



The Future of Staff Evaluations in Wisconsin

Evaluation, powered by Education Advanced, offers a superior solution designed to simplify the evaluation process, foster professional growth, and ensure seamless compliance with Wisconsin state guidelines – including full integration with The Danielson Group’s Framework for Teaching.



Why Wisconsin Districts Choose Evaluation

Seamless Danielson Integration

Access and interact with the licensed Danielson Framework directly within Evaluation.

Customizable for Your District

Tailor Evaluation to your district’s specific rubrics, forms, and timelines.

Streamlined Workflows

Simplify observations, scripting, data collection, and reporting.

Automated Compliance

Ensure accurate reporting for Wisconsin state requirements.

Focus on Professional Growth

Link evaluation data directly to professional development opportunities.

Data Migration

Ability to migrate existing data from other platforms with minimal disruption.

Superior Support

Gain access to a dedicated support team with quick response times.

Item	Status	Due Date / Action
Self-Assessment	Complete	Jan 31, 2025 - Complete Self-Assessment
Goal	Complete	SMART Goal Worksheet
Informal Observation #1	Complete	Jan 31, 2025 by Sandbox Informal Observation
Formal Observation #1	Complete	Jan 31, 2025 by Sandbox Formal Observation
Optional Observation	Required	Start or Schedule Observation
Midpoint Review	Required	Start Mid Year Progress Report
Student Learning Objective	Complete	9th-12th Grade Student Growth
Self-Assessment (Year 2)	Required	Staff Initiates
Goal (Year 2)	Required	Start SMART Goal
Informal Observation #2	Required	Start or Schedule Observation
Formal Observation #2	Required	Start or Schedule Observation
Midpoint Review (Year 2)	Required	Start Mid Year Progress Report
Self-Assessment (Year 2)	Required	Staff Initiates

Evaluation's Key Features

- Centralized data management
- Multi-tiered structuring at the organization, district and campus levels
- All evaluations in one system, both certified and classified
- Customizable rubrics, forms, and checklists
- Real-time observation scripting
- Automated staff assignments and status updates
- Summative scoring from multiple sources
- Integration with a professional development library
- Comprehensive reporting and compliance tools
- Data migration support
- SSO-enabled access for both staff and evaluators

Domain 1: Planning & Preparation	Ineffective	Developing	Effective	Highly Effective
1.1 Demonstrating Knowledge of Content and Pedagogy	<p>1.1a In planning and practice, teacher makes content errors or does not attend enough to the needs of students.</p> <p>1.1b Teacher's plans and practice display little understanding of prerequisite relationships inherent in student learning of the content.</p> <p>1.1c Teacher displays little or no understanding of the developmental characteristics of the age group.</p>	<p>1.1a Teacher is familiar with the important concepts in the discipline and how these relate to one another.</p> <p>1.1b Teacher's plans and practice indicate some awareness of prerequisite relationships inherent in student learning of the content.</p> <p>1.1c Teacher's plans and practice reflect a moderate range of effective pedagogical approaches in the discipline.</p>	<p>1.1a Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>1.1b Teacher's plans and practice reflect accurate understanding of prerequisite relationships inherent in student learning of the content.</p> <p>1.1c Teacher's plans and practice reflect a range of effective pedagogical approaches in the discipline.</p>	<p>1.1a Teacher displays extensive knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>1.1b Teacher's plans and practice reflect understanding of prerequisite relationships inherent in student learning of the content and connects well to the learning trajectory by design to ensure understanding.</p> <p>1.1c In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students may deviate.</p>
1.2 Demonstrating Knowledge of Students	<p>1.2a Teacher displays little or no knowledge of the developmental characteristics of the age group.</p>	<p>1.2a Teacher displays general knowledge of the developmental characteristics of the age group.</p>	<p>1.2a Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</p>	<p>1.2a In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students may deviate.</p>

Ready to see the future of staff evaluations for Wisconsin schools? Take a closer look at EducationAdvanced.com/Evaluation