



# ***Teacher Performance Evaluation System GUIDEBOOK***

***Revised May 2013*** (August 2013 update)



**Full Pilot Year 2013-2014**

***“Effectiveness is the goal. Evaluation is merely the means.”<sup>©</sup>(Stronge, 2012)***



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# PART I: INTRODUCTION AND PROCESS

## INTRODUCTION

The Wisconsin Educator Effectiveness System is intended to provide a reliable and fair process using multiple measures to promote teachers' professional growth and improved student learning. The system consists of two main components: teacher practice measures and student outcome measures. The teacher practice component is encompassed in the *CESA 6 Teacher Performance Evaluation System*, 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 CESA6Teacher Performance Evaluation System uses the Goals and Roles Performance Evaluation Model<sup>®</sup> (short title: Goals and Roles Model<sup>®</sup>) 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*, 2<sup>nd</sup> 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.

## Purposes and Characteristics

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, and

- implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

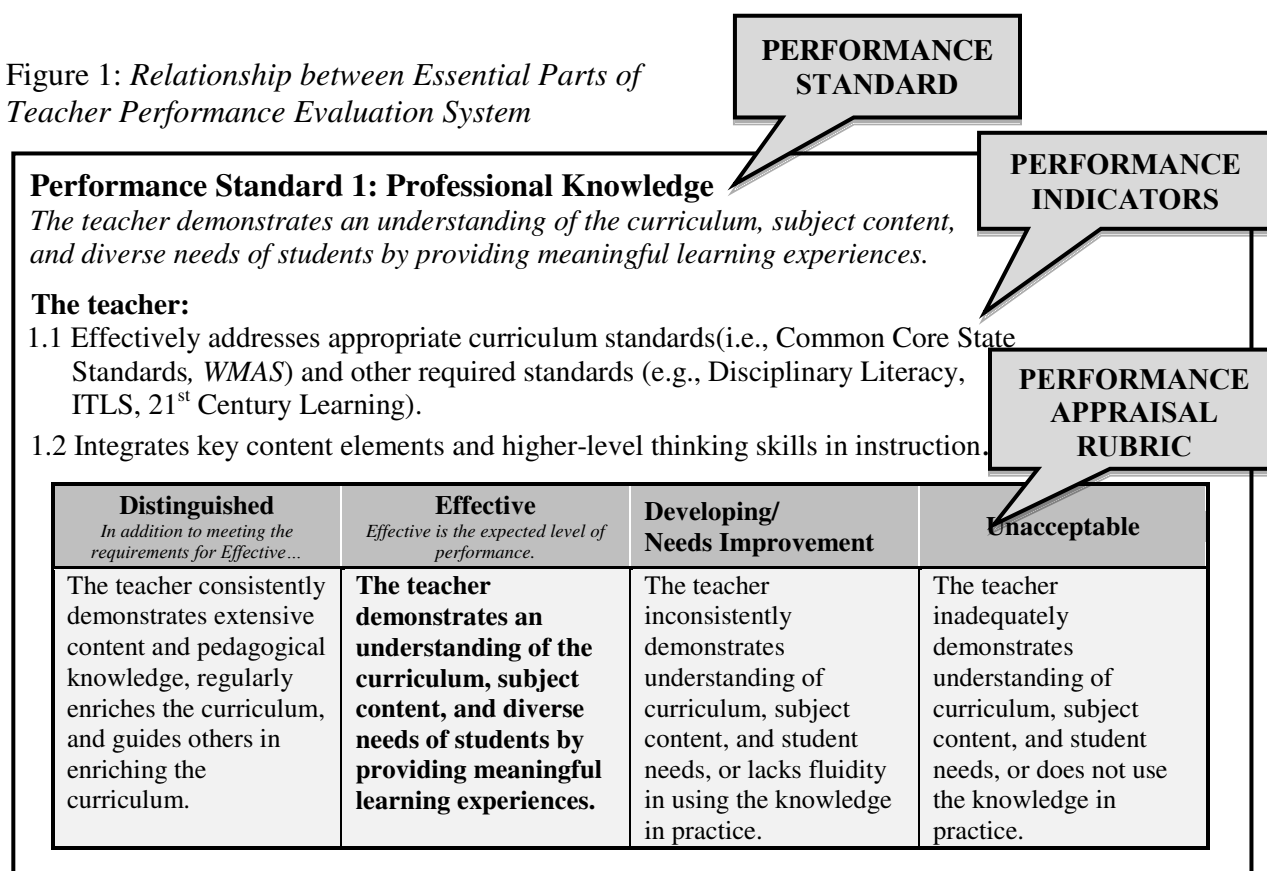
The distinguishing characteristics of Teacher Performance Evaluation System:

- 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, and
- 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.

## ***Performance Standards***

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.

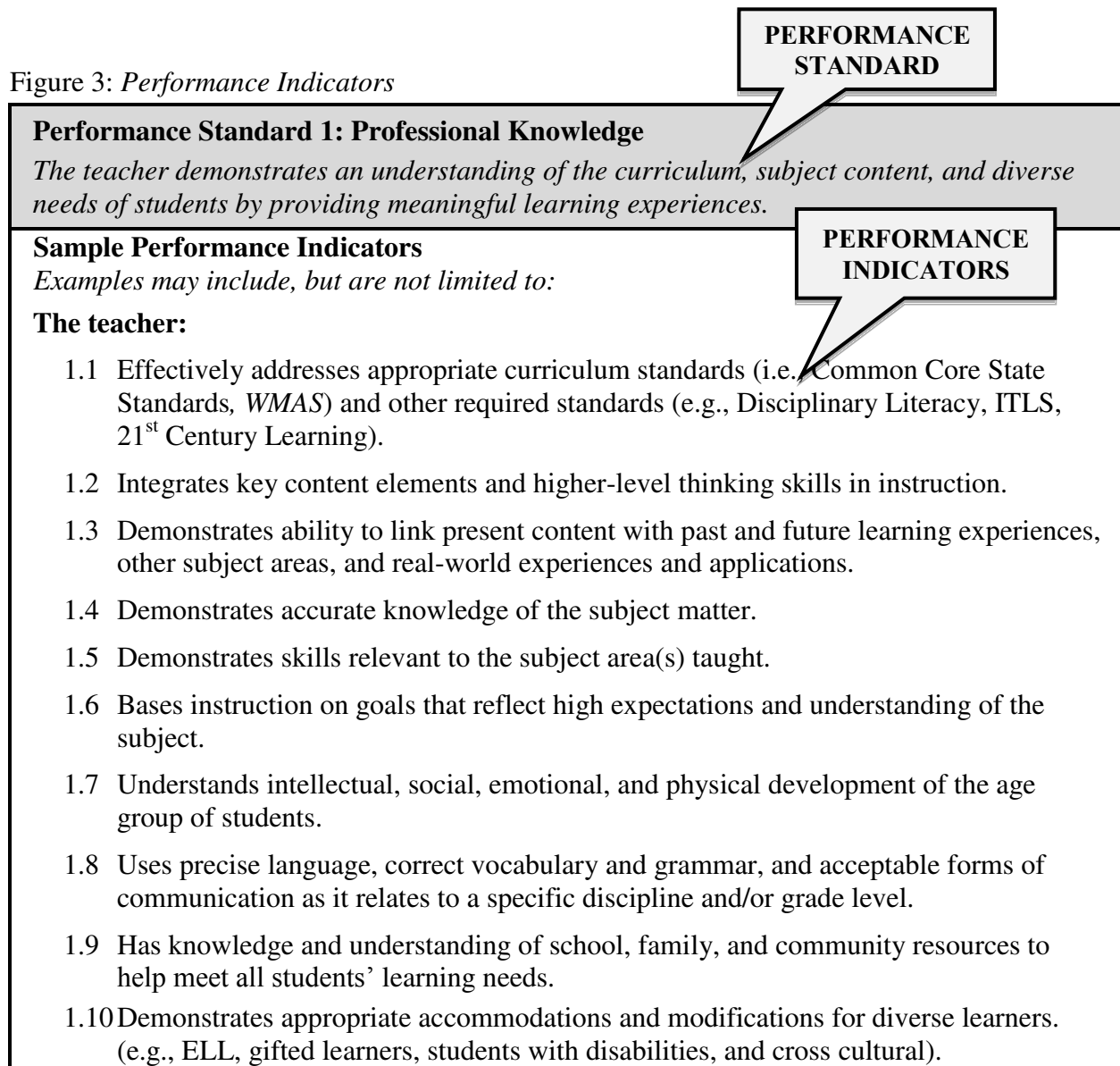
Figure 2: *Performance Standards*

PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
<b>1. Professional Knowledge</b>	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.
<b>2. Instructional Planning</b>	The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.
<b>3. Instructional Delivery</b>	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
<b>4. Assessment For and Of Learning</b>	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.
<b>5. Learning Environment</b>	The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.
<b>6. Professionalism</b>	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.

### *Performance Indicators*

Performance indicators provide examples of observable and tangible behaviors for each standard (see Part II). 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 includes rubrics related to each performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

Figure 4: *Performance Appraisal Rubric*

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</b>	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* frequently 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. Three data sources are required for the practice portion of teacher evaluation including: Observation, Documentation Log, and Surveys. Student Learning Objectives are also listed as they may provide supplemental information related to the performance standards. These data sources are briefly described in Figure 5.

Figure 5: *Data Sources for Teacher Evaluation*

<b>Data Source</b>	<b>Definition</b>
Observations	Observations are an important source of performance information. Formal classroom observations focus directly on the six teacher performance standards. Observations may include a review of teacher products or artifacts and a review of student data. 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 Logs include both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.
Surveys	Learner surveys provide information to teachers about perceptions of job performance and assist with professional goal setting. The actual survey responses are seen only by the teacher who prepares a survey summary for inclusion in the Documentation Log.
Student Learning Objectives	Teachers, in conjunction with their evaluators, set goals for student growth.

## Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation, while other standards may require additional documentation techniques. Therefore, multiple data sources are used. Figure 6 shows the data sources that are likely to provide the most powerful evidence related to each performance standard. Please note that student learning objectives, which will be discussed in a later section, may also provide evidence for the performance standards.

Figure 6: *Data Sources Likely to Provide Evidence for Performance Standards*

Performance Standard	Observations	Documentation Log	Surveys	Student Learning Objectives
1. Professional Knowledge	X	/	/	/
2. Instructional Planning	/	X	/	/
3. Instructional Delivery	X	/	/	/
4. Assessment For and Of Learning	/	X	/	/
5. Learning Environment	X	X	/	
6. Professionalism	/	X	/	

X = primary source      / = secondary source

## 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. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information. It is important that administrators build trust by sharing informal feedback with teachers prior to the formal classroom observations.

### *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 two 45 minute observations or four 20 minute observations per district observation cycle. Observations must consist of one announced and one unannounced observation if completing a 45 minute observation or two announced and two unannounced observations if completing four 20 minute observations. Additional formal observations for any teacher may be conducted at the discretion of the evaluator. See [Appendix A](#) for observation recommendations.

New teachers (as defined by the district) or teachers in need of improvement will be formally observed on an annual basis using the requirements specified above. Teachers on a three year evaluation cycle will be formally observed at any time during the three year cycle using the requirements specified above.

Evaluators will use an appropriate observation form (see Part III) to provide targeted feedback on teachers' effectiveness related to the performance standards. Typically within five working days the evaluator will provide feedback from formal observations 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/Walk-Through Observations***

Informal/walk-through observations are of shorter duration and are documented using an appropriate observation form (see Part III). Evaluators are required to conduct three to five informal/walk-through observations over the teacher's evaluation cycle with a DPI required duration of 5 minutes.<sup>a</sup> However, the CESA 6 Effectiveness Project © recommends 10-15 minutes per walk-through.<sup>b</sup> Additional observations may be conducted for any teacher at the discretion of the evaluator.

New teachers or teachers in need of improvement will be informally observed on an annual basis for the first three years using the above requirements. Teachers on a three year evaluation cycle will be informally observed during the three year cycle using the requirements specified above. Districts may decide whether these informal/walk-through observations will take place at any time over the three-year cycle or whether they require that at least one of these informal/walk-through observations will take place annually.

Evaluators will provide feedback from informal observations through any appropriate means. Any observation documentation will be given to the teacher and the file will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

## **Documentation Log**

The purpose of the [Documentation Log](#) is to provide evidence of performance related to specific standards.

**There are three items required in the Documentation Log:**

- **evidence of the use of baseline and periodic assessments,**
- **a professional development log, and**
- **a communication log.**

Districts may opt to require additional artifacts for each standard. If the teacher feels additional items would enhance his or her evaluation, additional items may be added upon evaluator request and/or teacher choice. Districts may limit the number of artifacts per standard. A maximum of four artifacts per standard is recommended per evaluation cycle.

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<sup>a</sup>Wisconsin Department of Public Instruction, *Teacher Evaluation Process Manual: Full Pilot 2013-2014*, p. 26.

<sup>b</sup>See the recommendations from the MET Project's *Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project's Three Year Study*, January, 2013.

These documents provide evaluators with information they likely would not receive in an observation. Specifically, the Documentation Log provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the Documentation Log is used to organize the multiple data sources included in the teacher evaluation.

Evaluators will review the Documentation Log annually. Additionally, new teachers and teachers in need of improvement will meet with evaluators 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.

### ***Documentation Log Description***

A Documentation Log:

- **must include the required documentation for the *Assessment For and Of Learning and Professionalism* standards,**
- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation, and
- is a collection of artifacts that provides evidence and support for meeting performance standards.

In addition, a Documentation Log:

- is kept as electronic files,
- is a work in progress and is to be updated regularly throughout the evaluation period,
- is available for administrator's review,
- will be user-friendly, neat, and organized,
- belongs to the teacher, and
- is checked at least one time per year with feedback provided.

Figure 7 shows examples of items that may be included in the Documentation Log. This is not a limited list. It also indicates those items that are required.

Figure 7: *Sample Items in a Documentation Log*

<b>Performance Standards</b>	<b>Required Artifacts</b>	<b>Artifact Types &amp; Examples of Evidence</b>
1. Professional Knowledge	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lesson/intervention plan</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by teacher</li> </ul>
2. Instructional Planning	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom assessment</li> <li>• Data driven curriculum revision work</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Sample lesson or unit plan</li> <li>- Course syllabus</li> <li>- Intervention plan</li> <li>- Substitute lesson plan</li> <li>- Annotated learning objectives</li> </ul>
3. Instructional Delivery	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• Annotated photographs of class activities</li> <li>• Handouts or sample work</li> <li>• Video/audio samples of instructional units</li> </ul>
4. Assessment For and Of Learning	<p>Documentation includes use of baseline and periodic assessments</p> <p>Other documentation: <i>Teacher selected artifacts</i></p>	<ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>- Copy of scoring rubrics</li> <li>- Photographs or photocopies of student work with written comments</li> <li>- Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>- Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>- Copy of students' journals of self-reflection and self-monitoring</li> </ul>
5. Learning Environment	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>

Performance Standards	Required Artifacts	Artifact Types & Examples of Evidence
6. Professionalism	Professional Development Log and Communication Log  Other documentation: <i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• Record of professional development taken or given</li> <li>• Record of communication</li> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues, and community</li> </ul> <p>Examples:</p> <ul style="list-style-type: none"> <li>- Copy of classroom newsletter or other parent information documents</li> <li>- Sample copy of interim reports</li> <li>- Self-assessment</li> <li>- Standards-based strategies for growth</li> </ul>

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. *It is important to note, however, that a teacher does have the ability to edit and delete artifacts within the Documentation Log.* If evaluators are concerned about that possibility, they should upload their own evidence in a place other than the Documentation Log. For example, the [Formal Observation/Formative Feedback](#) form provides a place for an evaluator to attach other types of evidence. This type of documentation should be considered along with the teacher's own documentation when making formative and summative assessments.

## 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. Four different versions of the learner survey are provided to reflect developmental differences.

Teachers are required to conduct learner surveys twice each year.

- All teachers should survey their students prior October 15<sup>th</sup>.
  - New teachers should survey the same cohort of students for a second time prior to December 15<sup>th</sup>. Teachers who teach two or more different courses/grade levels should survey at least two different courses/grade levels.
  - Continuing contract teachers should survey the same cohort of students a second time prior to February 15<sup>th</sup>. Teachers who teach two or more different courses/grade levels should survey at least two different courses/grade levels.
- Teachers may add additional questions to the surveys at their discretion.

Teachers will fill out the Plan by October 15<sup>th</sup> (see Part III). All teachers will complete the *Learner Survey Analysis* (by December 15<sup>th</sup> for new teachers) and by February 15<sup>th</sup> for continuing contract teachers (see Part III). 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.

## **Self-Assessment**

At the beginning of the school year, teachers are required to conduct a self-assessment of professional practice to reflect on their strengths, areas for improvement, and strategies for growth. Teachers should consider all relevant information including previous feedback from their evaluator, survey results, and student growth measures. Based on areas that need improvement, teachers will develop a professional practice goal(s) to be shared with evaluators for ideas on strategies they might use to help achieve the goal(s). Professional growth goals, along with Student Learning Objectives, will be discussed with evaluators at a Goal Setting Conference which should take place prior to the end of October.

## STUDENT OUTCOME MEASURES

Fifty percent of a teacher's evaluation will come from student outcome measures. Outcome measures could include state assessments (value-added model), district assessments, student learning objectives, school-wide reading or graduation rates, and district choice. The Wisconsin Department of Public Instruction (DPI) has not yet finalized the decisions on the specific components or weighting. The following section describes Student Learning Objectives based on the guidance from the Wisconsin Department of Public Instruction. Additional outcome measures will be discussed in future versions of this guidebook. Throughout this section, material taken directly from the DPI *Student/School Learning Objectives Process Manual*(2012) and the *Teacher Evaluation Process Manual*(2013) is identified by using a different font.

### Student Learning Objectives (SLOs)<sup>c</sup>

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set Student Learning Objectives (SLOs) for student improvement. Setting SLOs based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. The SLO process is designed to improve student learning.

Depending on grade level, content area, and learner's ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures are derived from a variety of assessments as well as other pertinent data sources. Teachers or teams of teachers set SLOs for improving student learning based on the results of performance measures. The student learning objectives and their attainment constitute an important data source for evaluation.

Student Learning Objectives (SLOs) will ultimately account for a significant portion of the student outcomes component of a teacher's overall evaluation score. SLOs are detailed, measurable goals developed collaboratively by teachers and their evaluators based on identified student learning needs across a specified period of time (typically an academic year). For purposes of the Teacher Performance Evaluation System pilot, teachers will complete two SLOs.

### ***SLOs: An Annual Goal-Setting Process***

A teacher will work collaboratively with his or her evaluator over the course of the school year to develop, implement, and measure SLOs. The following **briefly** describes the SLO process:

- At the beginning of the year, teachers review data, identify areas of student need, and

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<sup>c</sup>Portions of this section were adapted from teacher evaluation handbooks published in various states, copyright [2010] by J. H. Stronge and Stronge, J. H. & Grant, L.W. (2009). Adapted with permission. Other portions were copied from Wisconsin Department of Public Instruction. (2012). *School/Student Learning Objectives Process Manual: Developmental Pilot 2012-2013*, pp. 9-12; Wisconsin Department of Public Instruction, *Teacher Evaluation Process Manual: Full Pilot 2013-2014* (2013), pp.18, 28.

prepare ambitious, but attainable goals for purposes of their SLO. A teacher presents SLO goals to his or her evaluator for review and approval, typically in October.

- Teachers collect evidence of student progress toward goals over the course of the school year.
- At the midpoint of the year, teachers and their evaluators check for progress toward identified goals, and adjust if necessary.
- At the end of the year, teachers and their evaluators review final evidence of SLO progress and determine a final SLO score. The following sections will detail the SLO development, measurement, and scoring process—alongside the professional practice process—to guide readers through the Fall to Spring evaluation process.

## **Step One: Prepare the Student Learning Objective**

### **Review Student Data**

Educators must first review data to identify an area of academic need. Accordingly, educators must document “baseline” data or the current level of mastery at the beginning of the year relative to a specified goal, using some type of assessment (either a formal pre-test measure or other appropriate indicator).

### **Identify Student Population and Interval**

Next, the educator identifies the population of students for whom the SLO will apply, along with the interval. SLO intervals typically extend across an entire school year, but shorter intervals are possible (e.g., semester for secondary school academic outcomes).

### **Identify Evidence Sources to Measure Student Growth**

Following a review of the data and identification of the student population, educators will next identify the appropriate evidence source(s) to measure growth toward goals across the year.

**Appropriate evidence sources.** Educators must identify an appropriate, high-quality assessment tool or evidence source(s) to determine progress toward set goals. Such sources might include district-developed common assessments and portfolios or projects of student works (when accompanied by a rigorous scoring rubric and baseline data providing a comparison of growth across the year. When selecting evidence sources, educators must remember the Wisconsin Educator Effectiveness System intentionally draws upon multiple measures, in which no single source of information regarding educator performance greatly impacts the overall evaluation score. As such, educators must select evidence sources which do not “double-count,” or overly emphasize any one source of data within the system. Specifically, educators preparing SLOs should not use standardized, summative state assessment data (i.e., WKCE in 2012-2014 or Smarter Balanced in 2014 and beyond) or standardized district assessment data (e.g., MAP) as evidence of SLO growth. See DPI [Outcome Measures](#). Instead, educators should utilize local assessments developed and used by the district, school, teacher team, or individual teacher as evidence toward SLO goals. (It IS, however, appropriate and encouraged to utilize standardized,

summative state assessment and standardized district assessment data to identify student populations and SLO goals; or utilize these assessments as evidence of need.)

Supervisors must approve educator-developed assessments prior to their use as a SLO evidence source. Guidance regarding the components of a high-quality local assessment can be found in [Appendix B](#), entitled “Evidence for SLOs: Ensuring High Quality.” Figure 8 shows some examples of evidence sources for monitoring student progress.

Figure 8: *Examples of Evidence Sources for Monitoring Student Progress*

**Criterion-and Norm-Referenced Tests**

- Advanced Placement Tests
- Scholastic Reading Inventory (SRI)
- Phonological Awareness Literacy Screening (PALS)
- Developmental Spelling Analysis (DSA)
- Developmental Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)
- FitnessGram
- Renaissance Learning STAR Assessments
- Armed Services Vocational Aptitude Battery (ASVAB)
- Northwest Evaluation Association Measures of Academic Progress (NWEA MAPS)

**Benchmark Tests**

- Career and Technical Education (CTE) competencies

**Teacher Assessments**

- Quizzes/Tests
- Rubrics/authentic assessments/writing samples/running records
- Semester/end-of-course examinations

**Establish Goals for Student Growth**

Next, educators must establish goals. Drawing upon baseline assessment data, educators must first determine whether to develop a differentiated or tiered goal due to expectations for different amounts of growth across the population, or a single goal for a population group. While educators might develop non-differentiated growth goals in situations where the population starts with very similar levels of prior knowledge or baseline data, the Department of Public Instruction (DPI) expects that differentiated growth targets will become the norm as educators accumulate sufficient data to allow for this to happen through the implementation of multiple new statewide initiatives (e.g., statewide accountability and report cards, statewide student information system, Smarter Balanced assessments, Educator Effectiveness data, etc.).

**Determine Strategies and Supports**

The educator will document the strategies and supports necessary to meet the growth goals(s) specified in the SLO. These might include terms of instructional methods, professional



development, or other supports. Figure 9 provides examples of strategies teachers might select to help improve student learning.

Figure 9: *Examples of Strategies to Improve Student Learning*

- Modified teaching/work arrangement
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- Visits to other classrooms
- Use of instructional strategies (e.g., differentiation, interactive planning)
- Focused classroom observation
- Development of curricular supplements
- Completion of workshops, conferences, coursework
- Co-teaching; collaborative teaching

### **Determine and Write SLOs**

Each of the steps involved in preparing SLOs should adhere to the guiding questions and criteria specified in the [Wisconsin Student or School Learning Objectives Selection and Approval Rubric](#). Educators will use the rubric to support the SLO development process (documented within the SLO Selection and Approval form), as the rubric provides the key questions and criteria which guide each step in the preparation of SLOs. Educators should prepare a separate Approval form for each SLO, when applicable. In the case of a team SLO, each teacher should submit the same goal on their own individual *SLO Selection and Approval* form during this pilot year and indicate in the appropriate area that the SLO is “team-based.” The names of all teachers comprising the team should be entered.

The acronym SMART (Figure 10) is a useful way to self-assess a SLO’s feasibility and worth.

Figure 10: *Criteria for Developing SLOs*

<b>S</b> pecific:	The SLO is focused, by content area, or by learners' needs as examples.
<b>M</b> easurable:	An appropriate instrument/measure is selected to assess the SLO.
<b>A</b> ttainable:	The SLO is rigorous, but reasonably feasible.
<b>R</b> esults-based:	The SLO focuses on relevant outcomes and is aligned with building/district expectations.
<b>T</b> ime-bound:	The SLO is contained within a specified time period.

Although SLOs may be based on growth or attainment, in general, they are intended to emphasize growth. A SLO based on growth measures progress, while a SLO based on attainment requires learners to demonstrate a specified level of knowledge or skill. Figure 11 contains samples of SLOs.

Figure 11: *Sample SLOs***1<sup>st</sup> Grade Reading**(Growth):

In 2013-14 school year 100% of students will show progress in reading complexity as measured by the Columbia Reading Assessment.

- Students scoring in our **Intervention** range (level C or below in September) will progress at least 6 levels by the end of the year.
- Students scoring in our **Benchmark** range (levels D/E/F in September) will progress to our district benchmark level, J or above.
- Students scoring in our **Advanced** range (level G or above in September) will progress beyond benchmark J and progress at least 3 additional levels.

**3<sup>rd</sup> Grade Math**(Growth)

During the 2013-14 school year, 100% of my students will make measurable progress in mathematics as defined by the STAR online mathematics assessment:

- Students scoring a 2.7 and below on the pre-assessment will improve by 1.2 grade levels.
- Students scoring 2.8 and above on the pre-assessment will improve by 1.0 grade levels.
- Students scoring a 4.0 and above on the pre-assessment will improve by 1.2 grade levels.

**9<sup>th</sup> Grade Disciplinary Literacy** (Growth)

In 2013-14, all of my 9<sup>th</sup> grade world history class students will demonstrate measurable growth in writing using primary source documents (literary nonfiction) as measured by the SBAC argument writing rubric. The targeted amount of growth for each student is determined by the pre-assessment baseline scores:

- Students scoring an overall score of 0-1 will be expected to grow 1.5 levels.
- Students scoring an overall score of 1.1-2 will be expected to grow 1 level or demonstrate growth of one level in two of the rubric categories.
- Students scoring an overall score of 2.1-3 will be expected to grow 1 level or demonstrate growth in at least one of the rubric categories.

**High School Basic Technical Drawing/Design/CAD** (Growth/Achievement)

During the school year, 100% of the students will demonstrate measurable progress in basic technical drawing. At least 85% of the students will score proficient on the end of the year certification performance assessment according to line quality, neatness, accuracy, and title block.

**Step Two: Submit Student Learning Objective for Supervisor Approval**

After completing the SLO Selection and Approval form, the educator (or team) will submit a draft to his or her supervisor, or the supervisor's designee, for approval. The supervisor (who will have received training on what to look for in a high-quality SLO) will review each SLO based upon the criteria on the Selection and Approval Rubric to ensure the developed SLOs meet the established criteria. The supervisor will then approve the SLO(s) or, if necessary, will return the SLO to the educator for further revision, providing specific directions as to which

component(s) need revising. Final approval of the SLO(s) (including all necessary revisions) should be completed by **October 31** for year-long SLOs; for SLOs that involve a shorter timeframe such as semester-long or quarter-long, final approval should be completed by the end of the **first week of October**.

### **Step Three: Collect Evidence**

Following approval of the SLO by the supervisor, the educator will collect data at the specified intervals and monitor the progress of each SLO during the evaluation period indicated. Based upon the monitoring data collected, the teacher will adjust the instructional strategies utilized in the classroom to ensure that ALL students meet school and district expectations, as well as determine if the targeted population(s) for the SLO progress toward the objectives(s). Supervisors should schedule a formal meeting with the educator (or team) at approximately the halfway point of the specified SLO interval (e.g., late January in the case of a year-long SLO) to review progress and discuss any apparent challenges or concerns.

At this mid-year meeting, supervisors may suggest educators adjust the targeted growth specified in the original SLO if the original growth target is clearly either too low (e.g., most, if not all, students will meet the goal easily) or too high (e.g., many or all students will not meet the goal, even if they are learning a great deal and the educator's strategies are working as intended.) Additionally, adjustments might be necessary due to extenuating circumstances which created insurmountable challenges. Examples of such circumstances include unusually high absenteeism, an extended absence of the educator, a school or community crisis, etc. Both the educator and supervisor must agree and sign off on any mid-year adjustments of SLO growth goals. DPI expects that, as more data becomes available from various sources of evidence that allow for the setting of rigorous, yet attainable goals, mid-year adjustments will become increasingly rare.

### **Step Four: Review and Score**

By the end of May, the educator will collect final results regarding growth towards identified goals using the evidence source(s) identified on the Selection and Approval Form at the beginning of the year. In most cases, this will involve some type of formal "post-test," although other possibilities, such as a portfolio or performance assessment that adheres to a scoring rubric as specified on the Selection and Approval Form, exist as well. In this final collection of evidence, the educator will note the percentage of the targeted population that did not meet, met, and exceeded their growth targets.

**Scoring Rubrics and Final Scores**

The scoring range (0-4) aims to incentivize rigorous goal setting. DPI recognizes that the SLO scoring rubric currently allows evaluator judgment regarding the exact percentage of students required to make a specific amount of growth to determine the teacher's score. Additionally, the rubrics currently lack a "label" associated with each of the four evaluation scores on the SLO evaluation form; in other words, a four is not labeled *distinguished*, a three is not *proficient*, and so on. This was an intentional decision to delay the labeling of SLO categories in order to review feedback and learn from pilot participants whether the rubric requires greater specificity in subsequent years to minimize variation within and across Wisconsin schools. After review of pilot data, DPI will determine whether revisions to the SLO scoring rubric are necessary. During this pilot year, evaluators will complete the Report for each SLO. Figure 12 shows the scoring criteria:

Figure 12: *Criteria for SLO Evaluation Scoring*

Evaluation Score	Criteria
(4)	<ul style="list-style-type: none"> <li>• Student growth for this SLO has <b>exceeded</b> expectations:</li> <li>• Evidence indicates exceptional growth for all/nearly all of the targeted population</li> <li>• The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning</li> </ul>
(3)	<ul style="list-style-type: none"> <li>• Student growth for this SLO has <b>met</b> expectations:</li> <li>• Evidence indicates substantial growth for most of the targeted population</li> <li>• The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning</li> </ul>
(2)	<ul style="list-style-type: none"> <li>• Student growth for this SLO has <b>partially met</b> expectations:</li> <li>• Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets</li> <li>• The educator has demonstrated an impact on student learning, by overall has not met expectations described in their SLO</li> </ul>
(1)	<ul style="list-style-type: none"> <li>• Student growth for this SLO has <b>minimally met</b> expectations:</li> <li>• Evidence indicates minimal or inconsistent growth for the targeted population</li> <li>• The educator has not met the expectations described in the SLO and had not demonstrated a sufficient impact on student learning</li> </ul>
(0)	<ul style="list-style-type: none"> <li>• The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable</li> <li>-OR-</li> <li>• The educator has not engaged in the process of setting and gathering evidence for the SLO</li> </ul>

## 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). 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. Figure 13 explains the four levels of ratings.

Figure 13: *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.	Distinguished performance: <ul style="list-style-type: none"> <li>• sustains high performance over a period of time</li> <li>• empowers students and consistently exhibits behaviors that have a strong positive impact on student learning and the school climate</li> <li>• may serve as a role model to others</li> </ul>
Effective	The teacher meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student learning gains.	Effective performance: <ul style="list-style-type: none"> <li>• consistently meets the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• engages students and exhibits behaviors that have a positive impact on student learning and the school climate</li> <li>• demonstrates willingness to learn and apply new skills</li> </ul>
Developing/ Needs Improvement	The teacher's performance is inconsistent in meeting the established performance standard and/or in working toward the school's mission and goals which results in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, (but due to a variety of reasons) has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	Developing/Needs Improvement performance: <ul style="list-style-type: none"> <li>• requires support in meeting the standards</li> <li>• results in less than expected quality of student learning</li> <li>• leads to areas for teacher professional growth being jointly identified and planned between the teacher and evaluator</li> </ul>

Cat.	Description	Definition
Unacceptable	The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student learning gains.	Unacceptable performance: <ul style="list-style-type: none"> <li>• does not meet the requirements contained in the job description as expressed in the evaluation criteria</li> <li>• results in minimal student learning</li> <li>• may contribute to a recommendation for the teacher not being considered for continued employment</li> </ul>

## Interim Assessment

All new teachers and teachers in need of improvement 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) and should discuss the results with the teacher at an interim evaluation conference. During the conference, evaluators should also provide mid-year feedback on the Documentation Log (including survey results) and the progress students are making toward the objective identified in the [SLO Selection and Approval](#) form.

## Summative Assessment

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?”

Evaluators will use the [Summative Performance Report](#) (Part III) to rate and provide evidence pertaining to each performance standard. The results of the performance evaluation and the [SLO Score Report\(s\)](#) will be discussed with the teacher at a summative evaluation conference.

## 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. Weighting of the components in the teacher evaluation system have not yet been finalized by the state.

The overall summative rating will be judged as *Distinguished*, *Effective*, *Developing/Needs Improvement*, or *Unacceptable*

- 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 as *Unacceptable*.

### ***Frequency of Summative Evaluation***

All teachers will be evaluated summatively each year as prescribed by district policy. Summative evaluations are to be completed by the last week of school. Figure 14 details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations, documentation, and student learning objectives.

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

The evaluator should submit the signed [\*Summative Performance Report\*](#) to the Human Resource Department within 10 calendar days of completing the summative conference.



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Figure 14: *Teacher Performance Evaluation System Schedule*

Timeline	Activity	Task or Document	Responsibility for Activity	
			Evaluator	Teacher
During the 1 <sup>st</sup> month	All teachers establish Student Learning Objectives	<a href="#">SLO Selection and Approval Form</a>	<input type="checkbox"/>	<input type="checkbox"/>
During the 1 <sup>st</sup> month	All teachers conduct self-assessment and create professional practice goal(s) to be discussed at Goal Setting Conference	<a href="#">Self-Assessment Form</a>		<input type="checkbox"/>
End of first week in October	Final approval of quarter- or semester-long Student Learning Objectives to be discussed at Goal Setting Conference	<a href="#">SLO Selection and Approval Form</a>	<input type="checkbox"/>	<input type="checkbox"/>
By October 15	All teachers survey students for first time	Surveys, Learner		<input type="checkbox"/>
By October 31	Final approval of year-long Student Learning Objectives to be discussed at Goal Setting Conference	<a href="#">SLO Selection and Approval Form</a>	<input type="checkbox"/>	<input type="checkbox"/>
By end of 1 <sup>st</sup> grading period	First formal observation of all new/in need of improvement teachers	<a href="#">Formal Observation/Formative Feedback Form</a>	<input type="checkbox"/>	
By December 15	New teachers survey students for second time	Surveys, Learner		<input type="checkbox"/>
By January 15	Second formal observation of all new/in need of improvement teachers; First observation of all continuing contract teachers	<a href="#">Formal Observation/Formative Feedback Form</a>	<input type="checkbox"/>	
Mid-year	All teachers conduct mid-year review of Student Learning Objective	<a href="#">Mid-Year SLO Review Form</a>	<input type="checkbox"/>	<input type="checkbox"/>
Before February 1	Interim Performance Review for new/in need of improvement teachers	<a href="#">Interim Performance Report, Mid-Year SLO Review Form, Documentation Log</a>	<input type="checkbox"/>	<input type="checkbox"/>
By February 15	Continuing contract teachers survey students for second time	<a href="#">Learner Surveys, Learner Survey Analysis</a>		<input type="checkbox"/>
By May 1	Second observation of continuing contract teachers	<a href="#">Formal Observation/Formative Feedback Form</a>	<input type="checkbox"/>	
By May 1	Review Documentation Log for all teachers	<a href="#">Documentation Log</a>	<input type="checkbox"/>	<input type="checkbox"/>
By May 15	All teachers submit end-of-year review of Student Learning Objective	<a href="#">End-of-Year SLO Review Form</a>	<input type="checkbox"/>	<input type="checkbox"/>
By May 31	Student Learning Objective scoring complete	<a href="#">SLO Score Report</a>	<input type="checkbox"/>	
By last week of school	Summative evaluation and conference of all teachers	<a href="#">Summative Performance Report</a> <a href="#">SLO Score Report</a>	<input type="checkbox"/>	

## 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. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 15 shows the differences between the two processes.

Figure 15: *Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
<b>Purpose</b>	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.
<b>Initiates Process</b>	Evaluator, administrator, or teacher	Evaluator*
<b>Documentation</b>	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
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance improves to effective level—no more support</li> <li>• Some progress – continued support</li> <li>• Little or no progress – the teacher may be moved to a <i>Performance Improvement Plan</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sufficient improvement – recommendation to continue employment</li> <li>• Inadequate improvement – recommendation to non-renew or dismiss the teacher</li> </ul>

\*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). 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.

Figure 16: *Sample Prompts*

### ***Sample Prompts for the Initial Conversation***

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

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

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

### ***Sample Prompts for the Follow-Up Conversation***

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

What has not gone as well?

## Performance Improvement Plan

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

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* on a Report. As discussed earlier, an overall *Unacceptable* rating may 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, and
- formulate a *Performance Improvement Plan*, and
- 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*, according to the timeline. The options for a final recommendation are:

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

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

### ***Request for Review of an Unacceptable Rating***

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

## PART II: PERFORMANCE STANDARDS

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

### Performance Standard 1: Professional Knowledge

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

#### Sample Performance Indicators

*Examples may include, but are not limited to:*

#### The teacher:

- 1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, WMAS) and other required standards (e.g., Disciplinary Literacy, ITLS, 21<sup>st</sup> 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.).

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</b>	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 often 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.<sup>1</sup>
- Facilitates planning units in advance to make intra- and interdisciplinary connections.<sup>2</sup>
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.<sup>3</sup>
- Identifies instructional objectives and activities<sup>4</sup> to promote students' cognitive and developmental growth.<sup>5</sup>
- Applies and integrates knowledge or skills to a particular population in a specific setting.<sup>6</sup>
- Understands that teaching is not merely stand-and-deliver; instead, it involves a specialized, complex, intricate, and constantly changing and renewing body of knowledge.<sup>7</sup>

**Performance Standard 2: Instructional Planning**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The teacher:**

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

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	<b>The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.</b>	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 often 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.<sup>8</sup>
- 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.<sup>9</sup>
- Uses student assessment data to guide instructional decision making at the classroom level regarding what goals and objectives to address.<sup>10</sup>



- Takes into account the abilities of the students, their strengths and weaknesses, and their interest level while planning.<sup>11</sup>
- Sees consistency and organization of instructional activities as important because they allow the central focus of classroom time to be on teaching and learning.<sup>12</sup>
- 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.<sup>13</sup>
- 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.<sup>14</sup>

**Performance Standard 3: Instructional Delivery**

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

**Sample Performance Indicators**

*Examples of may include, but are not limited to:*

**The teacher:**

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

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher optimizes students' opportunities to learn by engaging them in higher-order thinking and/or enhanced performance skills.	<b>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</b>	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 often 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.<sup>15</sup>
- Uses a variety of instructional strategies.<sup>16</sup>
- Uses research-based strategies to make instruction student-centered.<sup>17</sup>
- Involves students in cooperative learning to enhance higher-order thinking skills.<sup>18</sup>
- Uses students' prior knowledge to facilitate student learning.<sup>19</sup>
- Possesses strong communication skills,<sup>20</sup> offering clear explanations and directions.<sup>21</sup>
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.<sup>22</sup>

- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.<sup>23</sup>
- Recognizes the complexities of the subject matter and focuses on meaningful conceptualization of knowledge rather than on isolated facts.<sup>24</sup>
- 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.<sup>25</sup>
- Pays attention to the momentum of the daily lesson and is supportive and persistent in challenging and engaging students in all aspects of instruction.<sup>26</sup>

**Performance Standard 4: Assessment For and Of Learning**

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

**Sample Performance Indicators**

*Examples of may include, but are not limited to:*

**The teacher:**

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

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

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

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Uses a variety of assessment practices to monitor student learning including formal and informal assessments and formative and summative assessments such as teacher-made or standardized tests, projects, or writing assignments.<sup>27</sup>
- Offers regular, timely, and specific feedback<sup>28</sup> and reinforcement.<sup>29</sup>
- 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.<sup>30</sup>
- Gives homework and offers feedback on the homework.<sup>31</sup>
- Uses open-ended performance assignments.<sup>32</sup>
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.<sup>33</sup>
- 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.<sup>34</sup>
- 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.<sup>35</sup>

**Performance Standard 5: Learning Environment**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The teacher:**

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

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	<b>The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.</b>	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 often 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.<sup>36</sup>

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

**Performance Standard 6: Professionalism**

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

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The teacher:**

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

<b>Distinguished</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
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.	<b>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.</b>	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 often 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.<sup>46</sup>
- Uses multiple forms of communication between school and home.<sup>47</sup>
- Acknowledges his/her perspective and is open to hearing their students' worldviews.<sup>48</sup>



- Is culturally competent.<sup>49</sup>
- Seeks to know about the cultures and communities from which students come.<sup>50</sup>
- 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.<sup>51</sup>
- 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.<sup>52</sup>
- 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.<sup>53</sup>
- 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.<sup>54</sup>

## Crosswalk with InTASC Standards

Figure 17 shows the alignment between the Teacher Performance Evaluation System and the Interstate Teacher Assessment and Support Consortium (InTASC) standards at the indicator level.

Figure 17: *Crosswalk between Teacher Performance Evaluation System and InTASC Standards<sup>d</sup>*

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

<sup>d</sup> 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 supervision of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *SLO Selection and Approval Form*, *Observation Forms*, *Summative Performance Report*, and *Performance Improvement Plan* (if needed).

Figure 18: *Forms*

Form		Documentation Completed by	
		Evaluator	Teacher
Self-Assessment	<u>WI TPES Self-Assessment of Professional Practice</u>		<input type="checkbox"/>
Observations	<u>WI TPES Pre-Observation Conference Record</u>		<input type="checkbox"/>
	<u>WI TPES Formal Observation/Formative Feedback</u>	<input type="checkbox"/>	
	<u>WI TPES Walk-through/Informal Classroom Visit</u>		
	<u>WI TPES Time on Task Chart</u>		
	<u>WI TPES Questioning Techniques Analysis</u>		
Documentation Log	<u>WI TPES Documentation Log</u>		<input type="checkbox"/>
	<u>WI TPES Communication Log</u>		<input type="checkbox"/>
	<u>WI TPES Professional Development Log</u>		<input type="checkbox"/>
Surveys	<u>Grade K-2 Learner Survey</u>		<input type="checkbox"/>
	<u>Grade 3-5 Learner Survey</u>		
	<u>Grade 6-8 Learner Survey</u>		
	<u>Grade 9-12 Learner Survey</u>		
	<u>WI TPES Learner Survey Growth Plan</u>		<input type="checkbox"/>
	<u>WI TPES Learner Survey Analysis</u>		<input type="checkbox"/>
SLOs	<u>SLO Selection and Approval</u>		<input type="checkbox"/>
	<u>Mid-Year SLO Review</u>		<input type="checkbox"/>
	<u>End-of-Year SLO Review</u>		<input type="checkbox"/>
	<u>SLO Score Report</u>	<input type="checkbox"/>	
Reports	<u>WI TPES Interim Performance Report</u>	<input type="checkbox"/>	
	<u>WI TPES Summative Performance Report</u>	<input type="checkbox"/>	
Performance Improvement Plan	<u>WI TPES Performance Improvement Plan</u>	<input type="checkbox"/>	<input type="checkbox"/>
	<u>WI TPES Results of Performance Improvement Plan</u>	<input type="checkbox"/>	<input type="checkbox"/>



## WI TPES Self-Assessment of Professional Practice

**Directions:** Teachers should use this form to reflect on the effectiveness and adequacy of their practice based on each performance standard. Refer to the performance indicators for examples of behaviors exemplifying each standard. For each standard, identify at least one area of strength and at least one area for growth, along with strategies for growth.

Submit this form to your evaluator prior to your Goal Setting Conference. Professional growth goals and SLO(s) will be discussed.

### 1. Professional Knowledge

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

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

*1. Areas of strength:*

*1. Areas for growth:*

*1. Strategies for growth:*

## **2. Instructional Planning**

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

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

*2. Areas of strength:*

*2. Areas for growth:*

*2. Strategies for growth:*

## **3. Instructional Delivery**

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

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

*3. Areas of strength:*

*3. Areas for growth:*

*3. Strategies for growth:*

#### 4. Assessment For and Of Learning

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

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

*4. Areas of strength:*

*4. Areas for growth:*

*4. Strategies for growth:*

#### 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.*

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

*5. Areas of strength:*

*5. Areas for growth:*

*5. Strategies for growth:*

## **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.*

- Collaborates and communicates effectively to promote students' well-being and success.
- Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.
- Adheres to school, district, legal, ethical, and procedural requirements.
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- 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.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

*6. Areas of strength:*

*6. Areas for growth:*

*6. Strategies for growth:*

**Based on your overall self-assessment, what is/are your professional practice goal(s)?**



## WI TPES Pre-Observation Conference Record

Grade & Subject to be observed: \_\_\_\_\_

The minimum length for an observation is 20 minutes. Would you like me to stay longer based on the lesson you have planned?

☐ Yes ☐ No

<p>1. Describe the lesson which will be observed. Notes:</p> <p>• What have/will you have done instructionally with students in the days prior to the observation? Notes:</p>
<p>2. Describe the population of the class. Notes:</p>
<p>3. What will be observed? Notes:</p>
<p>4. What instructional methods will be used? Notes:</p>
<p>5. What would you like to be highlighted in this lesson? Notes:</p>
<p>6. What do you believe to be any areas of concern? Notes:</p>





## WI TPES Formal Observation/Formative Feedback

**Directions:** Evaluators use this form to provide formative feedback to teachers based on observation or other relevant sources. This form focuses on the six performance standards. Some standards may not be documented in a single observation. Once completed, this form will be submitted to the teacher.

**NOTE:** In a typical feedback cycle all indicators will **NOT** be observed or otherwise documented. Only indicators for which documentation has been observed or evidence noted should be addressed. Evidence can be noted in the main evidence text box **without** indicating *Evident Area of Strength* or *Evident Area of Weakness*. Only check/click these areas if they apply and provide the specific evidence at the indicator level under “Enter Evidence.”

Observation Start Time: \_\_\_\_\_

Observation End Time: \_\_\_\_\_

This form documents evidence from the following sources:

☐ Observation

☐ Artifacts

☐ Conferences

☐ Other (identify below)

Other Evidence Source(s): \_\_\_\_\_

**Standard 1: Professional Knowledge**

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

**Standard 1 Evidence:****1. Professional Knowledge**

<b>Standard 1 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
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, 21 <sup>st</sup> Century Learning).		
	<i>Enter Evidence</i>	
1.2 Integrates key content elements and higher-level thinking skills in instruction.		
	<i>Enter Evidence</i>	
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.		
	<i>Enter Evidence</i>	
1.4 Demonstrates accurate knowledge of the subject matter.		
	<i>Enter Evidence</i>	
1.5 Demonstrates skills relevant to the subject area(s) taught.		
	<i>Enter Evidence</i>	
1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.		
	<i>Enter Evidence</i>	
1.7 Understands intellectual, social, emotional, and physical development of the age group.		
	<i>Enter Evidence</i>	
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.		
	<i>Enter Evidence</i>	
1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.		
	<i>Enter Evidence</i>	
1.10 Demonstrates appropriate accommodations and modifications for diverse learners (English learners, gifted learners, students with disabilities, etc.).		
	<i>Enter Evidence</i>	

**Standard 2: Instructional Planning**

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

**Standard 2 Evidence:****2. Instructional Planning**

<b>Standard 2 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
2.1 Aligns lesson objectives to approved curriculum using student learning data to guide planning.		
	<i>Enter Evidence</i>	
2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.		
	<i>Enter Evidence</i>	
2.3 Plans for differentiated instruction.		
	<i>Enter Evidence</i>	
2.4 Develops appropriate long- and short-range plans and is able to adapt plans when needed.		
	<i>Enter Evidence</i>	
2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.		
	<i>Enter Evidence</i>	

**Standard 3: Instructional Delivery**

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

**Standard 3 Evidence:****3. Instructional Delivery**

<b>Standard 3 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project based learning).		
	<i>Enter Evidence</i>	
3.2 Builds upon students' existing knowledge and skills.		
	<i>Enter Evidence</i>	
3.3 Uses a variety of effective instructional strategies.		
	<i>Enter Evidence</i>	
3.4 Uses materials, technology, and resources to enhance student learning.		
	<i>Enter Evidence</i>	
3.5 Differentiates and paces instruction to meet students' needs.		
	<i>Enter Evidence</i>	
3.6 Reinforces learning goals consistently throughout the lesson.		
	<i>Enter Evidence</i>	
3.7 Communicates clearly and checks for understanding (e.g., multiple levels of questioning).		
	<i>Enter Evidence</i>	

**Standard 4: Assessment For and Of Learning**

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

**Standard 4 Evidence:****4. Assessment For and Of Learning**

<b>Standard 4 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.		
	<i>Enter Evidence</i>	
4.2 Involves students in setting learning goals and monitoring their own progress.		
	<i>Enter Evidence</i>	
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.		
	<i>Enter Evidence</i>	
4.4 Aligns student assessment with approved curriculum and benchmarks.		
	<i>Enter Evidence</i>	
4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.		
	<i>Enter Evidence</i>	
4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.		
	<i>Enter Evidence</i>	
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).		
	<i>Enter Evidence</i>	

**Standard 5: Learning Environment**

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

**Standard 5 Evidence:****5. Learning Environment**

<b>Standard 5 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
5.1 Establishes and maintains effective routines and procedures.		
	<i>Enter Evidence</i>	
5.2 Creates and maintains a safe physical setting.		
	<i>Enter Evidence</i>	
5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.		
	<i>Enter Evidence</i>	
5.4 Promotes respectful interactions that challenge and engage all students within the learning environment.		
	<i>Enter Evidence</i>	
5.5 Creates an environment that is academically appropriate, stimulating, and challenging.		
	<i>Enter Evidence</i>	
5.6 Encourages student participation, inquiry, and intellectual risk-taking.		
	<i>Enter Evidence</i>	
5.7 Respects and promotes the appreciation of diversity.		
	<i>Enter Evidence</i>	
5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.		
	<i>Enter Evidence</i>	

**Standard 6: Professionalism**

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

**Standard 6 Evidence:****6. Professionalism**

<b>Standard 6 Indicators</b>	<b>Evident Area of Strength</b>	<b>Evident Area of Weakness</b>
6.1 Collaborates and communicates effectively to promote students' well-being and success.		
	<i>Enter Evidence</i>	
6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.		
	<i>Enter Evidence</i>	
6.3 Adheres to school, district, legal, ethical, and procedural requirements.		
	<i>Enter Evidence</i>	
6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.		
	<i>Enter Evidence</i>	
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.		
	<i>Enter Evidence</i>	
6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.		
	<i>Enter Evidence</i>	

**Comments:**

*Clicking the **Acknowledge** button is the equivalent of an online signature. Teacher's acknowledgement indicates the form has been reviewed. It does not necessarily indicate agreement.*



## WI TPES Walk-through/Informal Classroom Visit

**Directions:** Evaluators use this form to document the informal observations of the teacher. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Grade/Subject: \_\_\_\_\_

Time In: \_\_\_\_\_

Time Out: \_\_\_\_\_

### 1. PROFESSIONAL KNOWLEDGE

- Addresses appropriate curriculum standards.
- Bases instruction on goals that reflect high expectations.
- Integrates key content elements and higher level thinking skills.
- Understands development of age group.
- Demonstrates ability to link present content with past and future learning.
- Uses precise language.
- Demonstrates accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Has knowledge and understanding of school, family, and community resources.
- Demonstrates appropriate accommodations and modifications for diverse learners.

**Standard 1 Evidence:**

### 2. INSTRUCTIONAL PLANNING

- Uses student learning data to guide planning.
- Plans accordingly for pacing, sequencing, transitions, and application of knowledge.
- Plans for differentiated instruction.
- Develops appropriate long- and short-range plans and adapts plans.
- Uses resources, including technology, to effectively communicate.

**Standard 2 Evidence:**

### 3. INSTRUCTIONAL DELIVERY

- Engages and maintains students in active learning.
- Differentiates and paces instruction to meet students' needs.
- Builds upon students' existing knowledge and skills.
- Uses a variety of effective instructional strategies.
- Uses materials, technology, and resources to enhance student learning.
- Reinforces learning goals throughout the lesson.
- Communicates clearly and checks for understanding.

**Standard 3 Evidence:**

#### 4. ASSESSMENT FOR AND OF STUDENT LEARNING

- Uses pre-assessment data.
- Involves students in setting learning goals.
- Uses valid, appropriate assessments.
- Aligns assessments with curriculum and benchmarks.
- Collects and maintains record of assessment data.
- Uses assessment tools for formative/summative purposes.
- Gives constructive and frequent feedback.

##### Standard 4 Evidence:

#### 5. LEARNING ENVIRONMENT

- Establishes effective routines and procedures.
- Creates and maintains a safe physical setting.
- Establishes a climate of trust and teamwork.
- Promotes respectful interactions.
- Creates academically challenging environment.
- Encourages participation, inquiry, and intellectual risk-taking.
- Respects and promotes the appreciation of diversity.
- Uses a balance of effective verbal, nonverbal, and digital communication tools.

##### Standard 5 Evidence:

#### 6. PROFESSIONALISM

- Collaborates and communicates effectively.
- Builds positive and professional relationships.
- Adheres to laws/policies/ethics.
- Incorporates learning from professional growth activities.
- Sets goals for improvement.
- Works in collegial and collaborative manner.

##### Standard 6 Evidence:

##### Comments:

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## WI TPES Time on Task Chart

Grade/Subject: \_\_\_\_\_

Number of Students: \_\_\_\_\_

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

### Notes:

**Disrupting Others** includes students who are not only off-task, but also are distracting others from the teacher-assigned tasks.

**Visibly Disengaged** includes students who are not focusing on the teacher-assigned tasks (e.g., daydreaming), but who are not distracting other students.

**Teacher Management Strategy** is any action taken by the teacher in response to (or in anticipation of) a lack of attention by students.

5 mins Interval	
Task, activity, event, question:	
<b>Off-Task Behaviors (Note # of Students)</b> Disrupting Others: Visibly Disengaged:	
<b>Teacher Management Strategy</b> <input type="checkbox"/> Verbal <input type="checkbox"/> Positive <input type="checkbox"/> Nonverbal <input type="checkbox"/> Negative	
Comments:	
10mins Interval	
Task, activity, event, question:	
<b>Off-Task Behaviors (Note # of Students)</b> Disrupting Others: Visibly Disengaged:	
<b>Teacher Management Strategy</b> <input type="checkbox"/> Verbal <input type="checkbox"/> Positive <input type="checkbox"/> Nonverbal <input type="checkbox"/> Negative	
Comments:	



15 mins Interval	
Task, activity, event, question:	
<b>Off-Task Behaviors (Note # of Students)</b>	
Disrupting Others:	
Visibly Disengaged:	
<b>Teacher Management Strategy</b>	
<input type="checkbox"/> Verbal <input type="checkbox"/> Nonverbal	<input type="checkbox"/> Positive <input type="checkbox"/> Negative
Comments:	
20 mins Interval	
Task, activity, event, question:	
<b>Off-Task Behaviors (Note # of Students)</b>	
Disrupting Others:	
Visibly Disengaged:	
<b>Teacher Management Strategy</b>	
<input type="checkbox"/> Verbal <input type="checkbox"/> Nonverbal	<input type="checkbox"/> Positive <input type="checkbox"/> Negative
Comments:	
25 mins Interval	
Task, activity, event, question:	
<b>Off-Task Behaviors (Note # of Students)</b>	
Disrupting Others:	
Visibly Disengaged:	
<b>Teacher Management Strategy</b>	
<input type="checkbox"/> Verbal <input type="checkbox"/> Nonverbal	<input type="checkbox"/> Positive <input type="checkbox"/> Negative
Comments:	

30mins Interval	
Task, activity, event, question:	
<p style="text-align: center;"><b>Off-Task Behaviors (Note # of Students)</b></p> <p>Disrupting Others:</p> <p>Visibly Disengaged:</p>	
<p style="text-align: center;"><b>Teacher Management Strategy</b></p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Verbal  <input type="checkbox"/> Nonverbal         </div> <div> <input type="checkbox"/> Positive  <input type="checkbox"/> Negative         </div> </div>	
Comments:	

*Clicking the **Acknowledge** button is the equivalent of an online signature.  
 Teacher's acknowledgement indicates the form has been reviewed. It does not necessarily  
 indicate agreement.*



## WI TPES Questioning Techniques Analysis

**Directions:** Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.

Grade/Subject: \_\_\_\_\_

Start Time: \_\_\_\_\_

End Time: \_\_\_\_\_

Type of Question
Low Cognitive (recall)
Total #
Percent
Intermediate Cognitive (comprehension)
Total #
Percent
Application and High Cognitive (analysis, synthesis, evaluation)
Total #
Percent
<b>Total of all questions</b>

Based on the percentages, what level of thinking was targeted?

How clearly worded were the questions?

*Clicking the **Acknowledge** button is the equivalent of an online signature.  
Teacher's acknowledgement indicates the form has been reviewed. It does not necessarily  
indicate agreement.*



## WI TPES Documentation Log

**Directions:** The teacher should upload the artifacts s/he plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means.

Documentation may also need to be supplemented with written reflection for each artifact and/or discussion to clarify the teacher's practice and process for the evaluator.

**Upload all artifacts in the section below for your evaluation cycle. Remember to reflect on your artifacts and their connection to your professional practice as well as student learning. When your documentation log is complete, submit to your evaluator as part of your evaluation process.**

Artifacts				
⊕ Add an Artifact				
Name	Date Uploaded	Upload User	File	

### Standard 1: Professional Knowledge

Artifacts					
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
<b>Documentation:</b> Required; Teacher selected artifacts					
<b>Standard 1 Artifact Summary/Reflection:</b>					

### Standard 2: Instructional Planning

Artifacts					
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
<b>Documentation:</b> Required; Teacher selected artifacts					
<b>Examples:</b>					
- Sample lesson or unit plan					
- Intervention plan					
- Substitute lesson plan					
- Annotated learning objectives					
<b>Standard 2 Artifact Summary/Reflection:</b>					

**Standard 3: Instructional Delivery**

Artifacts					
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
<b>Documentation:</b> Required; Teacher selected artifacts					
<b>Standard 3 Artifact Summary/Reflection:</b>					

**Standard 4: Assessment For and Of Learning**

Artifacts					
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
<b>Required Documentation:</b> Evidence of the use of baseline and periodic assessments					
<b>Other Documentation:</b> Teacher selected artifacts					
<b>Examples:</b>					
- 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					
<b>Standard 4 Artifact Summary/Reflection:</b>					

**Standard5: Learning Environment**

Artifacts					
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
<b>Documentation:</b> Required; Teacher selected artifacts					
<b>Standard 5 Artifact Summary/Reflection:</b>					

**Standard 6: Professionalism**

Artifacts					
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded
<b>Required Documentation:</b> Professional Development Log and Communication Log <b>Other Documentation:</b> Teacher selected artifacts <b>Examples:</b> - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports <b>Standard 6 Artifact Summary/Reflection:</b>					



## WI TPES Communication Log

**School Year:** \_\_\_\_\_

**Date:**

**Person:**

**Purpose:**

**Mode:**

☐ Conference

☐ Email

☐ Note/Letter

☐ Telephone

**Notes:**

**Date:**

**Person:**

**Purpose:**

**Mode:**

☐ Conference

☐ Email

☐ Note/Letter

☐ Telephone

**Notes:**

**Date:**

**Person:**

**Purpose:**

**Mode:**

☐ Conference

☐ Email

☐ Note/Letter

☐ Telephone

**Notes:**



## WI TPES 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: \_\_\_\_\_





























## Grade K-2 Learner Survey

**Purpose:** The purpose of this survey is to give your teacher information on how to help you as a learner.

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

Teacher's Name \_\_\_\_\_

School Year \_\_\_\_\_

	Yes	Some- times	No
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. I learn new things in my class.			
4. I know what the rules are in my class.			
5. I am able to do the work my teacher gives me.			
6. I am happy when I am in class.			
*			
*			

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.



## Grade 3-5 Learner Survey

**Purpose:** The purpose of this survey is to give your teacher information on how to help you as a learner.

**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—“YES,” “SOMETIMES,” or “NO”—that best describes how you feel about the statement.

Teacher's Name \_\_\_\_\_

School Year \_\_\_\_\_

	Yes	Some- times	No
My teacher listens to me.			
My teacher gives me help when I need it.			
I am able to do the work given to me.			
Students are respectful to each other in my class.			
I feel free to ask and answer questions.			
My teacher helps me understand things when I make mistakes.			
My teacher shows respect to all students.			
My teacher helps me to be organized.			
My teacher allows me to demonstrate my learning in a variety of ways.			
*			
*			

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.



## Grade 6-8 Learner Survey

**Purpose:** 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					
			Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.



## Grade 9-12 Learner Survey

**Purpose:** 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						
				Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
			My teacher communicates clearly.					
			My teacher is knowledgeable about the subject area he/she teaches.					
			The workload in this class is manageable.					
			My teacher gives feedback on work and exams in a timely manner.					
			I get helpful feedback from my teacher.					
			My teacher handles classroom disruptions effectively.					
			My teacher allows me to demonstrate my learning in a variety of ways.					
			I feel challenged in this class.					
			I feel comfortable sharing my ideas in class.					
			My teacher helps me outside of class time when needed.					
			My teacher shows respect to all students.					
			My teacher respects my culture.					
			I feel my teacher values me as a person.					
			*					
			*					

\*Add other elements if needed, such as school-wide goals, or subject specific-elements.

Comments:



## WI TPES Learner Survey Growth Plan

**Directions:** This form is to be completed by October 15<sup>th</sup>. It is for formative purposes and should be shared with evaluators.

Grade(s) \_\_\_\_\_

Subject(s): \_\_\_\_\_

Survey Version Given:

☐ Grades K-2      ☐ Grades 3-5

☐ Grades 6-8      ☐ Grades 9-12

Other? \_\_\_\_\_

Number of Surveys Distributed:

Number of Completed Surveys Returned:

Percentage of Completed Surveys Returned:

Why did you choose this class to survey?

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for learners).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions:

A) What did learners perceive as your major strengths?

B) What did learners perceive as your major weaknesses?

C) Based on this information, what are your strategies for professional growth?



## WI TPES Learner Survey Analysis

**Directions:** Teachers will complete this form after administering the learner survey a second time. It is to be completed by new teachers by December 15<sup>th</sup> and continuing contract teachers by February 15<sup>th</sup>. Teachers may choose to put all results on this form, or they may complete a separate form for each course surveyed.

Grade(s) \_\_\_\_\_

Subject(s): \_\_\_\_\_

Survey Version Given:

- ☐ Grades K-2      ☐ Grades 3-5  
☐ Grades 6-8      ☐ Grades 9-12

Other? \_\_\_\_\_

Number of Surveys Distributed:

Number of Completed Surveys Returned:

Percentage of Completed Surveys Returned:

Why did you choose this class to survey?

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for learners).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions:

A) What did learners perceive as your major strengths?

B) What did learners perceive as your major weaknesses?

C) Based on your strategies for professional growth as a result of the first survey, did you make any changes? What were the results of the change(s)?

D) What will you do differently the next time you teach this course?



## Student Learning Objective (SLO) Selection and Approval

**Directions:** This form is a tool to assist teachers in developing and writing a goal that results in measurable student progress. After reviewing your Self-Assessment of Professional Practice, student data, program data, and survey results, use this information to develop and record your Student Learning Objective (SLO). Be sure to complete each section for your SLO. If writing multiple SLOs, separate SLO forms should be completed for each. Indicate whether this SLO is individual or team-based. The names of all team members should be included.

Use the **Guiding Questions** and **criteria** to support SLO selection and SLO development. DPI's Rubric may be printed if needed.

Submit a SLO form for each SLO prior to your Goal Setting Conference. At the Goal Setting Conference, evaluators will discuss SLO(s) and professional growth goals.

Indicate the following:

- SLO is an individual educator goal
- SLO is a team-based goal (identify team members in the box below)

Identify all SLO team members:

### **Guiding Questions:**

- Why did you choose this goal?
- What source(s) of data did you examine in selecting this/these SLO(s)?
- What strengths and weaknesses were identified?
- If this is the same SLO as you submitted last year/last semester, please provide justification for why.

### **I. Baseline Data & Rationale**

### **Criteria:**

- Supports school improvement goals
- Addresses observable student need(s)
- Based on review of school and classroom data for areas of strength and need
- Provides summarized baseline data
- Provides clear focus for instruction and assessment

☐ Data attached

<p><b><u>Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>Which content standard(s) is/are targeted?</li> <li>Which skill(s) are students expected to learn?</li> <li>Does the content selected represent essential knowledge and skills that will endure beyond a single test date?</li> <li>Is the content selected of value in other disciplines?</li> <li>Is the content selected necessary for the next level of instruction?</li> </ul>
<p><b>II. Content Area/Grade Level</b></p>
<p><b><u>Criteria:</u></b></p> <ul style="list-style-type: none"> <li>Targets specific academic concepts, skills, or behaviors based on the standards</li> <li>Targets enduring concepts or skills</li> <li>Is rigorous</li> <li>Is measurable</li> </ul>

<p><b><u>Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>Which student group(s) is/are targeted?</li> </ul>
<p><b>III. Student Population (Which students are included in this goal?)</b></p>
<p><b><u>Criteria:</u></b></p> <ul style="list-style-type: none"> <li>Defines and targets the needs of an identified population</li> <li>Considers demonstrated strengths of identified population</li> </ul>

<p><b><u>Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>What timeframe is involved in this SLO? (SLOs are typically year-long, but explain, if other.)</li> <li>How do you know if you have spent enough or too much time on an objective?</li> </ul>
<p><b>IV. Interval</b></p>
<p><b><u>Criteria:</u></b></p> <ul style="list-style-type: none"> <li>Identifies the time that instruction will occur</li> <li>Matches the amount of time in the curriculum</li> <li>Provides adequate time for content complexity</li> </ul>

<p><b><u>Guiding Questions:</u></b></p> <ul style="list-style-type: none"> <li>What is your goal for student growth?</li> <li>What is the target level of growth or performance that students will demonstrate?</li> <li>Do you expect all students to make the same amount of growth, regardless of where they start from, or should you set differentiated goals based on students' starting point?</li> </ul>
<p><b>V. Growth Goal/Target ~ SMART goal format</b></p>
<p><b><u>Criteria:</u></b></p> <ul style="list-style-type: none"> <li>Meets or exceeds standards of practice</li> <li>Is rigorous expectation for students</li> <li>Predicts gain based on past performance of students when available</li> <li>Explains any exceptions</li> </ul>



**Guiding Questions:**

- What professional development opportunities will best support the student achievement goals set forth in this SLO?
- What instructional methods will best support the student achievement goals set forth in this SLO?
- How will you differentiate instruction in support of this SLO?
- What new/existing instructional materials or other resources will best support the student achievement goals in this SLO?
- What other types of instructional supports do you need in order to support the student achievement goals specified in this SLO?

**VI. Strategies and Support**

**Guiding Questions:**

- How will you measure the outcome of your SLO?
- What assessment(s) or other evidence sources will be used to measure whether students met the objective?
- What type of assessment or evidence is it, and how are results reported?
- Why is this the best evidence for determining whether students met the objective?

**VII. Evidence**

**Criteria:**

- Uses agreed upon assessment and follows appropriate guidelines
- Aligns with the targeted learning content area
- Relationship with the learning objective is apparent
- Measures the growth, gain, or change expected
- Provides a formula for combining more than one assessment, if needed
- Has been demonstrated as reliable and valid for targeted students



## Mid-Year SLO Review

**Directions:** Summarize the status of your SLOs. Include evidence used to demonstrate progress for each SLO, and, if necessary, identify barriers to success and the strategies/modifications to address the barriers.

Submit this completed form to your evaluator for your mid-year review. As part of the mid-year review, evaluators will discuss progress of SLO(s) and professional growth goals.

### I. Baseline Data & Rationale

### II. Content Area/Grade Level

### III. Student Population

### IV. Interval

### V. Growth Goal/Target

### VI. Strategies and Support

### VII. Evidence

**Mid-Year Review**

**Mid-Year Status of Goals(s):**

**Evidence of Progress Toward Achieving Goals(s):**

**Strategies/Modifications to Address Barriers:**

**Key Next Steps:**

☐ Data attached



## End-of-Year SLO Review

**Directions:** Summarize the status of your SLOs. Include and upload the evidence sources used to demonstrate completion for each SLO. Include your lessons learned from the SLO process.

Submit this completed form to your evaluator. As part of your end-of-year SLO review, evaluators will discuss SLO(s) and professional growth goals.

The final evaluation score for your SLO will be completed by your evaluator.

### I. Baseline Data & Rationale

### II. Content Area/Grade Level

### III. Student Population

### IV. Interval

### V. Growth Goal/Target

### VI. Strategies and Support

### VII. Evidence

### Mid-Year Status of Goal(s)

**Mid-Year Evidence of Progress**

**Mid-year Strategies/Modifications**

**Mid-Year Steps**

**End-of-Year Review**

**End-of-Year Status of Goal(s):**

**Evidence of Goal Completion:**

**Lessons Learned:**

☐ Data attached



## SLO Score Report

**Directions:** After reviewing the End-of-Year SLO Review form, evaluators need to determine the SLO score based on the following criteria identified in the SLO Scoring Rubric. DPI recognizes that the SLO Scoring Rubric currently allows evaluator judgment regarding the exact percentage of students required to make a specific amount of growth to determine the SLO score. Evaluators should determine and select the appropriate SLO score. There should be a separate SLO Evaluation form for each SLO. Once completed, this form should be submitted to the evaluatee.

### WI SLO Evaluation<sup>c</sup>

4	3	2	1	0
<ul style="list-style-type: none"> <li>Student growth for this SLO has <b>exceeded</b> expectations:</li> <li>Evidence indicates exceptional growth for all/nearly all of the targeted population</li> <li>The educator has surpassed the expectations described in the SLO and demonstrated an outstanding impact on student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student growth for this SLO has met expectations:</li> <li>Evidence indicates substantial growth for most of the targeted population</li> <li>The educator has fully achieved the expectations described in the SLO and demonstrated notable impact on student learning</li> </ul>	<ul style="list-style-type: none"> <li>Student growth for this SLO has <b>partially met</b> expectations:</li> <li>Evidence indicates some growth for most of the targeted population, or a mix of some students exceeding targets, some meeting targets, and some not meeting targets</li> <li>The educator has demonstrated an impact on student learning, by overall has not met expectations described in their SLO</li> </ul>	<ul style="list-style-type: none"> <li>Student growth for this SLO has <b>minimally met</b> expectations:</li> <li>Evidence indicates minimal or inconsistent growth for the targeted population</li> <li>The educator has not met the expectations described in the SLO and had not demonstrated a sufficient impact on student learning</li> </ul>	<ul style="list-style-type: none"> <li>The evidence the educator provides with respect to this SLO is missing, incomplete, or unreliable</li> <li>-OR-</li> <li>The educator has not engaged in the process of setting and gathering evidence for the SLO</li> </ul>

*Clicking the **Acknowledge** button is the equivalent of an online signature.*

*Acknowledgement indicates the form has been reviewed. It does not necessarily indicate agreement.*

<sup>c</sup>Wisconsin Department of Public Instruction. *Student/School Learning Objectives Process Manual*, December 2012.



## WI TPES Interim Performance Report

**Directions:** Evaluators use this form at mid-year to provide a record of evidence for each teacher performance standard. Evidence should be drawn from multiple sources. This form should be maintained by the evaluator during the course of the evaluation cycle. The teacher should receive a copy, and results should be shared with the teacher at a mid-year conference.

Evaluators may choose to use the “**Evident**” or “**Not Evident**” boxes provided under each standard to assist with documenting the teacher’s progress toward meeting the standard.

### Documentation Reviewed:

- ☐ Documentation Log                      ☐ SLO Form(s)  
☐ Observation Form(s)                ☐ Other

Other (specify): \_\_\_\_\_

### 1. Professional Knowledge

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

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

### Standard 1 Evidence:

☐ Evident      ☐ Not Evident

## **2. Instructional Planning**

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

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

### **Standard 2 Evidence:**

☐ Evident ☐ Not Evident

## **3. Instructional Delivery**

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

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

### **Standard 3 Evidence:**

☐ Evident ☐ Not Evident

## **4. Assessment For and Of Learning**

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

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

### **Standard 4 Evidence:**

☐ Evident ☐ Not Evident



## **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.*

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

### **Standard 5 Evidence:**

☐ Evident ☐ Not Evident

## **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.*

- Collaborates and communicates effectively to promote students' well-being and success.
- Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.
- Adheres to school, district, legal, ethical, and procedural requirements.
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- 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.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

### **Standard 6 Evidence:**

☐ Evident ☐ Not Evident

**Strengths:**

**Areas Noted for Improvement:**

**Comments:**

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indicate agreement.*



## WI TPES Summative Performance Report

**Directions:** Evaluators use this form at the end of the school year to provide teachers with an assessment of performance. The form should be submitted to the teacher prior to the summative conference. The acknowledged form should be submitted to the evaluator within 10 calendar days of the summative evaluation conference.

### Standard 1 Evidence Summary:

**Report:**

**Evidence:**

**Standard 1 Artifacts:**

### 1. Professional Knowledge

Criteria	Distinguished	Effective	Developing/ Needs Improvement	Unacceptable
<b>Professional Knowledge</b>	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.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enter Additional Evidence:			

**Standard 2 Evidence Summary:**

**Report:**

**Evidence:**

**Standard 2 Artifacts:**

**2.Instructional Planning**

Criteria	Distinguished	Effective	Developing/ Needs Improvement	Unacceptable
<b>Instructional Planning</b>	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.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enter Additional Evidence:			

**Standard 3 Evidence Summary:**

**Report:**

**Evidence:**

**Standard 3 Artifacts:**

**3.Instructional Delivery**

Criteria	Distinguished	Effective	Developing/ Needs Improvement	Unacceptable
<b>Instructional Delivery</b>	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.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enter Additional Evidence:			

**Standard 4 Evidence Summary:****Report:****Evidence:****Standard 4 Artifacts:****4. Assessment For and Of Learning**

Criteria	Distinguished	Effective	Developing/ Needs Improvement	Unacceptable
<b>Assessment For and Of Learning</b>	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.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enter Additional Evidence:				

**Standard 5 Evidence Summary:****Report:****Evidence:****Standard 5 Artifacts:****5.Learning Environment**

Criteria	Distinguished	Effective	Developing/ Needs Improvement	Unacceptable
<b>Learning Environment</b>	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.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enter Additional Evidence:			

**Standard 6 Evidence Summary:****Report:****Evidence:****Standard 6 Artifacts:****6. Professionalism**

Criteria	Distinguished	Effective	Developing/ Needs Improvement	Unacceptable
<b>Professionalism</b>	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.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enter Additional Evidence:			

**Evaluation Summary**☐ Recommended for continued employment.☐ Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, two or more standards are *Needs Improvement*, or three or more standards are *Developing*.)☐ Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)**Strengths:****Areas Noted for Improvement:**

**Overall Evaluation Summary Rating**

☐ Distinguished

☐ Effective

☐ Developing/Needs Improvement

☐ Unacceptable (Due to one or more *Unacceptable* ratings, two or more *Needs Improvement* ratings, or three or more *Developing* ratings on the performance standards)

*Clicking the **Acknowledge** button is the equivalent of an online signature.  
Teacher's acknowledgement indicates the form has been reviewed. It does not necessarily  
indicate agreement.*



## WI TPES Performance Improvement Plan

**Directions:** These sections are to be completed collaboratively by the evaluator and the teacher. This document is intended to identify deficiencies to correct along with resources and assistance provided. There are three sections (A, B, and C) that could be used to document deficiencies/resources. Complete only those sections needed. Include target dates.

### Section A:

Performance Standard Number:

Performance Deficiencies within the Standard to be Corrected:

Resources/Assistance Provided (Activities to be Completed by the Teacher):

Target Dates:

### Section B:

Performance Standard Number:

Performance Deficiencies within the Standard to be Corrected:

Resources/Assistance Provided (Activities to be Completed by the Teacher):

Target Dates:

### Section C:

Performance Standard Number:

Performance Deficiencies within the Standard to be Corrected:

Resources/Assistance Provided (Activities to be Completed by the Teacher):

Target Dates:

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Teacher's acknowledgement indicates the form has been reviewed. It does not necessarily  
indicate agreement.*





## WI TPES Results of Performance Improvement Plan

**Directions:** These sections are to be completed collaboratively by the evaluator and the teacher. Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher.

### Section A:

Performance Standard Number:

Performance Deficiencies within the Standard to be Corrected:

Feedback/Comments:

Review Dates:

### Section B:

Performance Standard Number:

Performance Deficiencies within the Standard to be Corrected:

Feedback/Comments:

Review Dates:

### Section C:

Performance Standard Number:

Performance Deficiencies within the Standard to be Corrected:

Feedback/Comments:

Review Dates:

### Final recommendation based on outcome of Improvement Plan:

- |   |   |
|---|---|
| <input type="checkbox"/> The performance deficiencies have been satisfactorily corrected. The teacher is no longer on a Performance Improvement Plan. | <input type="checkbox"/> The deficiencies were not corrected. The teacher is recommended for non-renewal/dismissal. |
|---|---|

*Clicking the **Acknowledge** button is the equivalent of an online signature. Teacher's acknowledgement indicates the form has been reviewed. It does not necessarily indicate agreement.*

## Appendix A: CESA 6 Effectiveness Project® Observation Options

		Teachers and Educational Specialists*			School Administrators
Observation Events		DPI Minimum Requirement (Annual) <u>NEW</u> Teachers, <u>NEW</u> Educational Specialists, <u>ALL</u> Educators in Need of Improvement	DPI Minimum Requirement (3 YEAR CYCLE) Continuing Teachers or Educational Specialists	CESA 6 Research-based** Recommendation (1 OR 3 YEAR CYCLE) Continuing Teachers or Educational Specialists	DPI Minimum Requirement (ANNUALLY) School Administrators
DPI Requirements for Equivalency	Announced Observation	1 - 45 minute observation yearly or 2 - 20 minute observations yearly *Must include 1 pre & post observation conference	1 - 45 minute observation or 2 - 20 minute observations during the three year period *Must include 1 pre & post observation conference		1 - 45 minute observation yearly or 2 – 20 minute observations yearly
	Unannounced Observation	1 - 45 minute observation yearly or 2 - 20 minute observations yearly	1 - 45 minute observation or 2 - 20 minute observations during the three year period		1 - 45 minute observation yearly or 2 – 20 minute observations yearly
	Walk-through	3-5 walk-throughs of 5 minutes in duration	3-5 walk-throughs of 5 minutes in duration		2-3 walk-throughs of 5 minutes in duration
Research-based Recommendations**	Announced Formal Observation	1 - 45 minute observation yearly or 2 - 20 minute observations yearly by two observers	1 - 45 minute observation or 2 - 20 minute observations during the three year period by two observers	During the course of a 3 year cycle, there must be a <u>combination</u> of BOTH announced and unannounced observation combinations from the following options: (Plus 3-5 walkthroughs of at least 15 minutes) (1) 1-45 minute observation from one's own school administrator and 1-45 minute observation from another administrator. (.67 reliability) (2) 1-45 minute observation from one's own school administrator and 3-15 minute observations from 3 different observers (.67 reliability) Note: Reliability ratings of .69 and .72 may be achieved by DOUBLING the amount of observation time and increasing the observer variations. See Figure 5 below from the final report of the MET Study.	
	Unannounced Formal Observation	1 - 45 minute observation yearly or 2 - 20 minute observations yearly by two observers	1 - 45 minute observation or 2 - 20 minute observations during the three year period by two observers		
	Informal Observation / Walk-through	3 - 5 walkthroughs of at least 15 minutes in duration yearly by multiple observers	3 - 5 walkthroughs of at least 15 minutes in duration during the 3 year period by multiple observers		

\* The CESA 6 Effectiveness Project® includes a professional evaluation system for Educational Specialists, which is not currently required for equivalency.

\*\* See the recommendations from the MET Project Final Report - January, 2013.

Note: Multiple measures of data are essential in completing the evaluation of an effective educator. The additional measures for the CESA 6 Effectiveness Project® include additional evidence of effective PRACTICE that is contributed by the educator, such as: documentation logs with artifacts and survey reflections.

## Appendix B: Evidence for Student Learning Objectives (SLOs)<sup>6</sup>

Questions to Ask While Developing a Student Learning Objective	
<b>Content</b>	<ul style="list-style-type: none"> <li>• How well do the items/tasks/criteria align to appropriate standards, curriculum and essential outcomes for the grade level or course?</li> <li>• In what ways would mastering or applying the identified content be considered “essential” for students learning this subject at this grade level?</li> <li>• How do the content, skills and /or concepts assessed by the items or task provide students with knowledge, skills and understandings that are (1) essential for success in the next grade/course or in subsequent fields or study; or (2) otherwise of high value beyond the course?</li> </ul>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>• In what ways do the items/tasks and criteria address appropriately challenging content?</li> <li>• To what extent do the items or task require appropriate critical thinking and application?</li> <li>• How does the performance task ask students to analyze, create, and/or apply their knowledge and skills to a situation or problem where they must apply multiple skills and concepts?</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• To what extent are the items/tasks and criteria designed such that student responses/scores will identify student’s levels or knowledge, understanding and/or mastery?</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• When will the results be made available to the educator? (The results must be available to the educator prior to the end of year conference.)</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>• To what extent are the items or the task and criteria free from words and knowledge that are characteristic to particular ethnicities, subcultures, and genders?</li> <li>• To what extent are appropriate accommodations available and provided to students as needed?</li> </ul>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>• Is there a sufficient number of items in multiple formats for each important, culminating, overarching skill?</li> </ul>
<b>Scoring</b>	<ul style="list-style-type: none"> <li>• Does the performance task have a rubric where the criteria clearly define and differentiate levels of performance and as a result, the criteria insure inter-rater reliability?</li> </ul>

<sup>6</sup> Material copied from Wisconsin Department of Public Instruction, *School/Student Learning Objectives Process Manual: Developmental Pilot 2012-2013*

## Appendix C: Wisconsin Student/School Learning Objective (SLO) Selection/Approval Rubric<sup>7</sup>

Baseline Data and Rationale	Learning Content	Population	Interval	Evidence Sources	Targeted Growth
<i>Why did you choose this goal?</i>	<i>Which content standard(s) will the SLO address, and which skill(s) are students expected to learn?</i>	<i>Which students are included in this goal?</i>	<i>What timeframe is involved in this SLO (typically year-long; explain if other)?</i>	<i>How will you measure the amount of learning that students make?</i>	<i>What is your goal for student growth, and how did you arrive at this goal?</i>
<b>Guiding Questions:</b>					
<i>What source(s) of data did you examine in selecting this/these SLO(s)?</i>  <i>What strengths and weaknesses were identified?</i>  <i>If this is the same SLO as you submitted last year/last semester, please provide justification for why.</i>	<i>Which content standard(s) is/are targeted?</i>  <i>Does the content selected represent essential knowledge and skills that will endure beyond a single test date, be of value in these disciplines, and/or necessary for the next level of instruction?</i>	<i>Which student group(s) is/are targeted?</i>	<i>How do you know if you've spent enough or too much time on an objective?</i>	<i>What assessment(s) or other evidence sources will be used to measure whether students met the objective?</i>  <i>What type of assessment or evidence is it, and how are results reported?</i>  <i>Why is this the best evidence for determining whether students met the objective?</i>	<i>What is the target level of growth or performance that students will demonstrate?</i>  <i>Do I expect all students to make the same amount of growth, regardless of where they start from, or should I set differentiated goals based on students' starting point?</i>
<b>Criteria</b>					
<ul style="list-style-type: none"> <li>• Supports school improvement goals</li> <li>• Addresses observable student need(s)</li> <li>• Based on review of school and classroom data for areas of strength and need</li> <li>• Provides summarized baseline data</li> <li>• Provides clear focus for instruction and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Targets specific academic concepts, skills or behaviors based on the standards</li> <li>• Targets enduring concepts or skills</li> <li>• Is rigorous</li> <li>• Is measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Defines and targets the needs of an identified population</li> <li>• Considers demonstrated strengths of identified population</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the time that instruction will occur</li> <li>• Matches the amount of time in the curriculum</li> <li>• Provides adequate time for content complexity</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an agreed upon assessment and follows appropriate guidelines</li> <li>• Aligns with the targeted learning content area</li> <li>• Relationship with the learning objective is apparent</li> <li>• Measures the growth, gain, or change expected</li> <li>• Provides a formula for combining more than one assessment if needed</li> <li>• Has been demonstrated as reliable and valid for targeted students</li> </ul>	<ul style="list-style-type: none"> <li>• Meets or exceeds standards of practice</li> <li>• Is a rigorous expectation for students</li> <li>• Predicts gain based on past performance of students</li> <li>• when available</li> <li>• Explains any exceptions</li> </ul>
<b>Strategies and Support</b> What professional development opportunities will best support the student achievement goals set forth in this SLO? What instructional methods will best support the student achievement goals set forth in this SLO? How will you differentiate instruction in support of this SLO? What new/existing instructional materials or other resources will best support the student achievement goals set forth in this SLO? What other types of instructional supports do you need in order to support the student achievement goals specified in this SLO?					

<sup>7</sup> Copied from Wisconsin DPI: Educator Effectiveness System – Version 1 – Aug 2012 Handout

## Appendix D: Glossary

*Assessment:* Assessments are administered prior to, during, or post instruction to ascertain each student's strengths, weaknesses, knowledge, and skills, and to permit teachers to remediate, enrich, accelerate, or differentiate the instruction to meet each student's readiness for new learning.

*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.

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

*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.

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

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

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

*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 indicator:* 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.

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

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

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

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

*Student Learning Objectives:* This is an approach to link student achievement to teacher performance. It involves building the capacity of teachers and their supervisors in interpreting and using student achievement data to set target goals for student improvement. It is a process of determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year. Depending on grade level, content area, and learner's ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. These learning objectives and their attainment constitute an important data source for evaluation.

*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.



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