

**SENECA SCHOOL DISTRICT
TIMELINE AND EXPECTATIONS CHECKLIST
EDUCATOR EFFECTIVENESS PLAN (EEP)
2018-2019**

The following checklist is offered as a guide to help you in implementation of the EEP. This timeline is written for a yearlong EEP; please adjust the timeline for quarter/semester EEP. Please refer to the DPI Teacher Evaluation Process Manual and the Seneca School District Educator Effectiveness website for more detail.

Timeline	Expectation /Task	Date Completed
August	<i>Administration establishes and shares a School Learning Objective. Your SLO may parallel the school learning objective.</i>	
September	Review academic student-level data to identify area(s) of academic need for a SLO. Data may come from standardized tests, district assessments and/or teacher developed assessments (pretests, performance criteria, project rubrics, etc.).	
September	Familiarize yourself with the Danielson Framework for Teaching. Start to enter approximately 8 artifacts to support Domains 1 and 4 and continue the process throughout the year.	
September	Complete self-assessment based on Danielson Framework for Teaching.	
September	Review academic student-level data to identify a targeted student population(s) that the SLO will focus on (an entire class, specific students based on skill level or need, or groups of students based on performance criteria)	
September	Determine whether student needs are best addressed by an individual and/or team SLO. (Setting a “Team SLO” is encouraged when relevant and appropriate.)	
September	Identify the Wisconsin Academic Standard, Common Core State Standard, , College & Career Readiness Standards, Common CTE Standards, ISTE NETS (National Education Technology Standards), etc... that the SLO is aligned to.	
September	Administer an appropriate “pre-assessment” to determine a baseline measurement of student knowledge (The pre-assessment tool can be from a standardized test such as PALS, MAP..., district assessment, a text/internet assessment, or a teacher developed performance task.) This tool will be used to track student growth and determine the SLO outcome.	
September/ October	Analyze the results of the baseline data.	
September/ October	Using the baseline data, determine if “differentiated or tiered” SLO goals will be set based on student individual/group needs or if a single SLO goal will be identified for all students. Remember that SLOs may measure individual growth (preferred) or attainment.	
October	Complete the remaining sections of the SLO forms and respond to all the topics/questions listed. This will assure your SLO is a “SMART” goal: <ul style="list-style-type: none"> ● Learning Content (What content/standard will the objective address?) <ul style="list-style-type: none"> ● Student Population (Who is included in the objective?) ● Interval (How long will you focus on the objective?) ● Assessment/Evidence Source (How will you measure the outcome of the objective?) ● Determine what strategies and supports will be used by you and/or your PLC team members to accomplish the SLO and demonstrate student growth. List the methods or interventions you will use to meet the objective with your students. <ul style="list-style-type: none"> ● Targeted Growth (What is your goal for student growth?) 	
October	Write your PPGs based upon the self-assessment and professional practice skills necessary for SLO completion. Your PPG does not necessarily need to be related to your SLO.	

October	Complete SLO and PPG forms using Frontline. Remember to enter approximately 8 artifacts to support Domains 1 and 4 throughout the year.	
October – December/ January	Implement the strategies and supports in the classroom with students and monitor student progress. Keep records (evidence) of what you do in the classroom and your student’s progress in meeting the SLO outcome.	
December/ January	Administer an appropriate mid-year assessment to measure student knowledge and collect data on individual student growth. Analyze the data to determine the progress being made on the SLO.	
December/ January	Complete Mid-Year Review forms in Frontline and adjust the SLO growth target if needed.	
January – April	Continue to implement the (revised) strategies and supports in the classroom with students and monitor student progress. Keep records (evidence) of what you do in the classroom and your student’s progress in meeting the SLO outcome. Remember to enter approximately 8 artifacts to support Domains 1 and 4 throughout the year.	
April	Administer an appropriate end-of-year assessment to measure student knowledge and collect data on individual student growth. Analyze the data to determine the progress made on the SLO.	
May	Complete SLO and PPG forms in Frontline. Finalize your approximately 8 artifacts to support Domains 1 and 4.	
May	Review and make certain that all components are completed in Frontline.	
May-June	CELEBRATE your accomplishments!	

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