

Tuesday, March 24, 2020

## Implementation of Educator Effectiveness in 2019-20

Due to [COVID-19](#), the Department of Public Instruction (DPI) recognizes school and district staff may struggle to complete the Educator Effectiveness process for 2019-20 Summary Year educators.

### **Supporting a Learning-Centered Process**

DPI designed Educator Effectiveness as a learning-centered process. In this environment, educators will need support as schools quickly move to virtual instruction. Teachers and administrators will also need support due to anxiety in these uncertain times.

The department encourages administrators to connect with staff, regardless of their status in the Educator Effectiveness Cycle (i.e., Supporting or Summary Year), to provide instructional support and address emotional needs. Additionally, DPI urges administrators to invite educators to support each other through virtual settings during this public health emergency.

### **Completing 2019-2020 Educator Effectiveness Evaluation Cycles**

The DPI suggests evaluators and Summary Year educators collaboratively make decisions about how to complete the Summary Year with an emphasis on learning. Even if all of the Educator Effectiveness requirements were not met or completed, evaluators could still schedule and conduct an End-of-Cycle Summary meeting with each of their Summary Year educators before the end of the year. (Note: Evaluators could conduct the meeting virtually). During these meetings, evaluators and Summary Year educators can come to an agreement on whether the Professional Practice Goal (PPG) and School/Student Learning Objective (SLO) processes, observations, and coaching conversations completed to date have resulted in a meaningful and supportive learning process, which provides a clear plan for next steps and continuous improvement.

#### *Agreement to Close Out/Finalize the 2019-20 Educator Effectiveness Evaluation*

If the evaluator and educator agree the Educator Effectiveness Plan processes, observations, and coaching conversations completed to date have resulted in a meaningful and supportive learning process, the evaluator and educator could:

- 1) document the agreement to end the Cycle without meeting all process requirements;
- 2) discuss progress towards the growth targets on the Educator Effectiveness Plan, recognizing the educator may not have had an entire year of instruction, as planned;
- 3) participate in coaching conversations about practice using specific and actionable language at the critical attribute level; and
- 4) discuss specific plans for continuous improvement moving forward using the critical attributes or equivalent.

#### *Agreement to Extend a Summary Year*

If the evaluator and educator determine the Educator Effectiveness plan processes, observations, and coaching conversations completed to date have not provided comprehensive evidence of practice or have not resulted in a meaningful and supportive learning process, then they can agree to extend the Summary Year into 2020-21. Extending the process acknowledges and builds upon the work already completed, rather than asking an evaluator and educator to start over. Once there is agreement to extend the process, the evaluator and educator could document this decision and begin planning how to meaningfully extend

the evaluation process that has already started (e.g., what evidence still needs to be collected, how many observations will be conducted, how long will the process take).

The department recognizes a decision to have multiple educators extend their Summary Year could overload the ability of the evaluator to conduct the processes meaningfully. Districts have the option to [request a waiver](#) from DPI for the Educator Effectiveness evaluations for 2019-20 Summary Year educators, rather than extend their Summary Years.

### *Finalizing Summary Year Evaluations*

The technical and logistical processes for completing this discussion and closing out the year, extending the Summary Year, or applying for a waiver, are locally defined and determined. However, if a district or school uses the Frontline Education Employee Evaluation Management (EEM) platform, detailed instructions and technical assistance for finalizing process forms and the rollover of evaluation cycles will be available on the [WI Online Help Desk \(for state model\)](#).

### **Consulting Legal Counsel**

Administrators should consult their legal counsel prior to making any high stakes decisions about an educator resulting from the 2019-20 Educator Effectiveness process due to the impacts of COVID-19.

### **The Annual WEDSR Survey**

Each spring, the University of Wisconsin-Milwaukee (UWM) sends out the annual Wisconsin Educator Development, Support, and Retention (WEDSR) survey. The Department will suspend the survey due to the public health emergency and consider whether to collect this data at a later date.

### **Additional Questions**

For technical assistance specific to the Frontline Education EEM platform for the state model:

- consult the [WI Online Help Desk](#)
- submit a request at [eesupport@cesa6.org](mailto:eesupport@cesa6.org), or
- contact Laura Ruckert at [laura.ruckert@dpi.wi.gov](mailto:laura.ruckert@dpi.wi.gov).

For questions and technical assistance specific to completing these processes within approved equivalent Educator Effectiveness models, contact your model's support staff.

For questions about the annual statewide Wisconsin Educator, Development, Support, and Retention (WEDSR) Survey from University of Wisconsin-Milwaukee (UWM), contact Dr. Curtis Jones at [jones554@uwm.edu](mailto:jones554@uwm.edu).

For all additional questions, contact Katie Rainey, Director of Educator Development & Support, at [katharine.rainey@dpi.wi.gov](mailto:katharine.rainey@dpi.wi.gov).