

DPI'S RESPONSE TO DEVELOPMENTAL PILOT EVALUATION FINDINGS

Curtis Jones at the University of Wisconsin-Milwaukee conducted independent research on Year 1 Developmental Pilot Participants' experiences. This Educator Effectiveness Evaluation leveraged participant feedback via surveys, interviews and observations to inform DPI about challenges with implementation of Educator Effectiveness and potential improvements to the system. Currently, Jones' team is conducting a second year of independent research on Year 2 Full System Pilot Participants' experiences.

Strengths in System

The Evaluation reported several positive findings, including

- The 2013 Danielson Framework for Teaching and Wisconsin Framework for Principal Leadership accurately reflect the critical aspects of teacher and principal practice.
- The SLO and practice components of the Educator Effectiveness System have provided administrators specific evidence and language for facilitating formative conversations with their educators about how to improve their instructional practices. Teachers report that Educator Effectiveness challenged them to understand their instructional practices better.
- Educators believe the Educator Effectiveness System is fair and will result in valid ratings of educators.
- Educators understand what they need to do to complete the Educator Effectiveness Process and are confident that they will be able to complete the process.

Identified Areas for Improvement:

DPI has improved the Educator Effectiveness System based on the following Developmental Pilot Evaluation findings.

Challenges reported	DPI's response
Communications and Training:	
<ul style="list-style-type: none"> • Participants want more communication and support from DPI. 	<ul style="list-style-type: none"> • DPI has contracted with CESAs to provide districts local implementation support. • DPI hired new consultants with expertise in Communications. • The DPI Educator Effectiveness Team sends biweekly emails to pilot team members and monthly emails to District Administrators of DPI-Model Districts.
<ul style="list-style-type: none"> • Districts want clear guidance regarding where DPI-mandated components of Educator Effectiveness end and where their own adaptation of Educator Effectiveness to their local context begins. 	<ul style="list-style-type: none"> • DPI created the documents Consistent, Flexible, In Development and/or Discussion.
<ul style="list-style-type: none"> • Districts want to understand why certain decisions have been made to change the Educator Effectiveness System. 	<ul style="list-style-type: none"> • DPI has improved communicating about feedback channels and explaining why changes have been made to the Educator Effectiveness System.



Educator Effectiveness

IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

SLOs	
<ul style="list-style-type: none"> Many districts struggle with how to develop and score SLOs that meet quality criteria defined by DPI. 	<ul style="list-style-type: none"> DPI has developed an SLO Toolkit. DPI is working on developing training on assessment literacy and SMART Goal development.
<ul style="list-style-type: none"> Districts want more examples of SLOs to model their own SLOs on. This is especially true for “Specials.” 	<ul style="list-style-type: none"> DPI has developed a repository of SLO examples, and is focusing on compiling SLOs for specialist areas.
Effectiveness Coaches	
<ul style="list-style-type: none"> Districts want more clarity on the role of the Effectiveness Coach. 	<ul style="list-style-type: none"> DPI’s Year 2 “Full System Pilot” Evaluation focuses on Effectiveness Coaches. DPI will highlight best practices reported through the Evaluation as a resource for Effectiveness Coaches.
<ul style="list-style-type: none"> Districts want more training specific to their role. 	<ul style="list-style-type: none"> DPI developed a Toolkit to support Effectiveness Coaches: Coaching Conversations to Support Educator Effectiveness Implementation.
Time/Resource Constraints	
<ul style="list-style-type: none"> Districts expressed concern about the time various Educator Effectiveness processes require. 	<ul style="list-style-type: none"> DPI decided the Educator Effectiveness Process will continue to be an annual process for educators, but evaluators will only be required to be involved in the Process during Rating Years. DPI’s Year 2 “Full System Pilot” Evaluation focuses on capacity constraints. The goal of this research is to find ways to balance maintaining the integrity of the System while also helping districts maximize time and resources. DPI made Peer Review Mentor Grants available to districts to provide additional funding to support local implementation of the Educator Effectiveness System, including supports to address capacity concerns.