

Teacher Performance Evaluation System

TPES Guidebook

July, 2017



Teacher

GOAL SETTING PLAN
SLO, PPG
SELF-ASSESSMENT

OBSERVATION

DOCUMENTATION LOG

SURVEY

INTERIM REPORT

SUMMATIVE REPORT

PERFORMANCE
IMPROVEMENT

OUTCOME
MEASURES



The Overarching Vision

- an effective teacher in every classroom,
- an effective leader in every school,
- an effective administrator in every district, and
- an effective educational system in every community



A Project of CESA 6
A professional evaluation system
based on the Stronge Evaluation model.

"Implementation is the goal. Evaluation is the means." (Stronge, 2012)

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PART I: INTRODUCTION 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 move his or her students and professional practice from point A to point B. The Wisconsin Educator Effectiveness serves as that roadmap. The mandate is designed to improve teacher and principal evaluation systems to provide educators with more meaningful feedback and support so they can achieve maximum results with students. In short, Wisconsin created the Educator Effectiveness to improve support, practice, and outcomes.

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 and learn from mistakes. [Quick Module: Foundation of 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: teacher practice measures and student outcome measures. The teacher practice component is encompassed in the *CESA 6 Teacher Performance Evaluation System*, (TPES) an equivalency model that has been approved by the state. This guidebook contains material on both the Teacher Performance Evaluation System, as well as the current guidance from the state on the student outcome measures. While accounted for separately under the state system, these two components are inexorably intertwined as an improvement in teacher practice should result in enhanced student performance. Similarly, by reflecting on student outcome measures, teachers can identify new ways in which to improve their practice.

The CESA 6 Teacher Performance Evaluation System 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 Teacher Performance Evaluation System provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

3. Data-Driven, Educator-Developed Goals

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

4. Continuous Improvement Supported by Professional Conversations

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

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

5. Integration with District and School Priorities

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

Example:

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

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.

Frequency of Evaluation

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.

Purposes and Characteristics of TPES

The primary purposes of Teacher Performance Evaluation System:

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

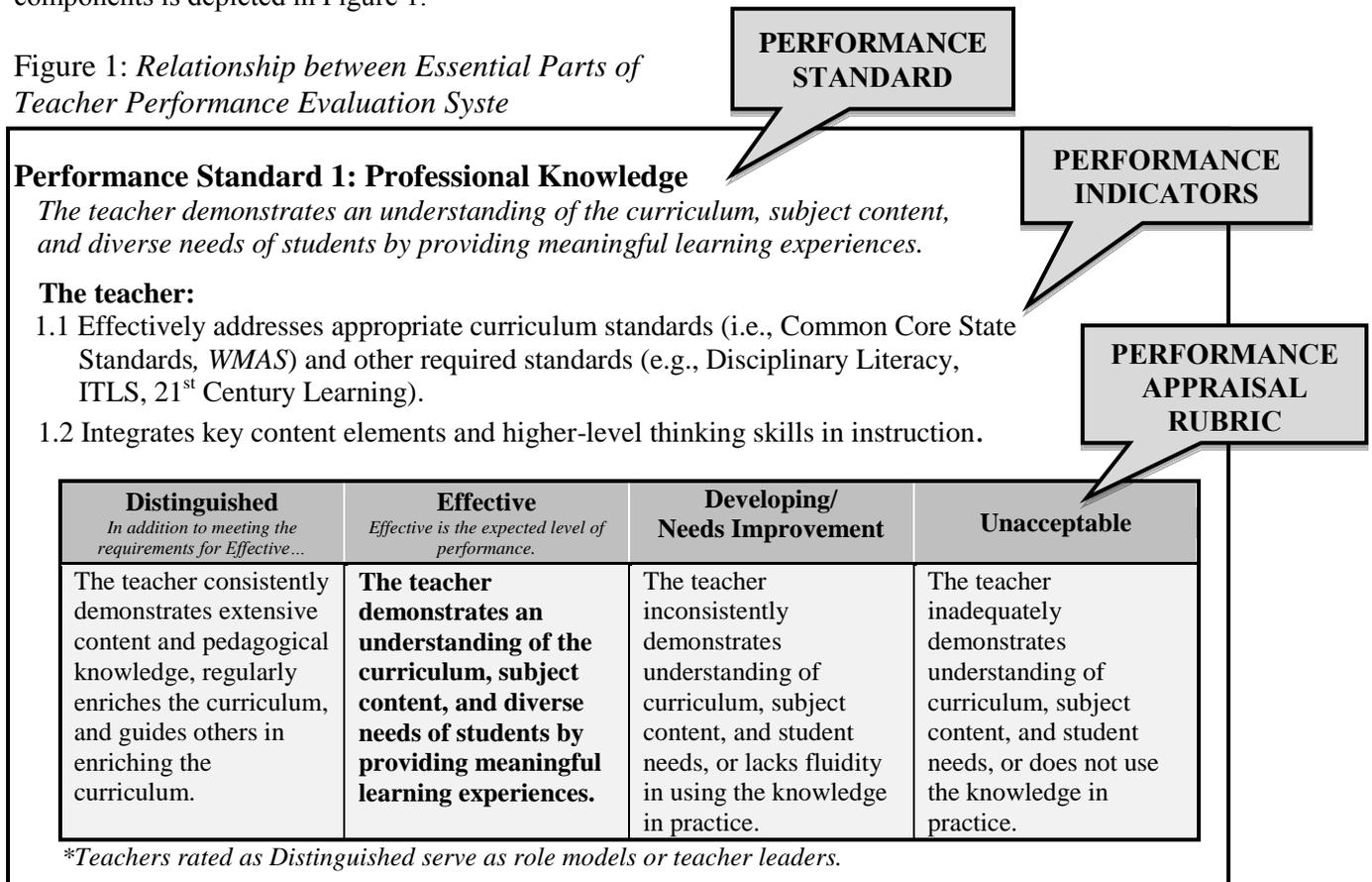
The distinguishing characteristics of Teacher Performance Evaluation System:

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

Essential Components of Teacher Performance Evaluation System

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

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



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

Teacher Performance Standards and Indicators

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

Figure 2: *Performance Standards*

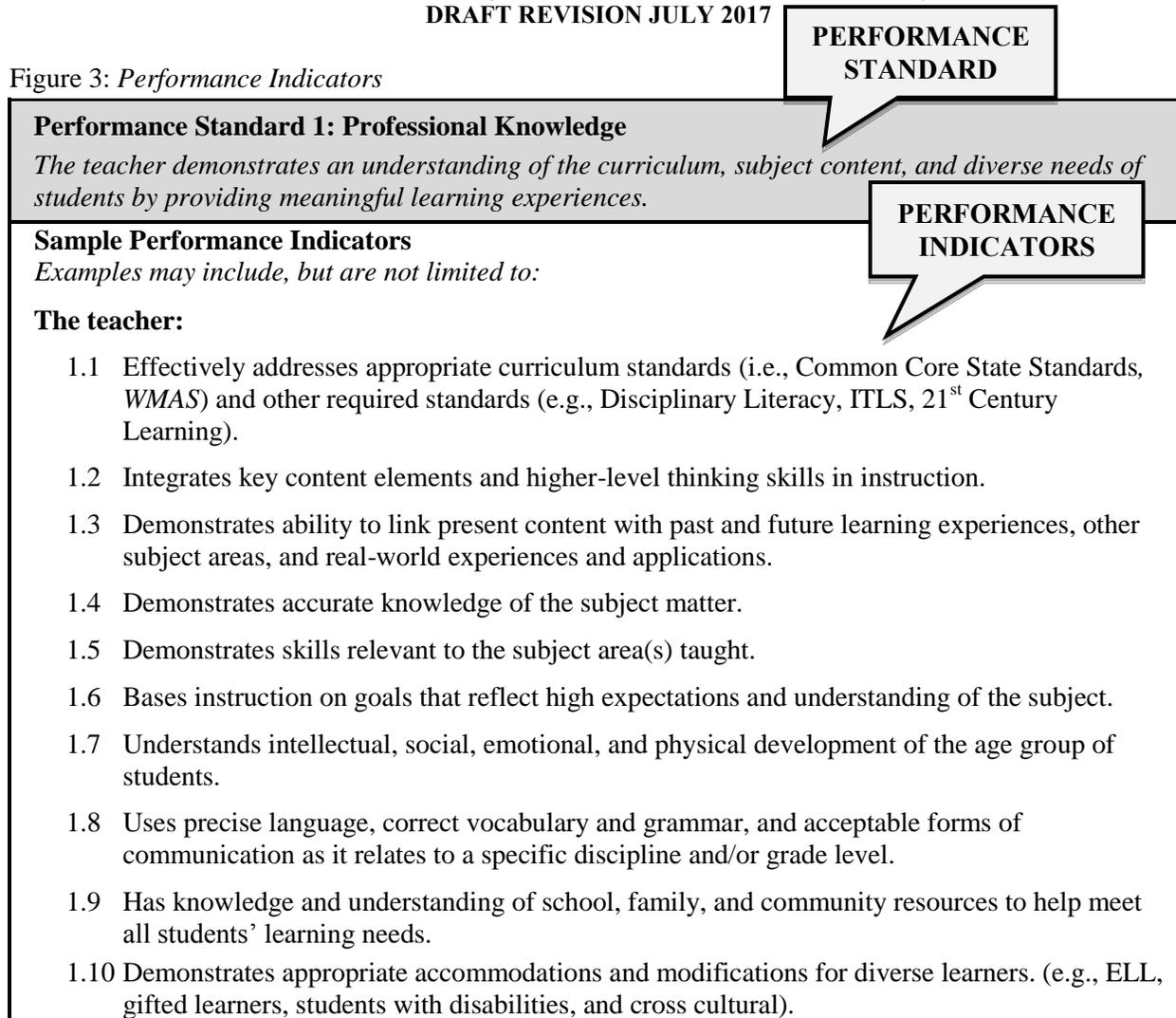
PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
1. Professional Knowledge	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.
2. Instructional Planning	The teacher effectively plans using the approved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

Teacher Performance Indicators

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

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

Figure 3: *Performance Indicators*



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

Performance Appraisal Rubrics

The performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The description provided in the *Effective* level of the performance appraisal rubric is the actual performance standard, thus *Effective* is the expected level of performance.** Teachers who earn a *Distinguished* rating must meet the requirements for the *Effective* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Part II Performance Standards includes rubrics related to each performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

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Figure 4: *Performance Appraisal Rubric*

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

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

Responsibilities of Site Administrators

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

TEACHER PRACTICE MEASURES

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. Four data sources are required for the practice portion of teacher evaluation including: Observation, Documentation Log, Surveys, and Professional Goal Setting Plan, which includes the SLO, Self-Assessment and Professional Practice Goal. These data sources are briefly described in Figure 5.

Figure 5: *Data Sources for Teacher Evaluation*

Data Source	Definition
Observations	Formal classroom observations focus directly on the six teacher performance standards. Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Documentation Log	Documentation Log includes teacher-selected artifacts that provide evidence of meeting selected performance standards.
Surveys	Learner surveys provide information to teachers about perceptions of job performance. Based on the information gathered the teacher develops strategies for professional growth.
Professional Goal Setting Plan	A plan documented in Frontline MyLearningPlan [®] 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.

Observations

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

Formal Classroom Observations

Evaluators use classroom observations as one source of information to determine whether a teacher is meeting the performance standards. Teachers will have a minimum of one 45 minute formal observation or two 20 minute observations in the summary year. New teachers (with or without prior experience) or teachers 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 teacher may be conducted at the discretion of the evaluator.

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

Pre-Observation/Post-Observation Conferences

Discussions between teachers and evaluators take place throughout the year, and can be formal conferences or informal means of delivering feedback (written or verbal). At least one of the formal observations must include both a pre and post observation discussion.

Informal Observations

Informal observations are of shorter duration and are documented using an appropriate observation form (see Part III Forms). Evaluators are required to conduct three informal observations over the teacher's evaluation cycle with a required duration of 15 minutes. Additional informal observations may be conducted for any teacher at the discretion of the evaluator. Two informal observations must take place in the summary year.

New teachers or teachers 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.

Documentation Log

The purpose of the Documentation Log is to provide evidence of performance related to specific standards. **The following are examples of what can be included in the Documentation Log:**

- evidence of the use of baseline and periodic assessments;
- a professional development log, and (see APPENDIX for sample Professional Development Log);
- a communication log, (see APPENDIX for sample Communication Log).

Districts may opt to require artifacts for each standard. If the teacher feels artifacts would enhance his or her evaluation, artifacts may be added upon evaluator request and/or teacher choice. Districts may limit the number of artifacts per standard. A maximum of three artifacts per standard is recommended per evaluation cycle. 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 requires that the teacher self-reflect on the artifacts, allowing demonstration of quality work, and creating a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented.

New teachers and teachers in need of improvement will meet with evaluator to review their Documentation Log by mid-year. Teachers on continuing contract 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 teacher evaluation system prior to the summary evaluation;
- is a collection of artifacts with reflections that provides evidence and support for meeting performance standards.

In addition, a Documentation Log:

- is kept as electronic files in Frontline MyLearningPlan[®].
- is a work in progress and is to be updated regularly throughout the evaluation cycle.
- is available for review by administrator.

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

Figure 6: *Sample Items in a Documentation Log*

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

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

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

Reflections

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

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

Surveys

The purpose of the learner survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. Several different versions of possible surveys are provided to reflect developmental differences. In addition, a bank of survey questions are available to create a custom survey. (see APPENDIX for samples).

Teachers are required to conduct learner surveys twice each year.

- All teachers should survey their students prior to October 15th.
 - New teachers should survey the same cohort of students for a second time prior to December 15th and complete the survey analysis.
 - Continuing contract teachers should survey the same cohort of students a second time prior to February 15th and complete the survey analysis.

Teachers may add additional questions to the surveys at their discretion with approval by the evaluator. Surveys that are not used from the guidebook need to be approved by the evaluator. Teachers will fill out the Learner Survey Growth Plan by October 15th (see Part III Forms). All teachers will complete the Learner Survey Analysis (by December 15th for new teachers) and by February 15th for continuing contract teachers (see Part III Forms). The teacher retains sole access to the results of the learner surveys, but will submit both the Learner Survey Growth Plan and the Learner Survey Analysis in MyLearningPlan OASYS.

Professional Goal Setting

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

The Goal Setting Plan Includes:

- A. Student Learning Objective (SLO) Process – Selecting, monitoring, and scoring SLOs collaboratively with evaluators and/or peers. A quality SLO process is characterized by the

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following critical features: At the beginning of each year, educators are required to write one goal statement that supports student learning. APPENDIX B provides questions teachers may consider when developing the SLO. SLOs are detailed, measurable goals for student academic outcomes to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by educators.

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

B. Self Assessment

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

Teachers reflect on their strengths, and strategies for growth as related to the six performance standards. Teachers should consider all relevant information including previous feedback from their evaluator, survey results, and student growth measures if available. If using a three year evaluation cycle, in years two and three, the district may require teachers to focus on one or two performance standards while completing the self reflection or comprehensively reflect on all six performance standards each year.

C. Professional Practice Goal (PPG)

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

After developing the SLO and reviewing the self assessment, teachers will develop one Professional Practice Goal (PPG) that when aligned to the SLO may increase success in student learning. Teachers will document the PPG in the Goal Setting Plan and reference the relevant SLO if applicable. Teachers may write a PPG that involves practices they want to improve that are not necessarily related to the SLO. It is highly recommended, not required that the PPG supports the SLO.

D. Goal Setting Process

Year 1 - Collaborate with peers and or building leadership team.

- Complete SLO process
- Complete comprehensive Self Assessment of Professional Practice
- Set Professional Practice Goal (PPG)

Year 2 - Collaborate with peers

- Complete SLO process
- Utilizing data from Self-Assessment of Professional Practice focus in one or two standards and complete PPG

- **Summary year (Year 3)**

- Complete SLO process

- Utilizing data from Self-Assessment of Professional Practice focus on one or two Standards and complete PPG.

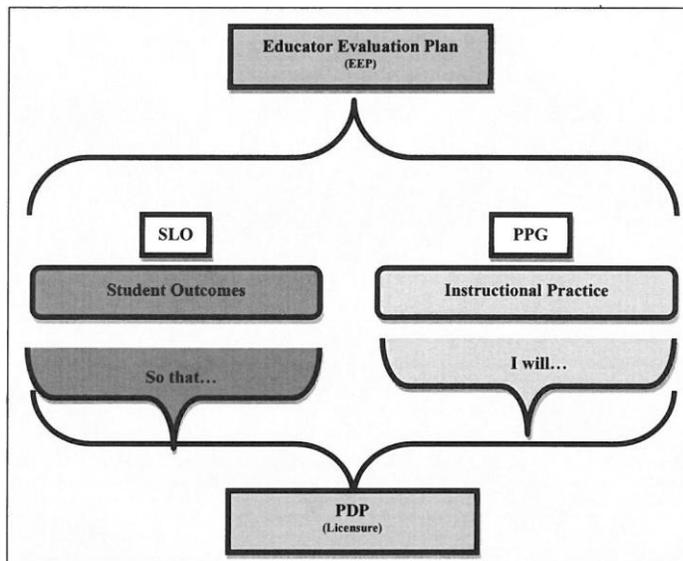
Goal Alignment: PDP and Educator Effectiveness Goals

In summative years, teachers will self-reflect on their practice by doing a self-assessment of professional practices in reference to the TPES Standards and Indicators . By connecting the instructional strategies identified in their SLO goal to the standards and indicators, teachers can consider next steps needed to strengthen their professional practice . Teachers will draw upon this analysis to inform the development of their Professional Practices Goal.

Teachers who are writing Professional Development Plan (PDP) goals reflecting on two of ten Wisconsin educator standards should develop broad goals so that they can continue to work within the goals in the event that educator changes districts, buildings, or grade levels. The PDP goals reflect both instructional strategies (I will....) and student outcomes (so that my students...).

While Licensure and Evaluation must remain separate processes due to legal requirements in state legislation, the process of setting goals for licensure can and likely will relate to the goals identified within the Effectiveness Project System. PDP goals should be broad and relate to the work within both the practice and student outcomes portions of the evaluation system. PDP goals can inform the work of the educator as it applies to their evaluation. Educators should not use the same goals for practice and outcomes. However, it is likely that one can inform the other (see Figure 7).

Figure 7: *Improving Professional Practice – Goal Alignment*



Student Learning Objectives

Using a Strategic Assessment Framework to Support the SLO Process

Educators use a variety of assessment tools to gather data about student performance when establishing a SLO goal. There are different “families” of assessment tools in a strategic assessment framework:

- **Formative Assessments:** Daily, ongoing evaluations that quickly and immediately inform instructional practices that support student learning over time (e.g. classroom assessments, progress monitoring tools, self assessments)
- **Interim Assessments:** Periodic diagnostic/common assessments that benchmark and monitor progress (e.g. Universal Screeners, Running Records, Rubrics that benchmark over time)
- **Summative Assessments:** Large scale standardized assessments that evaluate cumulative student learning. (e.g. AP exams, screeners, Statewide assessments, curriculum benchmark assessments)

Every assessment tool has a specific intended use for measuring student learning. Determining the best assessment tool to use depends on aspects of the need, such as:

- The **specificity** of data needed
- The **kind** of data needed
- The **timing** of the assessment or amount of time between assessments
- The **frequency** of reassessment for the same information

A critical aspect of the SLO process is to evaluate how the decisions, practices and strategy choices that an educator makes in planning for and delivering instruction ultimately affect student progress toward a goal. Multiple measurements and assessments used as part of a balanced assessment framework are beneficial in helping educators triangulate data, validate practices, and support informed choices that lead to increased student outcomes.

It is also important to remember that how an assessment tool is used can change what kind of assessment tool it is. For instance, an assessment commonly used 2-3 times a year as an interim assessment (ex. Measures of Academic Progress-MAP) could become a summative assessment if it was only used once a year, at the end of a school year, to measure the growth from the previous school year to that point.

The scope of what the assessment tool measures must match the amount of instruction or skills being assessed. For instance, formative assessment tools are intended to be used frequently and to assess fairly small amounts of progress, or to assess student mastery of smaller skills that support progress toward the larger goal. Summative assessments measure complex sets of skills or learning over a longer period of time.

The SLO Process: An Annual Goal Setting Process

The SLO process consists of five main elements spread out over a school year or learning cycle:

- Establishing an appropriate SLO goal and plan to reach the goal;
- Gathering evidence of instructional practices leading to improved student outcomes;
- Conducting a mid-year or mid-cycle review of progress;
- Continue to gather evidence;
- Evaluating the final results and scoring the educator’s SLO progress and outcomes.

SLO Assessment Guidance (Ensuring High Quality)

Those preparing SLOs have substantial autonomy in selecting evidence sources for documenting the growth toward identified goals, so long as the educator and evaluator mutually agree upon these evidence sources. This autonomy, however, does not mean that an educator can use any source of evidence. The following provides guidance regarding components of quality evidence that evaluators should consider when supporting sources of evidence for the SLO process. First, you must use valid assessment measures.

What is validity?

Validity defines quality in educational measurement. It is the extent to which an assessment actually measures what it is intended to measure and provides sound information supporting the purpose(s) for which it is used. Thus, assessments themselves are not valid or invalid. The validity of assessments resides in the evidence provided by it and its specific use. Some assessments have a high degree of validity for one purpose, but may have little validity for another. For example, a benchmark reading assessment may be valid for identifying students who may not reach the proficiency level on a state test. However the assessment could have little validity for diagnosing and identifying the cause of students' reading challenges. The evaluation of quality within an assessment begins with a clear explanation of the purpose(s) and serious consideration of a range of issues that tell how well it serves that purpose(s). The dynamic between an assessment's purpose and the resulting data generated by the assessment is key to determining the validity of assessments.

Assessments Should:

- Be aligned with standards
- Provide reliable information for intended score interpretations and uses
- *Be proctored with consistency*
- *Be fair and accessible*
- Provide useful reporting for intended users and purposes
- *Be developed with cohesion*

Why do we need alignment to standards?

Alignment is how well what outcomes are assessed matches what has been taught, what is learned and the purpose for giving the assessment. For assessments to provide data in order for staff to make inferences about student learning, the assessment must be aligned with the standards, inclusive of criteria from novice to mastery. The essential issues for alignment focus on these questions:

1. How does _____ reflect what is most important for students to know and be able to do?
2. How does _____ capture the depth and breadth of the standard, noting a rigorous progression toward proficiency?
3. Is _____ aligned to the Common Core State Standards or other relevant standards?
4. Do the sequence and rigor of _____ align vertically and horizontally within the SLO?
5. What timeframe is assigned in order to have accountability for the standards within the instructional framework?

SMART Goal Guidelines

The Wisconsin Educator Effectiveness System encourages the use of SMART goals when setting both professional practice and SLO goals. The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for **Specific, Measureable, Attainable, Results-based, and Time-bound**.

Figure 8: SMART GOAL GUIDELINES: Criteria for Developing SLOs

Specific:	The SLO is focused, by content area, or by learners' needs as examples.
Measurable:	An appropriate instrument/measure is selected to assess the SLO.
Attainable:	The SLO is rigorous, but reasonably feasible.
Results-based:	The SLO focuses on relevant outcomes and is aligned with building/district expectations.
Time-bound:	The SLO is contained within a specified time period.

Specific goals are those that are well-defined and free of ambiguity or generality. The consideration of “W” questions can help in developing goals that are specific:

- What?—Specify exactly what the goal seeks to accomplish.
- Why?—Specify the reasons for, purposes or benefits of the goal.
- Who?—Specify who this goal includes or involves.
- When?—Specify the timeline for the attainment of the goal.
- Which?—Specify any requirements or constraints involved in achieving the goal.

Measurable goals are those which have concrete criteria for measuring progress toward their achievement. They tend to be quantitative (how much/ how many?) as opposed to qualitative (what’s it like?), as in, how will you be able to prove your progress towards your goal?

Attainable goals are those that are reasonably achievable. Goals that are too lofty or unattainable will result in failure, but at the same time, they should involve extra effort to achieve. In either extreme (too far-reaching or sub-par), goals become meaningless.

Results-based goals are those that are aligned with the expectations and direction provided by the district or building goals. They are goals that focus on results and are relevant to the mission of an organization such as a school, helping to move the overall effort of a school forward.

Time-bound goals occur within a specified and realistic timeframe. Often in schools, this timeframe may be a school year.

Although SLOs may be based on growth or attainment, in general, they are intended to emphasize growth. An SLO based on growth measures progress, while a SLO based on attainment requires learners to demonstrate a specified level of knowledge or skill.

SLOs Informing the Outcome Summary Score

Beginning of Year Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) 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 MyLearningPlan- OASYS. 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 MyLearningPlan - OASYS. 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 Frontline MyLearningPlan[®]. 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.

Outcome Summary Score

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

Data Analysis Informing the Development of the SLO

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

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

provide the opportunity to share best practices and successful strategies which support school improvement plans and/or goals.

Educators are not required to develop a goal based on these data or to develop a goal with the intention to improve these data, unless the data indicates that is necessary. As always, the purpose of the Educator Effectiveness System is to provide information that is meaningful and supports each individual educator’s growth in their unique roles and contexts. By reviewing multiple data points, including those listed above, the educator has access to a more comprehensive view of their practice and a greater ability to identify areas of strength and need— both of which can inform the development of goals, as well as instructional/leadership strategies which can support progress towards goals. Note: Due to the lag in data provided by DPI to districts, as well as the date in the year in which the data is provided to the districts (i.e., the following year), educators should only use the data to review trends across time when developing an SLO. Educators should not use the data to score SLOs.

Rubric Overview

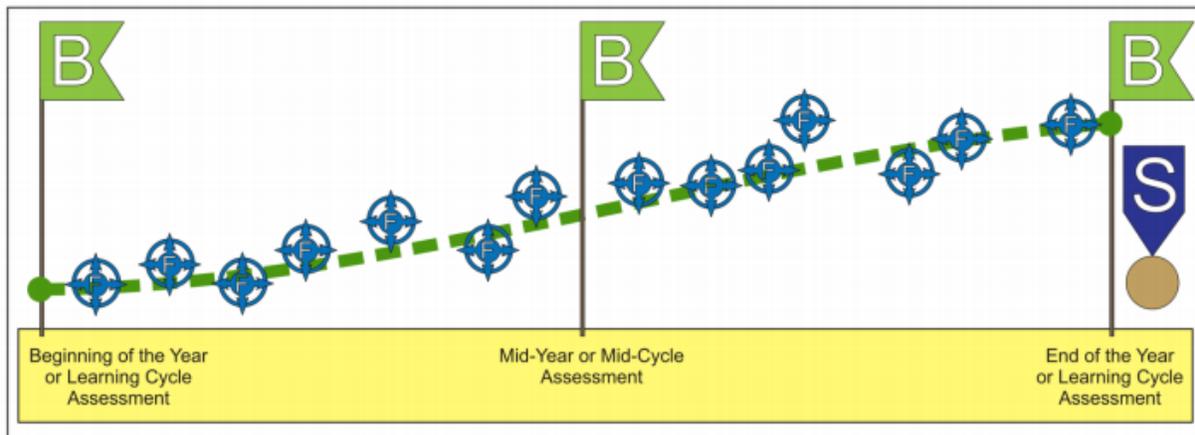
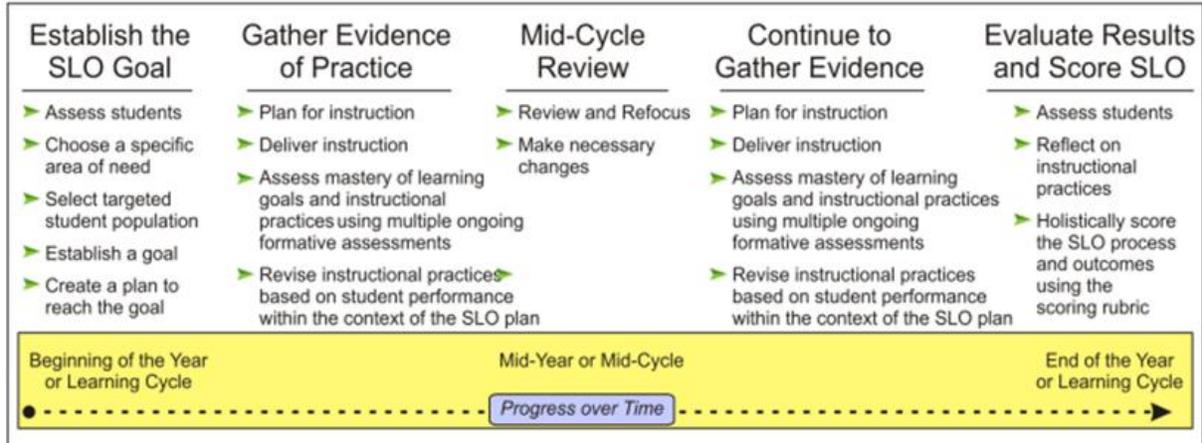
Both educators and evaluators will use the Scoring Rubric (below) to determine SLO and Outcome Summary Scores, respectively. Educators will self-score their individual SLOs in all years (Supporting and Summary Years). Evaluators will assign a holistic score considering all SLOs across the cycle—the implementation 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. **Figure 9** provides the SLO Scoring Rubric categories and description:

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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 consistently assessed students using strategic, appropriate, and authentic assessment practices. *Educator continuously monitored student and personal (instructional/practice) evidence/data. *Educator consistently and accurately reflected on student and personal (instructional/practice) evidence/data and consistently and accurately made connections between the two. *Educator consistently and appropriately revised practice based on evidence/data and reflection. *Educator process resulted in exceptional student growth.
3	<ul style="list-style-type: none"> *Educator set goal(s) based on analysis of all required and supplemental data sources. *Educator consistently assessed students using appropriate assessment practices. *Educator frequently monitored student and personal evidence/data. *Educator consistently and accurately reflected on student and personal (instructional/practice) evidence/data and made connection between the two. *Educator consistently adjusted practice based on evidence/data and reflection. *Educator process resulted in student growth.
2	<ul style="list-style-type: none"> *Educator set goal(s) based on analysis of required or supplemental sources. *Educator inconsistently used appropriate assessment practices. *Educator infrequently monitored student and personal (instructional/practice) evidence /data. *Educator consistently reflected on student and personal (instructional/practice) evidence/data *Educator inconsistently and inappropriately adjusted practice based on evidence/data and reflection. *Educator process resulted in minimal student growth.
1	<ul style="list-style-type: none"> *Educator set inappropriate goal(s). *Educator consistently used inappropriate assessment practices. *Educator did not monitor student and personal (instructional/practice) evidence/data. *Educator inconsistently and inaccurately reflected on student and personal (instructional/practice) evidence/data. *Educator did not adjust practice based on evidence/data or reflection. *Educator process resulted in no student growth.

SLO Cycle



Beginning of the Year or Learning Cycle	Mid-Year or Learning Cycle	End of the Year or Learning Cycle
Establish the SLO Goal	Gather Evidence of Practice	Mid-Cycle Review
<p>Question about student achievement of expected learning goals</p> <p>Investigate achievement of learning goals</p> <ul style="list-style-type: none"> Review historical data Select assessment Assess students Collect results <p>Clarify data findings</p> <ul style="list-style-type: none"> Analyze data patterns for all students Choose a specific area of focus aligned to standards Select targeted student population Clarify findings in your rationale <p>Reflect about teaching practices connected to results</p> <ul style="list-style-type: none"> Establish a student goal based on data findings Reflect about possible causes in practices Create a plan to reach the goal 	<p>Plan for instruction</p> <ul style="list-style-type: none"> Plan for formative practices <p>Deliver instruction</p> <p>Assess student progress towards mastery of learning goals using ongoing formative assessments; and assess success of instructional practices</p> <ul style="list-style-type: none"> Collect and monitor multiple data points of student learning Monitor instructional strategies used <p>Reflect and Revise instructional practices based on student performance within the context of the SLO plan</p>	<p>Question student progress toward the expected goal</p> <p>Investigate student progress data</p> <p>Reflect and refocus</p> <p>Adjust the goal as necessary</p> <ul style="list-style-type: none"> Make necessary changes in instructional practices Make necessary changes in ongoing formative assessment practices
<p>Plan for instruction</p> <ul style="list-style-type: none"> Plan for formative assessment <p>Deliver instruction</p> <p>Assess student progress towards mastery of learning goals using ongoing formative assessments; and assess success of instructional practices</p> <ul style="list-style-type: none"> Collect and monitor multiple data points of student learning Monitor instructional strategies used <p>Reflect and Revise instructional practices based on student performance within the context of the SLO plan</p>	<p>Question about the degree to which the targeted population met the goal</p> <p>Assess, Investigate and Clarify student results</p> <p>Reflect on instructional practices</p> <p>Holistically score the SLO process and outcomes using the SLO scoring rubric</p>	

RATING TEACHER PERFORMANCE

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

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

Interim Performance Review

All new teachers will receive a mid-year interim review to provide systematic feedback prior to the summative review. 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 (see Part III Forms) and should discuss the results with the teacher at an interim evaluation conference. During the conference, evaluators also provide mid-year feedback on the Documentation Log, Survey results and the progress students are making toward the objective identified in the SLO.

It is a district's discretion to use the interim report for other evaluation types.

Diagnostic Rating of Six Performance Standards

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

Single Summative Rating

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

The overall summative rating will be judged as *Distinguished*, *Effective*, *Developing/Needs Improvement*, or *Unacceptable*. Each performance standard is equally weighted. **Figure 10** explains the Summative Scoring Rules. The summative rating is completed on the Summative Report (see Part III Forms).

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Figure 10: *Summative Scoring Rules*

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

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

A performance improvement plan will be required if a teacher received a single summative rating of unacceptable or received two or more needs improvement or three or more developing ratings. The single summative rating communicates an overall rating level. **Figure 11** 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.

Figure 11: *Overall Rating Levels*

Cat.	Description	Definition
Distinguished	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently surpass the established performance standard, and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains.	<p>Distinguished performance:</p> <ul style="list-style-type: none"> • sustains high performance over a period of time • empowers students and consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • serves as a role model to others
Effective	The teacher meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student learning gains.	<p>Effective performance:</p> <ul style="list-style-type: none"> • consistently meets the requirements contained in the standards as expressed in the evaluation criteria • engages students and exhibits behaviors that have a positive impact on student learning and the school climate • demonstrates willingness to learn and apply new skills
Developing/ Needs Improvement	The teacher’s performance is inconsistent in meeting the established performance standard and/or in working toward the school’s mission and goals which results in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, (but due to a variety of reasons) has not yet reached the full level of proficiency expected (i.e., developing) or the teacher’s performance is lacking in a particular area (i.e., needs improvement).	<p>Developing/Needs Improvement performance:</p> <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than expected quality of student learning • leads to areas for teacher professional growth being jointly identified and planned between the teacher and evaluator
Unacceptable	The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student learning gains.	<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 student learning • may contribute to a recommendation for the teacher not being considered for continued employment

Frequency of Summary Evaluation

All teachers will be evaluated summatively as prescribed by district policy i.e. three year evaluation cycle. Summary evaluations are to be completed and rating scores submitted to DPI by June 30th. **Figure 12** details the evaluation timeline for teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations, documentation logs, surveys and the professional goal setting plan.

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

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

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Figure 12: *Educator Performance Evaluation System Timeline*

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

IMPROVING PROFESSIONAL PERFORMANCE

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

Two tools are provided in the Teacher Performance Evaluation System that may be used at the discretion of the evaluator. The first is the Support Dialogue, a school-level discussion between the evaluator and the teacher. It is a conversation about individual performance in order to address the teacher’s needs. The second is the Performance Improvement Plan that has a more formal structure and is used for notifying a teacher of unacceptable performance or performance that needs improvement. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 13 shows the differences between the two processes.

Figure 13: *Tools to Increase Professional Performance*

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

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

Support Dialogue

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

The desired outcome is that the teacher's practice has improved to an effective level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the teacher may be placed on a Performance Improvement Plan. Once placed on a Performance Improvement Plan, the teacher will have a predetermined time period to demonstrate that the identified deficiencies have been corrected. Sample prompts for the initial and follow-up conversations are shown below in Figure 14.

Figure 14: *Sample Prompts*

<p><i>Sample Prompts for the Initial Conversation</i> What challenges have you encountered in addressing _____ (tell specific concern)? What have you tried to address the concern of _____ (tell specific concern)? What support do you need in order to address your concerns?</p> <p><i>Sample Prompts for the Follow-Up Conversation</i> Last time we met, we talked about _____ (tell specific concern). What has gone well? What has not gone as well?</p>

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a Performance Improvement Plan (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; or (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 five (5) goals: (1) identify the performance to be improved or the behavior to be corrected as identified through the performance management process; (2) provide clear expectations and metrics about the work to be performed or behavior that must change; (3) 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; (4) provide a timetable by which improvement will be necessary; and (5) specify possible consequences if required improvement is not achieved.

A Performance Improvement Plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a Performance Improvement Plan will be required if a teacher receives a single summative rating of *Unacceptable*. As discussed earlier, an overall *Unacceptable* rating will occur when:

- the teacher has an *Unacceptable* rating on one or more of the six performance; or
- the teacher has two or more *Needs Improvement* ratings or
- three or more *Developing* ratings from among the six performance standards.

Implementation of Performance Improvement Plan

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

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

Assistance may include:

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

Resolution of Performance Improvement Plan

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

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

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

Request for Review of an Unacceptable Rating

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

PART II: PERFORMANCE STANDARDS

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

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

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

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

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

<p>Performance Standard 2: Instructional Planning <i>The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.</i></p>
<p>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p> <p>The teacher:</p> <ol style="list-style-type: none"> 2.1 Aligns lesson objectives to approved curriculum using student learning data to guide planning. 2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge. 2.3 Plans for differentiated instruction. 2.4 Develops appropriate long- and short-range plans and is able to adapt plans when needed. 2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

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

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Constructs a blueprint of how to address the curriculum during the instructional time.⁸
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop and uses criteria to evaluate resources such as appropriateness for grade level, alignment with national, state, or local standards, accuracy of information, the time allowed for the lesson or unit, and the learning benefits that come from using the resources.⁹
- Uses student assessment data to guide instructional decision making at the classroom level regarding what goals and objectives to address.¹⁰
- Takes into account the abilities of the students, their strengths and weaknesses, and their interest level while planning.¹¹
- Sees consistency and organization of instructional activities as important because they allow the central focus of classroom time to be on teaching and learning.¹²

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- Uses advanced organizers and graphic organizers, and outlines to organize learning to give students a “bird’s-eye-view” of what lies ahead while ensuring students understand the relationships between the various components of the unit or the overall curriculum.¹³
- Clearly identifies key knowledge, concepts, skills, and attitudes to be taught, and spaces learning over time so that students can be exposed to each main element of material on at least two occasions.¹⁴

<p>Performance Standard 3: Instructional Delivery</p> <p><i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p>
<p>Sample Performance Indicators</p> <p><i>Examples of may include, but are not limited to:</i></p> <p>The teacher:</p> <ol style="list-style-type: none"> 3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project based learning). 3.2 Builds upon students’ existing knowledge and skills. 3.3 Uses a variety of effective instructional strategies. 3.4 Uses materials, technology, and resources to enhance student learning. 3.5 Differentiates and paces instruction to meet students’ needs. 3.6 Reinforces learning goals consistently throughout the lesson. 3.7 Communicates clearly and checks for understanding (e.g., multiple levels of questioning).

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

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.¹⁵
- Uses a variety of instructional strategies.¹⁶
- Uses research-based strategies to make instruction student-centered.¹⁷
- Involves students in cooperative learning to enhance higher-order thinking skills.¹⁸
- Uses students’ prior knowledge to facilitate student learning.¹⁹
- Possesses strong communication skills,²⁰ offering clear explanations and directions.²¹
- Differentiates for students’ needs using remediation, skills-based instruction, and individualized instruction.²²
- Uses multiple levels of questioning aligned with students’ cognitive abilities with appropriate techniques.²³
- Recognizes the complexities of the subject matter and focuses on meaningful conceptualization of knowledge rather than on isolated facts.²⁴

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- Provides feedback in a timely manner, ensures that it relates specifically to the criteria of the task, and avoids simply indicating right or wrong answers; instead, provides specific explanations of what students are doing correctly, what they are not doing correctly, and how to fix it.²⁵
- Pays attention to the momentum of the daily lesson and is supportive and persistent in challenging and engaging students in all aspects of instruction.²⁶

<p>Performance Standard 4: Assessment For and Of Learning</p> <p><i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.</i></p>
<p>Sample Performance Indicators</p> <p><i>Examples of may include, but are not limited to:</i></p> <p>The teacher:</p> <ul style="list-style-type: none"> 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. 4.2 Involves students in setting learning goals and monitoring their own progress. 4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population. 4.4 Aligns student assessment with approved curriculum and benchmarks. 4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress. 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. 4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

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

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Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

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

<p>Performance Standard 5: Learning Environment <i>The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.</i></p>
<p>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p> <p>The teacher:</p> <ul style="list-style-type: none"> 5.1 Establishes and maintains effective routines and procedures. 5.2 Creates and maintains a safe physical setting. 5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. 5.4 Promotes respectful interactions that challenge and engage all students within the learning environment. 5.5 Creates an environment that is academically appropriate, stimulating, and challenging. 5.6 Encourages student participation, inquiry, and intellectual risk-taking. 5.7 Respects and promotes the appreciation of diversity. 5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.

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

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Establishes classroom rules and procedures early on in the school year, monitors student behavior, and infuses humor, care, and respect into classroom interactions.³⁶
- Ensures classroom activities have an academic focus and orchestrates smooth transitions and maintains momentum to maximize learning time.³⁷
- Uses effective questioning and challenging but interesting activities to increase student engagement in learning and student accountability.³⁸
- Develops functional floor plans with teacher and student work areas and furniture/materials placement for optimal results.³⁹

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- Establishes rapport and trustworthiness with students by being fair, caring, respectful, and enthusiastic.⁴⁰
- Cares about students as individuals and makes them feel valued.⁴¹
- Adapts teaching to address student learning styles.⁴²
- Acknowledges his/her perspective and is open to hearing students' worldviews.⁴³
- Is culturally competent.⁴⁴
- Seeks to know about the cultures and communities from which students come.⁴⁵

<p>Performance Standard 6: Professionalism</p> <p><i>The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.</i></p>
<p>Sample Performance Indicators</p> <p><i>Examples may include, but are not limited to:</i></p> <p>The teacher:</p> <ul style="list-style-type: none"> 6.1 Collaborates and communicates effectively to promote students’ well-being and success. 6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students’ progress. 6.3 Adheres to school, district, legal, ethical, and procedural requirements. 6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies. 6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance based on self-assessment and/or in collaboration with their evaluator. 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

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

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

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

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Recognizes the levels of involvement, ranging from networking to collaboration.⁴⁶
- Uses multiple forms of communication between school and home.⁴⁷
- Acknowledges his/her perspective and is open to hearing their students’ worldviews.⁴⁸
- Is culturally competent.⁴⁹
- Seeks to know about the cultures and communities from which students come.⁵⁰

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- Works collaboratively with other staff members, is willing to share his/her ideas, assists other teachers with difficulties, and volunteers to lead work teams and to be a mentor of new teachers.⁵¹
- Does not make excuses for student outcomes; holds students responsible while also accepting responsibility and continuously analyzes and seeks to improve his/her own teaching abilities.⁵²
- Reflects on his/her work formally and informally such as reviewing a day's work mentally, keeping a journal or portfolio, meeting regularly with a mentor or with colleagues, or assessing a videotaped recording of teaching.⁵³
- Embraces the practices of a life-long learner and acts as a risk-taker willing to step out his/her comfort zone to acquire and refine professional knowledge and skill.⁵⁴

Crosswalk with InTASC Standards

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

Figure 15: *Crosswalk between Teacher Performance Evaluation System and InTASC Standards^a*

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

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

PART III: FORMS

INTRODUCTION

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

Figure 16: *Forms*

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



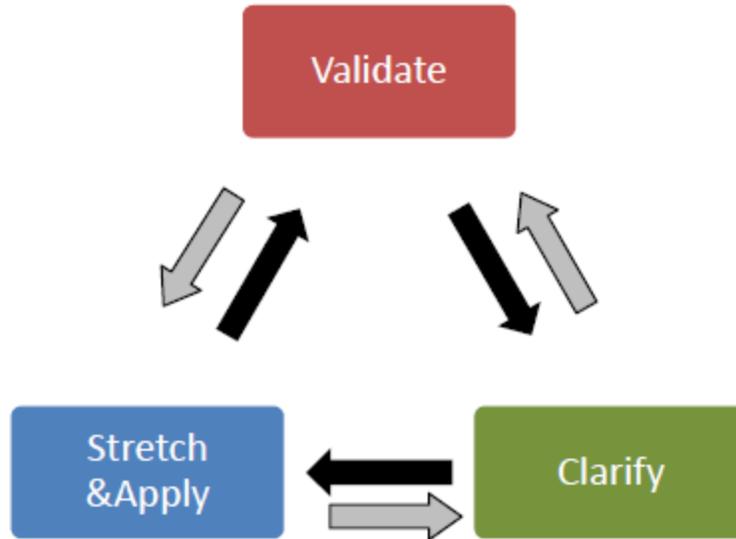
APPENDIX A:
Evaluation Cycles and Required Components

The chart found at: <https://docs.google.com/document/d/1lgp5HO22BA-t-JajAAnA-Mm2ebxBtIOAxsWw2VkSn1Nk/edit> helps school districts successfully implement the Effectiveness Project (EP) for teachers, educational specialists, and school administrators. The chart includes the required evaluation process components

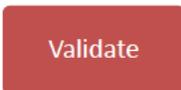
APPENDIX B: Coaching Conversation Protocol

SLO Coaching Conversations Protocol

This basic protocol allows educators to engage in ongoing collaborative conversations designed to support each other through the annual SLO and PPG processes..



While the black arrows in the graphic suggests a cycle starting with validation and moving to clarify and stretch, conversations in the coaching relationship (coach and educator, two educators, educator and evaluator, etc) need to be responsive to the needs of the educator. It is likely the conversation will move in and out of each area, represented by the gray arrows.



Language Stems to Validate:

In general, validation stems acknowledge work that's been done, and emphasize strong instructional practices.

- I see that you've done some deep analysis of your student's work.....
- I know that generating learning goals around literacy are challenging when you're not a teacher of a traditional reading course.....
- You have clearly dug deeply into the related standards of practice, and seem to have a clear understanding of how the 21st Century skills apply to your course....
- I see you've included students with a similar need from all of your courses within your target population.....

Clarify

Language Stems to Clarify:

Clarification stems are designed to deepen understanding, and eliminate confusion. Coaches use these stems in order to determine areas of need, potential areas for growth.

- Tell me a little bit more about your target population.....
- I'm curious to know about the other students in your classroom.....
- Could you explain your assessment method for monitoring growth around this goal?
- Would you provide more details around the baseline skills of your target students?

Stretch
&Apply

Language Stems to Stretch and Apply:

Moving practice forward, and establishing commitment to next steps are the purpose of Stretch and Apply stems.

- How might this goal impact the other students in your classes?
- Have you thought about collaborating with the Learning Strategist to see how that might work within your class?
- What might be the challenges associated with using a post test as the only assessment for growth?
- What are some additional strategies you might consider if you're not seeing the intended growth?
- Tell me what it would look like for students to use this in order to self assess...
- Some things that might work for you...
- Here are a couple of things you might consider trying...

Adapted from WI DPI Educator Effectiveness, *SLO Coaching Conversations*, June 2014

APPENDIX C: Grade K-2 Student Survey

Directions: As your teacher reads the sentence, color the face that shows what you think.

	Yes	Some- times	No
1. My teacher asks questions that make me think hard.			
2. I work hard in this class.			
3. I learn new things in my class.			
4. The homework in this class is interesting.			
5. My teacher helps me understand things when I make mistakes.			
6. I know what the rules are in my class.			
7. My teacher wants all students to participate in class.			
8. My teacher gives clear instructions.			

Electronic, editable surveys and survey question banks are available at <https://epsupport.cesa6.org>

APPENDIX E: Grade 6-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name	School Year		Class/Period	
	Yes, Always	Yes, Mostly	Sometimes	No
My teacher asks questions that make me think hard.				
My teacher has me explain my answers.				
My teacher sets high learning standards for the class.				
My teacher is knowledgeable about the subject area he/she teaches.				
I feel challenged in this class.				
The homework in this class is interesting.				
The teacher checks to be sure I am learning what the teacher wants me to learn that day.				
My teacher allows me to demonstrate my learning in a variety of ways.				
My teacher helps me to understand what I need to do to improve my work.				
My teacher returns my work within a few days.				
My learning is slowed down by the behaviors of kids in this class.				
My teacher only accepts full effort in this class.				
My teacher gives clear instructions.				
My teacher helps me outside of class time when needed.				

Electronic, editable surveys and survey question banks are available at <https://epsupport.cesa6.org>

APPENDIX F: EP Teacher Communication Log

School Year: _____

<p>Date:</p> <p>Person:</p> <p>Purpose:</p> <p>Mode:</p> <p><input type="checkbox"/> Conference <input type="checkbox"/> Email</p> <p><input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone</p> <p>Notes:</p>
--

<p>Date:</p> <p>Person:</p> <p>Purpose:</p> <p>Mode:</p> <p><input type="checkbox"/> Conference <input type="checkbox"/> Email</p> <p><input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone</p> <p>Notes:</p>
--

<p>Date:</p> <p>Person:</p> <p>Purpose:</p> <p>Mode:</p> <p><input type="checkbox"/> Conference <input type="checkbox"/> Email</p> <p><input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone</p> <p>Notes:</p>
--

APPENDIX G: EP Teacher Professional Development Log

School Year: _____

Professional Development Activity:

Date:

Location:

Purpose:

Evidence of Satisfactory Completion Received:

Grade Certificate

Other:

Professional Development Activity:

Date:

Location:

Purpose:

Evidence of Satisfactory Completion Received:

Grade Certificate

Other:

Professional Development Activity:

Date:

Location:

Purpose:

Evidence of Satisfactory Completion Received:

Grade Certificate

Other:

APPENDIX H: 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: 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 measured through a pre-test at the beginning of the year.

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

EPIC's - (Effectiveness Project Implementation Coach) The Effectiveness Coach is a highly recommended role for each school district. The intention of the role is help support ongoing formative feedback and support to both evaluators and those being evaluated.

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.

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Evidence Collection: The systematic gathering of evidence that informs the summary of an educator's practice. Multiple forms of evidence are required to support a teacher's evaluation.

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 have 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, 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 Statement: 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.

Indicators/Look Fors: Observable pieces of information for evaluators to identify or "look for" during an observation or other evidence gathering.

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 a Student Learning Objective (the duration of time an educator is responsible for the academic growth of students; typically an academic year, although other intervals are possible).

Learning Content: Content drawn from Common Core Standards, WI Model Academic Standards, 21st Century Skills and Career and College Readiness Standards, or district standards. The learning content targets specific academic concepts, skills or behaviors that students should know as of a given point of time.

Learning Strategies: Appropriate instructional strategies intended to support student growth for the targeted population.

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

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 conferences) 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 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 teacher.

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

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

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Pre-test: Initial, or baseline, measure typically administered at the beginning of the academic year. Pre-test data can be used to establish baseline levels of students learning at the beginning of an instructional period. This can include a formal pretest, information from the prior year, work samples, or other available data.

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

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

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

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.

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. Growth targets may be differentiated within a target population.

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Targeted Population: Group(s) of students for whom an 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.

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