



TEACHER and EDUCATIONAL SPECIALIST



PERFORMANCE EVALUATION SYSTEM GUIDEBOOK

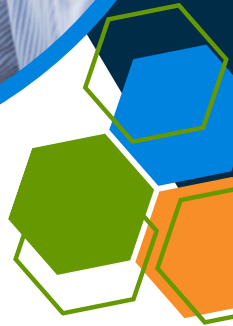


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SYSTEM OVERVIEW

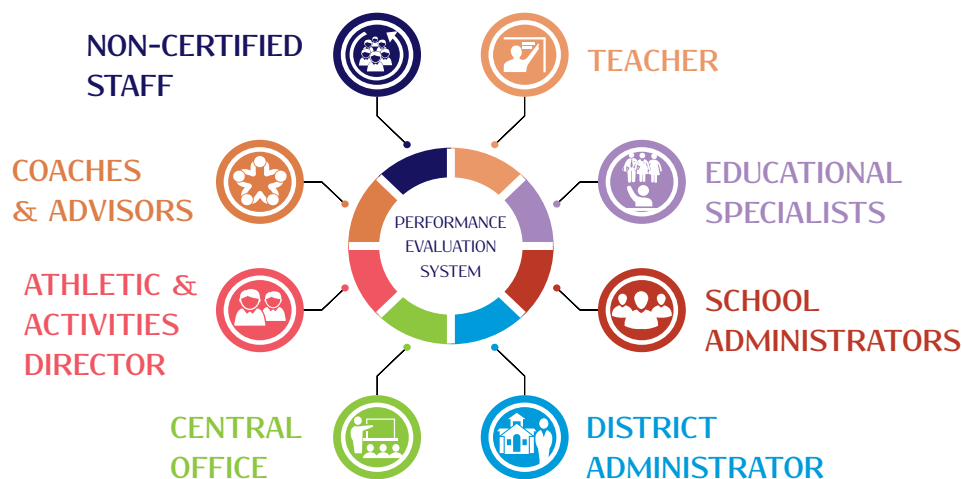
Research consistently identifies effective teaching and instructional leadership as the most important school-based factors impacting student learning. Every child in every community deserves excellent classroom teachers and building leaders. Every educator deserves a specific, individualized road map to help move his or her students and professional practice forward. In Wisconsin, Educator Effectiveness serves as that road map. The process is designed to improve teacher and principal evaluation systems in order to provide educators with more meaningful feedback and support so they can achieve maximum results with students. In short, Wisconsin created Educator Effectiveness, which includes the Effectiveness Project Model to improve support, practice, and outcomes.

When you align the Effectiveness Project growth and evaluation process for teachers and educational specialists, with district goals, behaviors, and processes the growth and evaluation process becomes the vehicle that can assist you in accomplishing your district's vision/long-term success.

The Effectiveness Project Performance Evaluation Systems available through the CESA 6 Growth and Development Center are designed to influence, inspire, and empower the growth and development of all staff members within a school district or organization resulting in effective staff and administration. The primary purposes of the evaluation systems are to:

- Improve district quality by ensuring accountability for overall performance of staff;
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district and by the specific job descriptions and expectations;
- Provide a basis for growth through productive performance appraisal and growth conversations; and
- Encourage collaboration between the employee and evaluator, to promote self-growth, effective job performance, and improvement of overall job performance.

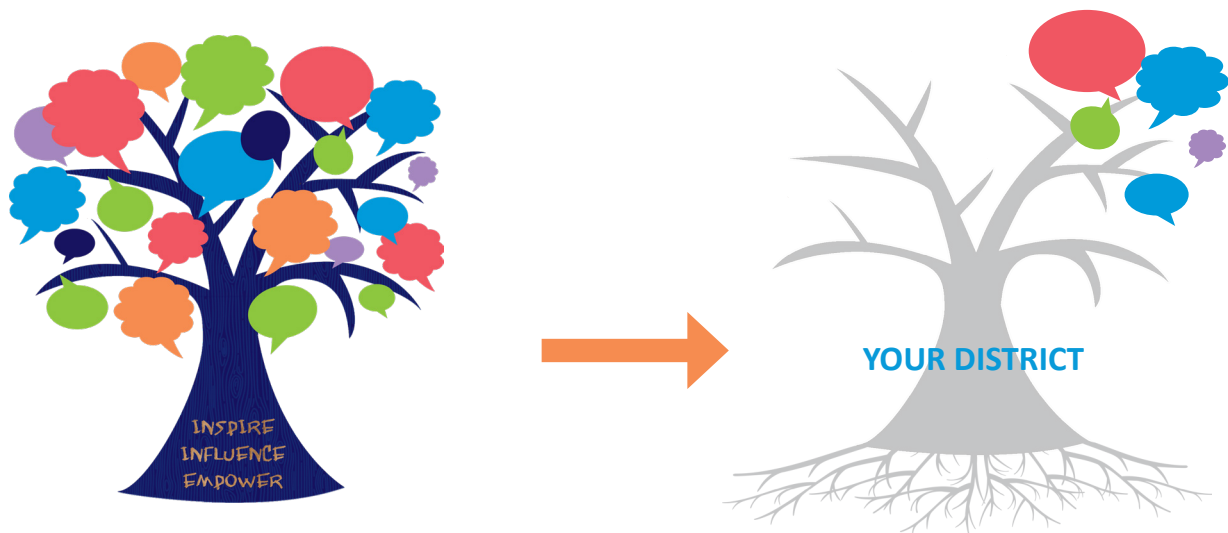
FIGURE 1: CESA 6 Suite of Performance Evaluation Systems



This Guidebook will address the Performance Evaluation Systems of educators including Teachers (TPES) and Educational Specialists (ESPES). Information on other systems are included in their individual guidebooks. The systems available through the CESA 6 Performance Evaluation Suite are included in Figure 1.

The systems within the CESA 6 Performance Evaluation Suite are not meant to operate as a separate piece of your system, it is meant to become an integral part of the way an organization operates as a system. Districts have unique cultures and needs that are deep-rooted within the community. The CESA 6 Performance Evaluation Suite compliments a district's vision and efforts by helping the system grow from outside as well as within.

FIGURE 2: Grafting metaphor regarding taking the Effectiveness Project Suite and making it part of your system.



Grafting is used to join parts from two or more plants, so they appear to grow as a single plant. Any or all parts of the CESA 6 Evaluation suite can be grafted and customized to what the district already has in place, therefore strengthening the organizational system as a whole and enabling the growth and development of employees to be a part of everything the district does, thereby producing more abundant fruit.

PRINCIPLES OF EFFECTIVE EVALUATION

Five Principles Wisconsin's Learning - Centered Educator Effectiveness Approach

Evaluation systems, implemented in isolation as an accountability or compliance exercise, will not improve educator practice or student outcomes. Leader and teacher evaluations have the greatest potential to improve practice when the following five conditions are in place:

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

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

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

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

Common, Researched-Based Framework - The Wisconsin Educator Effectiveness System is intended to provide a reliable and fair process using multiple measures to promote professional growth and improved student learning. The CESA 6 Teacher and Educational Specialist Performance Evaluation Systems are modeled from the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. These models are based on the extant research of the qualities of effective teachers, specialists and school administrators which includes meta-reviews, case studies, cross-case comparisons, surveys, ex-post facto designs, hierarchical linear modeling, and value-added studies.

The performance standards used in these systems provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity, and individual initiative. The goal is to support the continuous growth and development of each professional by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The roles of a teacher and educational specialist require a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations. While the evaluator has the ultimate responsibility for ensuring that the evaluation system is executed with fidelity and effectively in the district, other colleagues may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Data-Driven, Educator-Developed Goals - As active participants in their own evaluations, the staff members set performance goals based on analyses of school and student data, as well as assessments of their own practice using the Standards and Indicators. These goals address student achievement priorities (referred to as the Student Learning Objectives) and self-identified needs for individual improvement (referred to as the Professional Practice Goals).

Continuous Improvement Supported by Professional Conversations - Ongoing improvement through regularly repeated continuous improvement cycles. Improvement cycles represent intentional instruction that involves goal setting, collection of evidence related to goals, examination of the evidence, and a adjusted based on effectiveness and efficiency.

With effective training, evaluators and educators can establish a shared understanding and common language regarding best practice, as well as ensuring consistent and accurate use of the Standards when selecting evidence, identifying levels of practice, and facilitating professional conversations to move practice forward.

Figure 3 provides a visual representation of the continuous improvement cycle and elevates the concept of celebrating small, incremental improvements when accomplishing the agreed-upon standards-driven outcomes for all employee groups.

FIGURE 3: GDC Continuous Improvement Cycle adapted from the DPI Continuous Improvement Process Criteria and Rubric Publication Version 1.2 September 2020



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

OVERVIEW OF THE EDUCATOR EFFECTIVENESS (EE) PROCESS

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

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

Mandated Educators and Frequency of Evaluation

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

Responsibilities of Evaluators

Every employee deserves quality feedback regarding performance. The evaluator has the ultimate responsibility for ensuring that the Performance Evaluation System they are working with is executed faithfully and effectively. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. As such, more than one administrator may be designated to supervise, monitor, and assist with the multiple data source collection. The evaluator remains informed of the assessment process and is responsible for the summative evaluation of those staff members assigned.



SYSTEM COMPONENTS

The cornerstone of our Evaluation Systems lies in the establishment of clearly defined professional responsibilities for each role within a district. A fair and comprehensive evaluation system is essential in providing educators and their evaluators with a thorough understanding of job expectations. To achieve this, our Systems utilize a two-tiered approach that defines performance expectations through six (6) standards and multiple performance indicators. Educators are evaluated based on these standards using performance appraisal rubrics.

To better illustrate the relationship between these components, we have included Figure 4, which showcases our Teacher Performance Evaluation System (TPES). Our commitment to providing a transparent and effective evaluation process ensures that educators receive the support and guidance they need to excel in their roles. We believe that a well-designed evaluation system is crucial in promoting professional growth and development, and we are dedicated to upholding this standard.

FIGURE 4: Relationship between Essential Parts of the Teacher Performance Evaluation System

PERFORMANCE STANDARD	<h3>PERFORMANCE STANDARD 1: PROFESSIONAL KNOWLEDGE</h3> <p>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</p>			
PERFORMANCE INDICATORS	<h3>SAMPLE PERFORMANCE INDICATORS</h3> <p>Examples may include, but are not limited to:</p> <p>The teacher:</p> <ul style="list-style-type: none"> 1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, WMAS) and other required standards (e.g., Disciplinary Literacy, ITLS, 21st Century Learning). 1.2 Integrates key content elements and higher-level thinking skills in instruction. 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. 1.4 Etc... 			
PERFORMANCE APPRAISAL RUBRIC	DISTINGUISHED*	EFFECTIVE**	DEVELOPING/ NEEDS IMPROVEMENT	UNACCEPTABLE
	In addition to meeting the requirement of Effective...	Effective is the expected level of performance.		
	The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

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

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

FIGURE 5: Relationship between Essential Parts of the General Educational Specialist Performance Evaluation System

PERFORMANCE STANDARD	<p>PERFORMANCE STANDARD 1: PROFESSIONAL KNOWLEDGE</p> <p>The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.</p>			
PERFORMANCE INDICATORS	<p>SAMPLE PERFORMANCE INDICATORS</p> <p>Examples may include, but are not limited to: The educational specialist:</p> <ol style="list-style-type: none"> 1.1 Demonstrates knowledge and skills relevant to the profession. 1.2 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the learner. 1.3 Promotes and models respect for individual and cultural differences. 1.4 Etc... 			
PERFORMANCE APPRAISAL RUBRIC	DISTINGUISHED*	EFFECTIVE**	DEVELOPING/ NEEDS IMPROVEMENT	UNACCEPTABLE
	In addition to meeting the requirement of Effective...	Effective is the expected level of performance.		
	The educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a lack of professional knowledge regarding the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

* Educational Specialist rated as Distinguished serve as role models or educationalist leaders.

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

The Effectiveness Project evaluation systems includes the following distinguishing characteristics:

- Benchmark behaviors for each of job specific performance standards;
- A focus on the relationship between the staff performance and improved district achievement;
- The use of multiple data sources for documenting performance, including opportunities for staff to present evidence of their own performance;
- A procedure for conducting performance reviews that increase staff involvement, promote growth, and stress accountable actions; and
- A support system for providing assistance for growth and improvement when needed.

PERFORMANCE STANDARDS

Performance standards refer to the major duties performed by a teacher. Figure 6 shows the six (6) performance standards in the Teacher Performance Evaluation System that serve as the basis for the teachers' evaluation.

Performance standards establish the expectations for educators when carrying out their primary responsibilities. Each system comprises six (6) Standards of Performance. To gain a comprehensive understanding of the system you will be working with, we recommend clicking on the links to our epsupport.cesa6.org Help Center resources below. This will provide you with access to all the components of the system.

- [Teacher \(TPES\) Standards/Indicators](#)
- [Educational Specialist \(ESPES\) Standards/Indicators](#)

FIGURE 6: TPES Performance Standards

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

FIGURE 7: ESPEs Performance Standards

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

PERFORMANCE INDICATORS

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which staff members are meeting each standard. This helps educators and their evaluators to clarify performance levels and job expectations. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive or intended to be prescriptive. Note that indicators in one standard may be closely related to indicators in another. Standards themselves are not mutually exclusive and may have overlapping aspects.

Using Standard 1 in the TPES Performance Standards and Indicators (Professional Knowledge) as an example, a set of performance indicators is provided in Figure 8.

Using Standard 1 in the ESPEs Instructional Coach Performance Standards and Indicators (Professional Knowledge) as an example, a set of performance indicators is provided in Figure 9.

FIGURE 8: TPES Performance Standard 1 with Indicators

Teacher Performance Standards 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.

- 1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, WMAS) and other required standards (e.g., Disciplinary Literacy, ITLS, 21st Century Learning).
- 1.2 Integrates key content elements and higher-level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- 1.4 Demonstrates accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject.
- 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.).

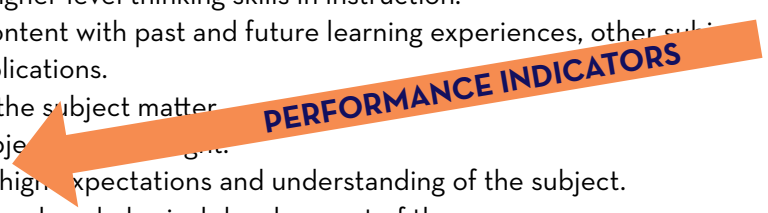


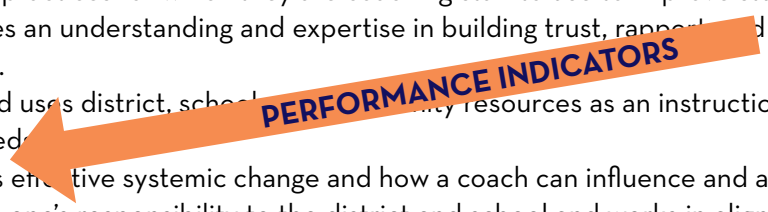
FIGURE 9: ESPEs Instructional Coach Performance Standard 1 with Indicators

Instructional Coach Performance Standards Indicator

Performance Standard 1: Professional Knowledge

The instructional coach uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, culture and learning needs.

- 1.1 Demonstrates a comprehensive understanding of subject content, curriculum standards, and current instructional practices for which they are coaching staff to use to improve student learning.
- 1.2 Demonstrates an understanding and expertise in building trust, rapport, and respect with clients and stakeholders.
- 1.3 Identifies and uses district, school, and community resources as an instructional coach to help meet students' needs.
- 1.4 Understands effective systemic change and how a coach can influence and alter the status quo.
- 1.5 Understands one's responsibility to the district and school and works in alignment with school or district strategic plans to improve student learning.



Evaluators and evaluatees should consult the sample performance indicators for clarification of what constitutes a specific performance standard.

Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document an educator's performance on each standard with evidence generated from multiple performance indicators.

PERFORMANCE APPRAISAL RUBRIC

The performance appraisal rubric is a behavioral summary scale that describes acceptable performance levels for each of the six (6) performance standards. It states the measure of performance expected of the different organizational roles and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all educators. The performance rubrics guide evaluators in assessing how well a standard is performed. They are provided to increase reliability among evaluators and to help educators focus on ways to enhance their professional practices. To illustrate, Figure 10 presents an example of a performance appraisal rubric for Standard 1 in TPES (Professional Knowledge) and Figure 11 is an example of ESPEs (Professional Knowledge). These rubrics serve as a valuable reference for educators and evaluators alike, providing a clear and concise framework for assessing performance.

FIGURE 10: TPES Performance Appraisal Rubric for Standard 1

DISTINGUISHED	EFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	UNACCEPTABLE
In addition to meeting the requirement of Effective...	Effective is the expected level of performance.		
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

FIGURE 11: ESPEs Performance Appraisal Rubric for Standard 1

DISTINGUISHED	EFFECTIVE	DEVELOPING/ NEEDS IMPROVEMENT	UNACCEPTABLE
In addition to meeting the requirement of Effective...	Effective is the expected level of performance.		
The educational specialist uses professional knowledge to lead or engage other to address the needs of the target learning community while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a lack of professional knowledge regarding the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

NOTE: The rating of Effective is the expected level of performance.



DATA SOURCES

The role of the *Teacher Performance Evaluation System and Educational Specialist Performance Evaluation System* is to provide sufficient detail and accuracy so that both the educator and administrator understand job expectations which will result in a fair and equitable performance evaluation system. Multiple data sources provide for an authentic “performance portrait” of the educator’s work. The sources of information described in Figure 12 was selected to provide comprehensive and accurate feedback on performance.

FIGURE 12: Data Sources

DATA SOURCES	DEFINITION
Self-Assessment	Self-assessment reveals educators’ perceptions of their job performance. Results of a self-assessment informs school administrators’ personal goals for professional development (located in the Goal Setting Plan).
Goal Setting	Goals and related action plans are aligned with long-term plans (e.g., strategic plan) that are measured within the aligned standard(s) and are designed to drive growth in job performance and skills.
Observations/ Feedback	Observations performed by evaluators provide information on a wide range of contributions made by educators. Critical to any observation is the ensuing conversation and feedback. The district uses the Legacy EP process of informal and formal observations or Rapid Cycle Feedback (RCF) process. <i>RCF Note: In a summative year, six (6) observations are required and at least three (3) of the feedback conversations must be face to face. By the fifth observation, we recommend gathering evidence of practice in other standards in addition to the focus area to provide additional evidence for a summative rating in each standard.</i>
Documentation Log	Documentation Logs provide documentation generated by educator as evidence of meeting the six (6) performance standards.
Surveys Plan and Survey Analysis	Surveys, when conducted with a mindset of inquiry and system improvement, can assist with the educator reflection, decision making, and action.

SELF-ASSESSMENT

The educator’s annual self-assessment is an important tool for professional growth and development. Through reflection on past experiences, the educator can identify areas of strength and areas for growth while developing strategies for growth that promote their professional development. The self-assessment process can also help the educator set goals for the future and determine the strategies and resources needed to achieve those goals. By considering the goals and objectives of the school, the educator can align their professional goals with the broader mission and vision of the organization.

Within the evaluation cycle, the district will determine when the educator is required to conduct a comprehensive six (6)-standard self-assessment of professional practice to reflect on strengths, areas for growth, and strategies for growth. During the remaining evaluation cycle years, the district may require all or some of the standards to be completed as a self-assessment.

GOAL SETTING

Leverage goal setting by writing goals in SMART format. SMART is an acronym standing for **Specific, Measurable, Attainable, Results-based, and Time-bound**.

Specific goals are those that are well-defined and free of ambiguity or generality. In education, it is important to be aware of the concept of equity when setting goals, ensuring that all students (and staff) have the support needed to be successful. If the data collected indicates gaps in preparedness resulting in gaps in achievement, it is critical to address these gaps when constructing a growth goal for students.

Measurable goals are those which have concrete criteria and success indicators for measuring progress toward their achievement. They tend to be quantitative (*how much/ how many?*) as opposed to qualitative (*what's it like?*), as in, how will you be able to prove your progress towards your goal? When the goal refers to student achievement, growth goals are preferred over attainment goals. Attainment signifies a stopping point in learning and developing, while growth allows for continual progress. It is also important to consider that some students may need to acquire more skills and grow at a more significant rate than others may need to, making it necessary for the teacher to tier the goal, having more than one measure of growth. The only time that an educator might consider grouping all students into one goal and not a tiered goal would be when the data suggests that students come with relatively similar abilities or have similar levels of background knowledge as indicated on the baseline assessment.

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

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

Time-bound goals occur within a specified and realistic time frame. Often in schools, this time frame may be a school year. Goals are reviewed formally at two points during the school year, at the mid and end of year periods. These reviews are contained within the Professional Goal Setting Review forms

The SLO/SPO rubric serves as a tool for both educators and evaluators to assess the current level of achievement for each rubric category. Educators are required to self-score their individual SLOs/SPOs in all years, including Supporting and Summative Years. The rubric can be found on the Goal Review form. This process ensures that educators have

a clear understanding of their progress and areas for improvement. By utilizing the SLO/SPO rubric, educators can effectively track their professional growth and development.

OBSERVATIONS/SITE VISITS/CONVERSATIONS

Observations of a teacher or educational specialist often take place when the educator is providing instruction or instructional services. The primary role of the teacher is to increase student success. Observing the skills and strategies directly with the instruction of students is priority. When educators attend team meetings, professional development and other learning opportunities, the evaluator wants to see application of the learning in the classroom and want ensure educators are acting with professionalism (Standard 6). Observations of educational specialists may result in extending beyond the classroom to include shadowing, observing a meeting lead by the educational specialist, or may be conducted as a conversation to learn more using the Standards and indicators and the educator's goals.

Observations offer valuable insights into the diverse contributions made by employees and can assist them in selecting appropriate artifacts to showcase their proficiency in each standard. Consistent communication between the evaluator and employee regarding their performance can significantly enhance their practice. For further information on the minimum observation requirements as per the Educator Effectiveness guidelines in the state of Wisconsin, click [here](#).

Critical to any observation is the ensuing conversation and feedback. Evaluators can have curious questions predetermined and use the employee's responses to questions to explore issues in depth. Furthermore, it is recognized that in many cases it takes time to effect change, and by having honest, open discussion, the employee is provided with an opportunity to explain the successes and trials that have impacted performance. For more information, see the section on [Growth Through Conversations](#) in this guidebook.

RAPID CYCLE FEEDBACK

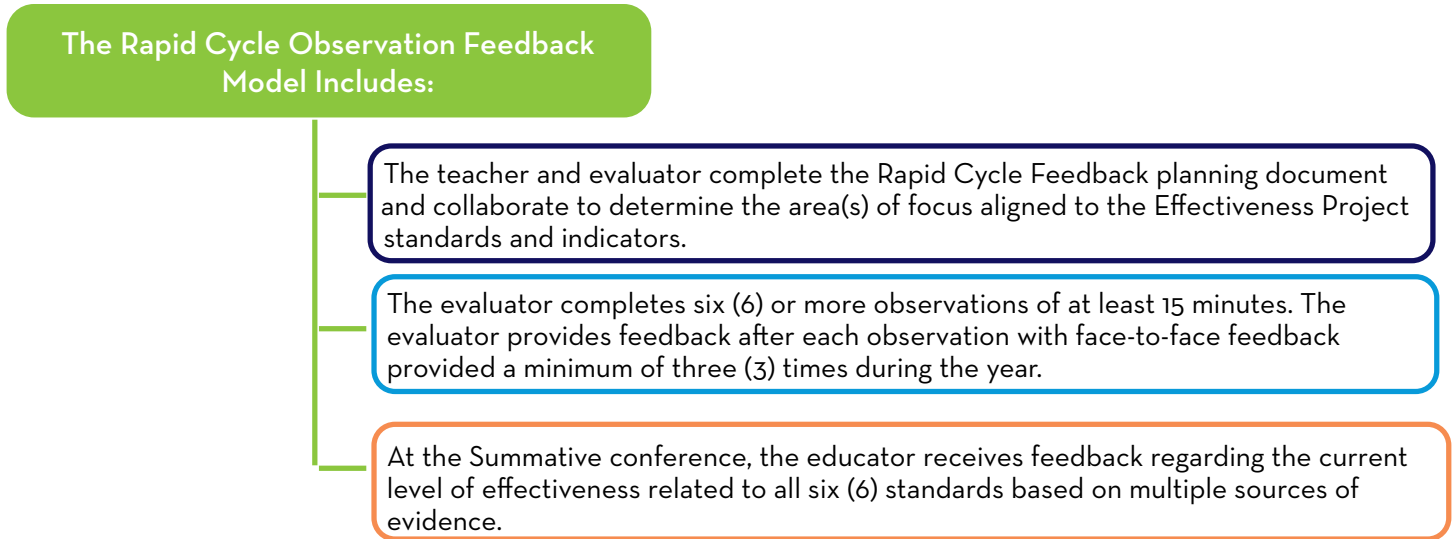
Districts using The Rapid Cycle Feedback process encourage both the evaluator and the employee to reflect upon observations and use the conversation to fuel possible changes in practice that have a positive impact on student (or staff) achievement in a relatively short amount of time. Various researchers have concluded that when done well, frequent, shorter observations that include quality feedback are effective. According to Mathematica, a global research and evaluation organization, "Rapid-cycle evaluation uses a rigorous, scientific approach to provide decision makers with timely and actionable evidence of whether operational changes improve program outcomes. Often, changes can be tested in a matter of months, and decision makers can have a high degree of confidence in the results."

A continuous improvement mindset is needed by both the educator and the evaluator to accelerate improvement and pivot to new areas of growth and development. Researchers have concluded that when done well, frequent, shorter observations that include quality feedback are effective. According to Mathematica, a global research and evaluation organization, "Rapid-cycle evaluation uses a rigorous, scientific approach to provide decision makers with timely and actionable evidence of whether operational changes improve program outcomes. Often, changes can be tested in a matter of months, and decision makers can have a high degree of confidence in the results." A continuous improvement

mindset is needed by both the educator and the evaluator to accelerate improvement and pivot to new areas of growth and development.

FIGURE 13: Rapid Cycle Model

A Rapid Cycle Feedback component, including a planning form and RCF observation form, is available to be used in



Frontline Education that allows for evaluator feedback and educator reflection and will replace the informal and formal observations. The evaluator’s use of the “Evidence Collection” tool in Frontline Education provides an efficient tool for providing feedback. There are six (6) opportunities for observation and feedback within the form. The Rapid Cycle Feedback form will be used for both Summative and Supporting Years. During the Summative year, six (6) observations of 15 minute each will satisfy requirements. During Supporting Years, less observations may be completed on the form. Further Rapid Cycle Feedback information is located in EP Help Center at epsupport.cesa6.org in the EP 2.0 tile.

DOCUMENTATION LOG

The Documentation Log is an organized collection of artifacts that demonstrates the educator’s skills, talents, and accomplishments for the evaluation cycle. By including both artifacts and reflections, this log provides evaluators with valuable information related to specific standards, while also affording educators the opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. For those new to the Documentation Log, we offer a range of [teacher artifact examples](#), as well as [educational specialist artifact](#) examples by position

SURVEYS

Stakeholder surveys are an important data collection tool used to gather client/staff data regarding perceptions of the employee’s performance. Student’s perceptions are beneficial for educators and administrators. Staff perceptions are beneficial for educational specialists and school administrators. Stakeholders can provide perspectives that evaluators cannot offer. In fact, research on student surveys found student ratings were the best predictor of student achievement. Among the advantages of using a survey design include the rapid turnaround in data collection and the ability to infer

perceptions of a larger population from smaller groups of individuals.

One of the benefits of using surveys is that the collected information may help the employee set goals. Survey summaries also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation. The employee retains the survey and completes the survey plan and survey analysis based on personal reflection.

The CESA 6 Effectiveness Project highly recommends the use of the survey process as a continuous improvement practice and as an additional data source that provides evidence beyond the evaluator's feedback. Sample survey questions and templates are linked under the appropriate system in the **EP Help Center** at epsupport.cesa6.org. It is a district decision to approve other survey questions.

In conclusion, the PIP is a valuable tool that can help employees improve their performance and achieve their full potential. It is a proactive approach that supports ongoing feedback and collaboration between employees and evaluators. By utilizing the PIP, organizations can create a culture of continuous improvement and support their employees in achieving their professional goals.



RATING & IMPROVING PERFORMANCE

SUMMATIVE PERFORMANCE REPORT

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.

After reading the rubric criteria per standard, the evaluator determines where the preponderance of evidence exists, based on evidence from the multiple data sources and the evaluator's additional knowledge of the educator. 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?*"

PERFORMANCE IMPROVEMENT PLAN

The Performance Improvement Plan (PIP) is a valuable tool that can be utilized at the discretion of the evaluator to enhance professional performance. The PIP is a formal structure that serves as a notification to employees whose performance is less-than-effective and requires improvement. The primary objective of the PIP is to provide targeted supervision and additional resources to support employees in addressing areas of concern.

The PIP can be implemented by evaluators at any point during the year for educators whose professional practice would benefit from additional support. It is a proactive approach that aims to identify and address performance issues before they escalate. The PIP is not a punitive measure but rather a constructive tool that helps employees improve their performance and achieve their full potential.

The PIP process involves setting clear and measurable goals, identifying specific areas of improvement, and outlining a plan of action to achieve those goals. The plan is developed collaboratively between the employee and the evaluator, and progress is monitored regularly. The PIP is a structured process that provides a framework for ongoing feedback and support, which is essential for professional growth and development.



GROWTH THROUGH CONVERSATIONS

PURPOSE OF FEEDBACK

The purpose of providing meaningful feedback is to identify beliefs or practices that are either working, or not working. If the educator's beliefs and practices lead to staff and/or students being engaged and learning, feedback can lead the educator to strengthen those practices. If practices are not working, feedback and ensuing conversation will help the educator understand the need to stop, reflect, and change practices. The intention is that the educator grows both personally and professionally in their understanding of the curriculum, their staff, their students, and their effectiveness. Essentially, the purpose of feedback is to inspire growth.

Prior to having the conversation, it is important to consider how both the educator and the evaluator "show up" to the conversation before even engaging with each other. How we think and feel about a situation, or another person may influence our behavior and the way we engage. We will characterize how we "show up" through the concept of energy levels. Our energy defines how we think, feel, and behave - how we show up to a given task, day, relationship, conversation, and moment in life.

We can choose to show up in a state of "fight or flight," ready to blame, frustrated, or drained. These are all examples of Catabolic Energy, which if gone unchecked can lead to a toxic work environment. We could also choose to show up with Anabolic Energy. This energy can be represented as building up, constructive, healing, and growth-producing.

NUDGE FORMULA

As discussed in the beginning of this guidebook, one of the critical attributes of a successful evaluation process involves professional conversations (i.e., coaching, and timely feedback from trained evaluators/ coaches/peers). At the CESA 6 Growth and Development Center, we have developed a formula for these conversations that represents a back and forth infinite cycle that serves to nudge deeper thinking rather than judge past behavior. This is known as the NUDGE Formula for Employee Effectiveness.

FIGURE 14: The NUDGE Formula for Employee Effectiveness



The NUDGE Formula demonstrates that there is no linear pattern to developing effective staff members. The formula presents as an extended infinity symbol to communicate that there is no predetermined order of strategies and no end to improving the skills of the staff member and the leader.

The NUDGE Formula provides a way for you to approach this process in a deliberate way. Consider each piece of the formula as it may pertain to walking alongside someone on their growth and development journey. Let's break down the steps, keeping in mind that there is no set order, and that you may be engaged at any step at any time within a conversation or throughout multiple conversations.

NURTURE

The first step is to Nurture. Nurturing the employee involves pointing out their strengths and potential, discussing behaviors that have had a positive impact on student learning, staff development, and/or climate and culture. Honor the person's point of view, ensure they are heard, and offer appreciation for their work. Be sure each staff member knows that they are valued and matter.

UNPACK

Secondly, we may need to help the person Unpack the successes they have had thus far within the context of the situation in order to provide evidence of past accomplishment as a foundation for future achievement. When unpacking successes, success criteria should be based on how the educator was successful and not merely compliant. Educators need to be able to identify what success looks like related to the expectations for learning that are identified.

DEVELOP

Next comes an opportunity to Develop the culture of feedback and continuous improvement. The conditions for risk-taking, possible failure, and eventual success must exist. Use strategies that focus on growth. When reviewing data pose the question, "What do those you serve need from you in order to achieve success?"

GIVE & RECEIVE

Now comes the critical back-and-forth step of Giving and Receiving. It is during this step that timely, meaningful, and actionable feedback is given to the person. To increase the likelihood for growth, ensure that the supervisor not only gives feedback, but also listens to the perspective of the educator. Prior to the end of the conversation, commit to identifying next steps.

EMPOWER

Finally, the employee is Empowered to self-reflect and act upon the steps and gain the necessary skills to move forward. New ideas and innovations can be celebrated and aligned with personal and building priorities.



APPENDICES

APPENDIX A: EVALUATION TIMELINE

Regarding employee evaluation, the continuous improvement cycle is reflected in the evaluation timeline. Goals are established based on multiple data sources at the beginning of the year. Action steps are initiated, and educators gather data of effectiveness. Mid-cycle progress meetings offer the opportunity to study progress toward goals and make modifications if necessary.

TIMELINE	EDUCATOR RESPONSIBILITIES	EVALUATOR RESPONSIBILITIES
September	<ul style="list-style-type: none"> Review student/program level data to identify area(s) of need for SLO. Complete Self-Assessment and Consider Rapid Cycle Observation Planning Focus 	
September - early October	Administer appropriate baseline measure of student knowledge or program starting point and set growth targets for SLO	Schedule Rapid Cycle Feedback Planning meetings with Summative Educators to discuss area(s) of observation focus
By October 15 (earlier for semester/ trimester long SLOs)	Complete Professional Practice Goal Setting Plan	Determine Observation Schedule
By October 15	Prepare and collaboratively discuss SLO	Review SLO with educator for new/in need of improvement and summative year educators
By October 15	Survey students/clients and complete survey growth plan	Approve survey growth plans
By October 30	Complete Rapid Cycle Feedback Planning Form (Will discuss collaboratively for new, summative year educators and educators on an Improvement Plan. Supporting Year Educators can complete individually or in a small group or department.)	Complete Rapid Cycle Feedback Planning Conferences with New, Summative Year Educators, and Educators on a Plan of Improvement
By December 15	New/ in need of improvement educators complete second student survey/client and survey analysis	Review survey analysis

Evaluation Timeline - *continued*

TIMELINE	EDUCATOR RESPONSIBILITIES	EVALUATOR RESPONSIBILITIES
By January 15		Have completed approximately half or more of Observations and Feedback Sessions
Mid-Interval of SLO	Collaboratively review SLO data and complete the mid-interval section of professional goal setting review form	Conference with new/in need of improvement/summary year educators regarding the mid-interval section of the professional goal setting review form
By February 1		Complete Interim performance report and conference with all new/in need of improvement educators
By February 15	Continuing educators complete second survey and complete survey analysis	Approve survey analysis
By February 28		Confirm completion of approximately 2/3 of observations
By May 15	Complete documentation log	Review documentation log for new/in need of improvement/summary year educators
End of Interval SLO	Collaboratively review SLO data and complete the end of interval review section on the professional goal setting review form	Review SLO data with educator for new/in need of improvement and summary year educators
End of Interval SLO	Score the SLO	Holistically score SLO for new/in need of improvement and summary year educators
By End of School Year		Complete all Rapid Cycle Feedback Observations and Feedback Sessions
By End of School Year		Complete summative evaluations/conferences
June 30 (DPI Mandated)		Deadline for entering evaluation ratings into Frontline

APPENDIX B: GLOSSARY

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

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

Observations: One source of evidence used to assess and provide feedback on teacher performance. Observations may be scheduled in advance, not announced or short and impromptu. Observations are carried out by the educator’s evaluator or a designee, who looks for evidence in one or more of the standards in the Performance Evaluation System.

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

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

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

Performance 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.

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

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

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

Reflection: Reflection for the documentation log requires serious thought and consideration. Educators/school administrators will write a reflection on each artifact which provides the opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators.

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

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

Student Learning Objectives/Student Program Objectives (SLO's/SPO's): SLOs for Teachers and School Administrators, and SPOs for Educational Specialists are detailed measurable goals for student or program academic outcomes to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by educators and their evaluator. Educators will develop a minimum of one SLO/SPO annually, so that three SLOs available as evidence towards their holistic SLO score in their rating year.

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

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

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

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

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



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GROWTH & DEVELOPMENT CENTER

PRODUCTS & SERVICES



THE CESA 6 SUITE OF EVALUATION SYSTEMS

The goal of the CESA 6 performance evaluation systems is to influence, inspire, and empower the growth and development of all staff members through meaningful feedback and employee goal setting.

When aligned with district goals, behaviors, and processes the growth and evaluation process becomes the vehicle that can assist you in accomplishing your district's vision/long-term success.



FRONTLINE
EDUCATION
PARTNERSHIP



PROFESSIONAL
COACHING
SERVICES



PROFESSIONAL
LEARNING
OPPORTUNITIES



TANDEM
OBSERVATION &
FEEDBACK COACHING



CUSTOMIZED
ONLINE LEARNING
DESIGN SERVICES



CESA 6 SUITE OF EVALUATION SYSTEMS



FRONTLINE EDUCATION PARTNERSHIP

CESA 6 performance evaluation systems are housed in the Frontline Education Professional Growth Solution. CESA 6 specialists provide support and district specific customizations. Additional Frontline Education solutions further support the employee's professional growth:

- **PROFESSIONAL LEARNING MANAGEMENT SYSTEM (PLM)** allows you to easily plan, manage and analyze internal and external professional learning opportunities, and enable your employees to take an active role in their own learning.
- **LEARNING COLLABORATIVE RESOURCES SYSTEM (LCR)** allows you to offer learning that addresses each teacher's individual needs with 35 micro-credentials, collaborative groups and more than 2300 videos and 800+ courses.



PROFESSIONAL LEARNING OPPORTUNITIES

Providing insightful and meaningful professional learning that supports district initiatives is integral to successful implementation. The Growth & Development Center provides workshops, training and insights into practices that will lead to improvement and results.

- **EFFECTIVENESS PROJECT FRAMEWORK EFFECTIVE PRACTICE RAPID CYCLE FEEDBACK FOR OBSERVATIONS TRAINING**
- **COLLABORATIVE CONVERSATIONS**
- **MENTOR TRAINING LEVELS 1 AND 2**
- **CHOOSE YOUR CHARGE**
- **CULTURALLY RESPONSIVE INSTRUCTION**



CUSTOMIZED ONLINE LEARNING DESIGN SERVICES

Impactful online learning courses that engage and empower your staff to enhance the effectiveness of their practice. Whether the focus is on district-developed content related to current initiatives, consultant-developed content based on an endless array of topics, or a combination of efforts.



PROFESSIONAL COACHING SERVICES

NUDGING LEADERSHIP DEVELOPMENT TRAINING Leaders learn 10 strategies, practice strategies during sessions, receive feedback on the use of key coaching skills, self-assess on 16 leadership dispositions, and apply an accountability process to shift ownership from the leader to the person he/she/they are working with at the time.

1:1 LEADERSHIP COACHING The aim is to provide a non-judgemental, professional coach to support a journey of sustained behavioral changes. The coaching contract includes one on one sessions and the option of one of the below:

- An Energy Leadership Index (ELI) Assessment
- An Energy Leadership Index 360 Assessment



TANDEM OBSERVATION & FEEDBACK COACHING

Growth & Development Center consultants help evaluators improve observation and feedback skills by accompanying evaluators in observing classroom performance, conferring on the evidence gathered, mutually planning to deliver feedback and observing the post observation conference between the evaluator and the employee.

This process helps ensure evaluators are accurate in identifying and recording unbiased evidence, intentionally planning feedback conversations and conducting effective and efficient post observation collaborative conversations that result in educator growth.