Identifies instructional objectives and activities⁴ to promote students' cognitive and developmental growth.⁵
- Applies and integrates knowledge or skills to a particular population in a specific setting.⁶
- Understands that teaching is not merely stand-and-deliver; instead, it involves a specialized, complex, intricate, and constantly changing and renewing body of knowledge.⁷

¹Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational review*, 57(1), 1-22.

²McEwan, E. K. 2002. *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers*. Thousand Oaks, CA: Corwin Press.

³Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model*. Alexandria, VA: ASCD.

⁴Marzano et al., 1993.

⁵Panasuk, R., Stone, W., & Todd, J. (2002). Lesson planning strategy for effective mathematics teaching. *Education*, 2(2), 714, 808-827.

⁶Mitchell, R. D. (1998). World class teachers: When top teachers earn National Board certificate, schools – and students – reap the benefits. *The American School Board Journal*, 185(9), 27-29.

⁷Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence*. Larchmont, NY: Eye on Education.

Performance Standard 2: Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 2.1 Aligns lesson objectives to approved curriculum using student learning data to guide planning.
- 2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.
- 2.3 Plans for differentiated instruction.
- 2.4 Develops appropriate long- and short-range plans and is able to adapt plans when needed.
- 2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.	The teacher inconsistently uses the curriculum, effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the curriculum, or without using effective strategies, resources, or data to meet the needs of all students.

**Teachers who are distinguished serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Constructs a blueprint of how to address the curriculum during the instructional time.⁸
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop and uses criteria to evaluate resources such as appropriateness for grade level, alignment with national, state, or local standards, accuracy of information, the time allowed for the lesson or unit, and the learning benefits that come from using the resources.⁹

⁸ McEwan, E. K. (2002).

⁹ Buttram, J. L., & Waters, J. T. (1997). Improving America's schools through standards-based education. *Bulletin*, 81(590), 1-5.

- Uses student assessment data to guide instructional decision making at the classroom level regarding what goals and objectives to address.¹⁰
- Takes into account the abilities of the students, their strengths and weaknesses, and their interest level while planning.¹¹
- Sees consistency and organization of instructional activities as important because they allow the central focus of classroom time to be on teaching and learning.¹²
- Uses advanced organizers and graphic organizers, and outlines to organize learning to give students a “bird’s-eye-view” of what lies ahead while ensuring students understand the relationships between the various components of the unit or the overall curriculum.¹³
- Clearly identifies key knowledge, concepts, skills, and attitudes to be taught, and spaces learning over time so that students can be exposed to each main element of material on at least two occasions.¹⁴

¹⁰ Kerr, K. A, Marsh, J. A., Ikemoto, G. S., Darilek, H., & Barney, H. (2006). Strategies to promote data use for instructional improvements: Actions, outcomes, and lessons from three urban districts. *American Journal of Education*, 112, 496-520.

¹¹ Fuchs, L. S., & Fuchs, D. (2003). *What is scientifically-based research on progress monitoring?* Washington, DC: National Center on Student Progress Monitoring.

¹² Stronge, J. H. (2007). *Qualities of effective teachers (2nd Ed)*. Alexandria, VA: ASCD.

¹³ Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2009). *Teaching strategies: A guide to effective instruction* (9th ed.). Boston, MA: Cengage Learning.

¹⁴ Pashler, H., Bain, P.M., Bottge, B. A., Graesser, A., Koedinger, K., McDaniel, M., & Metcalfe, J. (2007). *Organizing instruction and study to improve student learning: A practice guide*. Washington, DC: Institute of Education Sciences.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project based learning).
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Uses a variety of effective instructional strategies.
- 3.4 Uses materials, technology, and resources to enhance student learning.
- 3.5 Differentiates and paces instruction to meet students' needs.
- 3.6 Reinforces learning goals consistently throughout the lesson.
- 3.7 Communicates clearly and checks for understanding (e.g., multiple levels of questioning).

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher optimizes students' opportunities to learn by engaging them in higher-order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher does not use effective instructional strategy or inadequately addresses students' individual learning needs.

**Teachers who are distinguished serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.¹⁵
- Uses a variety of instructional strategies.¹⁶

¹⁵ Education USA Special Report. (n. d.). *Good teachers: What to look for*. Rockville, MD: National School Public Relations Association; Panasuk, Stone, & Todd (2002).

¹⁶ Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 5(8), 12-17; Educational Review Office. (1998). *The capable teacher*. Retrieved from <http://www.ero.govt.nz/Publications/eers1998/98no2hl.html>

- Uses research-based strategies to make instruction student-centered.¹⁷
- Involves students in cooperative learning to enhance higher-order thinking skills.¹⁸
- Uses students' prior knowledge to facilitate student learning.¹⁹
- Possesses strong communication skills,²⁰ offering clear explanations and directions.²¹
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.²²
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.²³
- Recognizes the complexity of the subject matter and focuses on meaningful conceptualization of knowledge rather than on isolated facts.²⁴
- Provides feedback in a timely manner, ensures that it relates specifically to the criteria of the task, and avoids simply indicating right or wrong answers; instead, provides specific explanations of what students are doing correctly, what they are not doing correctly, and how to fix it.²⁵
- Pays attention to the momentum of the daily lesson and is supportive and persistent in challenging and engaging students in all aspects of instruction.²⁶

¹⁷ Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 69-87.

¹⁸ Shellard, E., & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series*. Arlington, VA: Educational Research Service.

¹⁹ Covino & Iwanicki, 1996. Experienced teachers: Their constructs on effective teaching. *Journal of Personnel Evaluation in Education*, 11, 325-363.

²⁰ National Association of Secondary School Principals (NASSP). (1997). Students say: What makes a good teacher? *Schools in the Middle*, 6(5), 15-17; Peart & Campbell, 1999;

²¹ Covino & Iwanicki, 1996; Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the year. *The Elementary School Journal*, 80(5), 219-231.

²² Shellard, E., & Protheroe, N. (2000).

²³ Cawelti, G. (1999). *Handbook of research on improving student achievement* (2nd ed.). Arlington, VA: Educational Research Service; Cotton, K. (2000). *The schooling practices that matter most*. Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: ASCD; Covino & Iwanicki (1996); Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (7th ed.). New York: Addison-Wesley; Tobin, K. (1980). The effect of extended teacher wait-time on science achievement. *Journal of Research in Science Teaching*, 17, 469-475; Wang, M., Haertel, G. D., & Walberg, H. (1993). What helps students learn? *Educational Leadership*, 51(4), 74-79.

²⁴ Wenglinsky, H. (2004). Closing the racial achievement gap: The role of reforming instructional practices. *Education Policy Analysis Archives*, 12(64). Retrieved from <http://epaa.asu.edu/epaa/v12n64/>.

²⁵ Bangert-Downs, R. L., Kulik, C. C., Kulick, J. A., & Morgan, M. (1991). The instructional effects of feedback in test-like events. *Review of Educational Research*, 61(2), 213-54; Chappius, S., & Stevens, R. J. (2001). Classroom assessment for learning. *Educational Leadership*, 60(1), 40-43.

²⁶ Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26-30.

Performance Standard 4: Assessment For and Of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with approved curriculum and benchmarks.
- 4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher regularly selects/develops and uses valid formative and summative assessment strategies, and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.

**Teachers who are distinguished serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Uses a variety of assessment practices to monitor student learning including formal and informal assessments and formative and summative assessments such as teacher-made or standardized tests, projects, or writing assignments.²⁷
- Offers regular, timely, and specific feedback²⁸ and reinforcement.²⁹
- Monitors student progress informally through such techniques as scanning and circulating around the room or simply talking to individuals or small groups of students about specific tasks or activities.³⁰
- Gives homework and offers feedback on the homework.³¹
- Uses open-ended performance assignments.³²
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.³³
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.³⁴
- Acts upon assessment data with reteaching and enrichment as needed, and ensures that assessments are aligned not only with the curriculum but also with the actual instruction that takes place.³⁵

²⁷ Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

²⁸ Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: ASCD.

²⁹ Cotton, K. (2000).

³⁰ Stronge, J. H. (2007).

³¹ Stronge, J. H. (2007).

³² Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan*, 80(9), 658-660.

³³ Gronlund, N. E. (2002). *Assessment of student achievement* (7th ed.). Boston: Allyn & Bacon.

³⁴ Stronge, J. H. (2007).

³⁵ Stronge, J. H. (2007).

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 5.1 Establishes and maintains effective routines and procedures.
- 5.2 Creates and maintains a safe physical setting.
- 5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.4 Promotes respectful interactions that challenge and engage all students within the learning environment.
- 5.5 Creates an environment that is academically appropriate, stimulating, and challenging.
- 5.6 Encourages student participation, inquiry, and intellectual risk-taking.
- 5.7 Respects and promotes the appreciation of diversity.
- 5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.

**Teachers who are distinguished serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Establishes classroom rules and procedures early on in the school year, monitors student behavior, and infuses humor, care, and respect into classroom interactions.³⁶

³⁶ Stronge, J. H. (2007).

- Ensures classroom activities have an academic focus and orchestrates smooth transitions and maintains momentum to maximize learning time.³⁷
- Uses effective questioning and challenging but interesting activities to increase student engagement in learning and student accountability.³⁸
- Develops functional floor plans with teacher and student work areas and furniture/materials placement for optimal results.³⁹
- Establishes rapport and trustworthiness with students by being fair, caring, respectful, and enthusiastic.⁴⁰
- Cares about students as individuals and makes them feel valued.⁴¹
- Adapts teaching to address student learning styles.⁴²
- Acknowledges his/her perspective and is open to hearing students' worldviews.⁴³
- Is culturally competent.⁴⁴
- Seeks to know about the cultures and communities from which students come.⁴⁵

³⁷ Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

³⁸ Wang, M. C., Haertel, G. D., & Walberg, H. J. (1994). What helps student learn? *Educational Leadership*, 51(4), 74-79.

³⁹ Stronge, J. H. (2007).

⁴⁰ Walls, R. T., Nardi, A. H., vo Minden, A. M., & Hoffman, N. (2002). The characteristics of effective and ineffective teachers. *Teacher Education Quarterly*, 29(1), 39-48.

⁴¹ Peart, N. A., & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education*, 5(3), 269-284.

⁴² Covino, E. A., & Iwanicki, E. (1996).

⁴³ McAllister, G., & Irvine, J. J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research*, 70(1), 3-24.

⁴⁴ Cruickshank, D. R., & Haeefe, D. (2001).

⁴⁵ Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice*, 42(4), 269-276.

Performance Standard 6: Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 6.1 Collaborates and communicates effectively to promote students' well-being and success.
- 6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.
- 6.3 Adheres to school, district, legal, ethical, and procedural requirements.
- 6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- 6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance based on self-assessment and/or in collaboration with their evaluator.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

Distinguished <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The teacher consistently demonstrates a high level of professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.

**Teachers who are distinguished serve as role models and/or teacher leaders.*

Across all rating levels, teachers are expected to adhere to professional ethics.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Recognizes the levels of involvement, ranging from networking to collaboration.⁴⁶
- Uses multiple forms of communication between school and home.⁴⁷
- Acknowledges his/her perspective and is open to hearing their students' worldviews.⁴⁸
- Is culturally competent.⁴⁹
- Seeks to know about the cultures and communities from which students come.⁵⁰
- Works collaboratively with other staff members, is willing to share his/her ideas, assists other teachers with difficulties, and volunteers to lead work teams and to be a mentor of new teachers.⁵¹
- Does not make excuses for student outcomes; holds students responsible while also accepting responsibility and continuously analyzes and seeks to improve his/her own teaching abilities.⁵²
- Reflects on his/her work formally and informally such as reviewing a day's work mentally, keeping a journal or portfolio, meeting regularly with a mentor or with colleagues, or assessing a videotaped recording of teaching.⁵³
- Embraces the practices of a life-long learner and acts as a risk-taker willing to step out his/her comfort zone to acquire and refine professional knowledge and skill.⁵⁴

⁴⁶ Rockwell, R. E., Andre, L. C., & Hawley, M. K. (1996). *Parents and teachers as partners: Issues and challenges*. Fort Worth, TX: Harcourt Brace College.

⁴⁷ Swap, S. A. (1993). *Developing home-school partnerships from concepts to practice*. New York: Teachers College Press.

⁴⁸ McAllister, G., & Irvine, J. J. (2000).

⁴⁹ Cruickshank, D. R., & Haeefe, D. (2001).

⁵⁰ Weinsten, C., Curran, M., & Tomlinson-Clarke, S. (2003).

⁵¹ Stronge, J. H. (2007).

⁵² Allington, R. L. (2002). What I've learned about effective reading instruction. *Phi Delta Kappan*, 83, 740-747; Covino, E. A., & Iwanicki, E. (1996).

⁵³ Mitchell, R. D. (1998).

⁵⁴ Fullan, M. G. (1993). Why teachers must become change agents. *Educational Leadership*, 50(6), 12-17.

Crosswalk with InTASC Standards

Figure 15 shows the alignment between the Teacher Performance Evaluation System and the Interstate Teacher Assessment and Support Consortium (InTASC) standards at the indicator level.

Figure 15: Crosswalk between Teacher Performance Evaluation System and InTASC Standards⁵⁵

TPES	InTASC									
	1. Learner Development	2. Learning Differences	3. Learning Environment	4. Content Knowledge	5. Application of Content	6. Assessment	7. Planning for Instruction	8. Instructional Strategies	9. Professional Learning & Ethical Practice	10. Leadership & Collaboration
1. Professional Knowledge	X	X		X	X		X	X		
2. Instructional Planning	X	X			X	X	X			
3. Instructional Delivery	X	X	X		X	X		X		
4. Assessment For and Of Learning	X		X			X	X		X	
5. Learning Environment	X		X	X		X		X	X	
6. Professionalism	X		X		X		X	X	X	X

⁵⁵ Council of Chief State School Officers. (2011, April). *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue*, Washington, DC: Author.

PART III: FORMS

Introduction & Links

Part III contains links to forms and tools used during the evaluation of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The forms are located in MyLearningPlan OASYS.

Figure17: Forms

Form		
	<i>Option 1</i>	<i>Option 2</i>
Professional Goal Setting (Select option 1 or option 2)	*EP Teacher Professional Goal Setting Plan *EP Teacher Professional Goal Setting Review	**EP Teacher Professional Goal Setting Plan **EP Teacher Professional Goal Setting SLO Mid-Interval Review **EP Teacher Professional Goal Setting SLO End of Interval Review **EP Teacher Professional Practice Goal (PPG) Review
Observations	*EP Teacher Pre-Observation Conference Record *EP Teacher Formal Observation/Formative Feedback EP Teacher Informal Observation EP Teacher Questioning Techniques Analysis (Optional) EP Teacher Time on Task Chart (Optional)	
Documentation Log	*EP Teacher Documentation Log	
Surveys	EP Teacher Survey Growth Plan EP Teacher Survey Analysis	
Reports	EP Teacher Interim Performance Report *EP Teacher Summative Report	
Performance Improvement Plan	*EP Teacher Performance Improvement Plan *EP Teacher Results of Performance Improvement Plan	

Evaluation Cycles and Required Components

The chart found at: [**2018-19 Evaluation Cycles and Required Components**](#) helps school districts successfully implement the Effectiveness Project (EP) for teachers, educational specialists, and school administrators. The chart includes the required evaluation process components.

APPENDICES

APPENDIX A:

Five Principles Wisconsin's Learning – Centered Educator Effectiveness Approach

1. Foundation of Trust

Conditions of trust are critical in a learning-centered evaluation approach. Effective school leaders develop and maintain trust among educators, administrators, students and parents. In the evaluation context, creating conditions of trust first occurs during an orientation session, where teachers and their evaluators discuss these items with transparency:

- the evaluation criteria, or what rubric the evaluator will use to evaluate the teacher;
- the evaluation process, or how and when the evaluator will observe the teacher's practice;
- the use of evaluation results; and
- any remaining questions or concerns.

The evaluator/peer plays a key role in building a foundation of trust. Evaluators should encourage teachers to stretch themselves in ways that foster professional growth. No one should settle for an expedient route using easily achieved goals. Setting rigorous goals for their own practice and their students' growth will result in greater learning for teachers and their students.

The evaluator encourages this process by reinforcing that learning happens through struggles and mistakes as well as successes, and that these instances will not be punitive, but rather opportunities for learning. Evaluators can cultivate a growth-mindset through open conversations that help teachers build on strengths and learn from mistakes. For more information, refer to [Building a Foundation of Trust](#).

2. A Common, Research-Based Framework

The Wisconsin Educator Effectiveness System is intended to provide a reliable and fair process using multiple measures to promote teachers' professional growth and improved student learning. The system consists of two main components: teacher practice measures and student outcome measures. The teacher practice component is encompassed in the *CESA 6 Teacher Performance Evaluation System*, (TPES) an equivalency model that has been approved by the state. This guidebook contains material on both the Teacher Performance Evaluation System, as well as the current guidance from the state on the student outcome measures. While accounted for separately under the state system, these two components are inexorably intertwined as an improvement in teacher practice should result in enhanced student performance. Similarly, by reflecting on student outcome measures, teachers can identify new ways in which to improve their practice.

The CESA 6 Teacher Performance Evaluation System was developed in collaboration with and based on the work of Dr. James Stronge. It is designed to collect and present evidence which documents performance based on well-defined job expectations. This model is based on the extant research of the qualities of effective teachers which includes meta-reviews, case studies, cross-case comparisons, surveys, ex-post facto designs, hierarchical linear modeling, and value-added studies. The research base surrounding the model is laid out in *Qualities of Effective Teachers*, 3rd ed. (Stronge, 2018, ASCD).

The Teacher Performance Evaluation System provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

3. Data-Driven, Educator-Developed Goals

As active participants in their own evaluations, teachers set performance goals based on analyses of school and student data, as well as assessments of their own practice using the Standards and Indicators. These goals address student achievement priorities (referred to as the Student Learning Objectives) and self-identified needs for individual improvement (referred to as the Professional Practice Goals). The goals may have the most impact when they are connected and mutually reinforcing (e.g., “I will _____ so that students can _____). Evaluators, teacher peers, school staff, and even parents can provide information relevant to the goals and feedback to strengthen them.

4. Continuous Improvement Supported by Professional Conversations

A learning-centered approach facilitates ongoing improvement through regularly repeated continuous improvement cycles. Improvement cycles represent intentional instruction that involves goal-setting, collection of evidence related to goals, reflection, and revision. Some refer to this type of work as a Plan-Do-Study-Act, or Plan-Do-Check-Act process. Each step in a continuous improvement cycle should seamlessly connect to the next step and be repeated as needed.

Professional conversations (i.e., coaching and timely feedback from trained evaluators/ coaches/peers) strengthen continuous improvement cycles. With effective training, evaluators/coaches/peers and teachers can establish a shared understanding and common language regarding best practice, as well as ensure consistent and accurate use of the Standards when selecting evidence, identifying levels of practice, and facilitating professional conversations to move practice forward.

5. Integration with District and School Priorities

Self-identified goals based on rigorous data analyses help personalize the improvement process and create ownership of the results. The improvement process becomes strategic when it *also* aligns with identified school and district priorities. Many districts have intentionally restructured professional learning opportunities to build on linkages between the learning of teachers and administrators. Drawing on the clear connections between the principal and teacher evaluation processes and integrating the learning opportunities helps to strategically leverage the EE System.

Example:

A principal and leadership team might identify literacy as a priority area for the school. A teacher in that school would develop his/her SLO based on his/her subject area, grade-level, and student data, and might incorporate instructional strategies that address the identified content/skills within a literacy context, and utilize a common writing rubric as one method of assessing subject-specific content/skills within a literacy context. This helps the teacher with his/her classroom goals and it helps the school with an overarching goal.

APPENDIX B: Resources to Support SLO/SPO Development

1. [Guiding Questions for Educator SLO Development](#)
2. [SLO Process: An Annual Goal Setting Process](#)
3. [SMART Goal Guidelines](#)
4. [Using a Balanced Assessment Framework to Support the SLO Process](#)
5. [SLO Assessment Guidance \(Ensuring High Quality\)](#)
6. [Questions to Ask About Assessments While Developing a Student Learning Objective](#)
7. [SLO Quality Indicators Checklist](#)
8. [SLO Coaching Conversation Protocol](#)

APPENDIX C: Survey Resources

- [Sample Student Instructions for Survey](#)
- [Sample Teacher Surveys](#)
- [Survey Information: Research and Examples](#)
- [Teacher Survey Question Bank - To create Student Surveys](#)
- [Teacher Survey Samples](#)
- [Teacher Survey Template](#)
- [Teacher Surveys in Spanish](#)

APPENDIX D: Glossary

Artifacts: Forms of evidence that support an educator's evaluation. They may include lesson plans, examples of student work with teacher feedback, professional development plans and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

Consistently (as in the description of "distinguished" when a person surpasses the standard): Expression used to describe a teacher who is unchanging in her/his level of achievement or performance that exceeds the established standard over the period of time of the evaluation.

Documentation: (referring to evidence and artifacts): Documentation is a general term for a collection of information or evidence that can serve as a record of a teacher's practice.

Effectiveness Project: (EP CESA 6) Educator Effectiveness (EE DPI Model) System: A Wisconsin model for teacher, educational specialist, administrator and non-certified support staff evaluation, built by and for Wisconsin educators and support staff. Its primary purpose is to support a system of continuous improvement of educator practice, from preservice to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by 2011 Wisconsin Act 166. The System refers to models of educator practice—whether districts use the DPI Model, CESA 6, or other approved equivalent model.

Evidence: Artifacts, documents, or other information used to determine progress towards a goal.

Frontline Education: The electronic tool being used to house all of the information regarding observations, artifacts, survey data, pre and post observation conferences, and the summative evaluation. This tool assists in scheduling and completing the process for teacher, educational specialist and school administrator evaluation.

Goal: Specific and measurable learning objective that can be evaluated over a specific designated interval of time (e.g., quarter, semester, year).

Goal Setting Plan: A plan documented in MyLearningPlan OASYS that lists the student learning objectives, professional practice goals and professional growth strategies and support for an educator, along with the activities required to attain these goals and the measures necessary to evaluate the progress made on them.

Higher-level thinking: Generally, the skills involving application, analysis, evaluation, etc., identified in Bloom's cognitive taxonomy, are regarded as higher-level thinking.

In addition to meeting the standard (as in the description of "distinguished" when a person considerably surpasses the standard): Expression used to describe a teacher whose achievement or performance is notably and substantially above the established standard.

Inter-Rater Reliability: The extent to which two or more evaluators agree in their independent ratings of educators' effectiveness.

Interval: Period of time over which student growth will be measured under a Student Learning Objective (the duration of time an educator is responsible for the academic growth of students; typically an academic year, although other intervals are possible).

Mid Year Review: A formal meeting scheduled by the evaluator at the mid-point of the SLO interval. During the meeting, the evaluator may discuss adjustment of the expected growth specified in an SLO based upon clear rationale and evidence of need. In non-summative years this is done with a peer.

Peer coaching: Peer coaching is a professional development approach which joins teachers together in an interactive and collaborative learning community. As applied to education, peer coaching often is used for teachers to help one another improve their pedagogical skills and competencies, instructional and assessment practices, and other attributes of teacher effectiveness.

Performance appraisal rubric: Performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. The design and intent of a rubric is to make the rating of teachers' performance efficient and accurate, and to help the evaluator justify to the evaluatees and others the rating that is assigned.

Performance Indicators/Look Fors: Performance indicators provide examples of observable, tangible behaviors for each teacher performance standard. They are examples of the type of performance that will occur if a standard is being successfully met.

Performance portrait: Performance portrait is a rhetorical expression to refer to a faithful and thorough representation of a teacher's effectiveness.

Performance standard: Performance standards are the major duties performed by a teacher and serve as the basic unit of analysis in the evaluation system. The teacher performance standards are well supported by extant research as the essential elements that constitute teacher effectiveness.

Post-observation conference: A conference that takes place after a formal observation during which the evaluator provides feedback verbally and in writing to the teacher.

Post-test: Assessment administered at the end of a specified time period, as specified under an SLO. Post-tests, sometimes referred to as summative assessments, can be used to evaluate cumulative student learning at the end of an instructional period.

Pre-observation conference: A conference that takes place before a formal observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Preponderance of evidence: While using the Summative Performance Form to evaluate performance on each teacher standard based on the four-level rating scale, the evaluator is required to synthesize and balance the evidence collected from various data sources to decide which rating level assignment is most accurate and appropriate to represent a teacher's performance on a standard. Borrowed from legal practice, the concept of preponderance of evidence entails making judgments based on the full body of evidence to be applied to a given decision.

Professional Practice Goal: A PPG is a goal focused on an educator's practice. Teachers will develop one practice-related goal annually. This goal is not scored, but serves to align an educator's SLO to his or her professional practice.

Progress Monitoring: The process during which educators review the target population's progress towards an identified goal using assessment data or other evidence sources. Progress monitoring may include the use of interim assessments to measure students' progress toward meeting a goal.

Rapid Cycle Feedback: Rapid Cycle Feedback is conducting more frequent observations and providing more feedback to further educator growth.

Reliability: Reliability is an essential quality of solid assessment and evaluation instruments. It is an indication of the consistency of the implementation of a rating system across evaluators or over time. Inter-rater reliability means there are consistent results among evaluators or coders as they are rating the same information.

Self-assessment: Self-assessment is a process by which teachers judge the effectiveness and adequacy of their practice, effects, knowledge, and beliefs for the purpose of performance improvement.

Student Learning Objectives (SLO's): SLOs are detailed, measurable goals for student academic outcomes to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by educators and their evaluator. Teachers will develop one SLO annually, for a maximum of three SLOs available as evidence towards their holistic SLO score in their rating year.

Surveys: Learner surveys provide information to the teacher about learners' perceptions of how the professional is performing. The purpose of a learner survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation) - in other words, to provide feedback directly to the teacher for professional growth and development. In this evaluation system, teachers will retain exclusive access to the results of the surveys regarding his or her performance. However, the teacher may be required to provide a summary of the survey results to the evaluator.

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