

Case Studies in Learning-Centered Evaluation: School Integration of Educator Effectiveness with Educator Support Processes *Preliminary School-Level Results for Oliver Wendell Holmes School June 2018*

This report summarizes preliminary findings from Case Studies in Learning-Centered Evaluation. The study examined practices and outcomes in Wisconsin schools that have focused their evaluation efforts on educator growth and development during the 2017-18 school year.

Six districts were selected, including Milwaukee Public Schools (MPS). MPS was included in the study in the fall of 2017 in order to study the evaluation process in schools within a large urban district.

Up to three schools were selected within each participating district from the elementary, middle and/or high school level. Interview data and documents related to the EE process were collected during school visits. The following findings emerged from interviews conducted with two administrators, one School Support Teacher (SST) and three classroom teachers at Oliver Wendell Holmes School (Holmes).¹

Preliminary Findings: Implementation of the EE System

The WI EE System is a series continuous improvement cycles with milestones that occur over the course of the school year (Figure 1). Interviewees generally agreed that all of milestones within the cycle occurred or were scheduled to occur before the end of the 2017-18 school year at Holmes.

Figure 1. Major Milestones in the EE System Annual Cycle²

AUG - OCT	NOV – APR	MAY - JUN
<p>Orientation Meeting: Overview of the system measures and processes, identify who can support, discuss timeline and schedules.</p> <p>Self-Review: Educator analyzes student, school, and personal data to determine areas of strength and those for improvement.</p> <p>Educator Effectiveness Plan (EEP): Educator creates the EEP.</p> <p>Planning Session: Review EEP, discuss and adjust goals if necessary, identify evidence sources, actions and resources needed.</p>	<p>Evidence Collection & Ongoing Improvement: Based on collected evidence & observations, reflection, and adjustment. This continues throughout the cycle.</p> <p>Mid-year Review: Review Professional Practice Goal (PPG) and Student Learning Objective (SLO), adjust goals if necessary.</p>	<p>Goals Outcomes: Determine degree of success in achieving SLO and PPG based on evidence. Self-score SLO. Evaluator assigns a holistic SLO score in Summary Years.</p> <p>End-of-cycle Conversation and Conference: Receive feedback on PPG and SLO achievement, discuss results on components of FFT and SLO results. Identify growth areas for upcoming year.</p>

Between the first and second interviews at Holmes, the original principal was promoted to a central office position and the assistant principal was promoted to acting principal for the remainder of the year.

¹Due to the small sample size, findings should be interpreted with caution. This report is intended to be used for reflection and not for accountability purposes.

²Retrieved from the WI EE System 2017-18 User Guide for Teachers, Teacher Supervisors and Coaches at: <https://dpi.wi.gov/sites/default/files/imce/ee/pdf/teacherprocessmanual.pdf> on 5/25/18.

Therefore, this report reflects interviewees' perspectives from before and after the transition at the leadership level and includes interview data from both the original principal and the acting principal. The original principal was reported to be a strong instructional leader for the school and his abrupt departure came as a surprise to staff members. The acting principal had been in his new role for a few weeks at the time of the second interviews. While his knowledge of the year-long EE cycle was somewhat limited, he was able to build on previously-established relationships with staff from his time as assistant principal. Additionally, Holmes had a district representative focused on EE since the start of the school year who was able to coach the acting principal throughout the remainder of the year, including during the end-of-cycle conferences that had yet to take place.

The SST at Holmes was reported to serve as a support to teachers in developing their practice when teachers requested her assistance. This support included conducting observations, assisting with lesson planning and identifying appropriate resources.

Interviewees described Holmes as having a supportive community in which teachers and administration help each other and the entire school shares responsibility for students. Due to the sudden nature of the departure of the original principal, however, staff expressed disappointment and sadness given the progress made by the school with the prior leader. The departure also appears to have created uncertainty and affected trust within the school.

Preliminary Findings: Five Learning-Centered Principles

The WI EE approach encourages learning by fostering the five principles in Figure 2. Major themes for each principle, along with recommendations, are presented below.

Figure 2. Five Learning-Centered Principles of EE System³

1. *A foundation of trust that encourages educators to take risks and learn from mistakes*
2. *Using the Danielson Framework for Teaching as a common, research-based framework on effective practice*
3. *Regular application of educator-developed goals based on data*
4. *Cycles of continuous improvement, guided by timely and specific feedback through ongoing collaboration*
5. *Integration of evaluation processes within school and district improvement strategies*

Principle 1 - Context of Trust

Staff described the original principal as having an “open-door” policy, in which he encouraged staff to come to him with concerns. The original principal framed the EE process as one focused on growth instead of a punitive process and allowed for a back-and-forth exchange between himself and the teachers.

Time was built into the school schedule at least twice per month for teachers to collaborate on EE and instructional planning in grade band meetings. Teachers reported discussing best practices, interventions for specific students and aligning their curriculum. Some of the teachers who were interviewed aligned their SLO for the year with another teacher in their grade band. In addition, teachers are in one of three Professional Learning Communities (PLC), discussed below.

³ Retrieved from the WI EE System 2017-18 User Guide for Teachers, Teacher Supervisors and Coaches at: <https://dpi.wi.gov/sites/default/files/imce/ee/pdf/teacherprocessmanual.pdf> on 5/25/18.

◆ **Considerations for increasing trust:** Leadership at Holmes can continue to build a culture in which professional conversations take place throughout the year by providing specific, actionable feedback outside of the EE process. Devoting dedicated time during the school day to EE demonstrated its importance to leadership. As mentioned above, the sudden change in leadership created uncertainty among staff even though they had prior relationships with the acting principal. Since the EE cycle runs the entire school year, it was impossible to completely avoid disruption to the process. The district EE representative provided support to the acting principal to conclude the year, but it may take time for the new leader to reestablish trust with staff members.

Principle 2 - Using the Danielson Framework for Teaching (FfT)

Interviewees reported that the FfT was integrated into most meetings between staff and that the original principal discussed components of the FfT during staff meetings that connected to what he observed throughout the school. During grade band meetings, teachers chose domains and components to discuss together, reviewed related data and developed plans to implement the component in their practice. The SST asked teachers to complete a note-taking form about their discussion and turn it into her for review.

Staff also discussed school initiatives that related to domains and specific components of the FfT. This year, the school focused on project-based learning (PBL), which helped them to address domain 1: planning and preparation, component 3c: engaging students in learning, and component 2e: organizing physical space. Staff participated in professional development (PD) for PBL and had time to develop PBL lesson plans; one interviewee described receiving support from the SST to improve her PBL lesson plan.

◆ **Considerations for using the FfT:** Leadership at Holmes could continue to emphasize components of the FfT during staff meetings and by encouraging teachers to focus on components during their collaborative planning time. Leadership could emphasize why individual components are important by connecting them to school and district priorities, to what is being observed throughout the school or to areas for growth that teachers identify. Leadership could also build on the successes staff experienced with PBL in the next school year by gathering feedback from teachers about what supports they need to continue to implement this strategy within their classrooms, such as PD or observing peers.

Principle 3 - Educator-developed Goals

Holmes prioritizes showing student growth on the STAR assessment. Teachers discussed using student STAR scores from the beginning of the school year, sometimes along with other assessment data, to identify their target group. Teachers discussed revisiting their SLO at the mid-interval and revising their original SLO. Additionally, teachers reported collaborating on their SLOs with teachers within their grade bands or with co-teachers. Interviewees reported a data-driven culture at Holmes in which data was regularly collected, analyzed and discussed so that staff could gauge progress, try new interventions and provide evidence of student success.

◆ **Considerations for educator-developed goals:** Continue to support the culture of data-driven goal setting and progress monitoring. Leverage MPS staff to provide PD around accessing and examining

different data sources that can be used in setting SLO goals. Encourage teachers to set challenging SLO goals.

Principle 4 - Continuous Improvement, with Feedback

The culture of continuous improvement at Holmes is supported by some of the systems and processes discussed above, such as an established EE process, dedicated time for teachers to collaborate, and an emphasis on the FfT. Holmes organizes teachers into one of three Professional Learning Communities (PLCs) focused on math, English Language Arts or Positive Behavior Interventions and Supports. Each PLC meets at least twice monthly. PLCs encourage teachers to set goals and then collect data about those goals within each concentration area. After examining the data, the PLC provides feedback to teachers and suggestions for new interventions. An interviewee discussed how the PLCs reached a point in the year at which they were unclear about how to continue to move students forward and lost momentum.

In addition to reflecting on their practice within the PLCs, teachers discussed reflecting through the feedback process with their evaluator. Interviewees reported that not all teachers were as focused on their own growth and development, however. Through the data-driven culture with time for reflection, all teachers were encouraged to examine student growth. Teachers reported being open to critical feedback as an important catalyst for their growth but had difficulty recalling specific feedback that helped them develop their practice in meaningful ways that would impact learning.

◆ **Considerations for continuous improvement efforts and feedback:** Self-reflection, peer feedback and evaluator feedback encouraged teachers to examine their practice and try new strategies to improve. However, teachers discussed reaching a limit in how far these approaches would take them in their development. Leadership could consider leveraging MPS experts for resources and training for school staff about the most difficult areas they seek to improve once the expertise and innovative thinking within the school becomes stymied on the PLCs, within the grade band meetings or during observations.

Principle 5 - Integration within School and District

Closing the achievement gap by 10% annually is a goal of MPS that has been adopted as a school goal and often by teachers as the basis for their SLO. Since nearly all of Holmes students are African American (95%) and economically disadvantaged (99%), the school works to close the achievement gap by gender and for special education students since about a third of the students have special education needs.⁴ One school priority is related to improving the engagement of students significantly behind grade level in reading, the largest group being eighth grade boys. The school priority to focus on PBL supports various components of the FfT and a district priority to focus on student engagement.

⁴ Retrieved from WI DPI WISEdash at <http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>.

- ◆ **Considerations for integration:** PBL aligns well with the FfT and therefore offers teachers at Holmes the opportunity to leverage their work implementing PBL in support of EE. For example, teachers could upload PBL artifacts or create SLO or PPG goals around PBL.

Summary

Impact on Teacher Practice and Growth

Interviewees provided numerous examples of teachers changing their practice to reach their SLO goal. Some were unsure if the changes would impact improvement in student achievement scores or reported that they would be implementing their SLO goal even outside of the EE process.

Teacher practice seemed to be most impacted through collaboration and by gathering and examining student data. Teachers collaborated with peers during their grade band meetings and PLCs to reflect on their practice and to share data, strategies and resources. Teachers also reported collaborating with the SST, special education teachers and paraprofessionals. Interviewees discussed the importance of examining student data throughout the EE cycle and during PLC meetings. Both collaborating with colleagues and making data-driven decisions allowed teachers to try new interventions, reflect on their practice, differentiate instruction and receive informal feedback from peers and the SST.

The following is a summary of the Promising Practices that surfaced at Holmes.

Promising Practices	Considerations for Reflection
Framing EE as a growth model and encouraging dialogue between the evaluator and teachers about practice and feedback	Continue to build a culture in which professional conversations take place regularly by providing specific, actionable feedback outside of the EE process
Dedicating time during the school day to EE demonstrated its importance to leadership and allowed teachers to collaborate with peers	Continue to offer dedicated time during the school day for teachers to collaborate on EE Encourage teachers to collaborate on SLO goals
The FfT is discussed in staff meetings and during collaborative planning meetings	Strategically connect components to school and district priorities, to what is being observed throughout the school or to areas for growth that teachers identify
Prioritizing PBL as a school-wide initiative with PD, time for planning and support from the SST allowed teachers to practice this strategy throughout the year	Gather feedback from teachers about the supports that would help them to continue to build on the success of PBL next year Utilize district staff and resources or targeted PD for staff about PBL practices to continue growth
Data-driven culture in which data was regularly collected, analyzed and discussed so that staff could gauge progress, try new interventions and provide evidence of student success	Continue to emphasize the use of multiple sources of data for goal setting and monitoring growth with students Leverage MPS staff to provide PD around accessing and examining different data sources that can be used in setting SLO goals Encourage teachers to set challenging goals
PBL aligns well with several FfT components, including student engagement, which is a district priority	Encourage teachers to leverage their work on PBL to support EE by uploading quality artifacts or by creating a PBL SLO or PPG

The following is a summary of the Areas for Potential Improvement that surfaced at Holmes.

Area for Potential Improvement	Considerations for Reflection
Mid-year transition of principal	Preserve promising aspects of EE next year Allow time for trust to be established between new leader and staff Continue to utilize district supports and resources to assist with transition
Self-reflection, peer feedback and evaluator feedback were not always sufficient to continue to move practice forward	Leverage MPS experts for resources and training for school staff about the most difficult areas to improve once the expertise and innovative thinking within the school becomes stymied Use open-ended questions during conversations with teachers to encourage reflection and offer resources to support areas of growth that are identified Strive to provide specific, actionable feedback in alignment with the evaluator training that can be used to improve teacher practice

The following is a summary of considerations for MPS that surfaced at Holmes.

Considerations for Reflection
The sudden promotion of the original principal in the middle of the school year adversely impacted the supportive and collegial culture at the school
The involvement of the district EE representative and the acting principal as the assistant principal at Holmes prior to the leadership transition helped the school complete the final steps of the EE cycle for the year
Offer PD to SSTs similar to that of the evaluators so that they better understand the rating process and can better target interventions and supports for teachers
Offer PD about the EE process that is differentiated for new teachers and veteran teachers

About This Project

The project team consisted of Elizabeth Cain, G. Scott Davis, Curtis Jones and Joseph Schmidlkofer and was completed in partnership with the Wisconsin Center for Education Research at the University of Wisconsin–Madison. This report was prepared by Elizabeth Cain.

About Socially Responsible Evaluation in Education (SREed)

SREed is an evaluation center at the University of Wisconsin–Milwaukee that works with a variety of clients to provide them with timely and actionable formative and summative information about a variety of educational programs and policies. To learn more visit: <https://uwm.edu/officeofresearch/sreed/>.

Case Studies in Learning-Centered Evaluation: School Integration of Educator Effectiveness with Educator Support Processes

*Preliminary School-Level Results for Wedgewood Park International School
June 2018*

This report summarizes preliminary findings from Case Studies in Learning-Centered Evaluation. The study examined practices and outcomes in Wisconsin schools that have focused their evaluation efforts on educator growth and development during the 2017-18 school year.

Six districts were selected, including Milwaukee Public Schools (MPS). MPS was included in the study in the fall of 2017 in order to study the evaluation process in schools within a large urban district.

Up to three schools were selected within each participating district from the elementary, middle and/or high school level. Interview data and documents related to the EE process were collected during school visits. The following findings emerged from interviews conducted with two administrators, two School Support Teachers (SSTs) and two classroom teachers at Wedgewood Park International School.¹

Preliminary Findings: Implementation of the EE System

The WI EE System is a series continuous improvement cycles with milestones that occur over the course of the school year (Figure 1). Interviewees generally agreed that all of milestones within the cycle occurred or were scheduled to occur before the end of the 2017-18 school year at Wedgewood Park.

Figure 1. Major Milestones in the EE System Annual Cycle²

AUG - OCT	NOV – APR	MAY - JUN
<p>Orientation Meeting: Overview of the system measures and processes, identify who can support, discuss timeline and schedules.</p> <p>Self-Review: Educator analyzes student, school, and personal data to determine areas of strength and those for improvement.</p> <p>Educator Effectiveness Plan (EEP): Educator creates the EEP.</p> <p>Planning Session: Review EEP, discuss and adjust goals if necessary, identify evidence sources, actions and resources needed.</p>	<p>Evidence Collection & Ongoing Improvement: Based on collected evidence & observations, reflection, and adjustment. This continues throughout the cycle.</p> <p>Mid-year Review: Review Professional Practice Goal (PPG) and Student Learning Objective (SLO), adjust goals if necessary.</p>	<p>Goals Outcomes: Determine degree of success in achieving SLO and PPG based on evidence. Self-score SLO. Evaluator assigns a holistic SLO score in Summary Years.</p> <p>End-of-cycle Conversation and Conference: Receive feedback on PPG and SLO achievement, discuss results on components of FFT and SLO results. Identify growth areas for upcoming year.</p>

In addition to implementing the basic system requirements, the SSTs offered voluntary drop-in sessions for teachers at a computer lab in the weeks leading up to the deadlines to complete the EEP, the mid-year

¹Due to the small sample size, findings should be interpreted with caution. This report is intended to be used for reflection and not for accountability purposes.

²Retrieved from the WI EE System 2017-18 User Guide for Teachers, Teacher Supervisors and Coaches at: <https://dpi.wi.gov/sites/default/files/imce/ee/pdf/teacherprocessmanual.pdf> on 5/25/18.

review, and the end-of-cycle conference. These sessions were reported by various interviewees as a widely-known support to teachers. During these sessions, SSTs helped teachers to use Frontline; discuss, develop and update their SLO and PPG; and brainstorm the types of documentation to use as quality evidence.

Preliminary Findings: Five Learning-Centered Principles

The WI EE approach encourages learning by fostering the five principles in Figure 2. Major themes for each principle, along with recommendations, are presented below.

Figure 2. Five Learning-Centered Principles of EE System³

1. *A foundation of trust that encourages educators to take risks and learn from mistakes*
2. *Using the Danielson Framework for Teaching as a common, research-based framework on effective practice*
3. *Regular application of educator-developed goals based on data*
4. *Cycles of continuous improvement, guided by timely and specific feedback through ongoing collaboration*
5. *Integration of evaluation processes within school and district improvement strategies*

Principle 1 - Context of Trust

The school leadership team encouraged collaboration among staff, especially between teachers within the same subjects and grade-levels. Since Wedgewood Park is an International Baccalaureate (IB) school, staff have adapted and improved their practice to meet the requirements of the program. There were some concerns expressed that a teacher's feedback and performance level rating was impacted by which evaluator they were assigned. Interviewees perceived a lack of consistency across evaluators, whereby the same practice would be rated differently depending on the evaluator. In some instances, interviewees felt that practices that qualified as distinguished (level 4) were rated as proficient (level 3). Others felt that practices were rated too highly due to a personal relationship between the evaluator and the teacher, or because evaluators were uncomfortable leading difficult conversations.

Ensuring that the process was framed as a growth opportunity for teachers was reported to be dependent on the approach of the individual evaluator. Interviewees shared their perception that some teachers viewed the EE process as a "hoop to jump through" or a checklist that they had to complete. However, interviewees also expressed the potential benefits to teachers when the process went well, such as seeing their evaluator as a mentor and trusted supporter, or trying a different strategy in the classroom. Additionally, SSTs worked to establish trust with teachers by visiting their classrooms and offering their support through coaching cycles that included strategies for data collection, observations and feedback.

- ◆ **Considerations for increasing trust:** Establishing trust may be undermined by a perception that ratings across evaluators are not calibrated. Administrators could examine teacher ratings across evaluators over time to identify and address inconsistencies. Evaluators could calibrate their ratings by conducting observations in pairs, completing ratings separately and then comparing and discussing the ratings to arrive at a shared understanding of what constitutes practice at each of the four performance levels. An EE expert from MPS could be incorporated into the calibration process to facilitate

³ Retrieved from the WI EE System 2017-18 User Guide for Teachers, Teacher Supervisors and Coaches at: <https://dpi.wi.gov/sites/default/files/imce/ee/pdf/teacherprocessmanual.pdf> on 5/25/18.

conversations about evaluating teacher practice consistently. Continue to frame the EE process as a growth-oriented model and to build a culture in which professional conversations take place regularly by encouraging evaluators to provide specific, actionable feedback outside of the EE process.

Principle 2 - Using the Danielson Framework for Teaching (FFT)

The leadership team and SSTs selected one or two components of the FFT, such as teacher use of questioning techniques, to focus on each month by conducting non-evaluative classroom walkthroughs. The team visited every classroom in the building twice over two weeks and documented what they observed in a Google spreadsheet. Interviewees reported that the visits allowed them to get a sense of what was happening throughout the building. The data from the walkthroughs were compiled by grade band across the school and shared with teachers during their collaborative planning time. Teachers discussed how their practice could be improved around that component. The team planned to incorporate teachers on the observation team. One interviewee reported that the process could be strengthened by including the teachers when choosing which components to focus on and by explaining why they are important.

The SSTs discussed the importance of the FFT in framing their support for teachers. They used it as a resource in their conversations and coaching cycles with teachers.

- ◆ **Considerations for using the FFT:** There was some confusion among staff whether the monthly walkthroughs would be continued the following school year and what role teachers should have in the process. Thought could be given to ways in which teachers can be brought into the process as observers, to provide guidance on which components to focus on, and to choose the types of professional development (PD) that would help them improve. The walkthroughs may serve as another way to acclimate teachers to observations of practice and further encourage a culture of growth within the school.

Principle 3 - Educator-developed Goals

Teachers at Wedgewood Park developed their own EEP with input from their evaluator and could access the support of SSTs at the optional drop-in sessions discussed above or by scheduling one-on-one meetings. Interviewees indicated that teachers' had varying levels of comfort in examining student data to create goals. Interviewees discussed ways in which the culture was shifting to become more data-driven: gathering 2-3 sources of evidence to triangulate the outcomes of their goals, examining the data from the monthly walkthroughs, and through coaching cycles that incorporate data sources.

- ◆ **Considerations for educator-developed goals:** Administrators at Wedgewood Park may want to leverage MPS staff to provide PD around accessing and examining different data sources that can be used in setting SLO goals. In addition, technologically-savvy staff members could offer support to those teachers unfamiliar with using data to craft or track SLO goals.

Principle 4 - Continuous Improvement, with Feedback

Teachers at Wedgewood Park are observed for one formal, announced observation and two unannounced mini-observations. Evaluators and teachers have in-person meetings before and after the announced

observations and feedback from the mini-observations are made via email. Teachers were able to demonstrate progress from their formal observation during the mini-observations and by uploading artifacts. This process was further supported by MPS training that Wedgewood administrators received in Learning-Focused Supervision over the past two years about providing feedback to teachers that promotes development through a focus on teacher-led discussions that promote reflection.

As an IB school, Wedgewood staff also participate in cycles of continuous improvement for IB including PD; collaborative planning meetings to coordinate two-month curriculum units, assessments and rubrics; interdisciplinary approaches; reflection; and collaborating with an IB Coordinator. Although outside the EE system, these practices support teacher practice and development. While the administration works to integrate the requirements of each, these separate systems may introduce complexity and strain the resources (including staff time) needed to adequately address them both.

- ◆ **Considerations for continuous improvement efforts and feedback:** Due to the overlapping demands of EE and IB, administrators might clarify the connections and distinctions between the two systems to reduce confusion among staff. This may also change the perception among some teachers that the EE process is a compliance practice instead of growth oriented.

Principle 5 - Integration within School and District

Closing the achievement gap by 10% each year is a MPS goal that is passed along as a priority to the school and is incorporated into some teachers' SLOs. As discussed above, IB is a school priority that the administrative team strives to integrate with EE. These two continuous improvement systems offer the school an opportunity to encourage and reinforce staff growth through practices that support common goals across the two systems. Wedgewood staff are working with MPS staff to develop additional bilingual course offerings for students. Another school priority is improving the math achievement of eighth graders. The principal chose this as an area to explore with the principals at other schools during on-going Principal Institutes held by MPS. The eighth grade math teachers attended 3-4 PD sessions over the course of the year with a district math specialist to improve their practice.

- ◆ **Considerations for integration:** Encourage teachers to develop PPGs and SLOs that incorporate IB priorities or in support of math achievement. Continue to leverage the FFT and Wedgewood Park's approach to EE in support of the goals of IB.

Summary

Impact on Teacher Practice and Growth

Interviewees provided numerous examples of teachers changing their practice to reach their SLO goal, including the work of the eighth grade math teachers discussed above. Some were unsure if the changes would impact improvement in student achievement scores or if teachers would continue implementing the changes after their summary year was over.

The most consistent theme around the impact on teacher practice was a focus at the school on FFT components 3b - Using Questioning and Discussion Techniques and 3c - Engaging Students in Learning.

These goals were reinforced through the monthly walkthroughs, an emphasis on culturally-relevant pedagogy and SSTs modeling techniques teachers could use in their classrooms during staff meetings. Interviewees discussed how engaging students in learning and encouraging student participation had the potential to improve an array of factors at the school including relationships with students, student attendance, student behavior and student achievement.

The following is a summary of the Promising Practices that surfaced at Wedgewood Park.

Promising Practices	Considerations for Reflection
Open drop-in sessions offered by SSTs	Continue to offer these sessions for teachers
Monthly walkthroughs based on the FFT	Engage teachers as active participants in the planning, execution and follow-up Continue to frame as low-stakes, non-evaluative opportunities for reflection and growth
Evaluators and coaches encourage and support teachers to use multiple sources of data to develop goals and monitor their progress	Offer district-led PD for teachers regarding data sources and related practices Engage technologically-savvy staff in supporting their peers in using data
EE cycle allows for teachers to reflect and improve upon their observed practice	Strive to frame the EE process as focused on growth and ensure that all evaluators are comfortable offering critical feedback anchored in the FFT
IB has continuous improvement efforts and collaboration embedded within the requirements	Build connections between these separate systems to leverage the strongest aspects of each
Focus on FFT components 3b - Using Questioning and Discussion Techniques and 3c - Engaging Students in Learning	Engage staff regularly in exploring why these components are important Continue to integrate into school culture via walkthroughs, PD, PPGs and staff meetings

The following is a summary of the Areas for Potential Improvement that surfaced at Wedgewood Park.

Area for Potential Improvement	Considerations for Reflection
Perception among staff that teacher ratings are inconsistent across evaluators	Examine historical ratings data to identify if this perception is supported Develop a calibration process among evaluators with support from the district
EE perceived by some as more of an evaluative tool than focused on growth	Continue to build a culture in which professional conversations take place regularly by encouraging evaluators to provide specific, actionable feedback outside of the EE process
Develop consistent understanding across evaluators, coaches and teachers about what represents “distinguished” practice and assign level 4 to practices that meet the criteria	Leverage MPS FFT experts for resources and training for school staff about performance levels, such as incorporating videos available on Teachscape into PD

The following is a summary of considerations for MPS that surfaced at Wedgewood Park.

Considerations for Reflection

Offer EE PD earlier in the school year so that staff at schools with an early start can participate prior to the deadline to submit their EEP

Offer PD that explores what the “distinguished” performance level of the FFT looks like in action in various grade levels and subjects

Offer PD to SSTs similar to that of the evaluators so that they better understand the rating process and can better target interventions and supports for teachers

Offer more resources and strategies for evaluators to use in scoring Domain 1: Planning and Preparation and Domain 4: Professional Responsibilities of the FFT

About This Project

The project team consisted of Elizabeth Cain, G. Scott Davis, Curtis Jones and Joseph Schmidkofer and was completed in partnership with the Wisconsin Center for Education Research at the University of Wisconsin–Madison. This report was prepared by Elizabeth Cain.

About Socially Responsible Evaluation in Education (SREed)

SREed is an evaluation center at the University of Wisconsin–Milwaukee that works with a variety of clients to provide them with timely and actionable formative and summative information about a variety of educational programs and policies. To learn more visit: <https://uwm.edu/officeofresearch/sreed/>.