


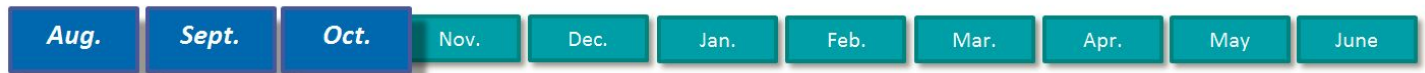
Educator Effectiveness Growth Model

In the School District of Jefferson, we believe the Educator Effectiveness System

- is designed to support educator's **reflection** and goal setting for **continuous growth in practice** that leads **to improved learning for all students**.
- balances an educator's professional practice with evidence of student learning outcomes.
- celebrates strengths and identifies areas for improvement.

➤ Please note that actions requiring documentation within the Frontline/MLP System are indicated with the following symbol:  [Login to Frontline/MLP System](#) (use this link)

Preparing the Educator Effectiveness Plan (EEP)



What is an Educator Effectiveness Plan?

The Educator Effectiveness Plan is comprised of

1. One Student Learning Objective (SLO)
2. One Professional Practice Goal (PPG)

The SLO and PPG are the foundation of the Summary Year. The evaluator will focus observations and feedback on the educator's goals for student learning and professional practice. After review of data, the educator sets a goal for student learning and engages in a cycle of inquiry or action research using instructional practices and measuring the effect of their instruction on student learning. The evaluator is able to support the educator by focusing feedback on the area of student learning the educator has chosen.

What is the Student Learning Objective (SLO)?

Annually, all SDoJ educators engage in the cycle of inquiry where they will analyze where their students are relative to the grade-level standards, and develop one goal for student growth over the academic year or course interval. This is the **Student Learning Objective (SLO)**. Educators must be able to measure the effect of their instruction and therefore formative, benchmark and/or summative assessments are part of the SLO process.

What is the Self-Review?

The Self-Review provides educators with a tool to reflect on their practice in the four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.. All educators are required to complete the Self-Review of practice. .




What is the Professional Practice Goal (PPG)?

The Self-Review and/or SLO may lead to the educator's determination of their **PPG**. The PPG is what the educator chooses to focus on in order to develop professionally in any of the four practice domains. An evaluator may also have input into the professional practice goal focus. Most often the PPG is related to the student learning goals or a specific domain identified through the self-review or evaluation cycle.

Why create an Educator Effectiveness Plan?

Research shows that intentional goal setting around student learning is a critical adult action for improving student learning outcomes. The collaborative dialog within the SLO/PPG process provides educators an opportunity to reflect on student progress and determine if the instructional strategy is effective while making adjustments when necessary to reach the highest levels of learning possible. The PPG is the educator's plan for growing professionally.

How do I develop an Educator Effectiveness Plan?

| Teacher Action | Principal Action | Required | Support Resources |
|--|---|---|--|
| Complete the Self Review and Review your Student Data  | 1. Review the educator's Self-Review. | <ul style="list-style-type: none"> • Teacher Self Review | Educlimber Data Warehouse Wisedash DPI |
| Develop Student Learning Objective (SLO)  The SLO is what your student will learn | 2. Schedule Beginning of Year (BOY) Planning Conference 3. Review the educator or team's SLO and PPG | <ul style="list-style-type: none"> • Beginning of Year SLO Planning Form • Data as Evidence for SLO (artifact) | <ul style="list-style-type: none"> • Using Forms in My Learning Plan -Screencast • SLO Quality Indicators for Scoring • Example SLOs • Assessment Terms and Meanings |
| Develop Professional Practice Goal  The PPG is what you (the educator) will learn and do to ensure the SLO is achieved | | <ul style="list-style-type: none"> • Beginning of Year PPG Planning Form | <ul style="list-style-type: none"> • Setting Your PPG Example |
| Educator (or a Team) attend Beginning of Year Planning Conference Peers in a Supporting Year meet and share SLO and PPG goals | Evaluator facilitates Beginning of Year Planning Conference with Summary Educator (or a Team) | | Beg of Year Meeting Agenda Example |

Preparing the Mid Interval Review





What is the Mid Interval Review?


In December or January (or sooner if the SLO interval is less than a year), the teacher and evaluator will meet for a formative review of progress toward meeting the SLO and PPG. During the mid interval conference, student data is reviewed to determine if the students are on track to meet the identified goal. If the goal is on track, the educator continues with the selected strategy. If students are off track, the strategy is revised and/or the goal may be adjusted. Teachers in their supporting year engage in this process with a peer or building coach.

Why engage in a Mid Interval Review?

Research shows that Intentional goal setting around student learning is a critical adult action for improving student learning outcomes. The collaborative dialog within the SLO process provides educators an opportunity to reflect on student progress and determine if the instructional strategy is effective while making adjustments when necessary to reach the highest levels of learning possible.

How do I prepare for the Mid Interval Review?

| Teacher Action | Principal Action | Required | Support Resources |
|--|---|---|--|
| <p>Organize and Analyze Formative and Summative Assessment Data as identified in your Student Learning Objective (SLO)</p> <p>Complete the Mid Interval Review of Progress for your Student Learning Objective</p>  | <p>Schedule Mid Interval Review Conference with Summary Year Teacher/Team</p> | <ul style="list-style-type: none"> • SLO Planning Form - Mid Interval • Data as Evidence for SLO (one style for recording evidence of student learning) | <ul style="list-style-type: none"> • Data Analysis Protocol |
| <p>Complete the Mid Interval Review of Progress of your Professional Practice Goal (PPG)</p>  | | <ul style="list-style-type: none"> • PPG Planning Form - Mid Interval | |
| <p>Attend the Mid Interval Review Conference for Summary Year Educator (or a Team)</p> <p>Peers in a Supporting Year will meet and share mid-interval progress on SLO and PPG goals</p> | <p>Facilitate Mid Interval Conference with Summary Educator (or a Team) -Review progress and make adjustments if necessary to the SLO and PPG</p> | | <ul style="list-style-type: none"> • Mid Interval Conference Agenda Example |

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| Begin uploading artifacts & evidence  One artifact for domains 1 and 4 with a focus on providing evidence of growth | | | <ul style="list-style-type: none"> • Artifacts Examples: Domains 1 & 4 • Uploading Artifacts in MLP Video |
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Preparing for Observations




What type of observations will occur and what is the frequency?




During the Summary Year, a minimum of two mini observations (15-20 minutes) and one announced observation (40-45 minutes) including a pre and post conference will be conducted by the evaluator. Evaluators and educators have the option to convert a summative evaluation process to an equivalent series of eight or more 10-15 minute walkthroughs plus direct feedback/dialogue provided both the evaluator and educator agree. Educators in their supporting year may also be observed. Evidence of practice for Domain 2 (Classroom Environment) and Domain 3 (Instruction) is collected during classroom observation.

Why classroom observations?

Classroom observations and ongoing actionable feedback are critical elements for improving teaching and learning. Through collaborative conversations during both the pre and post observation conference, teachers can reflect on what is working well and make adjustments where necessary for ongoing professional learning and growth that results in positive student outcomes. The evaluator can provide coaching and support to the educator focused around the educator's student learning objective.

How do I prepare for classroom observations?

| Teacher Action | Principal Action | Required | Support Resources |
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| Formal Announced Observation | | | |
| | Schedule observation including pre and post conference | | |
| Complete Pre Observation Form Participate in Pre Observation Conference | Facilitate Pre Observation Conference  | <ul style="list-style-type: none"> • Announced Observation Planning Form | <ul style="list-style-type: none"> • Agenda for Pre-Observation Meeting |
| | Conduct Observation Collect, tag and sync evidence and provide | | <ul style="list-style-type: none"> • Components and Evidence Examples • Teacher |

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| | feedback  | | Technology Integration for ELOs |
| <ul style="list-style-type: none"> • Complete Post Observation Reflection Form • Participate in Post Observation Conference  | Facilitate Post Observation Conference | <ul style="list-style-type: none"> • Announced Observation Teacher Reflection Form • Announced Observation Observer Feedback Form | <ul style="list-style-type: none"> • Agenda for Post Conference Meeting |
| Mini-Observation | | | |
| | Conduct mini observation Collect, tag and sync evidence and provide feedback.  | Mini Observation Observer Feedback Form | |
| <p>The one 45 minute observation and two 15-20 mini-observations can be converted into a minimum of six to eight mini10-15 minute observations plus feedback/dialogue and recording/coding.</p> | | | |

Preparing for Final Evaluation Conference






What is the Final Evaluation Conference?




During the Final Evaluation Conference, the teacher and evaluator meet to discuss achievement of the Student Learning Objective. The teacher has the opportunity to elaborate on evidence of practice and achievement of the SLO. The evaluator provides feedback based on evidence collected during classroom observation, and discusses final scores based on the Danielson Framework for Teaching and the overall SLO score.

Why engage in a Final Evaluation Conference?

The Final Evaluation Conference is an opportunity for the teacher to reflect on attainment of goals and the instructional practices used over the course of the year/interval. Results will inform professional practice goals (PPG) for the subsequent year and professional development planning for ongoing instructional improvement.

How do I prepare for the Final Evaluation Conference?

| Teacher Action | Principal Action | Required | Support Resources |
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| <p>Organize and analyze formative and summative assessment data and complete the SLO</p> <p>End-of-Interval Review </p> <p>Using the SLO Scoring Rubric, Self-Score your SLO </p> | <p>Schedule Final Evaluation Conference with Summary Year Teacher</p> | <p>SLO Planning Form - End of Interval</p> | <ul style="list-style-type: none"> • SLO Quality Indicators for Scoring • Example SLOs |
| <p>Review progress toward Professional Practice Goal and complete reflection in MLP </p> | | <p>PPG Planning Form - End of Year Review PPG</p> | |
| <p>Upload, tag and submit artifacts demonstrating practices in Domains 1 and 4 </p> | | | <ul style="list-style-type: none"> • Artifacts Examples: Domains 1 & 4 • Uploading Artifacts in MLP Video |
| | <p>Score SLO & Practice in MLP</p> <p>NOTE: Do not submit scores until after the End-of-Year Summary Conference </p> | | <ul style="list-style-type: none"> • SLO Quality Indicators for Scoring |
| <ul style="list-style-type: none"> • Summarize and reflect upon your Effectiveness Cycle. Share this information with your evaluator prior to the End-of-Cycle Summary | | <p>Teacher End of Cycle Reflection</p> | |

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| Conference to facilitate dialogue  | | | |
| <ul style="list-style-type: none"> Participate in Final Evaluation Conference | <ul style="list-style-type: none"> Facilitate Final Evaluation Conference - professional dialog based on evidence Complete End of Cycle Summary Form  Submit scores in MLP  | | <ul style="list-style-type: none"> End of Cycle Conference Agenda Example |

Additional Resources

- [Teacher Evaluation Process Manual](#)
- [Danielson's Framework for Teaching 22 Components](#)
- <https://dpi.wi.gov/ee> - The WI Department of Public Instruction - Educator Effectiveness website
- <http://www.sdoj.org/district/educator-effectiveness.cfm>
- Barb Johnson, Educator Effectiveness Coach -(920) 675-1052 or Johnsonb@sdoj.org