

Wisconsin Educator Effectiveness System Readiness Tool

Purpose: The Educator Effectiveness Model Readiness Tool is designed for use by school and district leadership teams for initial and on-going assessment of their school's and district's implementation of the Wisconsin Educator Effectiveness Model. Each item relates to one or more of the necessary components of the model. Initially, the readiness tool can be utilized to gather baseline information regarding the school's or district's ability to implement the model. This information can then inform the development of an action plan for participation in the statewide pilot in 2013-14 and full implementation in 2014-15.

Please score each question based on the five-level criteria below.

Not In Place (NP)	Purpose Building (PB)	Action Planning (A)	Full Implementation (F)	Refinement (R)
<ul style="list-style-type: none"> • No activity occurring in this area 	<ul style="list-style-type: none"> • Identifying needs • Exploring options • Building background knowledge • Answering why • Increasing awareness • Learning about 	<ul style="list-style-type: none"> • Articulating and defining new skills • Training • Answering what, where, who, when & how 	<ul style="list-style-type: none"> • Putting plans into action • Doing the work • Monitoring for fidelity • Providing resources • Changes in staff practice • Providing clarity 	<ul style="list-style-type: none"> • Adapting practice to local context while maintaining fidelity • Building habits and routines

Directions: Read each of the items listed below and determine the appropriate level for your school/district.

Educator Knowledge of the Educator Effectiveness Model

All district leaders understand the Educator Effectiveness Model and can clearly articulate why it is needed, how it will be implemented, and its potential impact.	NP	PB	A	F	R
All principals understand the Educator Effectiveness Model and can articulate why it is needed, how it will be implemented, and its potential impact.	NP	PB	A	F	R
All teachers understand the Educator Effectiveness Model and can articulate why it is needed, how it will be implemented, and its potential impact.	NP	PB	A	F	R
All teachers and their evaluators understand the process for teacher evaluations.	NP	PB	A	F	R
All principals and their evaluators understand the process for principal evaluations.	NP	PB	A	F	R
All teachers understand the student outcome measures of the Educator Effectiveness Model relevant to their position.	NP	PB	A	F	R
All principals understand the student outcome measures of the Educator Effectiveness Model relevant to their position.	NP	PB	A	F	R

Capacity and Infrastructure

The school/district has a clearly defined timeline and process for teacher/principal evaluations.	NP	PB	A	F	R
Educators and evaluators will receive initial and ongoing training on the Educator Effectiveness system.	NP	PB	A	F	R
All teachers and their evaluators understand the timeline for teacher evaluation and have integrated it into their schedules and workloads.	NP	PB	A	F	R
All principals and their evaluators understand the timeline for principal evaluation and have integrated it into their schedules and workloads.	NP	PB	A	F	R
A sufficient number of evaluators are in place to effectively evaluate and provide feedback to all educators.	NP	PB	A	F	R
Personnel have been identified to manage the Educator Effectiveness system at the district level (e.g., human resources, assessment and accountability, information technology).	NP	PB	A	F	R
Personnel have been identified to provide district-level support on the Educator Effectiveness system (e.g., human resources, assessment and accountability, information technology, student services, curriculum and instruction).	NP	PB	A	F	R
District personnel have been identified to provide school-level support on the Educator Effectiveness system (e.g., human resources, assessment and accountability, information technology, student services, curriculum and instruction).	NP	PB	A	F	R
A district Educator Effectiveness lead has been identified to coordinate overall implementation.	NP	PB	A	F	R
School level leads have been identified to support the Educator Effectiveness system within schools and to coordinate with the district lead.	NP	PB	A	F	R
A plan is in place to monitor and improve evaluator consistency on providing feedback and rater agreement.	NP	PB	A	F	R

Communication and Stakeholder Engagement

The district has engaged their internal and external stakeholders in the Educator Effectiveness system.	NP	PB	A	F	R
The district has strategies in place to effectively communicate important milestones and progress to internal audiences, including both proactive and responsive tactics.	NP	PB	A	F	R
The district has strategies in place to effectively communicate important milestones and progress to external audiences (parents, community leaders, media), including both proactive and responsive tactics.	NP	PB	A	F	R
A point person has been identified to lead district communications about the Educator Effectiveness system.	NP	PB	A	F	R
Feedback mechanisms for both internal and external audiences have been identified, monitored, and acted upon.	NP	PB	A	F	R

Resources

The district/school has identified the costs associated with implementing the Educator Effectiveness System (such as data system development, evaluation training, lowering the evaluator/educator ratio).	NP	PB	A	F	R
The district/school has identified resources needed to implement the Educator Effectiveness System.	NP	PB	A	F	R
The district/school has allocated resources to cover costs associated with implementing the Educator Effectiveness System.	NP	PB	A	F	R

Technology

The district is aware of the data needed for collection, storage, and access to facilitate educator effectiveness decisions.	NP	PB	A	F	R
The district has adequate technological infrastructure to implement the Educator Effectiveness System.	NP	PB	A	F	R
A plan is in place to verify student-teacher-course linkages necessary for educator effectiveness outcome measures.	NP	PB	A	F	R
Educators and their evaluators have adequate technology to implement the Educator Effectiveness System.	NP	PB	A	F	R
Educators and their evaluators have access to all necessary online tools for the evaluation process.	NP	PB	A	F	R
Data storage needs for the Educator Effectiveness System have been identified and a data quality plan has been developed.	NP	PB	A	F	R

Goal Setting

Teachers currently engage in a goal setting process that targets both professional practice and student learning; progress towards goals is monitored.	NP	PB	A	F	R
Principals currently engage in a goal setting process that targets both professional practice and student learning; progress towards goals is monitored.	NP	PB	A	F	R
School-based goals (i.e., within School Improvement Plans) and strategies for meeting the goals have been developed and are regularly monitored.	NP	PB	A	F	R

Student Assessments

The district/school provides staff development regarding high-quality student assessment development.	NP	PB	A	F	R
The district/school regularly uses common assessments as evidence of student learning.	NP	PB	A	F	R
The district/school regularly analyzes student assessment data to guide and inform instruction.	NP	PB	A	F	R

Feedback System

Teachers and principals are provided on-going formative feedback regarding teacher/principal practice on a regular basis.	NP	PB	A	F	R
Teacher and principal professional development is based on data and feedback from the teacher/principal evaluation process.	NP	PB	A	F	R