



Too Much to Teach: Getting Clear on Essential Standards

Chris Jakicic
August 22 & 23, 2019



Angela Freese • Oct 15 & 16, 2019

Measuring What Matters Most: Gathering Evidence on the Essentials



Anthony Muhammad • Jan 16 & 17, 2020

All Means All: Creating a Healthy School Culture



Mike Mattos • April 16 & 17, 2020

Where the Rubber Hits the Road: Answering the Critical Questions

LEARNING GUIDE



Leading for Learning

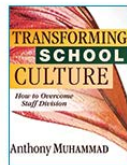
ACHIEVING EDUCATIONAL EQUITY

Welcome to the 2019-20 Leading for Learning Series! Your involvement in the series signifies a strong commitment to learning and continuous improvement for the betterment of WI students. We value your dedication to the profession and the children of WI. We are thrilled to provide you with this unique opportunity. Enjoy the series. Enjoy using the books and online PD portal to support your learning. Our investment in your professional growth and development underscores our dedication to ensure every child graduates ready for college, career, and the community.

Thank you for all that you do for the children of Wisconsin.

Katie Rainey

Director, DPI Educator Development and Support



As an important step in your *Leading for Learning Series* year, be sure to view this 38-minute video by author and educational leader, Dr. Luis Cruz. Cruz lays out the philosophy and provides concrete tools for building a **Guiding Coalition** that will be equipped to lead dynamic school improvement within your district.

Video Link: [Building Your Guiding Coalition](#)

Username: [educator](#) Password: [leadingforlearning](#)

SYLLABUS



Summer 2019

Luis Cruz: Building Your Guiding Coalition



August 22/23, 2019

Chris Jakicic *Too Much to Teach: Getting Clear on Essential Standards*

- Understanding the critical importance of essential standards
- Examining essential standards within the local school context
- Using strategies and protocols for gaining consensus
- Unwrapping select school standards



October 15/16, 2019

Angela Freese *Measuring What Matters Most: Gathering Evidence on the Essentials*

- Making the connections between essential standards, assessment, instruction, and intervention
- Understanding how to use assessments effectively through strategic assessment
- Focusing on evidence using formative and summative assessments
- Developing a learning progression for essential standards and methods of assessment



January 16/17, 2020

Anthony Muhammad *Building a Healthy Culture*

- Differentiating between healthy and toxic school cultures
- Exploring the sociological issues that affect student learning
- Using practical strategies to eliminate staff division
- Developing the roles of teachers and school leaders within a loose/tight school culture



April 16/17, 2020

Mike Mattos *Where the Rubber Hits the Road: Answering Critical Questions 3 & 4*

- Building shared knowledge (essential elements of a multi-tiered system of supports)
- Ensuring access to essential grade-level curriculum
- Scheduling time and designing/leading supplemental interventions
- Creating a dynamic, problem-solving intervention team and assessing effectiveness

The 2019-2020 Leading for Learning Series marks the beginning of a three-year, deep-dive into equity and school improvement through the four critical questions that drive the collaboration of a professional learning community (PLC): 1) What do we expect students to learn? 2) How do we know they are learning it? 3) How do we respond when they do not learn? 4) How do we respond when they have already learned?



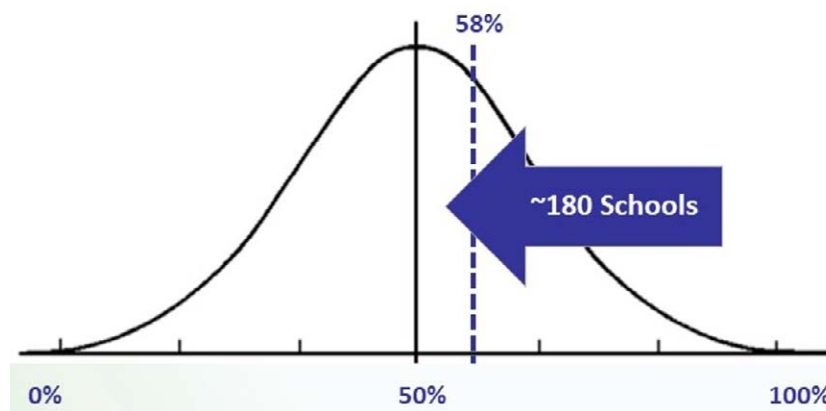


Principles of Learning-Centered Evaluation

Talking Points by Katie Rainey
 Director, DPI Educator Development and Support

DPI purposefully designed Educator Effectiveness as a learning system to help educators continuously grow professionally, with the ultimate goal of improving outcomes for all students. Starting with the pilot years of the Educator Effectiveness System in 2012-14, [external evaluation studies](#) have helped inform DPI and educators across the state. The following findings are based on this extensive evidence base as well as related national studies.

- Every time an individual school improves its implementation of Educator Effectiveness, student achievement in that school improves **significantly!**
- Schools that increased their teachers' use of Educator Effectiveness feedback in just one way (e.g., trying new instructional strategies in classrooms or seeking professional development opportunities based on principal feedback) improved their student achievement percentile school ranking **8 percentage points**. For instance, a school that started at the 50th percentile would move to the 58th percentile.



- This growth equates to the impact of adding **22 additional instructional days** in the school year. In schools where teachers historically used feedback more AND increased feedback use, student achievement improved at a level comparable to adding **37 days of instruction**.

- **A leader that effectively implements a learning-centered Educator Effectiveness process improves teacher retention.** Of the factors studied in the statewide evaluation of Educator Effectiveness, the job satisfaction of novice teachers was *entirely determined* by the implementation of Educator Effectiveness. Teachers in schools receiving more feedback are more satisfied and committed to their school.
- Principal implementation of Educator Effectiveness impacts student growth. The more teachers view their principal's feedback as accurate and useful, and the more opportunities principals give teachers to use the feedback, the more teachers grow and use the feedback, **resulting in greater student growth in both reading and math.**

“Hopefully, Wisconsin’s efforts will serve as a model to others.”

–Mike Mattos, August 2019

To reap benefits through the Educator Effectiveness process, districts must focus on improving local implementation of the five principles of a Learning-Centered Evaluation Process at the district and school levels.

1. In a learning-centered Educator Effectiveness process, everyone is a learner and learning is defined as a high-quality continuous improvement process.
2. In a learning-centered Educator Effectiveness process, everyone uses common, research-based frameworks of practice to create a shared language of effective practice, such as Charlotte Danielson’s Framework for Teaching and Wisconsin’s Framework for Principal Leadership
3. In a learning-centered Educator Effectiveness process, educators’ development, implementation, and monitoring of individualized, authentic, and ambitious Professional Practice and School or Student Learning Objectives is supported, based on their unique context and data.
4. In a learning-centered Educator Effectiveness process, everyone one works to build trust across the district and school communities to ensure that all educators feel safe taking the risks necessary to: 1) set rigorous and ambitious learning goals for themselves and their learners; 2) invite observations of practice and participate actively in coaching conversations, 3) participate actively in collaborative learning communities; and 4) accept “failure” as a learning opportunity.
5. In a learning-centered district, Educator Effectiveness is embedded in all district and school processes, learning, and decisions.

We’ll provide support for you as you work to achieve the benefits of a learning-centered Educator Effectiveness process by taking a closer look at the Five Principles of Learning-Centered Evaluation over the course of the Leading for Learning Series. Today we will focus on the first two principles.



Learning-Centered Principle #1

In a learning-centered Educator Effectiveness process, **EVERYONE** is a learner and learning is defined as a high-quality continuous improvement process.

- A continuous improvement cycle includes four primary processes: Plan, Do, Check, and Act. Refer to the Teacher and Principal User Guides for more guidance on how to implement Educator Effectiveness as a continuous improvement process.
- The continuous improvement process starts with the development of an individualized and authentic SMARTER (specific, measurable, attainable, results-based, time-bound, and equitable) Educator Effectiveness Plan. The development of an Educator Effectiveness Plan requires educators to review data, set outcomes, and plan instructional changes to impact the goals and overall plan.
- To “Do,” educators try proposed strategies from their plan as part of their daily instructional or leadership practices. Educators must include new or different strategies. More of the same will not change student outcomes. During daily instruction, educators must use formative practices (e.g., student performance, student work, conversations with students, etc.) to assess student understanding. Principals formatively assess teachers through frequent observations and coaching conversations across the cycle.
- To “Check,” educators review the data collected from their formative assessments to determine understanding. Teachers identify students who met the standard and plan extension activities and identify students who did not meet the standard and plan acceleration activities and instruction. Teachers can do this individually or in professional learning communities to draw upon the expertise of colleagues. Principals review notes from observations of teachers to inform a high-quality coaching conversation designed to leverage areas of strength to improve areas for growth. Principals also review notes from coaching conversations to identify areas of focus and look-fors for future observations.
- To “Act,” educators follow through with the actions identified during their review of formative data from the “Check” process. This becomes the next round of “Do” to be “Checked” and, thus, the cycle continues.
- Cycles of continuous improvement only work when educators feel comfortable taking risks, abandoning strategies that do not work, and trying new strategies to help students learn. This requires a strong foundation of trust.



Learning-Centered Principle #2

In a learning-centered Educator Effectiveness process, **EVERYONE** uses common, research-based frameworks of practice, such as Charlotte Danielson’s Framework for Teaching and Wisconsin’s Framework for Principal Leadership.

- Research has defined, confirmed, and validated the elements of effective principal and teacher practice.
- Charlotte Danielson’s Framework for Teaching is a widely studied teaching framework with consistent validity evidence backing its use to identify current levels of practice and inform continued improvement. Wisconsin’s Framework for Principal Leadership is also one of the few frameworks for principal practice supported with validity evidence. The rubric is also well suited to identify current levels of principal practice and inform continued improvement.
- When applied correctly and consistently as part of a learning-centered environment, these frameworks can improve educator practice and impact student learning in a positive way. Educators can use the frameworks to identify their own strengths and weaknesses, and understand steps for improvement. Evaluators can support educator growth by using the language of the frameworks to facilitate quality, learning-centered coaching conversations.
- When professional development and professional learning communities align to and draw upon the frameworks, and all educators share the language of the frameworks when discussing practice, educators have a clear vision of expectations and how to reach them.
- The frameworks will not fully support practice if they are not embedded within conversations about practice: if evaluators do not coach to the critical attribute level to provide the most detailed and specific strategies for growth or if they are not used as part of a learning-centered process (i.e., used infrequently or as part of an accountability or compliance approach to Educator Effectiveness).



AGENDA

- Welcome and Getting Connected
- Essential Standards—The Foundation of PLC Process
- Leading the Process of Choosing Essential Standards
- Leading the Process of Unwrapping Standards
- Using Evidence for Improvement
- Team Plan for Next Steps

Creating a Professional Learning Community (PLC) is a journey, not a destination.

In a Professional Learning Community:

- We are ALL responsible for the learning of each student.
- We work collaboratively to clarify what learning looks like for our students.
- We collaboratively plan and deliver our collective response for students needing extra time and support.

Leadership Roles

- There are many different roles for leaders in a Professional Learning Community.
- In some cases, the leader can facilitate the process because (s)he has had additional training.
- In some cases the leader has subject matter expertise.
- In some cases the leader has some coaching training and can help teams when they get stuck.

The 4 Critical Questions

of a Professional Learning Community

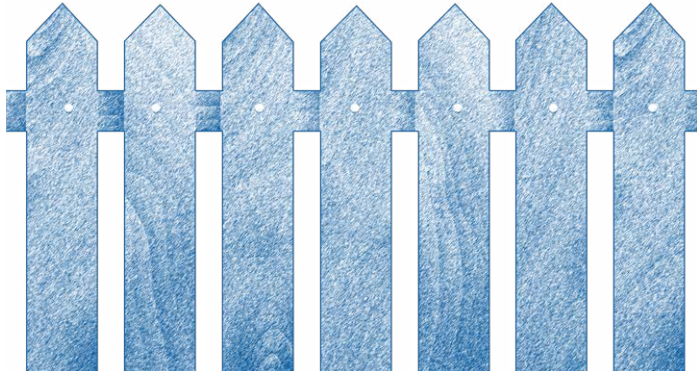
What do we want students to know and be able to do?

How will we know if they can?

What will we do if they can't?

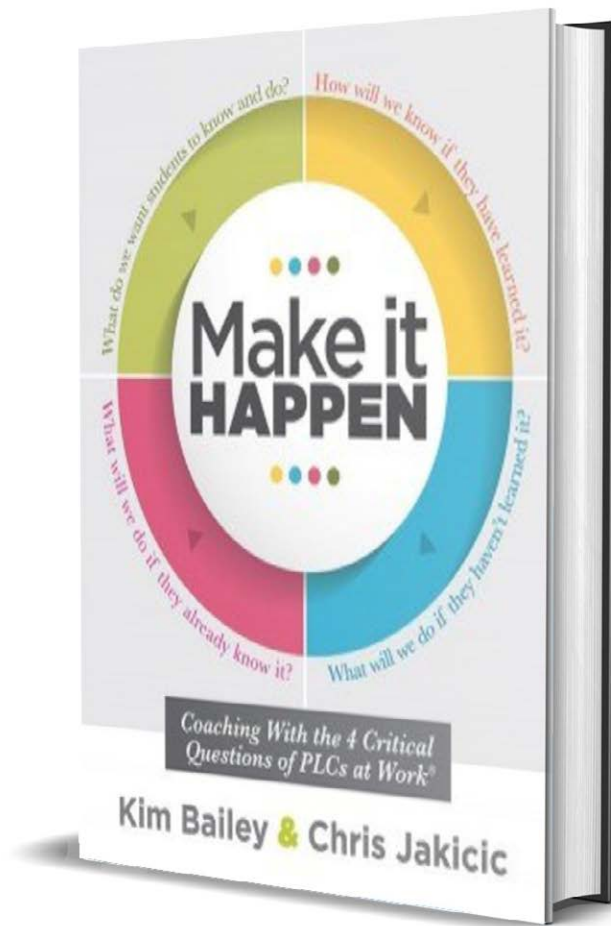
What will we do if they already can?

—DuFour, DuFour, & Eaker (2008)





Essential Standards:



What's Our Context?

Step 1: Identifying Essential Standards	Was completed by the school	Is there any need to revise? Make sure all teachers understand the purpose of these standards. If not completed, vertically align the standards.
	Was completed by the district	Make sure all teams are familiar with why this was done and how it impacts their work. If not completed, vertically align the standards.
	Haven't done Step 1	Complete the identification process using Protocol.
Step 2: Connecting Essential Standards to the Curriculum	Curriculum is district developed	Identify in the curriculum where each essential standard is taught and assessed.
	There is a curriculum but not requirement to follow it with "fidelity"	Develop team consensus about when each essential standard will be taught and assessed.
	No curriculum exists or each teacher develops his/her own	Work collaboratively to develop common units of instruction identifying standards taught and assessed.
Step 3: Pacing Guide	There is one provided by the district	(a) Determine where additional time is needed to teach, assess and respond to essential standards. (b) Consider what can be eliminated.
	There is a pacing guide but each teacher uses it differently	Build consensus on a pacing guide that identifies the length of each unit and where in each unit CFAs will be used.
	There is no pacing guide.	Collaborative teams must have consensus on the number of days for each unit and on specific times when CFAs will be administered.
Step 4: Unwrapping the Standards	This was done by the district using representatives from each school	Make sure the team members understand the process and are familiar with the documents
	This was done by the teachers at our school	Make sure new teachers understand the process and are familiar with the documents.
	We haven't started this process yet.	Start by unwrapping the essential standards. Use the documents to build the curriculum and the pacing guide.

Protocol for Identifying Essential Standards

Step	Description of Step	Expected Product	Coaching Role
1.	The team discusses the three criteria they will use to choose their essential standards: endurance, leverage, and readiness for the next level of learning and prioritized for high-stakes assessments	Team members will have a common understanding of how to determine which standards will be on their list and which ones will not be on their list.	The coach prepares some examples of standards that the team will be working with that might meet the criteria and those that likely will not.
2.	The team considers how to chunk the standards if necessary. For example, in ELA the first chunk can be the reading and reading foundations standards, the second chunk the writing standards, and the third chunk the language and speaking and listening standards.	For each chunk, the team will have a draft list of those standards they find most important.	The coach prepares the materials the team needs, determines when this will happen, and facilitates conversations if possible.
3.	Each team member independently works through a chunk of standards and chooses those that (s)he believe fit one or more of the criteria.	Each team member marks his/her copy of the standards marked up with those that (s)he believes are essential. Team members should complete this step while they are together, so one person doesn't spend a long time on this step. The more time a teacher takes, the harder it is to narrow the standards to the essentials.	This is a time for personal reflection. In order for each member to have a voice in the process, it's important that (s)he has takes the time to consider which are the most important standards. Encourage team members to avoid conversation until everyone has had a chance to go through all of the standards.
4.	The team builds consensus on the standards, making sure all team members are involved in the process. Some standards will	The team develops a rough draft list of essential standards, which represents the collective thinking of the team after discussion.	While we want team leaders to take a leadership role on this process, the coach can support and help teams when they get stuck. The coach can observe the

	start with total agreement (everyone believes it IS or IS NOT essential), but the majority involves discussion.		process across the whole school and ensure teams effectively use it.
5.	The team examines data about student performance. Are there areas of particular strength or weakness? If so, the team ensures their essential standards reflect this by adding additional standards to shore up the weaknesses.	Team members make changes to the draft list that reflect strengths and weaknesses.	Looking at data can be intimidating for teams that don't do this on a regular basis. The coach should have a conversation with the team about the facts first. He or she should allow team members to talk about their inferences after they acknowledge the facts. This makes the process less threatening.
6.	The team uses documents released by the district or state to ensure that the expectation drafted align to the expectations for students. These might include test specifications, blueprints or documents developed by the standards writers. For example, if assessment blueprints how an emphasis on text-dependent questions, it's important that the team reflects this emphasis in their draft list.	The team can change or add to the rough draft list it puts together in order to effectively reflect what students must be able to do on high-stakes test. .	Sometimes teachers are reluctant to spend too much time on these documents thinking they might be "teaching to the test." Coaches can explain the difference. Teachers also may feel inadequate in interpreting the blueprints and proficiency expectation documents. Coaches should be prepared to help interpret and explain these documents.
7.	Team members work with the other teams in their school to vertically align their essential standards.	Coaches create a final draft list of essential standards for each team in the building, which reflects the outcomes of each of the previous steps.	Coaches can facilitate this step in order to make sure everyone's voice is heard.

Criteria for Essential Standards

Endurance: knowledge and skills that are valued beyond a single test date, such as point of view and place value

Leverage: knowledge and skills that are valued in multiple disciplines, such as reading informational text in other subject areas and unit rate problems in math that are used for science

Readiness: knowledge and skills that are necessary for success in the next grade level or next unit of instruction, such as letter-sound recognition and logarithms

Table 2-3 English Language Arts Test Blueprints for Grades 3-8

Domain (Reporting Category)	DOK	Total Points by Grade					
		3	4	5	6	7	8
Reading		22	24	24	24	24	24
Key Ideas and Details	Gr 3: 1-3 Gr.4-8: 2-3	6-12	6-12	6-12	6-12	6-12	6-12
Craft and Structure/ Integration of Knowledge and Ideas	All grades: 2-3	4-10	4-10	4-10	4-10	4-10	4-10
Vocabulary Use- Includes Language Standards 4 and 5	Gr.3-5: 1-3 Gr. 6-8: 2-3	4-6	4-6	4-6	4-6	4-6	4-6
Literature		About 60%	About 60%	About 60%	About 50%	About 50%	About 50%
Informational Text		About 40%	About 40%	About 40%	About 50%	About 50%	About 50%
Writing/Language		24	24	24	24	24	24
Text Types and Purposes/ Text Dependent Analysis	All grades: 2-3	10-14	10-14	10-14	10-14	10-14	10-14
Research	All grades: 2-3	6-8	6-8	6-8	6-8	6-8	6-8
Language Conventions	All grades: 2-3	6-8	6-8	6-8	6-8	6-8	6-8
Listening	All grades: 2-3	7	8	8	8	8	8
ELA Points Total		53	56	56	56	56	56

Informational Text Standards--ELA

(Source: Excerpted from the Common Core State Standards Initiative, accessed at www.corestandards.org on April 17, 2013)

Grade-3 Reading: Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause and effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade-3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause–effect, first, second, and third order in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history–social studies, science, and technical texts, at the high end of the grades 2 to 3 text complexity band independently and proficiently.

Grade-8 Informational Text

Key Ideas and Details

1. Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine the central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories.)

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation

Range and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction at the high end of grade 6 to 8 text complexity band independently and proficiently.

Grades 11–12 Informational Text

Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the reasoning in seminal U.S. texts including the application of constitutional principles and use the legal reasoning (e.g., the U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works or public advocacy (e.g., *The Federalist*, presidential addresses).
9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range and Level of Text Complexity

10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, reading and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

What is Consensus?

A group has arrived at consensus when two criteria are met:

1. Points of view have not merely been heard, but have been actively solicited.
2. The will of the group is evident ***even to those who most oppose it.***

--Learning By Doing, p.32

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Ways to Come to Consensus

- If everyone believes it is **essential** or **not essential**, the decision is easy!
- If one or more team members has a different opinion, listen to the reasons (e.g., is it introduced rather than mastered).
- Read the standards for grade levels before and after yours.
- Clarify why by using the criteria: endurance, leverage, and readiness.
- Consider if there are other standards that are similar.

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Disciplinary Literacy

- Because all content areas are responsible for reading and writing, it's important that all teams consider the literacy standards they will "own".
- You, as leaders, should make sure that teams have copies of the literacy standards that apply to them while doing this initial work.

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con·sen·sus

/ken sensus/

noun

a general agreement.
"a consensus view"

synonyms:

agreement, harmony, concord, like-mindedness, concurrence, consent, common consent, accord, unison, unity, unanimity, oneness, solidarity



The Team Process

- Team members should include all teachers who are teaching this course or grade level.
- Start by having each team member *silently* identify the standards they believe should be on the “essential” list.
- Once all team members have chosen their essential standards, the team must come to consensus on the final *draft* list.
- Teams should consider their current data reality. What are the strengths and weaknesses?
- Team members must be “students of the standards” by considering any blueprints or testing guides available.

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Examine Released Information

- Examine the documents from your state test to make sure you have a similar emphasis as they do.
- Blueprints provide information about what will be assessed on the end-of-the-year tests.
- Sample items show the rigor of questions and the text styles that will be used.

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School or District Level Work

- After each team has chosen their draft list of essential standards, they need to vertically align them with other school/district teams.

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Vertical Alignment

- When each team has completed the process of choosing a draft set of essential standards, it is important that they take time to talk with those teachers before and after their grade level or course to make sure that there isn't too much redundancy or gaps in what's being assessed and guaranteed.

Protocol Page 48 in Make It Happen

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How Long Will This Take?

- The team process usually takes several hours and can be completed in a half-day session or over 4-5 planning periods.
- The vertical alignment typically occurs when the whole staff is together. A half-day session is usually sufficient.
- These two steps do NOT have to occur in close proximity of time.

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Are You a Singleton?

- Singletons are teachers who are the only person who teaches a course or grade level in his/her school.
- For example, the only one who teaches first grade, or accelerated 6th grade math, or high school ceramics.
- Singleton teachers choose their essential standards and then collaboratively work with colleagues using the vertical alignment steps.

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Misconception Alert!

Teachers will still teach **all** the standards for their courses or grade levels.

Essential standards represent the standards that will be **frequently and formatively assessed** and that students will receive **additional time and support** for when they have not demonstrated mastery.



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Misconception Alert!

Identifying **essential standards** does not lower the rigor of the curriculum.

Teachers should not choose the **easiest** standards.

Rather, they should choose the **most important** and then establish **high expectations** for **all** students to achieve!



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Misconception Alert!

Identifying **essential standards** *does not mean* that teachers will become clones of each other.

Teachers still choose to teach how they wish to teach.

However, **what** they teach is agreed upon by the team.



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"Publishing" the Essential Standards

- Once the school/district has determined their essential standards, they should make sure students know what they are.
- Learning targets (written in student friendly language) should be posted with each lesson.
- Students can keep track of their own learning on essential targets.
- Parents should have access to the list of essential standards and should understand what they mean.

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This Work Will Impact Your Pacing Guides

- Teams should plan to spend more time on essential standards which leaves less time for the supporting standards.
- All students must master the essential standards.
- Some students will learn the essentials plus a few of the supporting standards; some will learn the essentials and a lot of the supporting standards.

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What's Your Action Plan?

	Leaders' Action Steps	Timeline	Teams' Action Steps	Timeline
Understanding Why We Need Essential Standards				
Identifying the Essential Standards				
Using Essential Standards in our work				
Understanding Unwrapping Why/How				
Engaging in the Unwrapping Process				
Gathering Evidence				

Unwrapping the Standards

Why Do We Unwrap the Standards?

- The process of unwrapping helps teams to have a common understanding of the meaning of the standards.
- It results in understanding the learning targets that must be learned to master the standards.
- It helps teams come to agreement about what proficiency looks like.
- Formative assessments are written around learning targets; summative around standards.

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What Are Learning Targets?

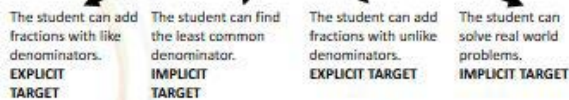
- **Learning targets** are the increments of learning that make up the journey to achieving the overall standard.
- They include all of the skills and concepts students must acquire to master the standard.
- Common formative assessments are designed around learning targets rather than standards.
- Learning targets may be written as "I can" statements in student-friendly language.

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What Is A Target?



The student can add fractions with like and unlike denominators.



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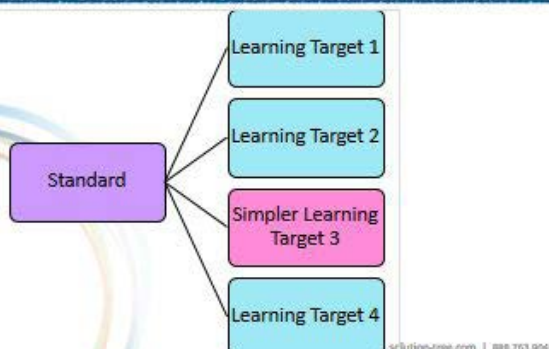
Formative Assessment

An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about next steps in instruction *that are likely to be better, or better founded, than the decisions they would have made in the absence of evidence.*

Dylan William, Embedded Formative Assessment, 2011

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Developing a Formative Assessment



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Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Compare and contrast a firsthand and secondhand account of the same event or topic.

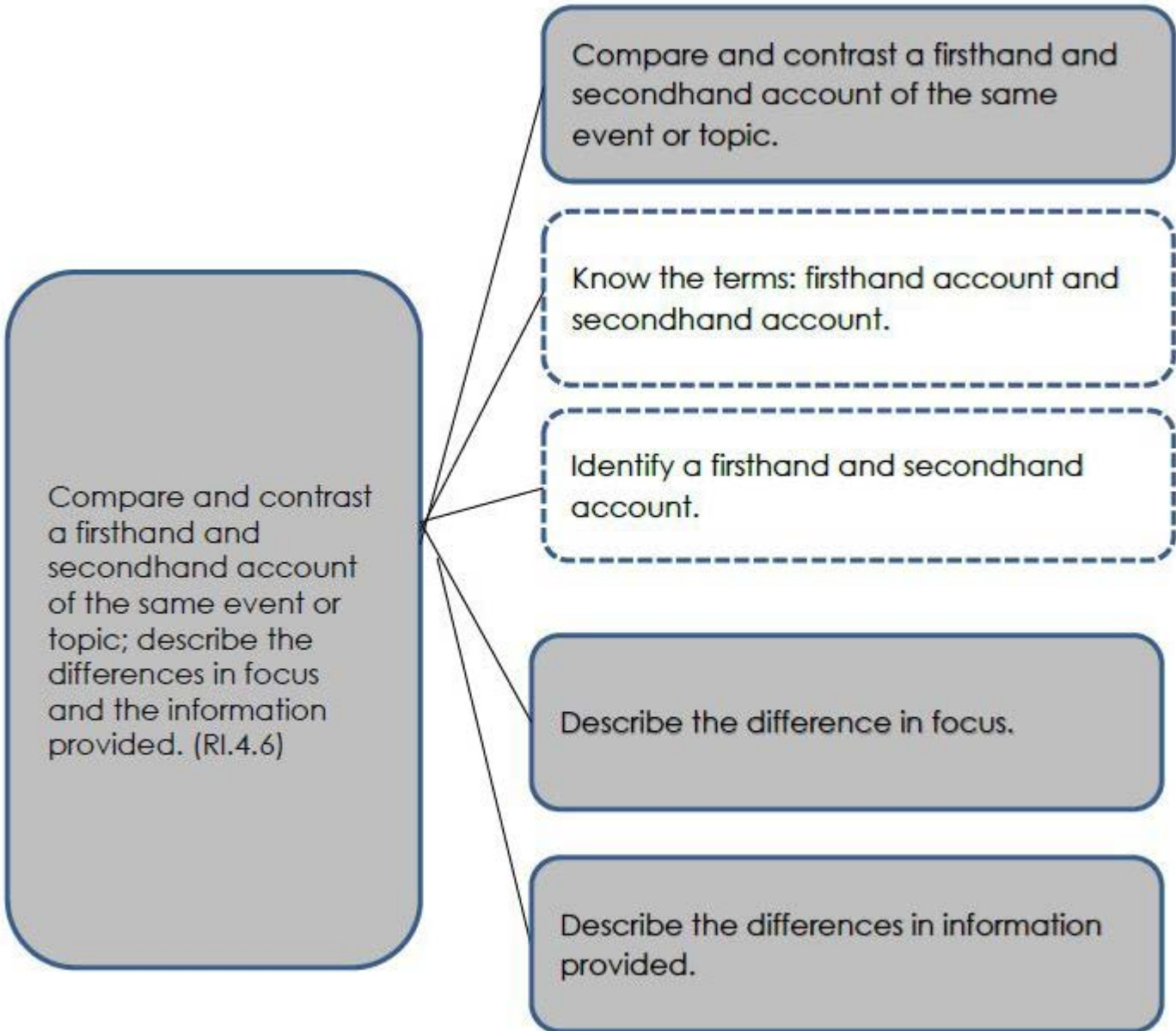
Know the terms: firsthand account, secondhand account.

Identify a firsthand account and secondhand account.

Describe the differences in focus.

Describe the differences in information provided.

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Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-2)

Develop a model of a cell to describe the function of the cell as a whole and describe the ways parts of the cell contribute to the function.

Use a model of a cell to describe the function of the cell as a whole.

Define and describe osmosis and diffusion.

Explain how osmosis and diffusion affect cell transport.

Use a model of a cell to describe the ways parts of the cell contribute to the function.

Know the names and functions of cell organelles.

Protocol for Unwrapping Standards

Finding the Learning Targets to Teach and Assess

1. Circle the verbs (skills).
2. Underline the nouns (concepts) to be taught.
3. Double underline any prepositional phrase (context).
4. Write separately each verb (skills) and noun (concept) combination as separate learning target.
5. If a prepositional phrase (the context) is included at the beginning or the end of the standard, include it in the target.
6. **Examine** each learning target asking the following questions:
 - a. What are the instructional and assessment implications of this target?
 - b. What would it look like to teach this target in the classroom (setting, materials strategies)?
 - c. Is the skill measurable? What would the assessment look like? Do you need to change the verb to make it more measurable?
7. After examining the instructional and assessment implications, are there any targets that are **implicit** or not directly stated in the standard that should be included?



Unwrapping Template

Standard: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6)

What will Students Do? (skills or verbs)	With What Knowledge or Concept? (nouns or direct instruction)	In What Context?	DOK	Common Formative Assessment
Compare and contrast	A firsthand and secondhand account	Of the same event or topic	2	
Know	The terms firsthand and secondhand		1	
Identify	A firsthand and secondhand account		2	
Describe	The difference in focus		3	
Describe	The differences in information provided		3	

Summative Assessment:

Cell Unit Standards

<p>Standard(s) to be addressed: Conduct an investigation to provide evidence that living things are made up of cells; either one cell or many different cells. (MS-LS1.1)</p> <p>Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS-1.2)</p>			
<p>Context/ conditions (what text, problem type, or situation will students encounter?):</p>	<p>Students have been introduced to the use of a microscope and have learned the steps to the scientific method. In this unit they will use both of those skills. They've used models to explain phenomena but have not developed their own model before.</p>		
Learning Target		DOK	Assessment
<p>Concepts or information that students need to know:</p>	<ul style="list-style-type: none"> •Definition of a cell •Know what makes something living •Unicellular organisms vs. multicellular organisms •Cell organelles •Define and describe osmosis and diffusion •Plant versus animal cells <p>Big Idea: All living things are made up of cells. More complex animals and plants have many different kinds of cells. Cells have parts called organelles that carry out a variety of functions</p>	<p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p>	

<p>Skills students will demonstrate</p>	<ul style="list-style-type: none"> •Distinguish living and non-living things •Develop and use a model to describe the function of a cell as a whole •Develop a model to describe how parts of a cell contribute to the function •Use a model to describe how parts of a cell contribute to the function •Explain how osmosis and diffusion affect cell transport 	<p>2</p> <p>2</p> <p>2</p> <p>3</p> <p>3</p>	
<p>Academic Language/ Vocabulary</p>	<p>Cell Nucleus, chloroplasts mitochondria, cell wall cell membrane</p>		

Unwrapping Template

Standard:

What will Students Do? (skills or verbs)	With What Knowledge or Concept? (nouns or direct instruction)	In What Context?	DOK	Common Formative Assessment

Summative Assessment:

Standard(s) to be addressed:

Context/conditions

Learning Target

DOK

Assessment

Concepts or information that students need to know:

Big Idea:

Skills students will demonstrate

Academic Language/
Vocabulary

Sample Standards

Math, Grade K: Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition and decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten one and one, two, three, four, five, six, seven, eight, or nine ones. (K.NBT.1)

ELA, Grade 1: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)

Math, Grade 2: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (2.OA.4)

ELA, Grade 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade appropriate irregularly spelled words. (RF.3.3)

Math, Grade 3: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (3.NF.1)

ELA, Grade 4: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)

Writing, Grade 5: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

ELA, Grade 6: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (RI.6.8)

Math, Grade 7: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

ELA for Social Studies and History, Grade 8: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Reading Science and Technical Subjects, Grades 6-8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Math, Algebra I: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

ELA Grade 10, Science and Technical Subjects: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

ELA, Grade 9-10: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

HS Social Studies: Understand the impact of increases in wages or a change in government policy (new taxes, interest rate, subsidies) on consumers, producers, workers, savers and investors.

MS Science: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

Reading for Literacy in Science, Grades 11-12: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying

the data when possible and corroborating or challenging conclusions with other sources of information.

Using Webb's Depth of Knowledge to Discuss Proficiency

Level 1	Recall Recall of a fact, information, or procedure.
Level 2	Skill/Concept Use information or conceptual knowledge, two or more steps, etc.
Level 3	Strategic Thinking Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer.
Level 4	Extended Thinking Requires an investigation, time to think and process Multiple conditions of the problem.

	Social Studies	ELA
DOK 1	<ul style="list-style-type: none"> •recall facts, terms, concepts, trends •recognize or identify specific information contained in maps, charts, tables, graphs, or diagrams 	<ul style="list-style-type: none"> •identify figurative language •fluency •know vocabulary •use punctuation correctly
DOK 2	<ul style="list-style-type: none"> •compare or contrast people, places, events and concepts •convert information from one form to another •give an example •classify or sort items into meaningful categories •describe, interpret, or explain issue and problems, patterns, reasons, cause and effect, significance or impact, points of view 	<ul style="list-style-type: none"> •low level comprehension (right there questions) •simple inferences •using context clues •predict outcome •summarizing •first draft writing •notetaking •outlining
DOK 3	<ul style="list-style-type: none"> •use evidence •draw conclusions •apply concepts to new situations •use concepts to solve problems •analyze similarities and differences in issues and problems •propose and evaluate solutions to problems •recognize and explain misconceptions •make connections across time and place to explain a concept. 	<ul style="list-style-type: none"> •explain, generalize, or connect ideas •how author's purpose affects the text •summarize info from several sources •identify abstract themes •writing for different purposes (awareness of audience) •using complex structures and ideas in writing
DOK 4	<ul style="list-style-type: none"> •analyze and synthesize information from multiple sources •examine and explain alternate perspectives •illustrate how common themes and concepts are found across time and place •make predictions with evidence •develop a logical argument •plan an develop solutions to problems 	<ul style="list-style-type: none"> •analyze and synthesize from multiple sources •explain alternate perspective from a variety of sources •Define similar themes over a variety of texts •writing with voice •writing with information from a variety of sources

	Math	Science
DOK 1	<ul style="list-style-type: none"> • knowing math facts • apply an algorithm or formula 	<ul style="list-style-type: none"> • definition • simple procedure (one step) • know a formula • represent in words or diagrams a concept or relationship
DOK 2	<ul style="list-style-type: none"> • make a decision about how to approach a problem • at least 2 step problems • interpret info from table or graph (simple) 	<ul style="list-style-type: none"> • specify and explain the relationship between facts, terms properties, or variables • Describe and explain examples and non-examples of science concepts • Select a procedure according to specified criteria and perform it • Formulate routine problem given data and conditions • Organize, represent, and interpret data
DOK 3	<ul style="list-style-type: none"> • make conjectures • draw conclusions • justify reasoning especially when tasks have more than one right answer • citing evidence 	<ul style="list-style-type: none"> • Explain their thinking about an answer • Identify research questions and design investigations for a scientific problem • Solve non-routine problems • Develop a scientific model for a complex situation • Form conclusions from experimental data
DOK 4	<ul style="list-style-type: none"> • requires complex thinking over a period of time (with different tasks) • requires planning • making connections between a finding and related concepts • critiquing design 	<ul style="list-style-type: none"> • complex reasoning, experimental design and planning • Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables. • Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions




Coaching Tips

As you work with teams in the unwrapping process, you may encounter some challenges. The following are five common challenges and ideas for how to facilitate conversations around these concerns.

1. **Oversimplification:** At times, teams simply reorganize the standard and put it into the template rather than really thinking about what it would take for a student to successfully demonstrate the standard in action. The coach should ask, “What is the end in mind for this standard?” He or she should reference the essential standards documents that describe end-of-year proficiency. The coach should go on to ask, “What would it really take for students to get there? What would they have to learn about? What would they need to specifically achieve that final product?”
2. **Leaping:** The progression of learning isn’t represented because several learning targets weren’t included or team members weren’t reading between the lines. The coach should ask, “What smaller skills or concepts would be necessary to accomplish this larger task?”
3. **Partial thinking:** The targets that the unwrapping process identifies doesn’t get to the standard ceiling. In other words, team members focus on the simpler skills or concepts and don’t include all aspects of the standard. The coach should ask, “Does this set of learning targets seem to reach the most rigorous parts of this standard? Does it align to the end-of-year picture of proficiency created in the essential standards document?”
4. **A focus on the activity or teaching strategy instead of the learning:** Teams often stray in their focus toward lesson planning ideas or activities instead of the purpose of unwrapping—clarifying the intent of the standard and the smaller pieces of learning (learning targets) students must attain to achieve that standard. The coach should ask, “When you look at the end in mind for this unit of study, what smaller skills will students need to have? What concepts do they need to learn? Before we move into *how* we will teach those things, let’s decide what those things are so we’re designing our instruction and assessment accurately.”
5. **Pushback:** A coach may encounter situations in which teachers have already engaged in some type of unwrapping, possibly not connected to other parts of the process (such as designing instruction or assessment). They may see it as busywork disconnected from other parts of the process and are reluctant to engage in the process. The coach should ask, “What was the value of unwrapping this standard? How did it help you become clearer regarding the intent of the standard and the smaller pieces? How might this help as you design your instruction and assessment? How might this help students?” The coach should ask the last question following the experience of collaborative unwrapping of a standard. Teams should unwrap a standard that teachers will emphasize in an upcoming unit of study so there is immediate value and relevance.

Team Action Plan: Documenting the Journey

 <p>Chris Jakicic Aug 22\23</p>	District Name: School Name:	Team member: Team member: Team member: Team member:	Team member: Team member: Team member: Team member:	
<p>What specific steps will we strive to accomplish between today and the next <i>Leading for Learning Series</i> event?</p>				
<p>WHAT will we do?</p>		<p>WHO will be responsible for the step?</p>	<p>WHEN? (Projected Timeline)</p>	<p>HOW will we measure progress?</p>

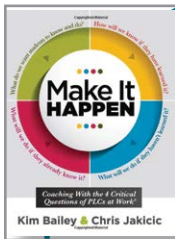
Add more rows as necessary.

Continuous improvement is a journey. Some of your planned action steps will meet with success; others will need to be adjusted, and still others may eventually be abandoned. We will revisit your Action Plan at the beginning of the October Leading for Learning event.

Team Action Plan: **Documenting the Journey**

REFLECT		
Brief summary of progress since the previous event. <ul style="list-style-type: none">• <i>Enter response here</i>	What will we continue? <ul style="list-style-type: none">• <i>Enter response here</i>	What will we revise or abandon? <ul style="list-style-type: none">• <i>Enter response here</i>


CONTINUE THE JOURNEY



Extended Professional Learning

DPI is honored to make the *Leading for Learning* professional development series available to you at no cost. As a participant, you will have access to nationally-recognized educational leaders, receive four textbooks, and be able to access the Solution Tree Global PD online learning portal to support your professional learning. In exchange, we ask that you make the most of these opportunities by engaging in extended professional learning in between in each of the events.

Between now and the October event:

- 
1. Develop a plan for your school teams to 1) identify their essential standards; 2) vertically align the chosen essential standards with other teams as appropriate; and 3) begin unwrapping each of these standards.
 2. Bring one unwrapped standard with you to the Oct 15/16 Leading for Learning event.
 3. Read Chapter 2, pages 35-77 in *Make it Happen* and respond to the Coaching Reflection on page 72.
 4. Access Solution Tree Global PD (available to you by mid September). View each of the following videos and discuss the related question with other members of your Guiding Coalition and/or team.

- ***The Work of Collaborative Teams with Janel Keating***

Question for Consideration: When a team answers question #1 (What do we want students to know and do, how does this become the foundation for the rest of the work of our team?

- ***Doing the Right Work: Studying the Standards with Rick and Becky DuFour***

Question for Consideration: How do teams learn together when they are choosing their essential standards?

- ***Common Questions About Unwrapping Standards***

w/Sharon Kramer. Question for Consideration: How does the unwrapping process help teams have a common understanding about what students need to know and do to be proficient. on a standard?



Angela Freese • October 15/16, 2019

Measuring What Matters Most: Gathering Evidence on the Essentials



GLOBAL PD

A POWERFUL PLC TOOL

As a participant in the 2019-20 Leading for Learning Series, you will enjoy FREE access to a Solution Tree's powerful resource: [Global PD](#), a subscription-based product designed to help school districts support professional learning communities and school improvement efforts. Global PD includes tools, templates and dashboards for managing assessments, data and interventions. Your subscription will open the door to hundreds of books and videos on professional learning, communities, leadership, response to intervention (RTI), assessment, English language arts and math.

**Your subscription and access information for Global PD will arrive by email.
Watch for an email from Solution Tree!**

Talking Points: Principles of Learning-Centered Evaluation

DPI purposefully designed Educator Effectiveness as a learning system to help educators continuously grow professionally, with the ultimate goal of improving outcomes for all students. Starting with the pilot years of the Educator Effectiveness System in 2012-13, [external evaluation studies](#) have helped inform DPI and educators across the state. The following findings are based on this extensive evidence base as well as related national studies.

In July, Charlotte Danielson said, “I continue to be impressed with Wisconsin’s Educator Effectiveness System.”

In August, Mike Mattos said, “Hopefully, Wisconsin’s efforts will serve as a model to others.”

Across the past five years, **schools have improved their implementation** of Educator Effectiveness as a learning-centered process.

- Leaders have focused on creating time for Educator Effectiveness. Last year, teachers were **three times** more likely to indicate their principal/school provided enough time to focus on Educator Effectiveness than in the first years.
- Leaders have focused Educator Effectiveness time more on observing practice and coaching. Across this time, the number of teachers receiving verbal feedback or coaching conversations at least **twice** a year has **more than doubled** (16% to 43%).
- Leaders have improved as instructional leaders and coaches. A principal in the **average school** in 2018 provides more useful performance feedback to teachers than principals in **83% of all schools** in 2016.

Schools implementing Educator Effectiveness as a learning-centered process are more likely to focus on continuous improvement, growth, and risk-taking, as well as provide time and resources for coaching, collaboration, and learning.

- Teachers in these schools view their principals as more effective leaders. Implementing Educator Effectiveness well is a **necessary condition** for teachers to view their principal as an effective leader.
- An effective leader explains teacher retention. Of the factors studied in the statewide evaluation of Educator Effectiveness, the job satisfaction of novice teachers was **entirely determined** by the implementation of Educator Effectiveness. Teachers in schools receiving more feedback are more satisfied and committed to their school.

When a school implements Educator Effectiveness as a learning-centered process, it WORKS!

- Used as a learning process, teachers are more likely to believe Educator Effectiveness will impact them and their students.
- Believing Educator Effectiveness is a learning-centered process, principals provide more time and resources for teachers to use Educator Effectiveness as a learning process.
- Teachers believe Educator Effectiveness will impact their practice and student outcomes if its implemented as a learning process and principals provide the time to do the work of

For clickable links, visit <https://drive.google.com/open?id=1iJZijKBPRH7heExRp4jTr9pY4jyj49lo>

Talking Points: Principles of Learning-Centered Evaluation

Educator Effectiveness, so they are more likely to use the learning from Educator Effectiveness.

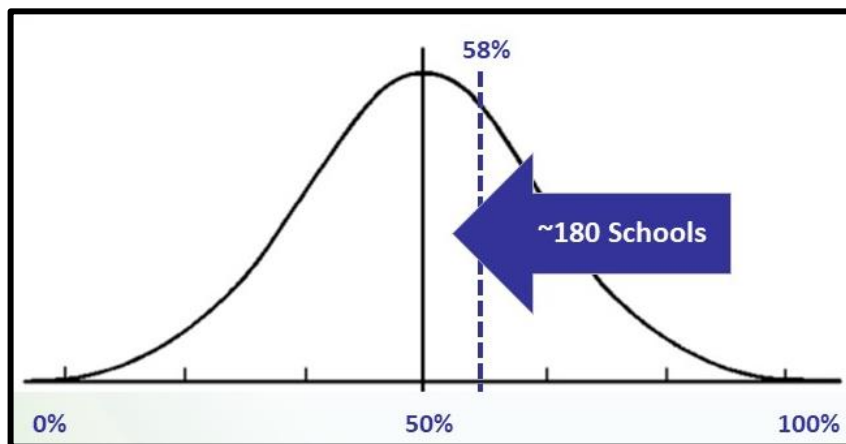
- Teachers' use of new instructional strategies or strategies resulting from feedback has increased since the implementation of Educator Effectiveness.

Every time an individual school improves its implementation of Educator Effectiveness, student achievement in that school improves SIGNIFICANTLY!

Student Achievement Improves in Learning-Centered Schools

- Principal implementation of Educator Effectiveness impacts student growth. The more teachers view their principal's feedback as accurate and useful, and the more opportunities principals give teachers to use the feedback, the more teachers grow and use the feedback, **resulting in greater student growth** in both reading and math.

Schools that increased their teachers' use of Educator Effectiveness feedback **in just one way** (e.g., trying new instructional strategies in classrooms or seeking professional development opportunities based on principal feedback) improved their student achievement percentile school ranking **8 percentage points**. For instance, a school that started at the 50th percentile would move to the 58th percentile.



This growth equates to the impact of adding **22 additional instructional days** in the school year. In schools where teachers historically used feedback more AND increased feedback use, student achievement improved at a level comparable to adding **37 days of instruction**.

Wisconsin has not seen a huge statewide growth in achievement because implementation of Educator Effectiveness still has plenty of room for growth (despite improvements to date). As we continue to see statewide improvements of implementation of Educator Effectiveness, we will likely see significant impact on statewide student achievement in both reading and math.



For clickable links, visit <https://drive.google.com/open?id=1iJZijKBPRH7heExRp4jTr9pY4jyi49lo>

Talking Points: Principles of Learning-Centered Evaluation

Because of this potential impact, we all need to work together to improve implementation of Educator Effectiveness statewide.

So, how does OUR district improve implementation of Educator Effectiveness to achieve these same results?

First: Make sure your district supports your principals' ongoing learning and continuous improvement through a learning-centered principal Educator Effectiveness process.

- *In learning-centered districts, everyone is a learner.* Principals serve as instructional leaders and key principal responsibilities include observing and coaching teachers (as noted above). But this role is difficult to do well (and still relatively new). **Principals need their own opportunities to learn and improve these skills through timely feedback, coaching, and supports from principal supervisors.**
 - Review [this report by the National Association of Secondary Principals](#) in which a focus group of current principals identifies five strategies to increase principal retention, which include: 1) making high-quality professional learning opportunities available; and 2) “providing evaluations characterized by timely and formative feedback that can help principals set meaningful goals and improve their leadership.”
 - **If implemented as a learning-centered evaluation, principal Educator Effectiveness processes meet these needs.**
- The principal supervisor becomes a coach. National research, including [this report by Vanderbilt University and Mathematica Policy Research](#), identify the need to modify the role of principal supervisors to that of “coach.” The Vanderbilt and Mathematica report identifies key strategies to do this successfully in order to support principals.

“Most principal supervisors now spend the largest share of their time in schools engaging in newly developed routines and practices, such as participating in classroom walk-throughs, coaching principals, and providing ongoing feedback. In some districts, they also work with assistant principals or school leadership teams. They focus less on administration and building operations than in the past. They also focus less on compliance activities, such as monitoring supplies and ensuring district and state forms are completed correctly and submitted on time. Principal supervisors also consistently meet with groups of principals to provide opportunities for collaborative learning.”
- In the past, opportunities for principal supervisors to learn how to implement a learning-centered Educator Effectiveness process for principals have been rare, at best. To support this work, principal supervisors must have opportunities to receive their own learning and improve their ability to coach principals effectively.



For clickable links, visit <https://drive.google.com/open?id=1iJZijKBPRH7heExRp4jTr9pY4jyi49lo>

Talking Points: Principles of Learning-Centered Evaluation

In 2019-20, DPI has prioritized the support of principal supervisors at their local CESAs and through their professional associations.

- DPI believes that a learning-centered principal Educator Effectiveness process will yield similar findings as those reported above on a learning-centered teacher evaluation. In 2019-20, DPI will begin a learning-centered principal evaluation study to test the hypothesis that a learning-centered Educator Effectiveness growth-focused Educator Effectiveness System for principals will support principal retention and improve principal practice, thereby improving teacher practices and student outcomes.

Second: Focus on improving local implementation of the five principles of a learning-centered process at the district and school levels.

- 1. Build trust across the district and school communities to ensure that all educators feel safe taking the risk necessary to: 1) set rigorous and ambitious learning goals for themselves and their learners; 2) invite observations of practice and participate actively in coaching conversations, 3) participate actively in collaborative learning communities; and 4) accept “failure” as a learning opportunity.**
 - Trust is the foundation necessary for effective learning communities. Building trust is the first and foremost priority—all educators (administrators and teachers alike) must work continuously to collaboratively build and maintain trust. DPI has created a module to help [build trust](#) locally.
 - Transparency and communication of a learning community’s vision and mission, as well as all priorities, policies, and decisions are key.
 - Evaluators build trust and credibility by participating in observer training and certification processes to identify levels of practice effectively and consistently, as well as observing and facilitating coaching conversations regularly using the common vocabulary of rubric components for growth.
 - Additionally, educators build trust by working together to share successes, troubleshoot challenges, and find solutions together. Administrators should prioritize and actively support distributed leadership and professional learning communities.
 - Trust breaks down when administrators or educators fail to apply the above principles, or when the System is used either inconsistently or to compare educators in “high-stakes” environments. For more information, refer to page 23 in the [Wisconsin Educator Effectiveness System Policy Guide](#) under, “Using Educator Effectiveness Decisions for High-Stakes Decisions.”
- 2. Use common, research-based frameworks of practice, such as Charlotte Danielson’s Framework for Teaching and Wisconsin’s Framework for Principal Leadership.**

Talking Points: Principles of Learning-Centered Evaluation

- Research has defined, confirmed, and validated the elements of effective principal and teacher practice.
 - [Charlotte Danielson’s Framework for Teaching](#) is a widely studied teaching framework with consistent validity evidence backing its use to identify current levels of practice and inform continued improvement. [Wisconsin’s Framework for Principal Leadership](#) is also one of the few frameworks for principal practice supported with validity evidence. The rubric is also well suited to identify current levels of principal practice and inform continued improvement.
 - When applied correctly and consistently as part of a learning-centered environment, these frameworks can improve educator practice and impact student learning in a positive way. Educators can use the frameworks to identify their own strengths and weaknesses, and understand steps for improvement. Evaluators can support educator growth by using the language of the frameworks to facilitate quality, learning-centered coaching conversations.
 - When professional development and professional learning communities align to and draw upon the frameworks, and all educators share the language of the frameworks when discussing practice, educators have a clear vision of expectations and how to reach them.
 - The frameworks will not fully support practice if they are not embedded within conversations about practice: if evaluators do not coach to the critical attribute level to provide the most detailed and specific strategies for growth or if they are not used as part of a learning-centered process (i.e., used infrequently or as part of an accountability or compliance approach to Educator Effectiveness).
- 3. Support educators’ development, implementation, and monitoring of individualized, authentic, and ambitious Professional Practice and School or Student Learning Objectives based on their unique context and data.**
- Teachers review historical student achievement data to identify trends across time which indicate an area for growth relative to practice, and then correlate that with prior feedback regarding their practice from observations. Based on this review, teachers develop a SMARTER (specific, measurable, ambitious, relevant, time-based, and equitable) goal for their current students, as well as the specific practices they will change or improve to ensure students meet the goal. Refer to [Writing a Quality SLO](#) and the [User Guide for Teachers, Teacher Supervisors, and Coaches](#) for more information.
 - Principals review historical student achievement data to identify trends across time which indicate a systemic area for growth relative to teacher practice and, as a result, principal practice. Then, they correlate that with prior feedback regarding their practice from observations. Based on this review, principals develop a SMARTER (specific, measurable, ambitious, relevant, time-based, and equitable) goal for current year teachers and students, as well as the specific



For clickable links, visit <https://drive.google.com/open?id=1iJZijKBPRH7heExRp4jTr9pY4jyi49lo>

Talking Points: Principles of Learning-Centered Evaluation

practices they will change or improve to teachers support students in meeting the goal. Refer to [Writing a Quality SLO](#) and the [User Guide for Principals, Principal Supervisors, and Coaches](#) for more information.

- A [recent study](#) by Arizona State’s David Welsh, PhD, indicates that self-set goals lead to enthusiasm and excitement, whereas goals set by another person increase anxiety and exhaustion, reduce compliance and performance, and increase the likelihood for burnout and turnover (Welsh, 2019).¹ As noted above, the evaluation of Wisconsin’s Educator Effectiveness System supports this finding. Learning-centered evaluation processes can increase retention.
- In order to support continuous improvement across the system (i.e., classroom, school, and district levels), goals should align. Alignment differs from dictating or requiring a goal that does not support an educator’s unique role, context, or data.
- If goals, and the resulting Educator Effectiveness Plan, do not inform daily instructional practices or are not part of regular professional conversations (e.g., professional learning communities or coaching conversations), they will not impact practice or learning. Supervisors revisiting goals only three times a year represents a compliance process, not a learning-centered process, and may have limited impact.

4. In a learning-centered Educator Effectiveness process, **EVERYONE** is a learner and learning is defined as a high-quality continuous improvement process.

- A continuous improvement cycle includes four primary processes: Plan, Do, Check, and Act. Refer to the [Teacher](#) and [Principal](#) User Guides for more guidance on how to implement Educator Effectiveness as a continuous improvement process.
- The continuous improvement process starts with the development of an individualized and authentic SMARTE Educator Effectiveness Plan. The development of an Educator Effectiveness Plan requires educators to review data, set outcomes, and plan instructional changes to impact the goals and overall plan.
- To “Do,” educators try proposed strategies from their plan as part of their daily instructional or leadership practices. Educators must include new or different strategies. More of the same will not change student outcomes. During daily instruction, educators must use formative practices (e.g., student performance, student work, conversations with students, etc.) to assess student understanding. Principals formatively assess teachers through frequent observations and coaching conversations across the cycle.

¹ Welsh, D. T., Baer, M. D., & Sessions, H. (2019). Hot pursuit: The affective consequences of organization-set versus self-set goals for emotional exhaustion and citizenship behavior. *Journal of Applied Psychology*. doi:10.1037/apl0000429

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- To “Check,” educators review the data collected from their formative assessments to determine understanding. Teachers identify students who met the standard and plan extension activities and identify students who did not meet the standard and plan acceleration activities and instruction. Teachers can do this individually or in professional learning communities to draw upon the expertise of colleagues. Principals review notes from observations of teachers to inform a high-quality coaching conversation designed to leverage areas of strength to improve areas for growth. Principals also review notes from coaching conversations to identify areas of focus and look-fors for future observations.
- To “Act,” educators follow through with the actions identified during their review of formative data from the “Check” process. This becomes the next round of “Do” to be “Checked” and, thus, the cycle continues.
- Cycles of continuous improvement only work when educators feel comfortable taking risks, abandoning strategies that do not work, and trying new strategies to help students learn. This requires a strong foundation of trust.

5. A learning-centered district embeds Educator Effectiveness in all district and school processes, learning, and decisions.

- District leaders can create an aligned system of development by designing processes across the spectrum of Human Resources with the Educator Effectiveness process in mind. For example, a district can design interview questions that specifically address components of the appropriate framework and incorporate an observation of practice within the hiring process. Drawing upon the data from this hiring process, a district or school can create an individualized and targeted mentoring or induction process for the newly hired candidate based on their unique skills and areas for growth. This work will directly inform the educator’s Educator Effectiveness Plan and ongoing development.
- Coaching conversations provide individualized, meaningful, and effective feedback and support learning at the individual level. Principals and district administrators can review Educator Effectiveness data to inform the design, delivery, and evaluation of schoolwide or districtwide professional development.
- Aligning individual educator goals with school or district improvement goals helps move teaching and learning forward by ensuring that everyone is “rowing in the same direction.” Aligned goals must still be individualized and meaningful to the individual educator’s unique role and context.
- Taking part in the **annual survey** at a minimal level of participation (participation rates of at least 40 percent) allows schools and districts to receive individualized reports representing their educators’ responses as compared to the state average on most survey items. These reports should



For clickable links, visit <https://drive.google.com/open?id=1iJZijKBPRH7heExRp4jTr9pY4jyj49lo>

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directly inform plans to improve local implementation of Educator Effectiveness as a learning-centered process. Administrators can receive technical assistance on this process (e.g., how to read the reports, identify areas of strength and areas for growth regarding implementation, and designing a plan of action) at an [Educator Effectiveness Exchange](#) at their local CESA.

- The System breaks down when Educator Effectiveness is treated as a compliance task or a “separate thing” from school and district priorities.

Third: Draw upon lessons learned from districts participating in the Wisconsin Learning-Centered Teacher Evaluation Study.

ABSTRACT: The evaluation of the Wisconsin Educator Effectiveness System has provided informative state, district and school reports on teacher and principal perceptions of the system. There is much to learn, however, about how schools are carrying out evaluation practices to support educator improvement. This report presents findings from the [Learning-Centered Evaluation Study](#) carried out during the 2017-2018 school year. We examine school-level educator effectiveness practices and outcomes within Wisconsin districts focusing evaluation efforts on educator improvement rather than accountability. The report provides background on the system development in Wisconsin, summarizes our study design, and presents findings on learning-centered practices and observations on how evaluation affects teaching.

RESOURCES

WI Educator Effectiveness System

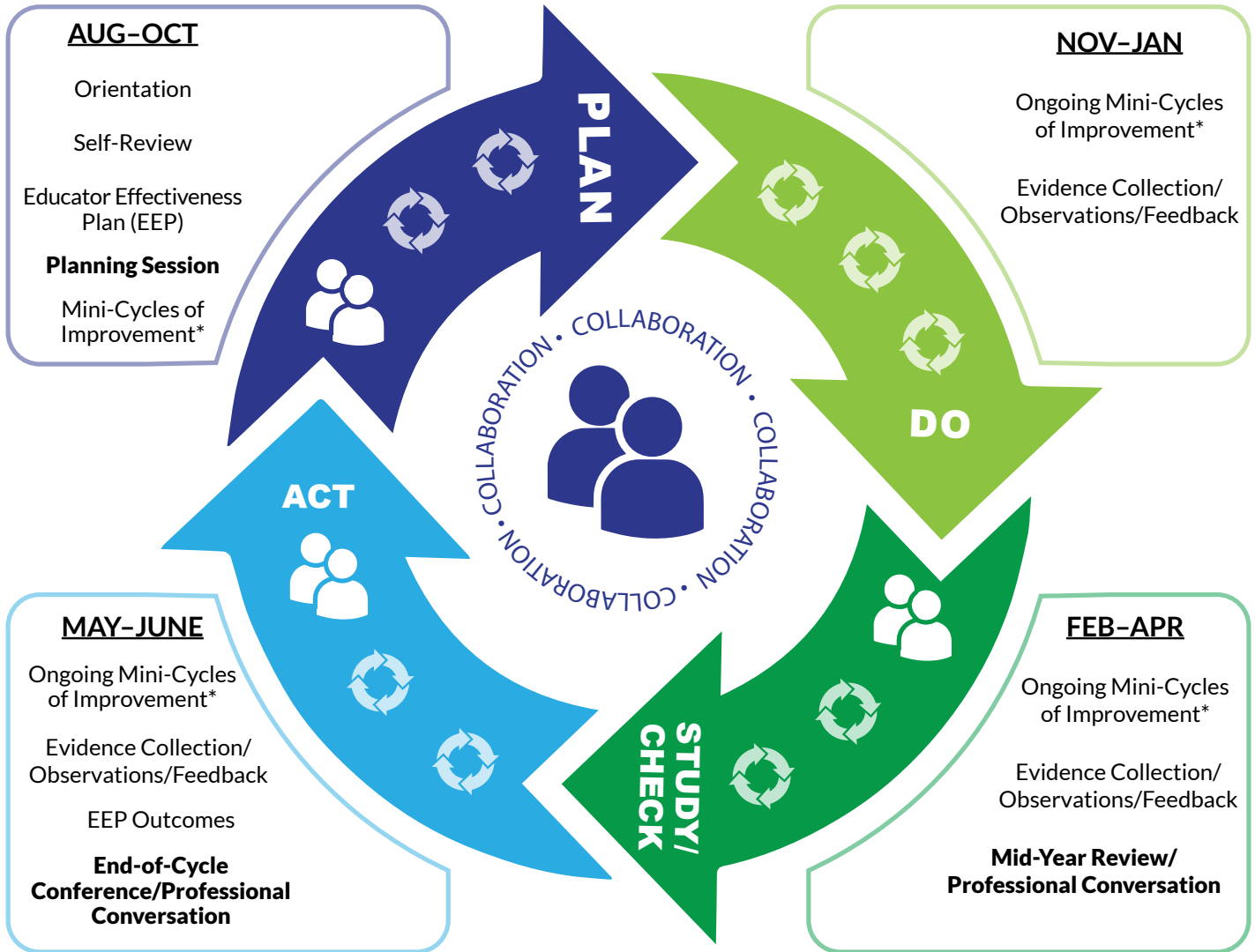
- **DPI Process Guides** – The process guides provide in-depth explanations for the how’s and why’s of the WI EE System state model, including how to incorporate PLC practices, such as common assessment and identifying learning targets to support the SLO. (<https://dpi.wi.gov/ee/process-manuals-forms-guides>)
- **CESA 6 Effectiveness Project process guides** – See above (<https://www.cesa6.org/services/growth-development-center/ep-evaluation-suite.cfm>)
- **Writing a Quality SLO webpage** – This webpage hosts a bevy of SLO resources, including step-by-step guides to completing the SLO process. (<https://dpi.wi.gov/ee/training-tools/eeep-tools/writing-quality-student-school-learning-objectives>)

WI Academic Standards

- **WI’s Guiding Principles for Teaching and Learning** – The WI Guiding Principles for Teaching and Learning ground how WI educators should think about implementing WI Academic Standards in their schools and classrooms. These principles align with the Leading for Learning content (<https://dpi.wi.gov/standards/guiding-principles>).
- **Instructional Materials & Professional Learning (IMPL) Webpage** – This DPI webpage introduces the importance ensuring alignment between instructional materials and the rigorous standards adopted by the district as well as providing the professional learning support necessary for educators to effectively utilize the materials as a continuous improvement strategy. The webpage features briefs on national and Wisconsin research, links to resources for determining the alignment of local materials to standards (such as [EdReports.org](https://www.edreports.org)) and videos from a statewide professional learning experience all about the implementation of high-quality, standards aligned instructional materials. IMPL materials reviews and professional learning can help support the work of Leading for Learning Teams in effectively implementing their work back in their schools and districts. (<https://dpi.wi.gov/impl>)
- **WI Academic Standards** – A link to the WI Academic Standard available on the DPI website to facilitate participants homework (<https://dpi.wi.gov/standards>).

WI Continuous Improvement Resources

- **WI Timeline of Actions for Improving Achievement and Closing Gaps** – A resource for connecting the Leading for Learning Series back into EE, ESSA, and IDEA requirements (<https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/dpi-timeline-raising-achievement-closing-gaps.pdf>).
- **DRAFT Continuous Improvement Process Criteria and Rubric** – A resource for local teams to use to ensure readiness to implement an improvement process, such as Professional Learning Communities, and engage in the Plan-Do-Study-Act process throughout implementation (https://dpi.wi.gov/sites/default/files/imce/continuous-improvement/pdf/CIP_rubric_draft.pdf).



AUG-OCT

Orientation:
Evaluator provides overview of the system measures and processes, sources of support, timelines and schedules.

Self-Review:
Educator analyzes student, school, and personal data to identify areas of strength and those for improvement.

Educator Effectiveness Plan (EEP): Educator creates the EEP.

Planning Session: Review EEP, discuss and adjust goals if necessary, identify evidence sources, actions, and resources needed.

NOV-APR

Evidence Collection/Observation/Feedback:
Evidence collection, observations, and feedback continue throughout the cycle.

Mid-year Review/Professional Conversation:
Review PPG and SLO, adjust goals if necessary.

MAY-JUNE

Goals Outcomes:
Determine degree of success in achieving SLO and PPG based on evidence. Self-score SLO at the attribute level. Evaluator may assign a holistic SLO score in Summary Years.

End-of-Cycle Conference/Professional Conversation:
Receive feedback on PPG and SLO achievement, discuss results on Framework for Teaching (FFT) components, and SLO results. Identify growth areas for upcoming year.



* **Mini-cycles of improvement** are smaller, ongoing cycles of intentional instruction embedded throughout the larger improvement cycle. Each mini-cycle involves goal-setting, collection of evidence related to goals, reflection, and revision. Mini-cycles provide real-time feedback to inform instructional changes, and evidence to support professional conversations with evaluators/coaches during formal check-ins.