



CESA 6
GROWTH &
DEVELOPMENT CENTER
Home of the Effectiveness Project



EDUCATIONAL SPECIALIST



SCHOOL ADMINISTRATOR



TEACHER

Performance Evaluation System EFFECTIVENESS PROJECT GUIDEBOOK

We are committed to communicating and collaborating with districts to provide leadership connected to performance effectiveness. Performance effectiveness includes employee ownership and continuous improvement practices that result in greater success for all students and employees.

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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.

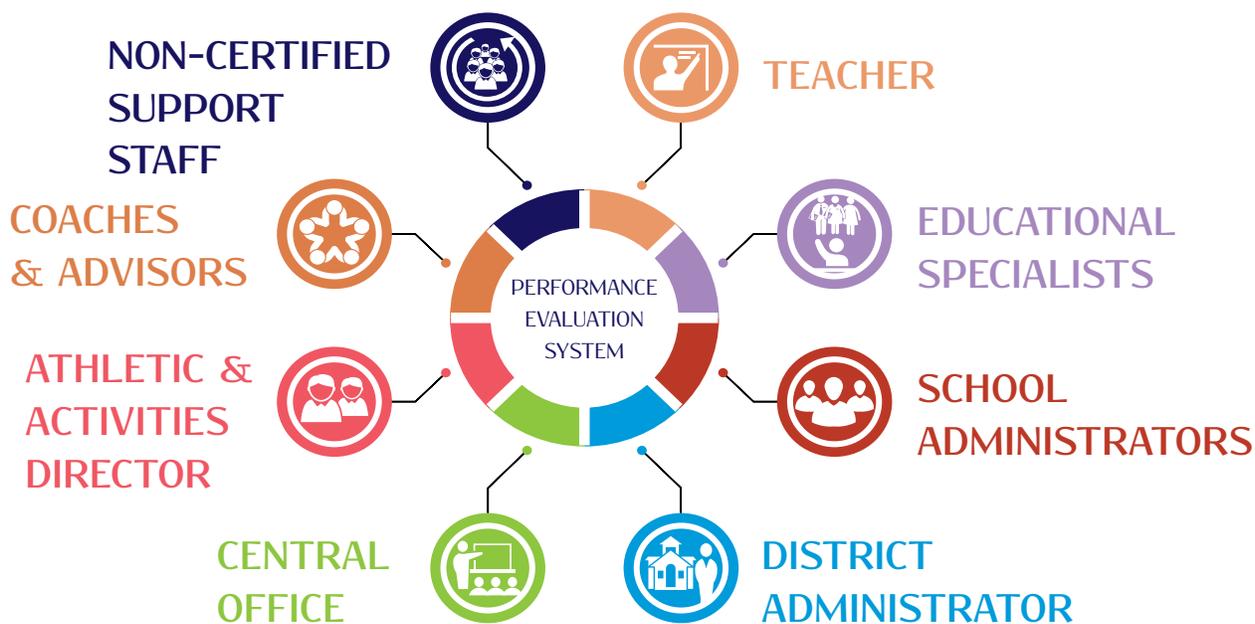
When you align the Effectiveness Project growth and evaluation process for teacher, educational specialists, and school administrators with district goals, behaviors, and processes the growth and evaluation process becomes the vehicle that can assist you in accomplishing your district's vision/long-term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

The goal of each of the Effectiveness Project Performance Evaluation Systems available through the Growth and Development Center at CESA 6 is to influence, inspire, and empower the growth and development of all staff members within a school district or organization to become as effective as they can be. The primary purposes of using 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.

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

FIGURE 1: CESA 6 Suite of Performance Evaluation Systems



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 EP 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.

Evaluators and peer observers play a key role in building a foundation of trust. Evaluators should encourage educators to stretch themselves in ways that foster professional growth. No one should settle for an expedient route using easily achieved goals. Setting rigorous goals for their own practice and their students’ growth will result in greater learning for teachers and their students. The practice of peers observing peers in order to share ideas and provide feedback is growing more and more common. This practice is also built on a foundation of trust.

The evaluator encourages this process by reinforcing that learning happens through struggles and mistakes as well as successes, and that these instances will not be punitive, but rather opportunities for learning. Evaluators can cultivate a growth-mindset through open conversations that help educators build on strengths and learn from mistakes. [Quick Module: Foundation of Trust](#)

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, Educational Specialist, and School Administrator Performance Evaluation Systems use 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, educational specialist and school administrator 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). The goals may have the most impact when they are connected and mutually reinforcing (e.g., “I will _____ so that students can _____”). Evaluators, teacher peers, school staff, and even parents can provide information relevant to the goals and feedback to strengthen them.

Continuous Improvement Supported by Professional Conversations – A learning-centered approach facilitates ongoing improvement through regularly repeated continuous improvement cycles. Improvement cycles represent intentional instruction that involves goal-setting, collection of evidence related to goals, reflection, and revision. Some refer to this type of work as a Plan-Do-Study-Act, or Plan-Do-Check-Act process. Each step in a continuous improvement cycle should seamlessly connect to the next step and be repeated as needed. Collaborative, professional conversations (i.e., coaching and timely feedback from trained evaluators/ coaches/peers) strengthen continuous improvement cycles. With effective training, evaluators/coaches/peers and teachers 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. It is important to acknowledge, validate, and celebrate growth during all phases of the cycle of improvement. Figure 3 demonstrates the continuous improvement cycle of staff growth and development. More on Continuous Improvement can be found later in this guidebook.

FIGURE 3: Continuous Cycle.



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 principal and teacher evaluation processes and integrating the learning opportunities helps to strategically leverage the Educator Effectiveness System.

EXAMPLE

A principal and leadership team might identify literacy as a priority area for the school. A teacher in that school would develop his/her SLO based on his/her subject area, grade-level, and student data, and might incorporate instructional strategies that address the identified content/skills within a literacy context and utilize a common writing rubric as one method of assessing subject-specific content/skills within a literacy context. This helps the teacher with his/her classroom goals, and it helps the school with an overarching goal.

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.

In Summative Years, such discussions occur formally with the educator's evaluator and may occur informally with a peer or coach. Lessons learned from an evaluation cycle inform the planning and development for the educator's subsequent cycle. Using data from all years within the evaluation cycle, the teacher and the evaluator/coach may identify trends in student data and teacher practice data to identify and set high-level, long-term goals for the duration of the subsequent evaluation cycle. These high-level goals will inform the development of annual goals within the annual improvement cycles. Progress towards annual goals should move progress towards the high-level cycle goal. (Note: The educator's evaluation cycle goal(s) can change across the duration of the cycle if data suggests it should). Evaluation cycle goals also offer an opportunity to strategically align district and school goals to educator goals, while maintaining teacher autonomy and professionalism to set individualized annual goals based on appropriate instructional practice and assessments.

Mandated Educators and Frequency of Evaluation (TPES, ESPES, SAPES)



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 (ie., the CESA 6 Effectiveness Project) to evaluate all principals, and teachers. Per state law (PI. 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

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.

Calibration and Certification Requirements

Districts are required to practice calibrating evaluation skills two (2) times yearly. Additionally, all evaluators must be certified every four (4) years. Calibration practice can be done using a video in Frontline Calibration and Collaboration or by district aligned to the Effectiveness Project. See the [Calibration and Collaboration FAQ](#) document located in the EP Help Center at epsupport.cesa6.org to learn more about the calibration and certification process.





SYSTEM COMPONENTS

Clearly defined professional responsibilities for the specific roles within the organization constitute the foundation for the Evaluation Systems. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both the evaluatee and their evaluator reasonably understand their job expectations. The Systems use a two-tiered approach to define the expectations for performance consisting of six standards and multiple performance indicators. Educators will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 4 using the Teacher Performance Evaluation System (TPES).

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

PERFORMANCE STANDARD	<h2>PERFORMANCE STANDARD 1: PROFESSIONAL KNOWLEDGE</h2> <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: 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 throughout the guidebook 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;
- 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 5 shows the six performance standards in the Teacher Performance Evaluation System that serve as the basis for the teachers’ evaluation.

Performance standards define the criteria expected when educators perform their major duties. Within each system are six (6) Standards of Performance. As you review this section, it may be helpful to see all the components for the system you will be working with by clicking on the links to our epsupport.cesa6.org Help Center resources below:

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

FIGURE 5: Performance Standards

STANDARD	 TPES	 ESPES	 SAPES
1	Professional Knowledge	Professional Knowledge	Leadership for Student Learning
2	Instructional Planning	Communication & Collaboration	School Climate
3	Instructional Delivery	Assessment	Human Resources Leadership
4	Assessment of/for Learning	Program Planning & Management	Organizational Leadership
5	Learning Environment	Program Delivery	Communication & Community Relations
6	Professionalism	Professionalism	Professionalism

PERFORMANCE INDICATORS

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which staff members are meeting each standard. This helps evaluatees and their evaluators 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. It should be noted that indicators in one standard may be closely related to indicators in another standard. Standards, themselves, are not mutually exclusive and may have overlapping aspects.

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 6.

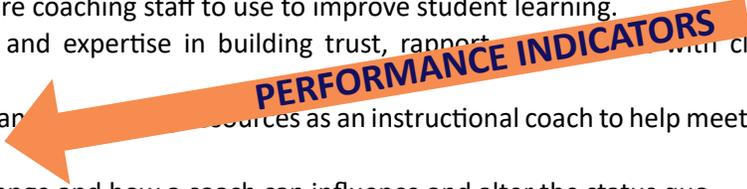
FIGURE 6: TSPES Instructional Coach Performance Standard 1 with Indicators

CESA 6 Effectiveness Project Educational Specialist Performance Evaluation System (ESPES)
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 relationships 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 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. Figure 7 shows an example of a performance appraisal rubric for Standard 1 in TPES (Professional Knowledge).

[Bar 1]	✓	★☆☆
[Bar 2]	✓	★★★
[Bar 3]	X	☆☆☆

FIGURE 7: 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.

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



PRACTICE MEASURES

A fair and equitable performance evaluation system that acknowledges the contextual nature and complexities of the job is required to evaluate the performance of any educator. Multiple data sources provide for an authentic “performance portrait” of work. The sources of information described in Figures 8 and 9 were selected to provide comprehensive and accurate feedback on performance.

Figure 8: SAPES Form Name

FORM NAME		PURPOSE
SAPES	GOAL SETTING PLAN	<p>Part 1: For educator Performance systems, one or more student/program/school learning objective(s) or goal(s) is/are established for continuous improvement in student learning outcomes. (The School Administrator goal may also focus on staff learning outcomes.)</p> <p>Part 2: The Self-assessment reveals the staff member’s perceptions of his/her job performance. Results of a self- assessment may inform personal goals for professional learning and development.</p> <p>Part 3: The Professional Practice Goal, or PPG, is often written as something the educator wishes to improve in support of the SLO, or as a result of the self-assessment.</p> <p>Part 4: Survey Planning: The School Administrator is prompted to consider how a survey of stakeholders may provide insights on practice. When conducted with a mindset of inquiry and improvement, surveys add a rich component to anyone’s evaluation. In addition, much research points to the impact that gathering feedback from stakeholders has on performance.</p>
	OBSERVATION/ GROWTH REVIEW	This form allows for up to 6 observation experiences for an evaluator to collect evidence of performance and engage in feedback conversations with the School Administrator. Following the observation section, there are two Progress Monitor Conferences (Mid-Year and End of Year) for the School Administrator to provide progress on the success indicators toward the SLO. The Documentation Log allows the School Administrator to upload and reflect upon any artifacts of performance that he/she would like to appear in the summative evaluation form as evidence of performance in any or all standards.
	SURVEY SUMMARY	Survey results are analyzed by the School Administrator and he/she provides a summary of the results. The actual survey responses are seen only by the employee. The School Administrator is prompted to consider overall strengths and areas to improve upon as well as next steps as a result of responses.
	SUMMATIVE REPORT	All evidence to be considered for performance ratings at the standard level flow into the summative report including Observation Evidence, Mid and End of Year Progress Summaries, Survey Summary, and Artifacts. The evaluator considers all evidence and then enters standard-level ratings of performance and additional feedback on overall areas of strength as well as areas for growth.

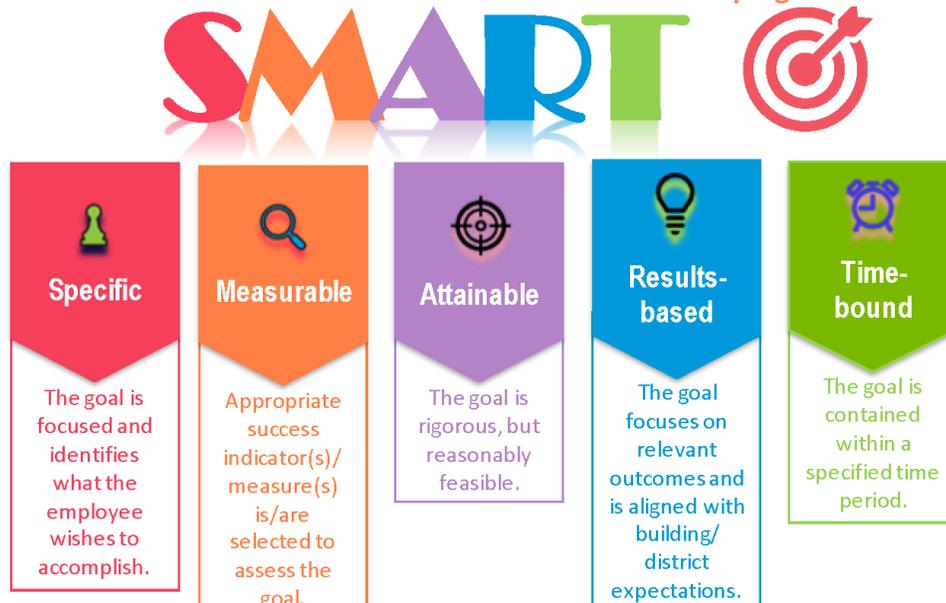
Figure 9: TPES/ESPES Form Name

FORM NAME		PURPOSE	
TPES/ESPES	GOAL SETTING PLAN	<p>Part 1: For educator Performance systems, one or more student/program/school learning objective(s) or goal(s) is/are established for continuous improvement in student learning outcomes.</p> <p>Part 2: Self-assessment reveals the staff member’s perceptions of his/her job performance. Results of a self-assessment may inform personal goals for professional learning and development.</p> <p>Part 3: The Professional Practice Goal, or PPG, is often written as something the educator wishes to improve in support of the SLO/SPO, or as a result of the self-assessment.</p>	
	GOAL REVIEW/ DOCUMENTATION LOG	The educator uses this form to reflect on Mid-Year and End of Interval progress on their SLO/SPO and PPG. The educator may upload and reflect upon artifacts into the Documentation Log contained within this form.	
	RAPID CYCLE OBSERVATION FEEDBACK	The focal area from the Rapid Cycle Feedback Planning Form appears at the top of this form. There are opportunities for six observations and subsequent feedback conversations. In a summative year, 6 observations are required and at least 3 of the feedback conversations must be face to face. By the 5th observation, we recommend gathering evidence of practice in other standards in addition to the focus area in order to provide additional evidence for a summative rating in each standard.	
	SURVEY GROWTH PLAN	The educator is prompted to consider how a survey of students/clients may provide insights on practice. When conducted with a mindset of inquiry and improvement, surveys add a rich component to anyone’s evaluation. In addition, much research points to the impact that gathering feedback from stakeholders has on performance.	
	SURVEY GROWTH ANALYSIS	Survey results are analyzed by the educator and he/she provides a summary of the results. The actual survey responses are seen only by the employee. The educator is prompted to consider overall strengths and areas to improve upon as well as next steps as a result of responses.	
	SUMMATIVE REPORT	All evidence to be considered for performance ratings at the standard level flow into the summative report including SLO/SPO progress and scoring, Observation Evidence, Survey Analysis, and Artifacts. The evaluator considers all evidence and then enters standard-level ratings of performance and additional feedback on overall areas of strength as well as areas for growth.	

PROFESSIONAL GOAL SETTING PLAN

The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for **Specific**, **Measurable**, **Attainable**, **Results-based**, and **Time-bound**.

FIGURE 10: SMART GOAL GUIDELINES: Criteria for Developing Goals



Specific goals are those that are well-defined and free of ambiguity or generality. The consideration of “W” questions can help in developing goals that are specific, see Figure 11.

In education, it is important to be aware of the concept of equity when setting goals, ensuring that all students (and staff) has the support he/she needs 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.

Masurable 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.

FIGURE 11: “W” Questions

WHAT?

Specify exactly what the goal seeks to accomplish.

WHY?

Specify the reasons for purposes or benefits of the goal.

WHO?

Specify who this goal includes or involves.

WHICH?

Specify any requirements or constraints involved in achieving this goal.

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.

SLO Rubric and Scoring Overview

Both educators and evaluators will use the Scoring Rubric to determine current level for each rubric category. Educators self-score their individual SLOs in all years (Supporting and Summative Years). The rubric that will be used for your SLO/SPO can be found on the Professional Growth Review Form (for Teachers and School Administrators) and on the Professional Goal Setting Review Form (for Educational Specialists).

OBSERVATIONS/SITE VISITS/INTERVIEWS

Observations of a teacher or educational specialist often take place when the educator is providing instruction or instructional services. Observations of school administrators may involve shadowing during a period of time, observing a meeting, observing the administrator providing feedback, or may be conducted as an informal interview discussing progress toward goals. Observations provide information on a wide range of contributions made by the employee and may also help the employee think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard.

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, or watch the module linked here on feedback.

RAPID CYCLE FEEDBACK

The Rapid Cycle Feedback process (and the [Observation Process](#) within the School Administrator Form) encourages 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.

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 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.

The Rapid Cycle Observation Feedback Model Includes:

The teacher and evaluator complete the Rapid Cycle Feedback planning document, and collaborate to determine the area(s) of focus aligned to the Effectiveness Project standards and indicators.

The evaluator completes six or more observations of at least 15 minutes. The evaluator provides feedback after each observation with face to face feedback provided a minimum of three times during the year.

At the Summative conference, the educator receives feedback regarding the current level of effectiveness related to all six standards based on multiple sources of evidence.

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. Staff perceptions are beneficial for school and central office administrators. Those being served by a custodian provide beneficial feedback for that custodian. Stakeholders have the ability to 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, the limited cost in gathering the data, 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.

It is strongly recommended that employees administer surveys once per evaluation cycle to a representative sample, although administering a survey at the beginning and at the end of the evaluation cycle may be a success indicator and measure growth. April 15th is the suggested completion date. Sample survey questions and templates are linked under the appropriate system in the **EP Help Center** at epsupport.cesa6.org, although employees may use any applicable survey. The school administrator may consider using the Wisconsin Educator Effectiveness Research Partnership survey distributed annually by UW-Milwaukee. The employee will retain sole access to the surveys but can complete the Survey Growth Analysis (Teachers and Ed. Specialists)/Survey Summary (School Administrators) for the evaluator to review.

ARTIFACTS

Uploading Artifacts is one-way employees have voice in their evaluation. Artifacts are uploaded to the Documentation Log, located within review forms based on the system. The Documentation Log is an organized collection of work that demonstrates the educator’s skills, talents, and accomplishments for the evaluation cycle. It is similar in many ways to a portfolio, yet is typically more concise, containing a more confined collection of specific artifacts. Documentation provides evaluators with information related to specific standards and provides educators with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators.

Artifacts are not created solely for a Documentation Log but are readily reviewed in Documentation Log section in the Goal Review form providing evidence of one or more of the performance standards. The educator completes a reflection of the artifact selected so that the evaluator understands the significance of the artifact.

Figure 12 provides examples of artifacts for school administrators. These examples will vary based on the district’s unique characteristics. Examples of artifacts for teachers and educational specialists are linked here:

- [TPES Sample Artifacts](#)
- [ESPES Sample Artifacts](#) by position

While employees are able to upload artifacts to the embedded Documentation Log, evaluators may also upload files that can reside within a particular form. Files to be considered as part of a summative rating should be uploaded to the Summative Report. ***This type of documentation should be considered along with the employee’s own documentation when making formative and summative assessments.***

FIGURE 12: SAPES Examples of Artifacts

PERFORMANCE STANDARDS	ARTIFACT TYPES & EXAMPLES OF EVIDENCE	PERFORMANCE STANDARDS	ARTIFACT TYPES & EXAMPLES OF EVIDENCE
1 LEADERSHIP FOR STUDENT LEARNING	<ul style="list-style-type: none"> • Agendas for Professional Learning Communities and/or Leadership Goal Teams • Professional Development Activities • Organized book clubs • Efficient scheduling of resources • Data-driven instruction (data wall, growth data, differentiation, etc...) • Activities based on a shared vision/mission • Consistent time-given to teachers to collaborate in “real-time” • Framework for initiatives (Ex: Project Lead the Way) • Curriculum mapping • Effective supervision and evaluation documentation 	4 ORGANIZATIONAL	<ul style="list-style-type: none"> • Hiring Procedure (recruiting high quality staff) • New Employee Handbook • Mentor Program • Pre-observation log (evidence of timeliness) • PD Support for staff (targeted) • Evaluation System • Committee Assignment/Reassignment Documentation • Plan of Improvement (when applicable) • Educator Effectiveness Recertification • Coaching and Collaboration Opportunities • Utilize Surveys to Improve Practice and Exit Surveys to Improve Teacher Practice • Growing Teacher Leaders
2 SCHOOL CLIMATE	<ul style="list-style-type: none"> • Reporting survey results/next steps • Visual expectation • Climate survey • Community newsletter • Parent council meetings (open forum) • Acknowledgments • Crisis plans (drills, evacuations, etc...) • PBIS Matrices as well as posters, visuals, and expectations • Link Crew (transition) • Handbooks (student, parent, teacher) • Behavioral data such as SWIS and OASYS • Staff climate committee • Strategic plan 	5 COMMUNICATION AND COMMUNITY RELATIONS	<ul style="list-style-type: none"> • Hiring Procedure (recruiting high quality staff) • New Employee Handbook • Mentor Program • Pre-observation log (evidence of timeliness) • PD Support for staff (targeted) • Evaluation System • Committee Assignment/Reassignment Documentation • Plan of Improvement (when applicable) • Educator Effectiveness Recertification • Coaching and Collaboration Opportunities • Utilize Surveys to Improve Practice and Exit Surveys to Improve Teacher Practice • Growing Teacher Leaders
3 HUMAN RESOURCES LEADERSHIP	<ul style="list-style-type: none"> • Hiring Procedure (recruiting high quality staff) • New Employee Handbook • Mentor Program • Pre-observation log (evidence of timeliness) • PD Support for staff (targeted) • Evaluation System • Committee Assignment/Reassignment Documentation • Plan of Improvement (when applicable) • Educator Effectiveness Recertification • Coaching and Collaboration Opportunities • Utilize Surveys to Improve Practice • Growing Teacher Leaders 	6 PROFESSIONALISM	<ul style="list-style-type: none"> • Hiring Procedure (recruiting high quality staff) • New Employee Handbook • Mentor Program • Pre-observation log (evidence of timeliness) • PD Support for staff (targeted) • Evaluation System • Committee Assignment/Reassignment Documentation • Plan of Improvement (when applicable) • Educator Effectiveness Recertification • Coaching and Collaboration Opportunities • Utilize Surveys to Improve Practice and Exit Surveys to Improve Teacher Practice • Growing Teacher Leaders



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.

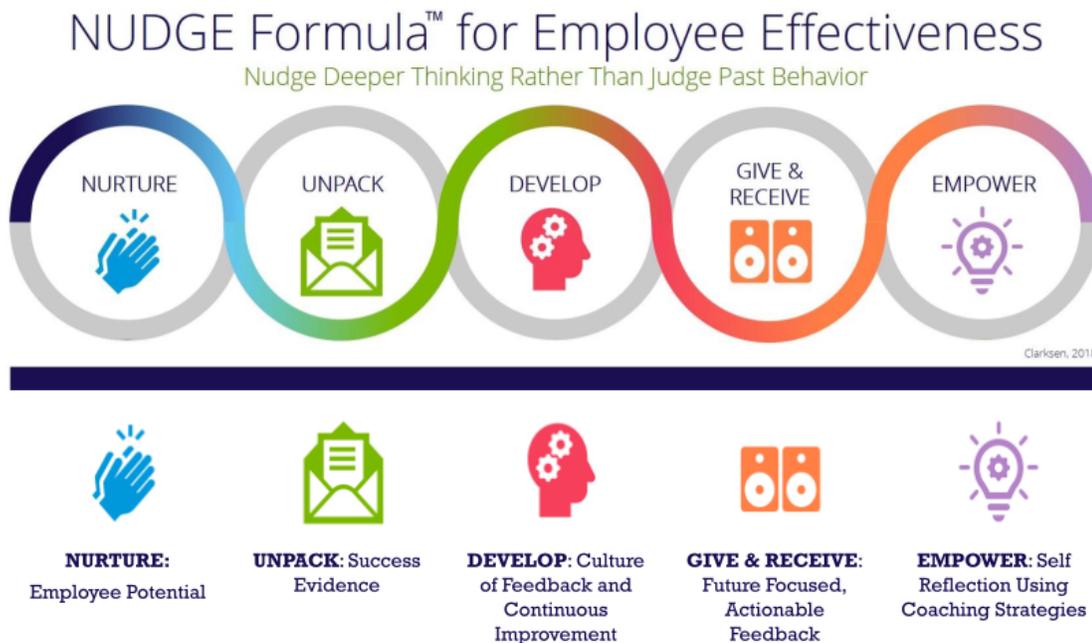
Prior to having the conversation, it is important to consider how both the educator and the evaluator “show up” to the conversation before even engaging with each other. How we think and feel about a situation or another person may influence our behavior and the way we engage. We will characterize how 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 & 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 13: 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.

The NUDGE formula is applied with the following example demonstrating an evaluator having a more difficult conversation: Here is a link to a module on NUDGE dealing with hard conversations entitled, [Addressing Adult Behavior](#).

NUDGE SCENARIO

As a new Middle School Principal, Donald wanted to get to know his staff on a personal basis, so he invited the almost 120 total educational and support staff members into small group and one on one meetings. A couple of months into the school year, his administrative assistant shared with him that a teacher - Kyla - made her feel uncomfortable. She shared that for years Kyla had pulled pranks on staff members and had taken jokes too far. Not long after, another teacher in Kyla's grade level team shared that Kyla had belittled her in a team meeting.

Donald regularly sat in on team meetings, and the next time he visited this team, he noticed that Kyla was quick to reject the ideas of her teammates and demonstrate how her ideas were superior. After the meeting, he reflected on what the prior principal had shared with him. She said that Kyla was a cancer in the building and had deflated staff morale for years.

One catabolic response to the situation would be to avoid any conflict with Kyla. Upon reflection, Donald noted that Kyla's behavior could not go unaddressed. Another catabolic response would be to confront Kyla combatively and use the evidence he had to back her into a corner. He did not want to do that either. Instead, Donald responded in an anabolic fashion. He wondered why Kyla felt the need to act as she had and wondered if she realized how her words and actions were being received.

Her behavior was having a negative impact on many staff members and had been for some time. This situation presented an opportunity for growth and improvement in climate. He thought about Kyla as an effective teacher, but understood that if she were more collaborative with her colleagues, the team would function at a higher level and even better ideas would surface and be implemented on behalf of students. He also remembered his goal of open and honest leadership and sought to address the situation in a way that would serve not only Kyla, but her colleagues as well.

In the **NUDGE** formula, the "**N**" stands for **Nurturing** the staff member. Strategies that accompany building a Nurturing relationship include honoring where the person's point of view, ensuring they are heard, and sharing personal appreciations. The "**U**" stands for **Unpacking** the situation. This includes inspecting what you expect and being willing to be part of all conversations. With these two concepts in mind, this is how Donald opened the conversation with Kyla:

Kyla, thanks for meeting with me today. I wanted to again reflect on my observation of your class and noticed that you demonstrated an open and honest relationship with your students, you clearly stated the learning objectives and you provided specific feedback to move their learning forward. What are your goals in building relationships with your students?

After Kyla answered that her goals were to be seen as supportive and encouraging so that her students could achieve, Donald moved to the "**D**" in the **NUDGE** formula to make the connection to **develop** her professional skill. He said, "I appreciate your efforts with your students! I'd like to ask about your relationships with your colleagues. As you know, one of my goals is for our staff to support and encourage each other in our collaborative efforts to do our best and to help our students reach their potential. How would you describe your efforts toward those goals?" They talked about what healthy, collaborative collegial relationships look like and sound like, and how Kyla's current words and actions are getting in the way of these relationships.

The "**G**" in the **NUDGE** formula stands for **Giving & Receiving** feedback, and the "**E**" stands for **Empowerment** through allowing and celebrating risk taking. Not only did Donald help Kyla understand how she could change her words and actions, he asked her for advice on what he could do to better support, encourage, and empower the staff to grow in their collaborative relationships. They discussed ways staff could share ideas, encourage each other, and recognize effectiveness. He acknowledged what she was doing to contribute to the staff goals and encouraged her to implement the new techniques they discussed with her colleagues.

NUDGE SCENARIO CONTINUED

One of the thoughts Donald and Kyla discussed was that staff could recognize their colleagues at staff meetings. Donald thought that staff members could appreciate their colleagues by having something visual to give each other. He said he would have 6 roses at each staff meeting so that staff could appreciate the efforts of a colleague by giving them a rose. He asked if Kyla would be the first to try out the idea at the next staff meeting and she enthusiastically agreed. At the next staff meeting, after introducing the concept, Donald asked for a volunteer to go first. Kyla raised her hand and stood up. She acknowledged an idea one of her grade level team members had that she wanted to know more about in order to try with her students. Her colleague showed a bright smile and thanked Kyla for her kind words. Other staff members were quick to volunteer for the new tradition of appreciation.

Feedback conversations addressing adult behaviors that are having an adverse impact on staff or students can be challenging, but your response does make a difference. Responding in an uplifting or anabolic way instead of a powerless or combative catabolic way will help you and your staff grow. The climate of trust and mutual respect you build as an administrator will serve as the foundation for having the hard conversations.



RATING & IMPROVING PERFORMANCE

RATING PERFORMANCE

Diagnostic Rating of Six Performance Standards

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.



In making judgments for the summative assessment on each of the six performance standards, the evaluator should determine where the “**preponderance of evidence**” exists, based on evidence from the multiple data sources. Preponderance of evidence as used here is intended to mean the overall weight of evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, “In which rating category does the preponderance of evidence fall?” In many instances, there will be performance evidence that may fit in more than one category. When aggregating the total set of data and making a summative decision, the question to be asked is, “In which rating category does the evidence best fit?”

IMPROVING PROFESSIONAL PERFORMANCE

The Performance Improvement Plan is an optional tool that may be used at the discretion of the evaluator to improve professional performance. The Performance Improvement Plan is a formal structure used for notifying an employee of performance that requires improvement due to less-than-effective performance. If an employee does not meet the expectations established by the school district, the employee may be placed on a Performance Improvement Plan. A Performance Improvement Plan is designed to support the employee in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for an employee whose professional practice would benefit from additional support. Additionally, a Performance Improvement Plan is implemented if one of the following scenarios occurs at the end of any data collection period:

- A rating of Needs Improvement on two or more performance standards or three or more Developing ratings, or
- A rating of Unacceptable on one or more performance standards or an overall rating of Unacceptable.

Implementation of Performance Improvement Plan

When an employee is placed on a Performance Improvement Plan, the evaluator must:

- Provide written notification to the support staff employee of the area(s) of concern that need(s) to be addressed,
- Formulate a Performance Improvement Plan, and
- Review the results of the performance Improvement Plan with the employee within established timelines.

Assistance may include:

- Support from a peer or supervisor,
- Conferences, classes, and workshops on specific topics, and/or other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the employee to review progress made on the Performance Improvement Plan, according to the timeline. The options for a final recommendation include:

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

When an employee is rated Unacceptable, the employee may be recommended for non-renewal or dismissal.

EVALUATION FREQUENCY AND CONTINUOUS IMPROVEMENT

Just as the Effectiveness Project Performance Evaluation Systems become part of the district's overall efforts, the Evaluation Process becomes part of the district's process of continuous improvement. Evaluation follows the same steps of **Plan, Do, Study, and Act** with the goal of improving educator practice to have a positive impact on student achievement. Figure 14 provides a visual representation of the continuous improvement cycle, and elevates the concept of celebrating small, incremental improvements along the way that get results.

The CESA 6 Growth & Development Center has used the following definition for Continuous Improvement:

An ongoing effort to make incremental improvements over time. Progress is continually monitored and adjusted based on efficiency and effectiveness.

FIGURE 14: GDC Continuous Improvement Cycle adapted from the DPI Continuous Improvement Process Criteria and Rubric Publication Version 1.2 September 2020.



PLAN - DO - STUDY - ACT

The phases can be described as follows:

Gather and analyze data from multiple sources including student achievement, demographic, engagement and educator practice to determine needs and inequities. Use the data to determine root causes and develop goal and action steps to improve outcomes. District goals are established based on data and/or a previously determined strategic plan. School administrators and educators determine specific goals for their schools, their classrooms, and their programs. These goals translate into individual student goals aiming to have all students reach their potential in the area(s) of focus.

PLAN

During this phase, action steps are implemented, and regular dates/times are set to monitor the fidelity of implementation and provide supports as needed. Evidence of practice is collected to measure the impact the action steps have on student learning and outcomes.

DO

After action steps have been implemented to fidelity, the evidence of impact collected is reviewed and determinations are made as to the effectiveness of the actions taken. During this phase, the team either revises the action steps taken, or prepares to implement them on a wider and more formal scale.

STUDY

Practices proven successful are integrated on a larger scale into the school or district. Growth targets are established and measured so that modifications can be made when needed. Formal expectations and supports are also established to ensure that the new practices are maintained at a high level of effectiveness.

ACT

Throughout the continuous improvement process, it is important to celebrate the incremental changes in thought and practice that have led to greater student outcomes. Improvement and change are hard work. Pausing to recognize effort and results will go a long way in establishing and maintaining a culture of a never-ending pursuit of excellence.

EVALUATION TIMELINE

In regard to 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.

FIGURE 15: Evaluation Timeline

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
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



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 preservice 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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