



State of Wisconsin

LEGISLATIVE REFERENCE BUREAU

RESEARCH APPENDIX - **PLEASE DO NOT REMOVE FROM DRAFTING FILE**

Date Transfer Requested: 02/09/2011 (Per: PG)

Compile Draft – Appendix D **... Part I**

A ☞ The 2011 drafting file for
LRB-3476

C ☞ The 2011 drafting file for
LRB-3740

B ☞ The 2011 drafting file for
LRB-3738

D ☞ The 2011 drafting file for
LRB-3814

2011 LRB-3814

has been transferred to the drafting file for

2011 LRB-4017

2011 DRAFTING REQUEST

Bill

Received: **01/05/2012**

Received By: **tkuczens**

Wanted: **As time permits**

Companion to LRB:

For: **Governor 267-9096**

By/Representing: **Michael Brickman**

May Contact:

Drafter: **tkuczens**

Subject: **Education - school boards
Education - state superintendent**

Addl. Drafters:

Extra Copies: **pg**

Submit via email: **YES**

Requester's email: **Michael.Brickman@wisconsin.gov**

Carbon copy (CC:) to: **tracy.kuczenski@legis.wisconsin.gov**

Pre Topic:

No specific pre topic given

Topic:

Educator Effectiveness

Instructions:

See attached

Drafting History:

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/?				_____			S&L
/P1	tkuczens 01/13/2012	jdyer 01/17/2012	phenry 01/17/2012	_____	mbarman 01/17/2012		S&L
	tkuczens 01/20/2012	jdyer 01/20/2012		_____			
/P2	tkuczens 01/31/2012	jdyer 02/01/2012	jmurphy 01/20/2012	_____	sbasford 01/20/2012		S&L

<u>Vers.</u>	<u>Drafted</u>	<u>Reviewed</u>	<u>Typed</u>	<u>Proofed</u>	<u>Submitted</u>	<u>Jacketed</u>	<u>Required</u>
/P3	tkuczens 02/01/2012	kfollett 02/01/2012	phenry 02/01/2012	_____	sbasford 02/01/2012		S&L
/P4	tkuczens 02/02/2012	csicilia 02/03/2012	phenry 02/01/2012	_____	lparisi 02/01/2012		S&L
/P5			jfrantze 02/03/2012	_____	sbasford 02/03/2012		

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<END>

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/P2	tkuczens 01/31/2012	jdyer 02/01/2012	jmurphy 01/20/2012	<i>km 2/3</i> _____	sbasford 01/20/2012		S&L

27 2/3

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/P4			phenry 02/01/2012	_____	lparisi 02/01/2012		

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/PS jgs 2/3
12

<END>

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1 P4/5f
2/1

Handwritten initials: PH, Um

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LRB-3814

01/20/2012 02:56:41 PM

Page 2

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1?	tkuczens	PI/16 jld	1/17 ph	ph/jf			

FE Sent For:

<END>

2012 Education Initiatives

January 2012 Education Package

I. Educator Effectiveness

A. Transparency and Accountability for Teacher Preparation Programs

1. Create a Report Card for each program similar to school and district report cards

a) Based on how students of recent graduates perform based on EE System ?

b) Report card must be prominently displayed on school's homepage and offered along with other admissions materials.

B. Implement Educator Effectiveness recommendations

1. 50% student outcomes with at least 15% of total coming from WKCE scores (where available). The remaining portion will be split equally between local assessments and student learning goals developed jointly by teachers and administrators

2. 50% educator practice based on 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (teachers) and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards (principals).

3. Mandatory reporting to parents if student has a "probationary" teacher three years in a row, otherwise not subject to open records requests.

II. Read to Lead: implement recommendations

A. Require all students to take early childhood screener in 4K and 5K by 2012-13

B. Require DPI to update licensure exam for all elementary educators to one based on MTEL by 2013-14

III. School Accountability

A. Description of report card:

1. Must include measures of value added growth and proficiency

2. Must rate schools on 1-100 corresponding to one of five categories (Exemplary, Above Adequate, Adequate, Below Adequate, Failing)

B. Report card must be prominently displayed on school homepage and offered along with admissions materials

C. If more than 75% of schools are Exemplary or Above Adequate, standards must be raised.

IV. Other Possible Initiatives

A. Alternative Licensure

1. Alternative principal licensure modeled after Colorado's program. Before gaining employment as a principal and enrolling in an alternative preparation program, a candidate must have a bachelor's degree & documented evidence of:

a) A traditional teaching degree and 3+ years of teaching experience;

b) 3+ years teaching as an unlicensed teacher; or

c) 3+ years of other management experience (business, military, etc.)

2. Allow teachers to teach less than full course load if they fulfill other contractual obligations

B. End MPS Residency (SB-34/AB-44) – bill authored by Kestell/Darling would prevent teacher residency from being a condition of employment

Michael Bruckmann x79096
Office of Gov.

2012 Education Initiatives

January 2012 Education Package

I. A Great Teacher in Every Classroom

A. Alternative Licensure (May be a DPI initiative)

1. **PF** Alternative teacher licensure program modeled after Kentucky's "Exceptional Work Experience" provision
 - a) Grants a one-year teaching certificate to those with at least a bachelor's degree and exceptional work experience and a job offer in a school district.
 - b) The teacher then participates in a teacher internship program before receiving full teaching license
 - c) Allow teachers to teach less than full course load if they fulfill other contractual obligations
2. Alternative principal licensure modeled after Colorado's program. Before gaining employment as a principal and enrolling in an alternative preparation program, a candidate must have a bachelor's degree & documented evidence of:
 - a) A traditional teaching degree and 3+ years of teaching experience;
 - b) 3+ years teaching as an unlicensed teacher; or
 - c) 3+ years of other management experience (business, military, etc.)

B. **PF** End MPS Residency (SB-34/AB-44) – bill authored by Kestell/Darling would prevent teacher residency from being a condition of employment

C. Create a tax credit for teachers buying school supplies (2009 SB-111)

D. Transparency and Accountability for Teacher Preparation Programs

1. Create a Report Card for each program similar to school and district report cards
 - a) Based on how students of recent graduates perform on state tests
 - b) Report card must be prominently displayed on school's homepage and offered along with other admissions materials.

E. **PF** Implement Educator Effectiveness recommendations

1. 50% student outcomes with at least 25% of total coming from WKCE scores (where available). The remaining 25% will come from local assessments and student learning goals developed jointly by teachers and administrators
2. 50% educator practice based on 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards (teachers) and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards (principals).
3. Teachers must be rated on 1-100 scale which corresponds to one of four categories: "Needs Improvement", "Developing", "Satisfactory", "Exemplary"
4. Overview of mandatory reporting, and teacher privacy rights

II. **PF** Read to Lead: implement recommendations

A. Require all students to take early childhood screener in 4K and 5K by 2012-13

B. Create a public-private partnership on reading

C. Require all graduating elementary education students to take new MTEL exam by 2013-14

III. **PF** School Accountability

A. Description of report card:

1. Must include measures of value added growth and proficiency
2. Must rate schools on 1-100 corresponding to one of five categories (Exemplary, Above Adequate, Adequate, Below Adequate, Failing)

B. Report card must be prominently displayed on school homepage and offered along with admissions materials

C. If more than 50% of schools are Exemplary or Above Adequate, standards must be raised so if schools received same scores next year, fewer than 50% would be rated as highly.

IV. Remove barriers to virtual expansion

A. Withhold 20% of funding until course is completed

B. Allow students to enroll in individual courses anytime and prevent district veto

C. Allow school boards to give credit for virtual courses taught by non-licensed teachers as long as courses are taught by faculty at accredited higher education institutions or by licensed teachers in another state.

V. Create waiver process for districts to use competency-based learning instead of traditional Carnegie Units

Mass Tests for educator licensure

effective

license renewals?

1

2

3

I. Educator Effectiveness

A. 1. for each teacher prep program -

DOE creates report card?

annually?

when is 1st due?

(a) need more info - (unless intend this vague)

(b) some are private programs & can't require them to display report card on website or other of common materials.

B. 1. "at least 15%" : sh. be all from WKCE scores?

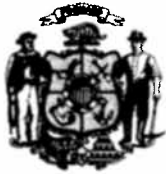
2. what are these: INTASC - ISLLC?

what does "50% educator practice" mean?

3. > what happened to 1-100 scale - the 4 categories?

> sh. must report to parents of pupils who have a prob. teacher next year if the teacher has been graded as probationary in past 3 years? - otherwise all grades of all teachers are exempt from open records law? And not reported to anybody?

arent new teachers likely to be a probationary teachers? If so, why shd 3 year threshold be same for them as for experience teachers?



State of Wisconsin
2011 - 2012 LEGISLATURE



LRB-3814 P1

TKK:

File JLD

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

m 1/13/12
wanted 1/18/12

4

Gen

1 AN ACT ...; relating to: grading teacher preparatory programs, evaluating
2 educator effectiveness, and requiring the exercise of rule-making authority. ✓

Analysis by the Legislative Reference Bureau

This is a preliminary draft. An analysis will be provided in a subsequent version of this draft.

For further information see the *state and local* fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

3 SECTION 1. 115.28 (7) (a) of the statutes is amended to read:

4 115.28 (7) (a) License all teachers for the public schools of the state; make rules
5 establishing standards of attainment and procedures for the examination and
6 licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.192,
7 and 118.195; prescribe by rule standards, requirements, and procedures for the
8 approval of teacher preparatory programs leading to licensure, including a

1 requirement that each teacher preparatory program located in this state annually
 2 submit to the department a list of graduates from the program's most recently
 3 completed term or semester; ✓ file in the state superintendent's office all papers
 4 relating to state teachers' licenses; ✓ and register each such license.

History: 1971 c. 40, 125; 1973 c. 89, 90; 1975 c. 39, 115, 199, 220, 224, 395, 422; 1977 c. 26, 29, 203, 418, 429; 1979 c. 28, 331; 1979 c. 346 ss. 10, 15; 1979 c. 355; 1981 c. 20, 241; 1983 a. 27, 412; 1985 a. 12; 1985 a. 29 ss. 1686m, 1689, 3202 (43); 1987 a. 27, 159; 1989 a. 31, 56, 297, 336, 359; 1991 a. 39, 93, 108, 164, 227, 250, 269, 315; 1993 a. 16, 27, 213, 223, 335, 339, 437, 455, 492; 1995 a. 27 ss. 3847g to 3858, 9126 (19), 9145 (1); 1995 a. 225; 1997 a. 27, 113, 114, 164, 240, 245, 252; 1999 a. 9, 19, 32, 124, 185, 186; 2001 a. 16; 2003 a. 33, 42; 2005 a. 25 ss. 1108, 1855, 1856m, 1856w; 2005 a. 218, 220, 466; 2007 a. 20 ss. 2683 to 2684m, 9121 (6) (a); 2007 a. 68, 222; 2009 a. 28, 64, 99, 220, 302, 329; 2011 a. 32.

....NOTE: I amended s. 115.28 (7) (a) ✓ in order to provide a mechanism for DPI to require teacher preparatory programs to submit a list of graduates to DPI. Okay? Do you want to establish a specific date for the teacher preparatory programs to comply with this requirement?

5 SECTION 2. 115.28 (7g) ✓ of the statutes is created to read:

6 115.28 (7g) EVALUATION OF TEACHER PREPARATORY PROGRAMS. ✓ (a) The state
 7 superintendent shall annually evaluate teacher preparatory programs, located in
 8 this state, that lead to licensure under s. 115.28 (7) (a) by evaluating recent graduates
 9 of the teacher preparatory programs. The evaluation shall be based on the
 10 performance of recent graduates of each program on teacher effectiveness
 11 evaluations conducted as required under s. 120.12 (2m). ✓ The results of the
 12 evaluation shall be submitted to the teacher preparatory program in a report card.
 13 The report card shall grade each program on a scale of one to 100 and rate each school
 14 as exemplary, above adequate, adequate, below adequate, or failing.

....NOTE: What is a "recent graduate"? ✓

....NOTE: When must DPI first conduct an evaluation under this subsection? ✓

....NOTE: When must the teacher preparatory program submit the list of graduates to DPI? When must DPI submit the report card to the teacher preparatory program? ✓

15 ✓ (b) Require
 16 Each teacher preparatory program that receives a report card under this
 subsection shall prominently display the report card on the program's Web site ✓ and
 17 provide the report card to persons receiving admissions materials to the program. ✓

18 SECTION 3. 120.12 (2m) ✓ of the statutes is created to read:

1 120.12 (2m) EDUCATOR EFFECTIVENESS. (a) Annually evaluate the effectiveness
2 of each teacher employed by the school district and determine an evaluation score
3 for each teacher according to the following factors:

....NOTE: It wasn't clear from your drafting instructions whether you wanted the individual school districts or DPI to perform the educator effectiveness evaluation. I selected the school district. Please let me know if you want to take a different approach.

*NOTE: When must a school board first conduct an evaluation under this subsection?

4 1. Fifty percent of the teacher's total evaluation score shall be based upon the
5 performance of pupils enrolled in the teacher's class on examinations administered
6 as required under s. 118.30, on local assessments, and in attaining goals for student
7 learning. The goals for student learning shall be developed by teachers and
8 administrators of the school district. Thirty percent of the evaluation score under
9 this subdivision shall be derived from the performance of pupils enrolled in the
10 teacher's class on examinations administered as required under s. 118.30, 35 percent
11 of the evaluation score under this subdivision shall be derived from the performance
12 of pupils enrolled in the teacher's class on local assessments, and 35 percent of the evaluation
13 score under this subdivision shall be derived from the performance of pupils enrolled
14 in the teacher's class in attaining goals for student learning.

....NOTE: The drafting instructions directed me to refer to "local assessments." What are these?

....NOTE: Does DPI need to review or approve the goals for student learning developed for each school district? Do the goals for student learning need to meet any minimum standards as established by DPI?

15 2. Fifty percent of the teacher's total evaluation score shall be based upon the
16 extent to which the teacher's training and practice comply with the core teaching
17 standards adopted by the 2011 Interstate Teacher Assessment and Support
18 Consortium.

....NOTE: Does this subdivision accomplish your intent?

*NOTE: The drafting instructions included a reference to the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards. It was

not clear whether you intended that principals of schools in the school district also be evaluated for effectiveness? If so, I will include this provision in the next draft. If a principal evaluation measure is included, is it your intent that the pool of pupils used in the pupil performance measure be school-wide, rather than classroom-based? Or did you have some other measures in mind?

1

(b) Rate each teacher evaluated under par. (a) on a scale of one to 100 and, on

2

the basis of that rating, identify the teacher as probationary, developing, effective,

3

or exemplary. The school board shall notify the parent or guardian of each pupil

4

enrolled in the class of a teacher that is identified as probationary in three

5

consecutive evaluations.

****NOTE: Do you want to establish different criteria for "new" teachers? If so, at what point does a "new" teacher move into the not-new category?

****NOTE: When must the school board notify parents or guardians that their child's teacher has been identified as probationary? Do you want to indicate the rights or remedies for parents who receive this notice?

****NOTE: If, in the next draft, the school board must evaluate principals, would all pupils enrolled in the school receive notice from the school board if a principal receives a probationary ranking three years in a row? If so, at what point must this notice be provided and would the pupils' parents or guardians who receive this notice have any rights or remedies?

6

(c) Annually report the results of the evaluations under par. (a) to the

7

department.

8

(END)

STATE OF WISCONSIN - LEGISLATIVE REFERENCE BUREAU

LRB

Research (608-266-0341)

Library (608-266-7040)

Legal (608-266-3561)

LRB

LRB 3814 / P1 1/18/12
T. Conf. w/ Michael Brinkman (Governor's written staff)

→ also amend s. 15.28(7)(c) 2. to require teacher education programs for alternative teaching license to report graduates as well

p. 2 note * require teaching prep programs to report list of graduates by July 1

Definition for "recent graduate" - [first report issued in 2015]

a graduate who has three years of teaching experience.

example: Graduated in 2012 - teach 2012-13
2013-14 } school years
2014-15

DPI must submit report card to teacher prep. program by 9/1 of each year

p. 3 lines 5-14 (after "teacher class") delete lines and substitute with language indicating ^{that} a teacher teaches a grade and a subject (in that grade) covered by an examination administered under s. 118.30 then 15% of total evaluation score must be determined by the ^{performance} results of pupils on those examinations.

→ require DPI to promulgate rules to develop the basis for the rest of the pupil performance evaluation score.

p. 3 line 16 - eliminate reference to training

- substitute "meet the core teaching standards" for "comply with..."

p. 3 NOTE - yes, DO require school boards to evaluate principals; exam. score would be school-wide.

STATE OF WISCONSIN - LEGISLATIVE REFERENCE BUREAU

LRB

Research (608-266-0341)

Library (608-266-7040)

Legal (608-266-3561)

LRB

LRB 38/4/P1 (cont)

1/18/12 p. 2

p. 4 re: Notification of parents of you enrolled in classroom with probationary teacher or enrolled in school with probationary principal:

- first notification in 2015-16 school year
- notification must occur by 9/1 of each year
- notification must be made anytime a teacher or principal is probationary BUT only if that teacher/principal has been teaching/acting as principal for 4 or more years
- parents don't get results of eval
- * exempt evaluation from open records requirements (i.e. make evaluations not subject to...)



State of Wisconsin
2011 - 2012 LEGISLATURE



LRB-3814/PT P2

TKK:jld:ph

insert

RMT12

PRELIMINARY DRAFT - NOT READY FOR INTRODUCTION

1/20/12

Want it TODAY if possible
(to follow the press release yesterday)

X

Regen

1 AN ACT to amend 115.28 (7) (a); and to create 115.28 (7g) and 120.12 (2m) of the
2 statutes; relating to: grading teacher preparatory programs, evaluating
3 educator effectiveness, and requiring the exercise of rule-making authority.

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7 licensing of teachers within the limits prescribed in ss. 118.19 (2) and (3), 118.192,
8 and 118.195; prescribe by rule standards, requirements, and procedures for the

beginning on July 1, 2015 and annually thereafter (SCORE)

Insert 2-6

1 approval of teacher preparatory programs leading to licensure, including a
2 requirement that each teacher preparatory program located in this state annually shall
3 submit to the department a list of graduates from the program's most recently
4 completed term or semester; file in the state superintendent's office all papers
5 relating to state teachers' licenses; and register each such license.

NOTE: I amended s. 115.28 (7) (a) in order to provide a mechanism for DPI to require teacher preparatory programs to submit a list of graduates to DPI. Okay? Do you want to establish a specific date for the teacher preparatory programs to comply with this requirement?

6 SECTION 2. 115.28 (7g) of the statutes is created to read:

9/20 Beginning in the 2015-16 school year

Insert 2-7

7 115.28 (7g) EVALUATION OF TEACHER PREPARATORY PROGRAMS. (a) Annually
8 evaluate teacher preparatory programs located in this state, that lead to licensure
9 under sub. (7) (a) by evaluating recent graduates of the teacher preparatory
10 programs. The evaluation shall be based on the performance of recent graduates of
11 each program on teacher effectiveness evaluations conducted as required under s.
12 120.12 (2m). The results of the evaluation shall be submitted to the teacher
13 preparatory program in a report card. The report card shall grade each program on
14 a scale of 1 to 100 and rate each school as exemplary, above adequate, adequate,
15 below adequate, or failing. and shall be received by the program by September 15, 2015 and annually thereafter

NOTE: What is a "recent graduate"?

NOTE: When must DPI first conduct an evaluation under this subsection?

NOTE: When must the teacher preparatory program submit the list of graduates to DPI? When must DPI submit the report card to the teacher preparatory program?

Beginning in the 2015-16 school year

Insert 2-19

16 (b) Require each teacher preparatory program that receives a report card under
17 this subsection to prominently display the report card on the program's Web site and
18 provide the report card to persons receiving admissions materials to the program.

19 SECTION 3. 120.12 (2m) of the statutes is created to read:

Beginning in the 2011-15 school year

1 120.12 (2m) EDUCATOR EFFECTIVENESS. (a) Annually evaluate the effectiveness
2 of each teacher employed by the school district and determine an evaluation score
3 for each teacher according to the following factors:

....NOTE: It wasn't clear from your drafting instructions whether you wanted the individual school districts or DPI to perform the educator effectiveness evaluation. I selected the school district. Please let me know if you want to take a different approach.

....NOTE: When must a school board first conduct an evaluation under this subsection?

4 1. Fifty percent of the teacher's total evaluation score shall be based upon the
5 performance of pupils enrolled in the teacher's class on examinations administered
6 as required under s. 118.30, on local assessments, and in attaining goals for student
7 learning. The goals for student learning shall be developed by teachers and
8 administrators of the school district. Thirty percent of the evaluation score under
9 this subdivision shall be derived from the performance of pupils enrolled in the
10 teacher's class on examinations administered as required under s. 118.30, 35 percent
11 of the evaluation score under this subdivision shall be derived from the performance
12 of pupils enrolled in the teacher's class on local assessments, and 35 percent of the
13 evaluation score under this subdivision shall be derived from the performance of
14 pupils enrolled in the teacher's class in attaining goals for student learning.

Insert 3-5

....NOTE: The drafting instructions directed me to refer to "local assessments." What are these?

....NOTE: Does DPI need to review or approve the goals for student learning developed for each school district? Do the goals for student learning need to meet any minimum standards as established by DPI?

15 2. Fifty percent of the teacher's total evaluation score shall be based upon the
16 extent to which the teacher's training and practice comply with the core teaching
17 standards adopted by the 2011 Interstate Teacher Assessment and Support
18 Consortium.

....NOTE: Does this subdivision accomplish your intent?

....NOTE: The drafting instructions included a reference to the 2008 Interstate School Leaders Licensure Consortium Educational Leadership Policy Standards. It was

Why

not clear whether you intended that principals of schools in the school district also be evaluated for effectiveness? If so, I will include this provision in the next draft. If a principal evaluation measure is included, is it your intent that the pool of pupils used in the pupil performance measure be school-wide, rather than classroom-based? Or did you have some other measures in mind?

1 (b) Rate each teacher evaluated under par. (a) on a scale of 1 to 100 and, on the
2 basis of that rating, identify the teacher as probationary, developing, effective, or
3 exemplary. ^{Beginning in the 2015-16 school year, annually, by September 1st} The school board shall notify the parent or guardian of each pupil
4 enrolled in the class of a teacher that is identified as probationary in 3 consecutive
5 evaluations ^{but only if that teacher has four or more years of classroom teaching experience}

6
****NOTE: Do you want to establish different criteria for "new" teachers? If so, at what point does a "new" teacher move into the not-new category?
****NOTE: When must the school board notify parents or guardians that their child's teacher has been identified as probationary? Do you want to indicate the rights or remedies for parents who receive this notice?
****NOTE: If, in the next draft, the school board must evaluate principals, would all pupils enrolled in the school receive notice from the school board if a principal receives a probationary ranking three years in a row? If so, at what point must this notice be provided and would the pupils' parents or guardians who receive this notice have any rights or remedies?

Insert 4-6 ✓

7 (b) Annually report the results of the evaluations under par. (a) ^{to the} and (c) ✓
department. _{par. (c)}

8 (END)

Insert 4-8 ✓

2011-2012 DRAFTING INSERT
FROM THE
LEGISLATIVE REFERENCE BUREAU

LRB-3814/P1ins
TKK:jld:ph

1 **Insert 2-6**

2 **SECTION 1.** 115.28 (7) (e) 2. of the statutes is amended to read:

3 115.28 (7) (e) 2. Promulgate rules establishing requirements for licensure as
4 an alternative education program teacher and for the approval of teacher education
5 programs leading to licensure as an alternative education program teacher. The
6 rules shall include a requirement that each teacher education program described in
7 this subdivision and located in this state shall, beginning on July 1, 2014, and
8 annually thereafter, submit to the department a list of graduates, together with their
9 date of graduation, from each term or semester of the program's most recently
10 completed academic year. The rules shall encompass the teaching of multiple
11 subjects or grade levels or both, as determined by the state superintendent. The
12 rules may require teacher education programs to grant credit towards licensure as
13 an alternative education program teacher for relevant experience or demonstrated
14 proficiency in relevant skills and knowledge.

15 **Cross-reference:** ~~Cross-reference:~~ ~~Cross-reference:~~ See also chs. PI 3 and 34, Wis. adm. code. **Cross-reference:**

History: 1971 c. 40, 125; 1973 c. 89, 90; 1975 c. 39, 115, 199, 220, 224, 395, 422; 1977 c. 26, 29, 203, 418, 429; 1979 c. 28, 331; 1979 c. 346 ss. 10, 15; 1979 c. 355; 1981 c. 20, 241; 1983 a. 27, 412; 1985 a. 12; 1985 a. 29 ss. 1686m, 1689, 3202 (43); 1987 a. 27, 159; 1989 a. 31, 56, 297, 336, 359; 1991 a. 39, 93, 108, 164, 227, 250, 269, 315; 1993 a. 16, 27, 213, 223, 335, 339, 437, 455, 492; 1995 a. 27 ss. 3847g to 3858, 9126 (19), 9145 (1); 1995 a. 225; 1997 a. 27, 113, 114, 164, 240, 245, 252; 1999 a. 9, 19, 32, 124, 185, 186; 2001 a. 16; 2003 a. 33, 42; 2005 a. 25 ss. 1108, 1855, 1856m, 1856w; 2005 a. 218, 220, 466; 2007 a. 20 ss. 2683 to 2684m, 9121 (6) (a); 2007 a. 68, 222; 2009 a. 28, 64, 99, 220, 302, 329; 2011 a. 32.

16 **Insert 2-7**

17 ~~NO~~ 1. In this subsection, "recent graduate" means a licensed teacher who satisfies
18 all of the following:

19 a. The teacher graduated from a teacher preparatory program described in sub.
20 (7) (a) and located in this state or from a teacher education program described in sub.
21 (7) (e) 2. and located in this state.

22 b. The teacher has taught for at least ~~three~~³ but not more than ~~four~~⁴ full school
23 years following graduation from a program described in subd. 1. a.



³
.....NOTE: This subd. 1. b. indicates that the teacher must have taught for at least three but not more than four full school years. Okay?

1 c. The teacher is teaching in a school located in this state in the school year
2 immediately preceding the school year in which an evaluation under this subsection
3 occurs.

³
².....NOTE: I have the following questions about this proposed s. 115.28[✓] (7g) (a) 1.:
Must the three years of teaching be consecutive? Does it matter whether there is a year
or two (or more) between when the teacher graduated from a teacher preparatory
program and when the teacher first started teaching? Does the teacher have to have
taught at the same school for three (consecutive) years? May the teacher have taught at
a private school for one or more of those years? At a school outside of this state?

4 **Insert 2-19**

5 **SECTION 2.** 119.04 (1) of the statutes, as affected by 2011 Wisconsin Act 85, is
6 amended to read:

7 119.04 (1) Subchapters IV, V and VII of ch. 115, ch. 121 and ss. 66.0235 (3) (c),
8 66.0603 (1m) to (3), 115.01 (1) and (2), 115.28, 115.31, 115.33, 115.34, 115.343,
9 115.345, 115.365 (3), 115.38 (2), 115.445, 118.001 to 118.04, 118.045, 118.06, 118.07,
10 118.075, 118.076, 118.10, 118.12, 118.125 to 118.14, 118.145 (4), 118.15, 118.153,
11 118.16, 118.162, 118.163, 118.164, 118.18, 118.19, 118.20, 118.223, 118.225, 118.24
12 (1), (2) (c) to (f), (6), (8), and (10), 118.245, 118.255, 118.258, 118.291, 118.292, 118.30
13 to 118.43, 118.46, 118.51, 118.52, 118.55, 120.12 (4m), (5), and (15) to (27), 120.125,
14 120.12 (2m), 120.13 (1), (2) (b) to (g), (3), (14), (17) to (19), (26), (34), (35), (37), (37m),
15 and (38), 120.14, 120.21 (3), and 120.25 are applicable to a 1st class city school district
16 and board.

History: 1971 c. 152 s. 38; 1971 c. 154 s. 80; 1973 c. 89 s. 20 (1); 1973 c. 90; 1973 c. 188 s. 6; 1973 c. 243, 254, 290, 307, 333; 1975 c. 39, 41, 95, 220, 379, 395, 422; 1977 c. 29; 1977 c. 203 s. 106; 1977 c. 206, 284, 447; 1979 c. 20; 1979 c. 34 s. 2102 (43) (a); 1979 c. 221, 298, 331; 1979 c. 346 s. 15; 1979 c. 355; 1981 c. 59; 1981 c. 241 s. 4; 1983 s. 193; 1983 a. 339 s. 10; 1983 a. 374 s. 12; 1983 a. 412, 489, 538; 1985 a. 29 s. 3202 (43); 1985 a. 56 s. 43; 1985 a. 214 s. 4; 1985 a. 225, 332; 1987 a. 27, 187, 285, 386, 403; 1989 a. 31, 120, 121, 122, 201, 209, 359; 1991 a. 39, 42, 189, 269; 1993 a. 16, 334, 377, 491; 1995 a. 27, 225; 1997 a. 27, 77, 113, 240, 252, 335; 1999 a. 9, 32, 73; 1999 a. 150 ss. 631, 672; 1999 a. 186; 2005 a. 99, 290, 346; 2007 a. 20, 97, 220, 222; 2009 a. 28, 60, 96, 215, 273, 305, 309; 2011 a. 10, 32, 85.

17 **Insert 3-5**

18 ~~not~~ in the previous school year. If a teacher teaches pupils enrolled in a grade in
19 which an examination is required to be administered under s. 118.30, s. 121.02 (1)



INS 4-6
cont

1 2. Fifty percent of the principal's total evaluation score shall be based upon the
2 extent to which the principal's practice meets the 2008 Interstate School Leaders
3 Licensure Consortium Educational Leadership Policy Standards. ✓

4 (d) Rate each principal evaluated under par. (c) on a scale of 1 to 100 and, on
5 the basis of that rating, identify the ~~teacher~~^{principal} as probationary, developing, effective,
6 or exemplary. Beginning in the 2015-16 school year, annually, by September 1, the
7 school board shall provide written notice to the parent or guardian of each pupil
8 enrolled in a school over which a principal who has been identified as probationary
9 presides, but only if that principal has ~~four~~⁴ or more years of experience serving as
10 an acting principal.

11 **Insert 4-8**

12 (f) Ensure that, except as provided in this subsection, ✓ the results of evaluations
13 conducted under this subsection are not subject to public inspection, copying, or
14 disclosure under s. 19.35. ✓

****NOTE: Do you want to provide any exemptions to the restriction on access to the results of teacher or principal evaluations? For example, "if the department determines it is necessary to protect the public health, safety, or welfare?" Do you want to provide any guidelines for the department or a school board to follow in the event a parent or guardian of a pupil, or a pupil, enrolled in the class of a probationary teacher or attending a school presided over by a probationary principal posts this information online on a social media service or a blog, or releases the written notice of the evaluation to a person who is not authorized to receive it under this section, such as a member of the press? *

Kuczenski, Tracy

From: Archibald, Sarah
Sent: Monday, January 30, 2012 10:59 AM
To: Kuczenski, Tracy
Cc: Kammerud, Jennifer DPI
Subject: Four Domains

Check out [this link](#)

Sarah Archibald
Education Policy Advisor and Committee Clerk Office of Senator Luther Olsen
123 South State Capitol
Madison, WI 53707
(608) 266-0751
sarah.archibald@legis.wi.gov

The Framework for Teaching

Charlotte Danielson
charlotte_danielson@hotmail.com

“I know it seems crazy when everyone else in the world wants to be a film director, but for me, teaching is one of the few heroic jobs left. All the biggest miracles take place in classrooms. Nothing happens without teachers.”

Stephen Frears
British film director

The Wisdom of Practice

If you were to walk into a classroom, what might you see or hear there (from the students as well as the teacher) that would cause you to think that you were in the presence of an expert?

What would make you think: “Oh, this is good; if I had a child this age, this is the class I would hope for.”

The Domains

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The Framework for Teaching:

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Selecting Instructional Goals
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Assessing Student Learning

Domain 3: Instruction

- Communicating Clearly and Accurately
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Providing Feedback to Students
- Demonstrating Flexibility and Responsiveness

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 4: Professional Responsibilities

- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

Common Themes

- Equity
- Cultural sensitivity
- High expectations
- Developmental appropriateness
- Accommodating individual needs
- Appropriate use of technology

The Classroom Environment

Figure 6.7

DOMAIN 2: THE CLASSROOM ENVIRONMENT
COMPONENT 2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT
 Elements:
 Teacher interaction with students • Student interaction

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Origins of The Framework for Teaching

- Praxis III: Classroom Performance Assessments
- National Board for Professional Teaching Standards

Features of The Framework for Teaching

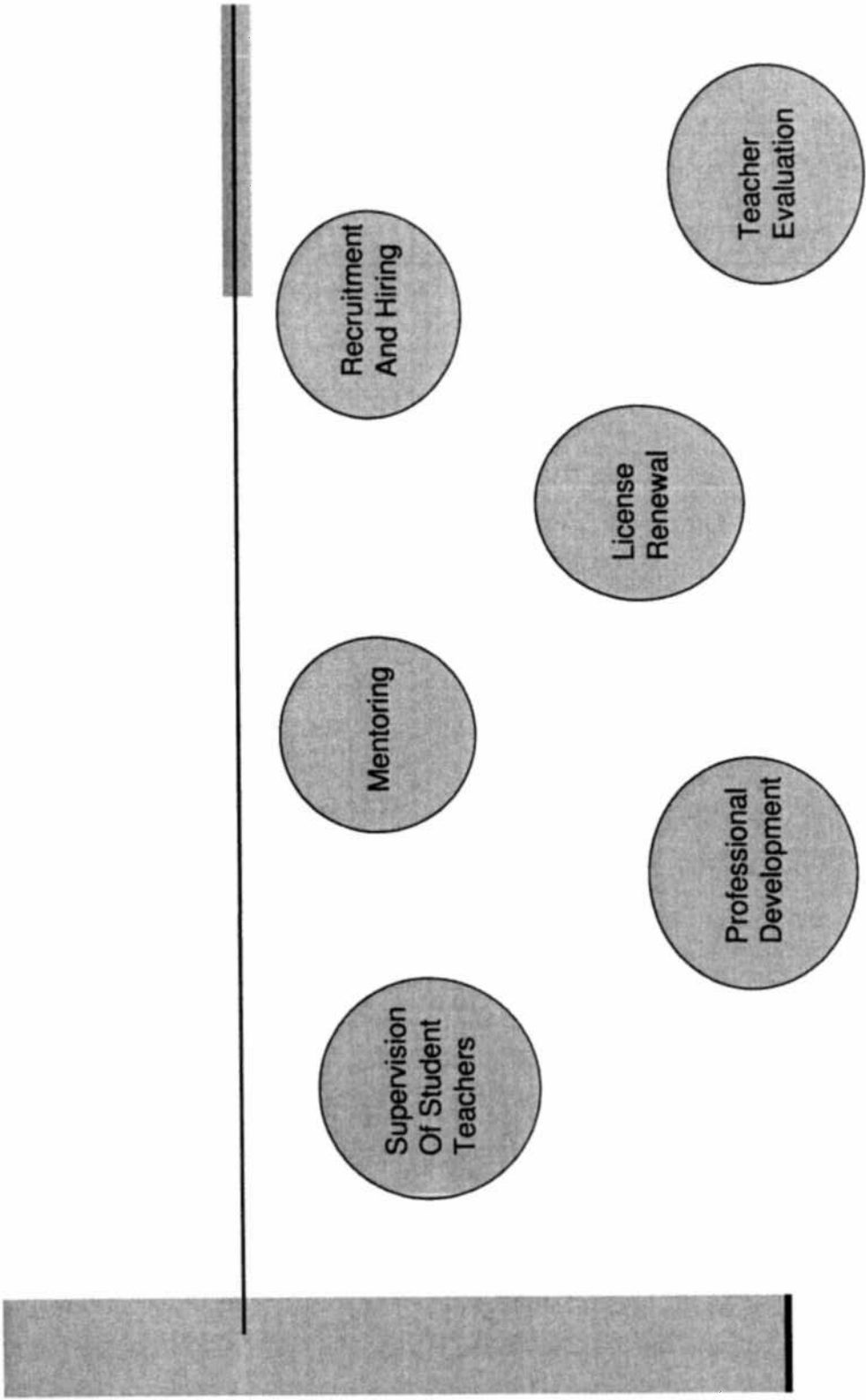
- Public, and publicly derived
- Comprehensive
- Generic
- Not a “checklist” of specific behaviors
- Does not endorse a particular teaching style

Summary of The Framework for Teaching

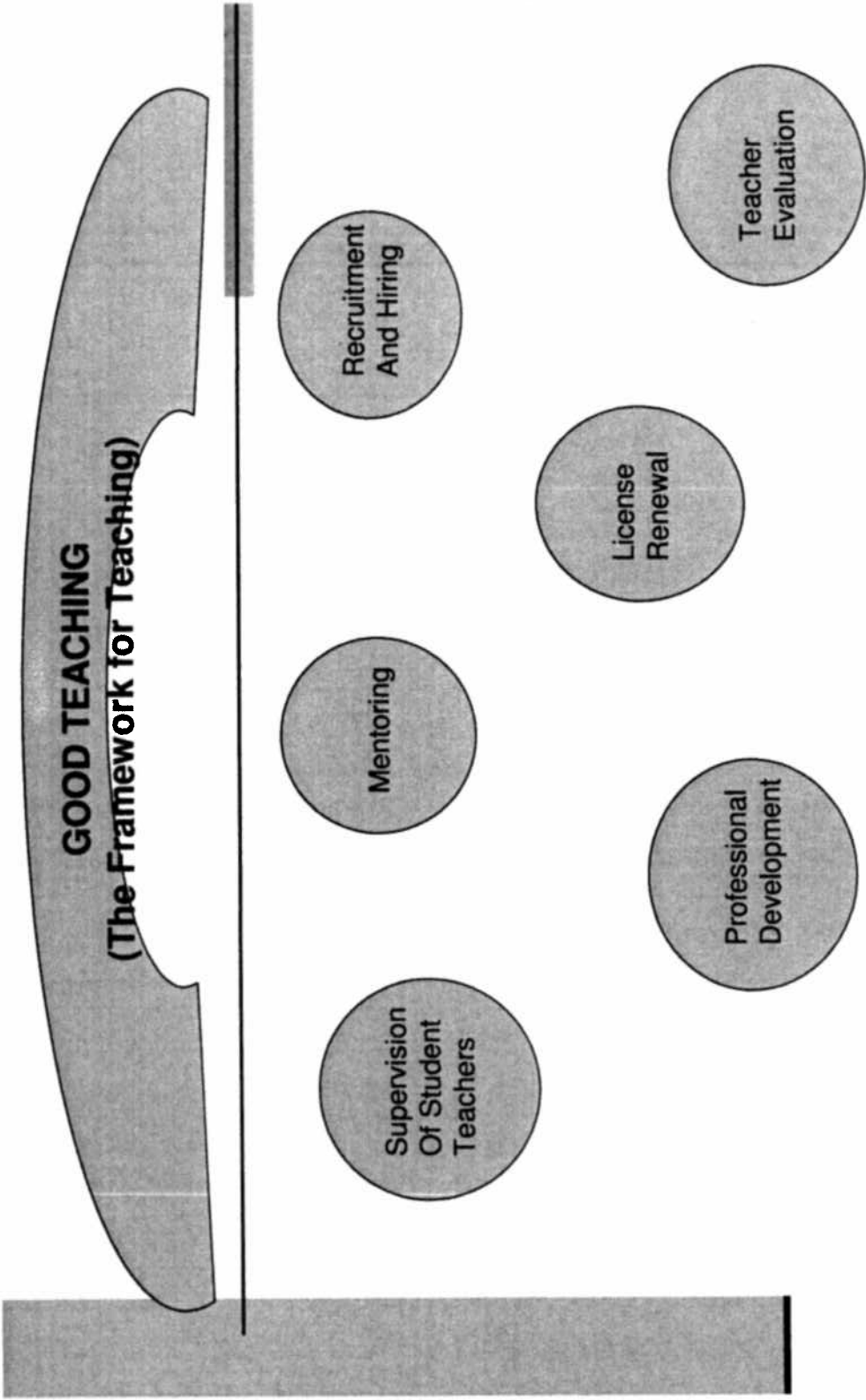
- A research-based definition of good teaching
- A roadmap to, and navigating, the territory
- A framework for novice-level practitioners, through accomplished teaching

Uses of The Framework for Teaching

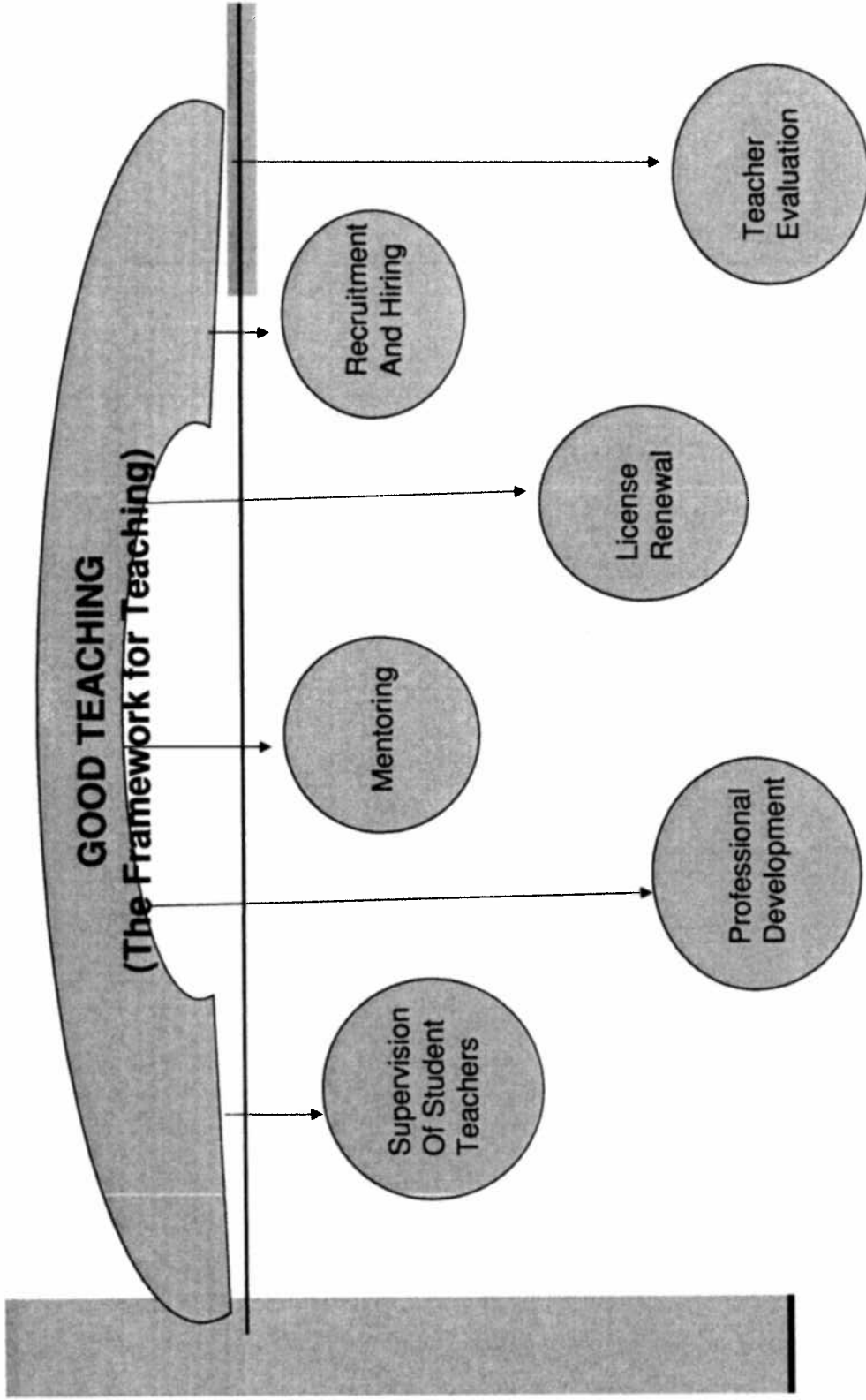
- Teacher preparation
- Supervising student teachers
- Teacher recruitment and hiring
- Mentoring beginning teachers
- Structuring professional development
- Evaluating teacher performance



The Framework for Teaching Charlotte Danielson



The Framework for Teaching Charlotte Danielson



The Framework for Teaching Charlotte Danielson

Benefits of *Any* Framework for Teaching

- Common language
- Development of shared understandings
- Self-assessment and reflection on practice
- Structured professional conversation

The Framework for Teaching Charlotte Danielson

Spring Education Package

Remaining Questions for January 30th Meeting

with DPI, Anne Supper, head Peter Grant

Some April 5th (over) + Chris Kato

1/30/12

final version

(provided by

Michael Proctor)

School Accountability -

- Purpose statement notes need for, "adequate supports and assistance to meet these goals."
- Comprehensive school and district accountability system by 2012-13 including multiple measures of performance.
- Allow the superintendent to direct state interventions and support in traditional public schools.
- Must be developed in partnership with Governor's Office, Education Chairs, Education Ranking Members, public schools, choice schools, charter schools.
- DPI must report categories, underlying data
- All schools must post report card on website, make available in offices
- Choice Proposals
- Charter Proposals

Educator Effectiveness -

- Require traditional and alternative programs to submit a list of graduates to DPI beginning in 2012 and made available in student information system.
- DPI would then, starting in 2013-14, publicly report the passage rate (on first attempt) of licensure exam. *teachers taking the exam for the first time*
- Each program must publish the report on its website.
- Must be developed in partnership with Governor's Office, Education Chairs, Education Ranking Members, UW, WTCS, WAICU.
- ~~Distribution of low performing teachers~~
- Section 115 and DPI shall promulgate rules

Read to Lead Public-Private Partnership -

- Change trust fund to development fund? *(throughout the draft)*
- Divide s. 20.525(1)(f) and s. 20.525 (1)(q); Cross reference 20.525

Read to Lead-

MTEL must address:

- Reading development and scientifically based reading instruction; integration of knowledge and understanding phonological and phonemic awareness; concepts of print and the alphabetic principles; the role of phonics in promoting reading development; word analysis skills and strategies; vocabulary development; how to apply reading comprehension skills and strategies to imaginative, literary, informational, and expository texts; formal and informal methods of assessing reading development; and multiple approaches to reading instruction.
- Reading methods and curricula.
- How to assess the results of devices and tools used to screen pupils for reading acquisition skills and provide appropriate reading instruction and intervention.
- Questions relating to phonics, phonemic awareness, and vocabulary must account for more than 50% of the exam points.

Preliminary Report & Recommendations

The Wisconsin Educator Effectiveness Design Team (hereafter the Design Team) recommends key design features of a performance evaluation framework for teachers and principals. The framework, released November 2011, will shape the development of a state model, specifically guiding training, piloting and implementation of Wisconsin's educator effectiveness system. The system will measure both educator practice as well as student outcomes. The Design Team recommends the development of an equivalency review process for districts that choose to develop their own rubrics of educator practice, which meet or exceed the Wisconsin Model Educator Effectiveness System standards.

The Design Team acknowledges the significant change that the resulting educator effectiveness system will represent, and believes the system will drive positive impacts for both educator practice and student learning throughout Wisconsin. Further, this system will fulfill federal requirements around educator evaluation and professional development.

Development of The Framework

This framework was designed in collaboration with leaders of state professional education organizations, educator preparation programs, Governor Walker's office and the Wisconsin Department of Public Instruction. Design Team members represented the following:

- American Federation of Teachers-Wisconsin (AFT-W)
- Association of Wisconsin School Administrators (AWSA)
- Department of Public Instruction (DPI)
- Office of the Governor
- Professional Standards Council (PSC)
- Wisconsin Association of Colleges of Teacher Education (WACTE)
- Wisconsin Association of Independent Colleges and Universities (WAICU)
- Wisconsin Association of School Boards (WASB)
- Wisconsin Association of School District Administrators (WASDA)
- Wisconsin Education Association Council (WEAC)

Representatives of these stakeholder groups formed a workgroup and a design team, both of which were informed by national experts, state research organizations, and regional technical assistance providers. The Design Team—the decision-making group—met monthly to reach consensus on the Educator Effectiveness framework for Wisconsin. The

3. How will student achievement and other outcomes be incorporated?
4. How will the evaluation process be administered?
5. How will the model be implemented statewide?

The five decision areas guided work and shaped decision points for each monthly meeting. The Design Team addressed each of the five decision areas. The following is a synopsis of the resulting major decision points.

Key Design Features of the Framework

The following design features are predicated on the understanding that the success of a performance-based evaluation system hinges on the development of a high-quality system that is implemented with fidelity and fully aligned with professional development and support.

The following fundamental features necessitate both formative and summative processes. That is, educators must be engaged in evaluating their own practice and receive constructive formative feedback on an ongoing basis, as well as receive feedback on their summative evaluations. Both formative feedback and summative evaluations should be aligned to the district's human resource practices (including staffing, mentoring, professional development, and performance management) in order to provide a consistent focus. Professional development plans, in particular, should be personalized and aligned with evaluation feedback to ensure Wisconsin educators are supported throughout their careers.

1. Guiding Principles

The Design Team believes that the successful development and implementation of the new performance-based evaluation system is dependent upon the following guiding principles, which define the central focus of the entire evaluation system. The guiding principles of the educator evaluation system are:

- The ultimate goal of education is student learning. Effective educators are essential to achieving that goal for all students. We believe it is imperative that students have highly effective teams of educators to support them throughout their public education. We further believe that effective practice leading to better educational achievement requires continuous improvement and monitoring.
- A strong evaluation system for educators is designed to provide information that supports decisions intended to ensure continuous individual and system effectiveness. The system must be well-articulated, manageable, reliable and sustainable. The goal of this system is to provide students with highly qualified and effective educators who focus on student learning.
- An educator evaluation system must deliver information that:

The following measures of educator practice will be used:

- For teachers, the domains and components of Charlotte Danielson's *A Framework for Teaching*⁴ will be used to provide definition and specificity to the InTASC standards. Rubrics for observing teacher practice will be developed, adapted, or identified to address each component. Danielson's work and other models based on InTASC will be used as a starting point in rubric development. The domains and components identified in the model will be required by school districts. Each domain represents a distinctive area of effective teaching practice. The components provide a detailed, but manageable, list of teaching skills that are consistent with the 2011 InTASC standards. The Danielson domains and components can be found in Appendix C.

Appropriate adaptations to the domains and components will be developed for certified professional staff that have out-of-classroom assignments as part or all of their duties, or for those who work with special populations.

- For principals, the 2008 ISLLC standards will be used. The ISLLC subordinate functions under the standards will form the components. Rubrics for observing principal practice will be developed, adapted, or identified at the component level. Other models based on ISLLC will be used as a starting point in the rubric development.
- Multiple observations of educator practice are required during summative evaluations. Observations must be supplemented by other measures of practice. Multiple sources of evidence must be collected to document the evaluation of practice.
- Districts will have the flexibility to create their own rubrics of educator practice. Districts that choose to do so must apply to the State Superintendent through an equivalency review process. The rubrics (and related training, tools, etc.) for teacher practice must be based on the InTASC standards, and Danielson's four domains of teaching responsibility, but may combine components into fewer categories.

4. Student Outcomes

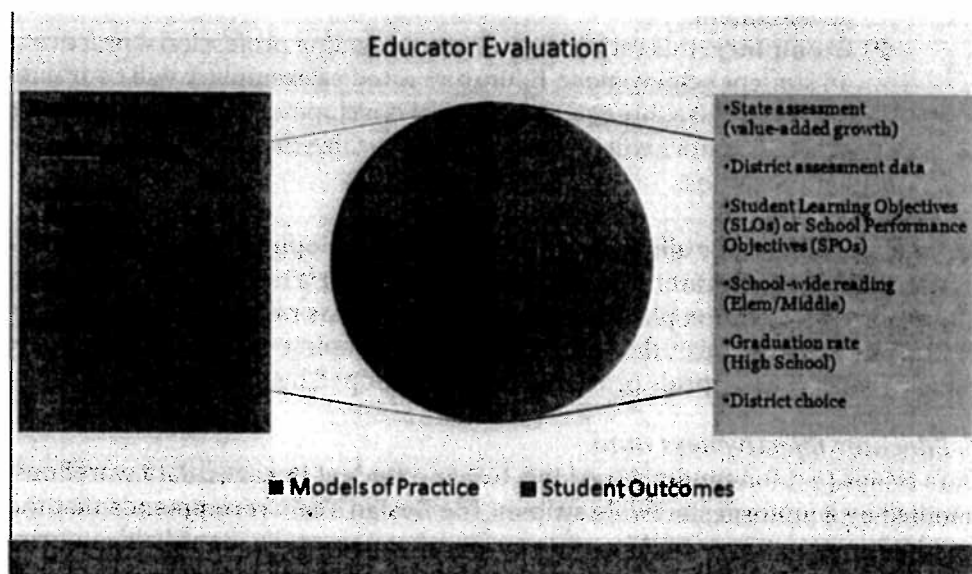
Measures of student achievement will account for 50% of the overall summative rating for educators. Multiple measures of student outcomes will be used. State and district achievement data with both individual and school components will be included.

- For teachers, the following data when available will be used:

⁴ Danielson, C.F. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD

- For principals, when the first three measures of student data (state assessment, district assessments, and SPOs) are available, equal weight will be given to these three measures and together they will make up 90% of the data used for student outcomes. When only two of these measures are available, equal weight will be given to each measure and together they will make up 90% of the data used for student outcomes. When only SPOs are available, they will account for 90% of the data used in student outcomes. District improvement strategies and school-wide data will comprise 5% respectively under student outcomes in all cases.

System Weights



- More detail is provided in the full report with regard to student achievement data that is to be used when state test data or local test data are not available.

summative evaluations. Formative evaluation shall be ongoing for all educators.

9. Evaluators

Teachers' immediate supervisor will evaluate teaching practice. Principals' immediate supervisors will evaluate principal practice.

The Design Team recognizes that a second observer, such as a peer, administrator or evaluator from an institute of higher education would be beneficial. They also recognize that this is not always practical and therefore recommend that pre-service internships be explored in the development phase. Pre-service interns could potentially cover classroom time to allow master educators, cooperating teachers, or outside observers to serve as peer evaluators. Similarly, pre-service principal internships should be considered.

10. Evaluator Training

Evaluators will be required to complete a comprehensive certification training program that is consistent across the state.

11. Role of the State

The state will be responsible for developing, piloting, implementing, evaluating and maintaining the high quality evaluation system. The statewide Educator Effectiveness model will be fully developed, piloted and implemented by 2014-15 to meet ESEA Flexibility requirements (NCLB waivers)⁹, and will coincide with Wisconsin's school and district accountability reform effort. DPI will be responsible for this work and ensuring alignment within the broader accountability system. DPI will work to identify and leverage resources wherever possible, but all work outlined in the Framework and required by a high-quality statewide system is contingent on funding.

12. Stakeholder Involvement

DPI will convene a coordinating committee representing diverse stakeholders that will provide guidance and feedback throughout the development, pilot, and initial implementation phases of the model, at least through the 2014-2015 school year.

Districts are also encouraged to collaborate with DPI on the development, pilot and training phases. The state will encourage districts to begin implementing the new system as soon as possible and will allow any district wishing to implement the new system early to do so.

⁹ ESEA Flexibility, (<http://www.ed.gov/esea/flexibility>)

2. The state must allocate sufficient staff, time, and resources to develop, pilot and implement, evaluate and maintain a high quality educator effectiveness system.

Conclusion

The members of the Design Team are clear: a state educator effectiveness system marks a major shift for Wisconsin, and will require tremendous commitment on the part of the legislature, teacher preparation programs, the state education agency, local districts and educators throughout the state to implement this system. The work ahead, while significant, is both necessary and attainable. The Design Team believes that it has established a solid foundation and looks now to the state legislature, DPI, local districts, and stakeholders to advance this important initiative. Working collaboratively, we have the opportunity to implement a system that lives up to Wisconsin's proud educational legacy.

An electronic copy of this Executive Summary as well as the full report of Educator Effectiveness Design Team will be posted at <http://dpi.wi.gov/tepd/edueff.html>.

**Appendix B: 2008 Interstate School Leaders Licensure Consortium (ISLLC)
Educational Leadership Policy Standards**

	<i>Principals</i> 2008 (ISLLC) Educational Leadership Policy Standards
Standard 1	An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. Functions: A. Collaboratively develop and implement a shared vision and mission B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning C. Create and implement plans to achieve goals D. Promote continuous and sustainable improvement E. Monitor and evaluate progress and revise plans
Standard 2	An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Functions: A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations B. Create a comprehensive, rigorous, and coherent curricular program C. Create a personalized and motivating learning environment for students D. Supervise instruction E. Develop assessment and accountability systems to monitor student progress F. Develop the instructional and leadership capacity of staff G. Maximize time spent on quality instruction H. Promote the use of the most effective and appropriate technologies to support teaching and learning I. Monitor and evaluate the impact of the instructional program
Standard 3	An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions: A. Monitor and evaluate the management and operational systems B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources C. Promote and protect the welfare and safety of students and staff D. Develop the capacity for distributed leadership E. Ensure teacher and organizational time is focused to support quality instruction and student learning
Standard 4	An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Functions: A. Collect and analyze data and information pertinent to the educational environment B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources C. Build and sustain positive relationships with families and caregivers D. Build and sustain productive relationships with community partners
Standard 5	An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Appendix C: Charlotte Danielson's Domains and Components

Domain 1: Planning and Preparation

- **Demonstrating Knowledge of Content and Pedagogy**
- **Demonstrating Knowledge of Students**
- **Setting Instructional Outcomes**
- **Demonstrating Knowledge of Resources**
- **Designing Coherent Instruction**
- **Designing Student Assessments**

Domain 2: The Classroom Environment

- **Creating an Environment of Respect and Rapport**
- **Establishing a Culture for Learning**
- **Managing Classroom Procedures**
- **Managing Student Behavior**
- **Organizing Physical Space**

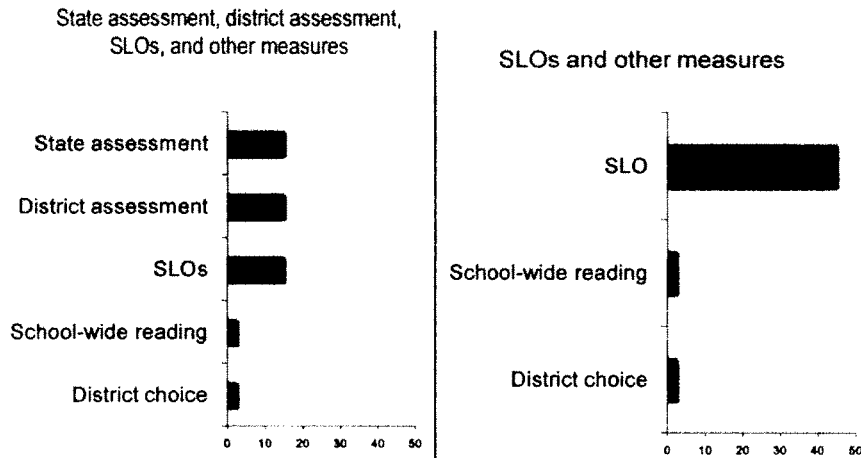
Domain 3: Instruction

- **Communicating with Students**
- **Using Questioning and Discussion Techniques**
- **Engaging Students in Learning**
- **Using Assessment in Instruction**
- **Demonstrating Flexibility and Responsiveness**

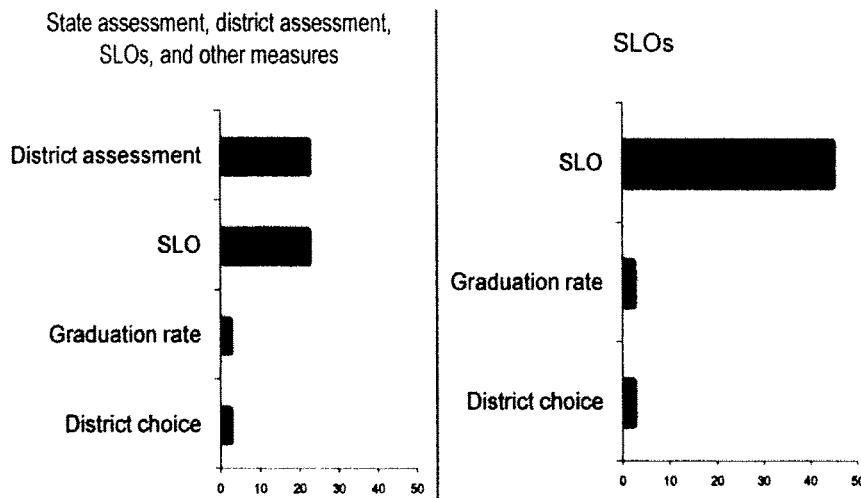
Domain 4: Professional Responsibilities

- **Reflecting on Teaching**
- **Maintaining Accurate Records**
- **Communicating with Families**
- **Participating in a Professional Community**
- **Growing and Developing Professionally**
- **Showing Professionalism**

Student Outcome Weights—PK- 8



Student Outcome Weights—9 -12



Kuczenski, Tracy

From: Archibald, Sarah
Sent: Thursday, January 26, 2012 1:35 PM
To: Sappenfield, Anne; Grant, Peter; Kuczenski, Tracy
Subject: FW: Education Reform - Comeback Items
FYI

From: Kammerud, Jennifer DPI [mailto:Jennifer.Kammerud@dpi.wi.gov]
Sent: Thursday, January 26, 2012 2:56 AM
To: Brickman, Michael - DOA
Cc: Thompson, Michael DPI; Archibald, Sarah; Kulow, Chris; Liedl, Kimberly - GOV; Justman, Jessica C - DPI
Subject: Education Reform - Comeback Items

Michael,

In advance of tomorrow I wanted to get back to you on the comeback items and, per your request, what we wanted to discuss on the fourth draft.

3476/1 Read to Lead Council

Given that the state superintendent will be co-chairing the council,

1. We are okay with your request to keep the council as one that would make recommendations. Specifically, the sentence that begins on line 11, p.3 would then read, "14.20 (1m) The council shall make recommendations to the governor and state superintendent regarding recipients of grants under sub. (2).
2. The related language on lines 18-21 on p. 3 would then read, "14.20(2) From the appropriations under s. 20.525(1) (f) and (q), the governor and state superintendent may award a grant to any person for support of a literacy or early childhood development program.

3738/4 Reading Screener, Test for Licensure

1. Cost for PALS
We will need to discuss the cost for PALS. PALS has priced out the cost to us, using their new pricing structure effective January 1, 2012, for implementation statewide for 4 and 5K students. The total cost they have given us is \$1,166,269 for 115,500 students (the number expected to be tested in year one). This estimate includes costs for the screener (\$569,379), professional development (\$101,625), and data/technical requirements on their end to bring WI on (\$495,265). On the data front the price quote reflects segregated and secured assets for the WI online system, including network hardware and infrastructure. [If the desire, per task force discussions, is to also screen in first and second grades, we also have the cost estimates from PALS on doing that over a phased in period of time. To add first grade in the next year (2013-14) would result in a total cost of \$1,306,987 and to add second grade in 2014-15 would be a total cost of \$1,624,466.]
2. Language describing the Massachusetts test
I believe Chris was going to provide a potentially more detailed description of the test than the one we had offered. We are obviously open to looking at that language to see if we are comfortable with it.
3. Remedial Reading Instruction, Lines 1-5, p. 3
We have taken a look at 121.02(1)(c) for ways to make that stronger per our discussion as we had suggested cross-referencing that provision in that paragraph. We will bring language to discuss at our meeting today.

3814/P2 Educator Effectiveness

1. There will be a marked up draft that reflects the changes we are requesting.
2. Per your request, we will agree to an equivalency process

1/26/2012

3. Regarding the distribution/assignment of low-performing teachers, there is some language under 118.42 (2)(b) regarding the distribution of teachers. We are looking at that as a jumping off point and are working on language to bring to you later today.
4. We will need to revisit the issue of providing transparency on teacher education programs. While we have a suggestion related to this we want to make sure it is reflective of what was desired.
5. We will need to revisit the issue of performance categories.

3740/2 Providing a Report Card

As you are aware, we want to add to the bill to make this an accountability system as discussed by the design team. We want the system to improve school and student outcomes. I'm hoping Peter Grant will be at this meeting as we will need to work with him on language for any agreement we reach today as we also rely on LRB for drafting. As to what you can expect us to bring to the discussion on this topic, we will want to discuss at least the following: Time needed for the department to implement a report and system, support mechanisms, consequences for poor performing schools, authority for the state superintendent to address poor performing schools, and rewards for improvements. Additionally, we want to make sure the performance index used is in line with the design team's recommendations and that we discuss section 2 of the bill.

Jennifer Kammerud
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