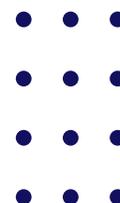
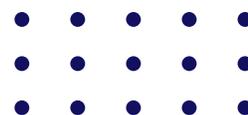
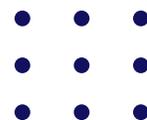




CESA 6
GROWTH &
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Home of the Effectiveness Project



EDUCATIONAL SPECIALIST

Performance Evaluation System ESPES GUIDEBOOK



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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.

The primary purposes of the Educational Specialist Performance Evaluation System (ESPES) include:

- optimize student learning and growth;
- improve the quality of instruction by ensuring accountability for learner performance and educational specialist 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 educational specialist performance appraisal and professional growth;
- implement a performance evaluation system that promotes collaboration between the educational specialist and evaluator promoting self-growth, instructional effectiveness, and improvement of overall job performance.

The distinguishing characteristics of the Educational Specialist Performance Evaluation System include:

- a focus on the relationship between professional performance and improved learner achievement;
- sample performance indicators for each of the educational specialist performance standards;
- a system for documenting educational specialist performance based on multiple data sources;
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of educational specialists 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. Educators 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. Educators 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.

Overview of the Educator Effectiveness (EE) Process

Wisconsin designed its learning-centered Educator Effectiveness process as a cycle of continuous improvement. An educator can complete a one-year, two-year, or three-year process, known as the 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 based on the SLO Rubric (see Appendix E, SLO Resources, Rubric).

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.

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. Act 166 and implementation of the Educator Effectiveness (EE) have not changed the frequency of required evaluations; only the evaluation process. 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.

ESPES: Who are the Educational Specialists?

The term educational specialist includes non-teaching, non-administrative education professionals who provide a multitude of support services to students, teachers, and parents. Educational specialists include school counselors, school nurses, library media specialists, school psychologists, school social workers and others who have specialized training and offer a broad range of services to students. The key question, "With whom does the educational specialist work?" can help you determine which staff members belong to the educational specialist group. The term does not include non-certified, non-licensed staff, such as clerical assistants or custodians.

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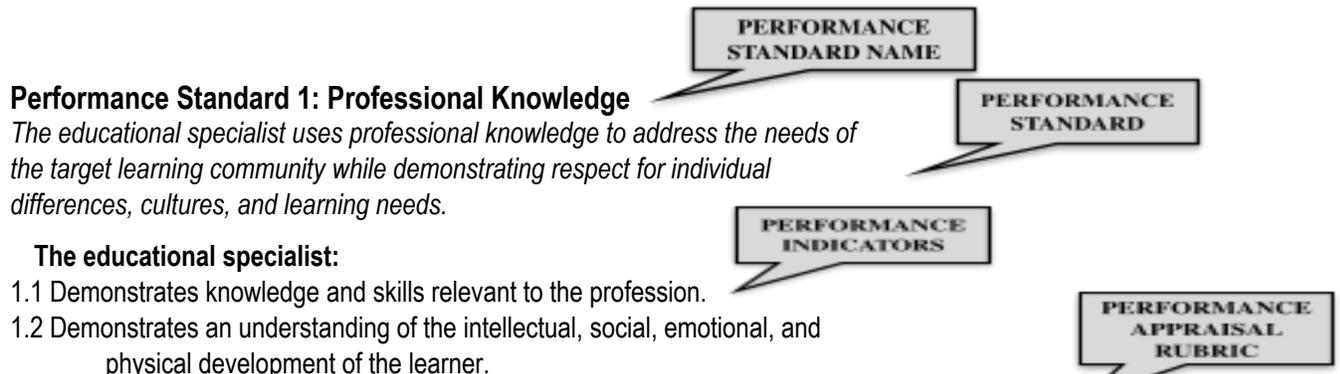
Educational Specialist Position Categories:

- Pupil personnel services could include: school counselors, school nurses, school psychologists, and social workers.
- Instructional support services could include: library media specialists and instructional technology specialists.
- Special education services could include: occupational therapists and physical therapists,

ESSENTIAL COMPONENTS OF THE ESPES

Clearly defined professional responsibilities for educational specialists constitute the foundation for the Educational Specialist Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy, so that both educational specialists and evaluators will reasonably understand their job expectations. The Educational Specialist Performance Evaluation System uses a two-tiered approach, consisting of six performance standards and multiple performance indicators to define the expectations for educational specialist performance. Educational specialists 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 the Educational Specialist Performance Evaluation System



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 educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a <i>lack of professional knowledge</i> regarding the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

* Educational specialists rated as Distinguished serve as role models or educational specialist leaders.

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

Educational Specialists Performance Standards and Indicators

Performance standards refer to the major duties performed by an educational specialist. Figure 2 shows the six performance standards in the Educational Specialist Performance Evaluation System that serve as the basis for the educational specialists' evaluation.

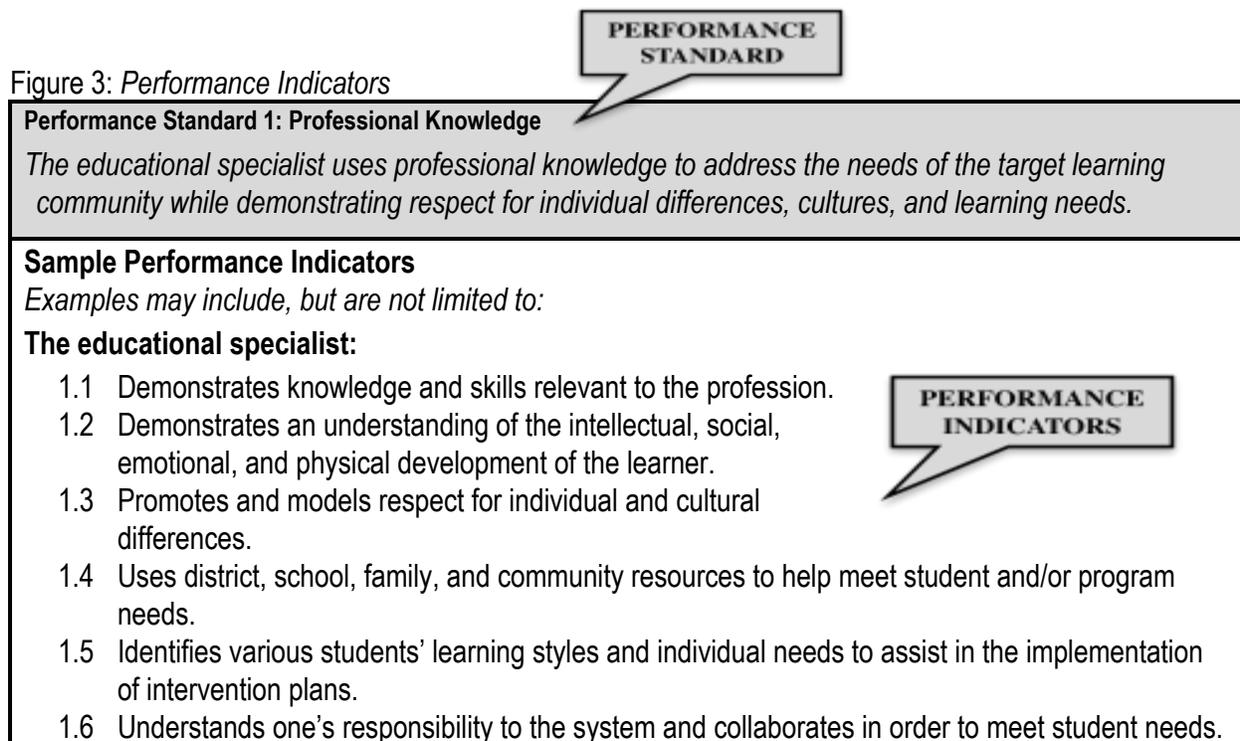
Figure 2: Performance Standards

PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
1. Professional Knowledge	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.
2: Communication and Collaboration	The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.
3: Assessment	The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and the community.
4: Program Planning and Management	The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.
5: Program Delivery	The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.
6: Professionalism	The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.

Educational Specialist - Performance Indicators

Performance indicators provide examples of observable, 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 educational specialists 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 educational specialist performance indicators is provided in Figure 3.



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

Job Specific - Educational Specialist Performance Indicators

In addition to the general performance indicators, job specific performance indicators are also available for EP districts to use. Job Specific Indicators are available for the following educational specialist job categories:

- Autism Program Support Specialist
- Instructional Coach
- Library / Media Specialist
- Occupational / Physical Therapist
- School Counselor
- School Nurse
- School Psychologist
- School Social Worker

The Job Specific Performance Indicators are available at the EP Help Desk as linked here.

[Job Specific - Educational Specialists Performance Indicators](#)

Educational Specialists - 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 educational specialists 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.** Educational specialists 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 educational specialists focus on ways to enhance their 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

ESPES - Standard 1: Professional Knowledge

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 educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a <i>lack of professional knowledge regarding</i> the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

* Educational specialists rated as *Distinguished* serve as role models or educational specialist leaders.

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 Educational Specialist 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 local school district must determine who will actually perform the evaluation for each educational specialist. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the educational specialists.

EDUCATIONAL SPECIALIST PRACTICE MEASURES

Getting Started: Orientation

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

- the evaluation criteria for the Educational Specialist Performance Evaluation System.
- the evaluation process, or the ongoing continuous improvement cycles informed by evidence of effective 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 educational specialists 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 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 educational specialists 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.

Multiple Data Sources

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexity of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the educational specialist’s work. Four data sources are required for the practice portion of educational specialist evaluation including: Observation, Documentation Log, Surveys and Professional Goal Setting plan. The student/program learning objective (SLO) is scored as an outcome measure. The Self-Reflection of Professional Practice and SLO process come together in the Professional Goal Setting form. These data sources are briefly described in Figure 5.

Figure 5: *Data Sources for Educational Specialist 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	The educational specialist is to survey their learners, teachers, and/or administrators. These surveys provide information to the educational specialist about perceptions of job performance. Based on the information gathered the educational specialist develops strategies for professional growth.

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Observations	Formal observations focus directly on the educational specialist's performance standards. Observations also may include a review of educational specialist products or artifacts, and review of learner data. Informal observations are intended to provide more frequent information on a wider variety of contributions made by the educational specialist. 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/client interaction, and/or observing work in non-classroom settings.
Documentation Log	Documentation Log includes educational specialist's selected artifacts that provide evidence of meeting selected performance standards.

DATA SOURCE: Professional Goal Setting

The educational specialist evaluation system requires educational specialists to create a program/student goal, complete a self-assessment, and complete an educator practice goal through a Professional Goal Setting Plan.

The Goal Setting Plan Includes:

- A. ***Student/Program Learning Objective (SLO) Process*** – Selecting, monitoring, and scoring SLOs collaboratively with evaluators and/or peers. A quality SLO process is characterized by the following critical features: At the beginning of each year, educators are required to write one goal statement that supports student/program learning. APPENDIX B provides questions educators may consider when developing the SLO. SLOs are detailed, measurable goals for student academic/program outcome to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by educators.
1. Baseline Data & Rationale
 2. Alignment
 3. Student Population
 4. Targeted Growth
 5. Interval
 6. Evidence Sources
 7. Program/Instructional Strategies & Support
 8. Scoring

See additional resources in [Appendix B](#) to assist with SLO Development including:

- The SLO Process - Annual Goal Setting Process
- SLO - Resources: Quality Indicator Checklist Using a Balanced Assessment Framework to Support the SLO Process
- SLO Assessment Guidance (Ensuring High Quality)
- Questions to Ask About Assessments While Developing a Student Learning/Program Objective
- SMART Goal Guidelines

B. *Self Assessment*

During year one of the evaluation cycle or annually for a new or need of improvement teacher completion of the comprehensive self-assessment of professional practice is required.

Educational specialists reflect on their strengths and strategies for growth as it relates to the six performance standards. Educational specialists 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 educational specialists to focus on one or two performance standards while completing the self-assessment or comprehensively reflect on all six performance standards each year.

C. *Professional Practice Goal (PPG)*

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

After developing the SLO and reviewing the self assessment educational specialists will develop one Professional Practice Goal (PPG), that when aligned to the SLO, may increase success in student learning.

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 data, as appropriate to their individual role and 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 educators could inform the development of a team SLO that may align to a School Learning Objective identified by the principal. Working in teams with other educators 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 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.

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. The development of the SLO now must include the review of teacher and principal value-added, as well as graduation rates or schoolwide reading value-added (as appropriate to the role of the educator). 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 Non-Summary 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 Non-Summary 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 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 Non-Summary Years. However, in Summative Years, educators must conduct this process with their evaluators.

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

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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.

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 educator 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 educators.

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 educator 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.

Educators prepare for the summative conference by sharing with their evaluator/peer results of their PPG and SLO. In a Summative Year, educators also share ESPES 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 educator 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 survey is to collect information that will help educational specialists reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to educational specialists for growth and development. In addition, a bank of survey questions are available to create a custom survey. APPENDIX C contains four different learner surveys.

All educational specialists are required to conduct surveys twice each year.

- All educational specialists will survey their clients by October 15th and complete the Survey Growth Plan. To ensure appropriate and meaningful survey feedback, the type of survey that best provides perspective feedback for professional reflection will be determined by the educational specialist and evaluator.
 - New educational specialists will survey the same group a second time prior to December 15th and complete the Survey Analysis.
 - Continuing contract educational specialists will survey their clients a second time prior to February 15th and complete the Survey Analysis.

Educational specialists will fill out the Growth Plan by October 15th (see Part III Forms). All educational specialists will complete the Analysis upon completion of the second survey (see Part III Forms). The educational specialist retains sole access to the results of the surveys, but will submit both the Survey Growth Plan and Survey Analysis in online evaluation platform . (Survey examples can be found in [APPENDIX C](#)).

DATA SOURCE: Observations

Observations are intended to provide information on a wide variety of contributions made by educational specialists 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. It is important that administrators build trust by sharing informal feedback with educational specialists prior to the formal observations. Here are the required number and type of observations by one year and 3 year evaluation cycles:

Required Observations by Evaluation Year:

Supporting Year 1 - 1 informal observation
Supporting Year 2 - 1 informal observation
Summary Year - 1 formal observation (45-60 min)
2 informal observation

Formal Observations

Evaluators use classroom observations as one source of information to determine whether an educational specialist is meeting the performance standards. Educational specialists will have a minimum of one 45 minute formal observation or two 20 minute observations in the summary year. New educational specialists (with or without prior experience) or educational specialists in need of improvement will be formally observed on an annual basis.

It is recommended that one unannounced formal observation also be completed in the non-summary year(s). See APPENDIX A for 2 and 3 Year Evaluation Cycle recommendations. Additional formal observations for any educational specialist may be conducted at the discretion of the evaluator.

Evaluators will use an appropriate observation to provide targeted feedback on educational specialists' 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 educational specialist.

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

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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. Evaluators are required to conduct three informal observations over the educational specialist's evaluation cycle. Additional informal observations are required to be conducted for any educational specialist. Two informal observations must take place in a summary year.

New educational specialists or educational specialists in need of improvement will be informally observed three times over the course of the annual evaluation cycle.

Evaluators will provide feedback from informal observations through any appropriate means.

DATA SOURCE: Documentation Log

The purpose of the Documentation Log is to provide evidence of performance related to specific standards.

Districts may opt to require additional artifacts for each standard. If the educational specialist feels artifacts would enhance his or her evaluation, artifacts may be added upon evaluator request and/or educational specialist choice. Districts may limit the number of artifacts per standard. The number required is a district decision.

These documents provide evaluators with information they likely would not receive in an observation. Specifically, the Documentation Log provides the educational specialist with an opportunity for self-reflection on the artifacts, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented.

New educational specialists and educational specialists in need of improvement will meet with evaluators to review their Documentation Log by mid-year. Continuing educational specialists will maintain their Documentation Log for the duration of their evaluation cycle. Artifacts will be archived according to the school year during which they were collected or may be open for the entire evaluation cycle at the discretion of the district.

Documentation Log Description

A Documentation Log:

- is one component of a multi-source evaluation and compliments the observation, goal setting plan, and survey components of the educational specialist evaluation system, and
- is a collection of artifacts 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 administrators.

Figure 6 shows examples of items that may be included in the Documentation Log. This is not a limited list. It also indicates those items that are required. Figure 6 explains the Sample Items in a Documentation Log.

Figure 6: *Sample Items in a Documentation Log*

Performance Standards	Examples	Artifact Types & Examples of Evidence
1. Professional Knowledge	<i>Educational specialist 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 educational specialist ● Behavior Plan
2. Communication and Collaboration	Communication Log	<ul style="list-style-type: none"> ● Examples of collaborative work with peers ● Other evidence of communication with learners, families, colleagues and community ● Other documentation: <i>Educational specialist selected artifacts</i>
3. Assessment	Data demonstrating program and/or intervention effectiveness that guides planning for student learning Other documentation: <i>Educational specialist selected artifacts</i>	<ul style="list-style-type: none"> ● Evidence of baseline and periodic assessments and analysis ● Progress reports ● Graphs or tables of learner results ● Summary of assessment procedures ● Notifications made on a modified intervention and/or program based on feedback ● Records within electronic curriculum mapping tool ● Brief report describing your record keeping system and how it is used to monitor program/learner progress ● Copy of scoring rubrics ● Photographs or photocopies of learner work with written comments ● Samples of educational reports, progress reports or letters prepared for parents or learners ● Copy of disaggregated analysis of learner achievement scores on standardized test ● Copy of learner journals of self-reflection and self-monitoring
4. Program Planning and Management	<i>Educational specialist selected artifacts</i>	<ul style="list-style-type: none"> ● Differentiation in lesson planning and practice ● Data driven curriculum revision work ● Sample lesson, unit or treatment plan ● Course syllabus ● Intervention plan ● Substitute lesson plan

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		<ul style="list-style-type: none"> ● Annotated learning objectives ● Schedule ● Data from the circulation system for planning for program management
5. Program Delivery	<i>Educational specialist selected artifacts</i>	<ul style="list-style-type: none"> ● Specialist specific resources based on the needs of the community ● Reading Specialist: list of interventions ● Nurse: medical community links ● Media Specialist: technology available ● Social Worker: Record of home visits ● Instructional Coach: record of interventions throughout school
6. Professionalism	Professional Development Log	<ul style="list-style-type: none"> ● Self-assessment ● Standards-based strategies for growth ● Record of professional development taken or given ● Other documentation: <i>Educational specialist selected artifacts</i>

While the preceding paragraphs have referred to the educational specialist 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 educational specialist'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 knowledge.
3. Detail the impact on student learning this artifact demonstrates.

RATING EDUCATIONAL SPECIALIST PERFORMANCE

Rating of the Performance Standards

Formal evaluation of performance typically occurs at the summary year, which comes at the end of the evaluation cycle (e.g., school year). At that time, each of the six Educational Specialist Performance Standards will be rated. 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.

Educational specialists will be rated on all six performance standards using the performance appraisal rubrics (*see Part II Performance Standards*). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each educational specialist performance standard. The scale states the measure of performance expected of educational specialists and provides a general description of what each rating entails. Educational specialists are expected to perform at the *Effective* level. Figure 7 explains the four levels of ratings.

Figure 7: Overall Rating Levels

Cat.	Description	Definition
Distinguished	The educational specialist 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 learner and program outcomes.	Distinguished performance: <ul style="list-style-type: none"> ● sustains high performance over a period of time. ● empowers learners and consistently exhibits behaviors that have a strong positive impact on learner and program outcomes and the school climate. ● serves as a role model and/or educational specialist leader.
Effective	The educational specialist meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on learner and program outcomes.	Effective performance: <ul style="list-style-type: none"> ● consistently meets the requirements contained in the standards as expressed in the evaluation criteria. ● engages learners and exhibits behaviors that have a positive impact on learner and program outcomes and the school climate ● demonstrates willingness to learn and apply new skills.
Developing/ Needs Improvement	The educational specialist's performance is inconsistent in meeting the established performance standard and/or in working toward the school's mission and goals and results in below average learner and program outcomes. The educational specialist 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 educational specialist'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 learner and program outcomes. ● leads to areas for the educational specialist's professional growth being jointly identified and planned between the educational specialist and evaluator.

Unacceptable	<p>The educational specialist consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in learner and program outcomes.</p>	<p>Unacceptable performance:</p> <ul style="list-style-type: none"> ● does not meet the requirements contained in the standards as expressed in the evaluation criteria. ● results in minimal learner and program outcomes. ● may contribute to a recommendation for the educational specialist to not be considered for continued employment.
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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 the Six Performance Standards

In making judgments for the summative assessment on each of the six educational specialist performance standards, the evaluator should determine where the “**preponderance of evidence**” exists, based on evidence from multiple data sources. Preponderance of evidence as used in this context 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?”

Evaluators will use the Summative Report (Part III Forms) with the Rating Scale to rate and provide evidence pertaining to each performance standard. The results of the performance evaluation and the Holistic SLO Score will be discussed with the educational specialist at a summative evaluation conference.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the six performance ratings, the educational specialist 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 educational specialist. The intent is not to replace the diagnostic value of the six performance standards; rather it is to provide an overall rating of the educational specialist’s performance.

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The overall summative rating will be judged as *Distinguished*, *Effective*, *Developing/Needs Improvement*, or *Unacceptable*. Each performance standard is equally weighted. Figure 8 explains the Summative Scoring Rules. The summative rating is completed on the Summative Report (see Part III Forms).

Figure 8: *Summative Scoring Rules*

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

- If the educational specialist 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 educational specialist 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 an educational specialist 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 10 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.
- There is no averaging of scores, therefore, no decimals will be present in scores assigned by the Evaluator.
- Each Standard is weighted equally.
- The summative rating reflects an overall evaluation rating for the educator.

SLO Rubric and Scoring Overview

Both educators and evaluators will use the Scoring Rubric (FIGURE 8 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

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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: SLO Scoring Rubric

4	<ul style="list-style-type: none"> *Educator set rigorous and appropriate goal(s) based on a comprehensive analysis of all required and supplemental data sources. *Educator skillfully used appropriate assessments. *Educator continuously monitored progress. *Educator strategically revised strategies based on progress monitoring data. *Educator reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way. *Educator process resulted in exceptional student growth or positive program change.
3	<ul style="list-style-type: none"> *Educator set attainable goal(s) based on comprehensive analysis of all required and supplemental data sources. *Educator used appropriate assessments. *Educator monitored progress.. *Educator adjusted strategies based on progress monitoring data. *Educator reflected on the process across the year/cycle in an accurate or consistent way. *Educator process results in student growth or positive program change.
2	<ul style="list-style-type: none"> *Educator set a goal(s). *Educator used assessments. *Educator infrequently monitored progress. *Educator inconsistently or inappropriately adjusted strategies. *Educator reflected on the process across the year/cycle in an inconsistent and/or inaccurate way. *Educator process resulted in inconsistent student growth or program change.
1	<ul style="list-style-type: none"> *Educator set inappropriate goal(s). *Educator inconsistently or inappropriately used assessments. *Educator did not monitor progress. *Educator did not adjust strategies based on progress monitoring data. *Educator did not reflect on the process across the year/cycle. *Educator process resulted in minimal or no student growth or program change.

New SLO - Student / Program Learning Objective Scoring Rubric

Figure 10 is another example of an SLO Scoring Rubric. This rubric focuses on key traits of the SLO. Note that this rubric will be used in the Summative Evaluation forms for Job Specific - Educational Specialists evaluation types. Note that providing a Holistic Score is **OPTIONAL** when using this rubric. Thus, it up to the discretion of the district whether or not a Holistic Score will be provided to educational specialists.

Figure 10: SPO (Student / Program Learning Objective) Scoring Rubric 2019-20

Educational Specialist - SPO (Student/Program Learning Objective) Rubric 2019-2020

Criteria	4	3	2	1
Goal Setting	Practitioner set a rigorous superior goal based on a comprehensive analysis of all required and supplemental data sources.	Practitioner set an attainable goal based on an analysis of all required and some supplemental data sources	Practitioner set goal with some analysis of some available data source	Practitioner did not set a goal or set an inappropriate goal or did not consider any data sources.
Use of Assessments	Practitioner skillfully used appropriate assessments.	Practitioner used appropriate assessments	Practitioner inconsistently used assessments	Practitioner did not use or inappropriately used assessments
Monitored Student or Program Progress	Practitioner continuously monitored progress using innovative tools and strategies.	Practitioner monitored progress using appropriate tools and strategies.	Practitioner infrequently monitored progress.	Practitioner did not monitor progress or monitored progress in an inappropriate way.
Adjustment of Strategies	Practitioner strategically revised strategies based on progress monitoring data.	Practitioner appropriately adjusted strategies based on progress monitoring data.	Practitioner inconsistently adjusted strategies based on progress monitoring data.	Practitioner did not make needed adjustments to strategies or adjusted strategies in an inappropriate way.
Reflection	Practitioner reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way.	Practitioner reflected on the process across the year/cycle in an accurate or consistent way.	Practitioner reflected on the process across the year/cycle in an inconsistent way.	Practitioner did not reflect on the process across the year/cycle or reflected in an inaccurate way.
Outcomes	Practitioner process resulted in exceptional student growth or positive program change.	Practitioner process resulted in substantive student growth or positive program change.	Practitioner process resulted in minimal or inconsistent student growth or program change.	Practitioner process resulted in regression or no student growth or program change.
HOLISTIC SCORE				

Frequency of Summary Evaluation

All educational specialists will be evaluated summatively as prescribed by district policy and at least every three years. Summary evaluations are to be completed by June 30th. Figure 11 details the evaluation schedules for educational specialists. As illustrated, the procedures for evaluating the performance of educational specialists rely on multiple data sources, including, but not limited to, observations, documentation logs, surveys, and the professional goal setting plan.

If non-renewal of an educational specialist is anticipated, the summative evaluation ideally will occur at least one semester prior to the end of school year, provided that the educational specialist has had an opportunity to complete all of the Performance Improvement Plan activities (described in the next section of this guidebook).

The educational specialist 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. Figure 11 is a suggested timeline for the completion of the ESPES of the educator and the evaluator responsibilities outlined by months in the school year.

Figure 11: Educational Specialist 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

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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

IMPROVING PROFESSIONAL PERFORMANCE

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

Two tools are provided in the Educational Specialist 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 educational specialist. The ensuing conversation is about individual performance in order to address the needs of the educational specialist. The second is the Performance Improvement Plan that has a more formal structure and is used for notifying an educational specialist of unacceptable performance or performance that needs improvement. Both tools may be used for all educational specialists, regardless of contract status. The tools may be used independently of each other. Figure 12 shows the differences between the two processes and tools.

Figure 12: *Tools to Increase Professional Performance*

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

*The evaluator for educational specialists 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 worksite/department/school and as such monitors the Performance Improvement Plan and makes a recommendation to the superintendent about the educational specialist's progress.

Support Dialogue

The Support Dialogue is initiated by evaluators or educational specialists at any point during the school year for use with personnel whose professional practice would benefit from additional support (see Part III Forms). It is designed to facilitate discussion regarding 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 educational specialist'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 educational specialist 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 educational specialist'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 allocate additional time or resources. If the necessary improvement is not made, the educational specialist may be placed on a Performance Improvement Plan. Once placed on a Performance Improvement Plan, the educational specialist 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 13.

Figure 13: *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 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 an educational specialist's performance does not meet the expectations established by the school, the educational specialist may be placed on a Performance Improvement Plan (see 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 an educational specialist in addressing areas of concern through targeted supervision and additional resources. At any point during the year, an evaluator may use the Performance Improvement Plan for an educational specialist whose professional practice would benefit from additional support. Additionally, a Performance Improvement Plan will be required if an educational specialist receives a single summative rating of *Unacceptable* on the overall summative rating. As discussed earlier, an overall *Unacceptable* rating will occur when the educational specialist has an *Unacceptable* rating on one or more of the six performance, or the educational specialist 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 an educational specialist is placed on a Performance Improvement Plan, the evaluator must:

- provide written notification to the educational specialist 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 educational specialist 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 and according to the timeline, the evaluator will meet with the educational specialist to review progress made on the Performance Improvement Plan using the educational specialist Performance Improvement Plan form (see Part III Forms). The options for a final recommendation are:

- Sufficient improvement has been achieved; the educational specialist is no longer on a Performance Improvement Plan and is rated *Effective*.

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

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

Request for Review of an Unacceptable Rating

The educational specialist 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

Educational specialists 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. Furthermore, all educational specialists are not expected to demonstrate each performance indicator.**

Standards & Indicators by Specialist - Links

[Autism Program Support Specialist - Performance Standards & Indicators](#)
[Instructional Coach - Performance Standards & Indicators](#)
[Library Media Specialist - Performance Standards & Indicators](#)
[Occupational Therapist/Physical Therapist - Performance Standards & Indicators](#)
[School Counselor - Performance Standards & Indicators](#)
[School Nurse - Performance Standards & Indicators](#)
[School Psychologist - Performance Standards & Indicators](#)
[Social Worker - Performance Standards & Indicators](#)

General Educational Specialists Standards & Indicators:

Performance Standard 1: Professional Knowledge

The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.

Sample Performance Indicators

Examples may include, but are not limited to:

The educational specialist:

- 1.1 Demonstrates knowledge and skills relevant to the profession.
- 1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner.
- 1.3 Promotes and models respect for individual and cultural differences.
- 1.4 Uses district, school, family, and community resources to help meet learner and/or program needs.
- 1.5 Identifies various learning styles and individual needs to assist in the implementation of intervention plans.
- 1.6 Understands one's responsibility to the system and collaborates in order to meet learner needs.

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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 educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a <i>lack of professional knowledge</i> regarding the needs of the target learning community or <i>rarely</i> demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

**Educational specialists who are distinguished serve as role models and/or educational specialist leaders.*

Performance Standard 2: Communication and Collaboration

The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.

Sample Performance Indicators

Examples may include, but are not limited to:

The educational specialist:

- 2.1 Supports, promotes, and communicates the mission, vision, and goals of the school and the district.
- 2.2 Uses effective written, verbal, and nonverbal communication skills.
- 2.3 Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.
- 2.4 Supports learner success and well-being by working collaboratively with stakeholders.
- 2.5 Collaborates with stakeholders to design, implement, and/or support services for specific learner or program needs.
- 2.6 Responds promptly to learner, family, staff, and community concerns.
- 2.7 Actively assumes an advocacy role for learners and families.
- 2.8 Uses resources, including technology, to effectively communicate with stakeholders.

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 educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques between the learners, families, staff, and the community.	The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.	The educational specialist attempts, but is <i>inconsistent</i> in communicating and has difficulty collaborating with learners, families, staff, and the community.	The educational specialist <i>rarely</i> communicates and collaborates effectively with learners, families, staff, and the community.

**Educational specialists who are distinguished serve as role models and/or educational specialist leaders.*

Performance Standard 3: Assessment

The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.

Sample Performance Indicators

Examples may include, but are not limited to:

The educational specialist:

- 3.1 Demonstrates proficiency in administering, scoring, evaluating, and interpreting data from instruments or records.
- 3.2 Provides accurate feedback to learners, families, and staff on assessment results.
- 3.3 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.
- 3.4 Uses assessment data to modify strategies, interventions, services, and programs.
- 3.5 Uses data to assess learner and/or program needs.
- 3.6 Uses data to assess learner and/or program outcomes.
- 3.7 Documents learner and/or program outcomes.

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 educational specialist <i>consistently demonstrates a high level of performance</i> and takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, families, staff, and the community.	The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and the community.	The educational specialist attempts, but is <i>inconsistent</i> in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, staff, and the community.	The educational specialist <i>rarely</i> uses data to measure learner progress, implement program planning, guide instruction, or to provide timely feedback to learners, families, staff, and the community.

**Educational specialists who are distinguished serve as role models and/or educational specialist leaders.*

Performance Standard 4: Program Planning and Management

The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.

Sample Performance Indicators

Examples may include, but are not limited to:

The educational specialist:

- 4.1 Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.
- 4.2 Provide a safe and appropriate environment for service delivery.
- 4.3 Organizes and maintains appropriate program and learner records.
- 4.4 Demonstrates effective scheduling and time management skills.
- 4.5 Identifies and manages available resources (human and financial) to address learner and program needs.
- 4.6 Adheres to proper procedures for using, maintaining, updating, and securing program materials.
- 4.7 Maintains fidelity in delivering programs and services.

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 educational specialist engages others in the design of plans, and coordinates, and manages programs and services consistent with established guidelines, policies, and procedures. The work impacts the wider learning community.	The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.	The educational specialist attempts, but <i>inconsistently</i> plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.	The educational specialist <i>rarely</i> plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.

**Educational specialists who are distinguished serve as role models and/or educational specialist leaders.*

Performance Standard 5: Program Delivery

The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.

Sample Performance Indicators

Examples may include, but are not limited to:

The educational specialist:

- 5.1 Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.
- 5.2 Uses technology, materials, and other resources as appropriate to deliver services and programs.
- 5.3 Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.
- 5.4 Collaborates with instructional staff to design, implement, or support services for specific learner or program needs.
- 5.5 On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services to individual learners.
- 5.6 Provides services that will support mastery of state and national standards.
- 5.7 Interprets policies, programs, and procedures related to the delivery of services to learners.

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 educational specialist uses professional knowledge in an innovative manner to provide a variety of exceptional services for the targeted learning community.	The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.	The educational specialist attempts to use professional knowledge to implement services, but efforts are <i>inconsistent</i> in addressing the needs of the targeted learning community.	The educational specialist <i>rarely</i> uses professional knowledge to implement services to meet the needs of the targeted learning community.

**Educational specialists who are distinguished serve as role models and/or educational specialist leaders.*

Performance Standard 6: Professionalism

The educational specialist demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.

Sample Performance Indicators

Examples may include, but are not limited to:

The educational specialist:

- 6.1 Follows federal and state guidelines and school board policies and procedures.
- 6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).
- 6.3 Performs assigned duties in a timely manner.
- 6.4 Respects and maintains confidentiality.
- 6.5 Evaluates and identifies strengths and areas for growth related to professional skills.
- 6.6 Sets measurable goals for improvement of skills and professional performance.
- 6.7 Participates in professional growth activities and incorporates learning into professional practices.
- 6.8 Mentors, trains, and/or supports colleagues in professional growth opportunities.
- 6.9 Contributes to the organization and community.
- 6.10 Adheres to professional, legal, and ethical standards.

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 educational specialist is a professional role model for others, engages in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The educational specialist exhibits behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.	The educational specialist demonstrates limited understanding of professional ethics, <i>inconsistently</i> participates in professional growth opportunities or inconsistently applies learning from professional development in a way that contributes to the profession.	The educational specialist <i>exhibits unethical behavior</i> , <i>rarely</i> participates in professional growth opportunities or <i>rarely</i> applies learning from professional development in a way that contributes to the profession.

**Educational specialists who are distinguished serve as role models and/or educational specialist leaders.*

PART III: FORMS

Introduction & Links

Part III Forms contains copies of forms and tools used during the evaluation of educational specialists. The evaluator and the educational specialist use the forms to provide evidence of the quality of work performed. The forms are located in Frontline MyLearningPlan OASYS.

Figure 15: *Forms*

Forms	
Professional Goal Setting	*EP Educational Specialist Professional Goal Setting Plan **EP Educational Specialist Professional Goal Setting Review
Observations	**EP Educational Specialist Pre-Observation Conference Record **EP Educational Specialist Formal Observation/Formative Feedback EP Educational Specialist Informal Observation
Documentation Log	**EP Educational Specialist Documentation Log
Surveys	EP Educational Specialist Survey Growth Plan EP Educational Specialist Survey Analysis
Reports	EP Educational Specialist Interim Performance Report *EP Educational Specialist Summative Report
Performance Improvement Plan	**EP Educational Specialist Performance Improvement Plan **EP Educational Specialist Results of Performance Improvement Plan

Evaluation Cycles and Required Components

The chart found at: [Evaluation Cycle and Required Forms](#) 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

Evaluation systems, implemented in isolation as an accountability or compliance exercise, will not improve educator practice or student outcomes. Leader and teacher evaluations have the greatest potential to improve practice when the following five conditions are 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 and specific feedback through ongoing collaboration; and*
5. *Integration of evaluation processes within school and district improvement strategies.*

Creating and maintaining these conditions helps move an evaluation system from a bureaucratic exercise to a learning-centered, continuous improvement process.

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. Here is another resource [Wisconsin EE - Building a Foundation of Trust](#) with strategies for building trust.

2. A Common, Research-Based Framework

The Wisconsin Educator Effectiveness 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: practice measures and student outcome measures. The teacher practice component is encompassed in the *CESA 6 Educational Specialist Performance Evaluation System*, (ESPES) an equivalency model that has been approved by the state. This guidebook contains material on both the ESPES, 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.

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The CESA 6 Teacher Performance Evaluation System uses the Goals and Roles Performance Evaluation Model[®] (short title: Goals and Roles Model[®]) developed by Dr. James Stronge for collecting and presenting data to document 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*, 2nd ed. (Stronge, 2007, ASCD).

The Educational Specialist 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 Educator Effectiveness System.

APPENDIX B: Resources to Support SLO/SPO Development

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

APPENDIX C: Survey Resources

- [Educational Specialist Question Bank for Survey - and templates](#)
- [Educational Specialist Sample Surveys](#)
- [Educational Specialist Surveys in Spanish](#)
- [Elementary School Counselor Example](#)
- [Possible Cover Letter for Survey](#)

APPENDIX D: Glossary

Announced observation: A formal, scheduled observation. It may be preceded by a pre-observation discussion and followed by a post-observation discussion where verbal and/or written feedback is provided by the evaluator to the teacher.

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.

Assessment/Evidence Source: Assessment evidence sources include common district assessments, existing standardized assessments not already included as student outcomes within the Effectiveness Project System (e.g., standardized, summative state assessment and standardized district assessment data), teacher-designed assessments and/or rubrics work samples or portfolios, and other sources approved by the evaluator.

Attainment: "Point in time" measure of student learning, typically expressed in terms of a proficiency category (*advanced, proficient, basic, minimal*).

Authentic assessment: Authentic assessment is a form of assessment that allows students to demonstrate meaningful application of concepts and skills in the authentic contexts of students' real life.

Baseline: Measure of data the beginning of a specified time period, typically expressed in terms of a proficiency categories (*advanced, proficient, basic, minimal*).

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.

Differentiated instruction: Differentiated instruction is a general term for an approach to teaching that responds to the range of student needs, abilities, and preferences in the classroom, and attempts to account for those differences in instructional planning and delivery, as well as in the content, process, product, and learning environment.

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 and administrator evaluation, built by and for Wisconsin educators. 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.

Elevate: Frontline MyLearningPlan® Elevate is a Professional Development Platform that includes an online video based evaluator training and certification system. This system includes video observations and conferences as well as artifacts and "other measures" for evidence collection, alignment to rubrics, and rubric scoring.

Formal assessment: The collection of student learning data using standardized tests or procedures under controlled conditions. These tests or other assessment tools have a history of application and statistics which support educational conclusions, such as "the student is below or above average for her age/grade." Formal assessments can also refer to assessments for a grade,

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as opposed to an informal assessment where a teacher is simply surveying the students to see if they understand a concept.

Formative assessment: Assessments that are administered to regularly/continuously study and document the progress made by learners toward instructional goals and objectives. Formative assessment is integral to the instructional process. Use of formative assessment allows teachers to target lessons to the areas in which students need to improve, and focus less on areas in which they already have demonstrated mastery.

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 Frontline MyLearningPlan® 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.

Informal assessment: Appraisal of student learning by causal/purposeful observation or by other non-standardized procedures.

Informal Observations: A short (15 minute minimum) informal and unannounced observation of a teacher's practice in the classroom. Feedback is documented in MLP.

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 an SLO (typically an academic year, although other intervals are possible).

Mid-Year (or Mid-Interval) Review: A formal meeting scheduled by the evaluator at the mid-point of the evaluation interval. During this meeting the evaluator may discuss adjustment of the expected growth specified in an SLO based upon clear rationale and evidence of need.

MyLearningPlan: 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 evaluations.

Observations: One source of evidence used to assess and provide feedback on teacher performance. Observations may be announced (scheduled in advance, possibly with a pre and/or post observation conference) or unannounced; formal (not announced with a post conference) or informal (short and impromptu). Observations are carried out by the educator's evaluator or a designee, who looks for evidence in one or more of the standards in the Teacher/Educational Specialist Performance Evaluation System.

Observation Cycle: Evaluators of teachers must conduct a minimum of one announced 45 minute observation (or two 20-minute announced observations), one unannounced (Optional 45 minute observation (or two 20-minute unannounced

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observations) and 3-5 unannounced informal observations of a least 15 minutes. Two informal observations should be completed in a summary year. The timeline of this cycle is a district decision. The recommended timeline is a three year cycle.

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 educator.

Post-test: Assessment administered at the end of a specified time period, as specified under a 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.

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.

Step-wise progression: A format of evaluation rubric design that arranges the levels of a rubric to make a qualitative distinction among different levels of performance. The differentiated descriptions of four levels of performance, ranging from ineffective to exemplary, on each of the ten teacher standards are marked by a gradual progression as if step by step.

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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.

Summative assessment: Assessment that summarizes the development of learners at a particular time, usually at the end of a semester or a school year. Summative assessment can be used for judging success or attainment in such diverse areas as teacher performance or student attainment of curricular standards.

Summative Scoring Rules: During a rating year the overall total points are totaled based on the scores earned using the performance appraisal rubrics. Refer to notes on the Summative Scoring Rules page.

Targeted Growth: Level of expected growth, or progress towards an identified goal, made by target population.

Targeted Population: Group(s) of students for whom a SLO applies.

Unannounced Observation: An observation that is not scheduled in advance. No pre-observation conference is held with an unannounced observation, but written or verbal feedback is expected within seven days.

Value-Added: A growth measure based on state assessment data that compares student growth at the school or classroom level to teachers or schools that had similar students (as defined by prior achievement and selected non-school factors, such as students' poverty level and disability status, which may influence growth).

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