2016-17 Teacher Evaluation and Feedback Survey Results

Part 2: School Climate

CESA: 5
Response rate: 59%
Surveys completed: 125
Teachers invited to participate: 213

Prepared by the Office of Socially Responsible Evaluation in Education at the University of Wisconsin, Milwaukee. For more information about this report or the evaluation, please email ee_evaluation@uwm.edu.
Background

As part of the ongoing evaluation of teacher evaluation and support processes adopted by districts across Wisconsin, all Wisconsin classroom teachers were asked to complete a survey in the spring of 2017. This report presents the results of the 2016-17 survey of teachers in Wisconsin classroom teachers were asked to complete a survey in the spring of 2017. This report presents the results of the 2016-17 survey of teachers in Wisconsin. This survey was designed to capture important aspects of how teachers experience their evaluation and support processes. It is our hope that the information contained in this report will prove useful to schools and districts and help focus teacher evaluation implementation efforts at the local level. This report is intended to help school leaders, teams, and district leaders reflect on teacher perceptions of their teacher evaluation process and identify school and district factors that can impact how well the process informs improvement efforts. Further, this report presents information that may also inform school improvement efforts beyond the evaluation of teachers. It is not, however, intended to be used as an accountability tool.

Report Part 1 presents survey results that measure aspects of teacher evaluation and support processes. This includes one set of questions that measure the extent that district teacher evaluation processes are organized to support the growth of teachers.

Part 1 also includes the results from the Examining Evaluator Feedback Survey, which measures several aspects of how teachers experience the feedback process including: whether they use feedback to improve, if they have the opportunity to use feedback, perceptions of evaluator qualifications, the accuracy of feedback, and the quality of feedback.


Report Part 2 presents survey results that measure aspects of school climate that contribute to and are affected by the implementation of teacher evaluation and support systems. The University of Chicago’s 5Essentials Survey was used to measure several aspects of school climate including: trust between teachers, collaboration between teachers, the trust teachers have with their principal, teacher commitment to their school, teacher involvement in school decisions, and principal leadership.

See (https://uchicagoimpact.org/5essentials)

The Brief Index of Affective Job Satisfaction was used as part of the measure of teacher job satisfaction. It was supplemented with additional questions, created by the evaluation team, to assess additional aspects of job satisfaction.

How to interpret the results

The first figure in the Part 2: School Climate report presents the overall/combined results of questions assessing aspects of school climate for districts across the state.

There were a total of 21,948 Wisconsin teachers across 388 districts who participated in the survey. Districts were only included that had at least five teacher responses. Overall, 42% of Wisconsin classroom teachers participated in the survey.

The shaded areas reflect the range of ratings for other districts across the state. The light blue shaded area represents the bottom 25th percentile, or 1st quartile, of districts. Each slightly darker blue shaded area represents the next quartile, such that districts in the darkest shaded area are in the top 25% of districts, or most organized in that area. Where the second and third shaded areas meet represents the average rating for districts across the state.

Your district’s score (an orange dot) on each of the domains reflects the average of your teacher ratings on the questions that comprise that domain. Since all survey questions have four answer choices, the lowest response (Strongly Disagree/ Never/ No influence) is coded as a 1, while the highest response (Strongly Agree/ 10 or more times / A great deal of influence) is coded as a 4. Thus, higher scores reflect more organized districts. Locating your district’s scores within the distribution of other scores across the state allows you to identify strength and challenge areas both internally and comparatively.

Subsequent pages present your district’s results for each of the specific questions that comprise each domain measured in the survey. These figures show the percentages of your teachers that chose each of possible answers to the questions. In addition, these figures show the average percentage of teachers across all Wisconsin districts that chose each of the possible answers to the questions. These figures will help you understand what is driving your district’s results and provide direction for improving your implementation of teacher evaluation and support processes.
Overall school climate results

The shaded areas reflect the range of ratings for other districts across the state. The light blue shaded area represents the bottom 25th percentile, or 1st quartile, of districts. Each slightly darker blue shaded area represents the next quartile, such that districts in the darkest shaded area are in the top 25% of districts, or most organized in that area. Where the second and third shaded areas meet represents the average rating for districts across the state. Your district’s score (an orange dot) on each of the domains reflects the average of your teacher ratings on the questions that comprise that domain. Since all survey questions have four answer choices, the lowest response (Strongly Disagree/ Never/ No influence) is coded as a 1, while the highest response (Strongly Agree/ 10 or more times / A great deal of influence) is coded as a 4. Thus, higher scores reflect more organized districts. Locating your district’s scores within the distribution of other scores across the state allows you to identify strength and challenge areas both internally and comparatively.
Questions about principal leadership

The principal participates in instructional planning with teams of teachers.

STATE AVERAGE

13% Strongly Disagree
25% Disagree
34% Agree
28% Strongly Agree

The principal knows what's going on in my classroom.

STATE AVERAGE

13% Strongly Disagree
23% Disagree
39% Agree
25% Strongly Agree

The principal carefully tracks student academic progress.

STATE AVERAGE

4% Strongly Disagree
19% Disagree
39% Agree
38% Strongly Agree

The principal presses teachers to implement what they have learned in professional development.

STATE AVERAGE

3% Strongly Disagree
10% Disagree
41% Agree
47% Strongly Agree

The principal communicates a clear vision for our school.

STATE AVERAGE

6% Strongly Disagree
10% Disagree
39% Agree
45% Strongly Agree

The principal makes clear to the staff his or her expectations for meeting instructional goals.

STATE AVERAGE

4% Strongly Disagree
8% Disagree
50% Agree
37% Strongly Agree

The principal understands how children learn.

STATE AVERAGE

4% Strongly Disagree
11% Disagree
45% Agree
41% Strongly Agree

The principal sets high standards for student learning.

STATE AVERAGE

4% Strongly Disagree
13% Disagree
35% Agree
48% Strongly Agree

Legend:
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
### Questions about trust between teachers and principals

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s OK in this school to discuss feelings, worries, and frustrations with the principal.</td>
<td>14%</td>
<td>16%</td>
<td>30%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>The principal looks out for the personal welfare of the staff.</td>
<td>9%</td>
<td>10%</td>
<td>39%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>I trust the principal at his or her word.</td>
<td>8%</td>
<td>10%</td>
<td>39%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>The principal is an effective manager who makes the school run smoothly.</td>
<td>8%</td>
<td>20%</td>
<td>37%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>The principal places the needs of children ahead of personal and political interests.</td>
<td>5%</td>
<td>8%</td>
<td>42%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>The principal has confidence in the expertise of staff.</td>
<td>5%</td>
<td>10%</td>
<td>41%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>The principal takes a personal interest in the professional development of staff.</td>
<td>7%</td>
<td>12%</td>
<td>44%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Staff feel respected by the principal.</td>
<td>10%</td>
<td>18%</td>
<td>33%</td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

State Average: 14% 16% 30% 40%
Questions about trust between teachers

- **Teachers in this school trust each other.**
  - **4%** Strongly Disagree
  - **16%** Disagree
  - **51%** Agree
  - **29%** Strongly Agree
  - **STATE AVERAGE**
    - **4%** Strongly Disagree
    - **20%** Disagree
    - **53%** Agree
    - **23%** Strongly Agree

- **It's OK in this school to discuss feelings, worries, and frustrations with other teachers.**
  - **6%** Strongly Disagree
  - **9%** Disagree
  - **46%** Agree
  - **39%** Strongly Agree
  - **STATE AVERAGE**
    - **5%** Strongly Disagree
    - **16%** Disagree
    - **49%** Agree
    - **31%** Strongly Agree

- **Teachers respect other teachers who take the lead in school improvement efforts.**
  - **2%** Strongly Disagree
  - **21%** Disagree
  - **44%** Agree
  - **33%** Strongly Agree
  - **STATE AVERAGE**
    - **4%** Strongly Disagree
    - **16%** Disagree
    - **52%** Agree
    - **29%** Strongly Agree

- **Teachers at this school respect those colleagues who are experts at their craft.**
  - **2%** Strongly Disagree
  - **8%** Disagree
  - **56%** Agree
  - **34%** Strongly Agree
  - **STATE AVERAGE**
    - **3%** Strongly Disagree
    - **13%** Disagree
    - **52%** Agree
    - **33%** Strongly Agree
Questions about collaboration between teachers

- Observed another teacher’s classroom to offer feedback.
  - 64% Never
  - 27% Once or twice
  - 4% 3 to 9 times
  - 5% 10 or more times
  - STATE AVERAGE: 68%

- Observed another teacher’s classroom to get ideas for your own instruction.
  - 47% Never
  - 41% Once or twice
  - 8% 3 to 9 times
  - 4% 10 or more times
  - STATE AVERAGE: 54%

- Gone over student assessment data with other teachers to make instructional decisions.
  - 12% Never
  - 24% Once or twice
  - 40% 3 to 9 times
  - 24% 10 or more times
  - STATE AVERAGE: 15%

- Worked with other teachers to develop materials or activities for particular classes.
  - 4% Never
  - 19% Once or twice
  - 34% 3 to 9 times
  - 43% 10 or more times
  - STATE AVERAGE: 14%

- Worked on instructional strategies with other teachers.
  - 4% Never
  - 24% Once or twice
  - 37% 3 to 9 times
  - 35% 10 or more times
  - STATE AVERAGE: 11%
Questions about teacher influence in decision making

- Planning how discretionary school funds should be used:
  - STATE AVERAGE
  - 21% No influence, 37% A little influence, 30% Some influence, 12% A great deal of influence

- Determining books and other instructional materials used in classrooms:
  - STATE AVERAGE
  - 4% No influence, 15% A little influence, 47% Some influence, 35% A great deal of influence

- Setting standards for student behavior:
  - STATE AVERAGE
  - 8% No influence, 24% A little influence, 49% Some influence, 19% A great deal of influence

- Establishing the curriculum and instructional program:
  - STATE AVERAGE
  - 6% No influence, 25% A little influence, 43% Some influence, 26% A great deal of influence

- Determining the content of in-service programs:
  - STATE AVERAGE
  - 12% No influence, 35% A little influence, 44% Some influence, 10% A great deal of influence

- Developing lesson plans:
  - STATE AVERAGE
  - 0% No influence, 20% A little influence, 79% Some influence, 0% A great deal of influence
### Questions about teacher commitment to their school

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wouldn't want to work in any other school.</td>
<td>13%</td>
<td>36%</td>
<td>30%</td>
<td>21%</td>
<td>6%</td>
</tr>
<tr>
<td>I would recommend this school to parents seeking a place for their child.</td>
<td>8%</td>
<td>14%</td>
<td>45%</td>
<td>32%</td>
<td>10%</td>
</tr>
<tr>
<td>I usually look forward to each working day at this school.</td>
<td>6%</td>
<td>13%</td>
<td>50%</td>
<td>31%</td>
<td>13%</td>
</tr>
<tr>
<td>I feel loyal to this school.</td>
<td>5%</td>
<td>16%</td>
<td>43%</td>
<td>36%</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Note:** The chart visualizes the percentage distribution of responses to each question.
### Questions about teacher satisfaction with their job

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>STATE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I find real enjoyment in my job.</td>
<td>3%</td>
<td>15%</td>
<td>57%</td>
<td>25%</td>
<td>9%</td>
</tr>
<tr>
<td>I like my job better than the average person.</td>
<td>4%</td>
<td>22%</td>
<td>53%</td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Most days I am enthusiastic about my job.</td>
<td>4%</td>
<td>14%</td>
<td>60%</td>
<td>22%</td>
<td>10%</td>
</tr>
<tr>
<td>I feel fairly well satisfied with my job.</td>
<td>4%</td>
<td>18%</td>
<td>53%</td>
<td>26%</td>
<td>12%</td>
</tr>
<tr>
<td>My district is committed to the growth and development of its employees.</td>
<td>7%</td>
<td>15%</td>
<td>50%</td>
<td>28%</td>
<td>15%</td>
</tr>
<tr>
<td>I understand my district’s pay/compensation plan.</td>
<td>12%</td>
<td>19%</td>
<td>45%</td>
<td>23%</td>
<td>18%</td>
</tr>
<tr>
<td>My district’s pay/compensation plan is fair.</td>
<td>19%</td>
<td>35%</td>
<td>35%</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>There is a clear connection between my job performance and my compensation.</td>
<td>30%</td>
<td>36%</td>
<td>25%</td>
<td>9%</td>
<td>30%</td>
</tr>
<tr>
<td>My district’s strategies for retaining teachers are effective.</td>
<td>25%</td>
<td>43%</td>
<td>25%</td>
<td>7%</td>
<td>25%</td>
</tr>
<tr>
<td>My principal has made it clear to me that she/he wants me to stay at this school.</td>
<td>9%</td>
<td>12%</td>
<td>38%</td>
<td>42%</td>
<td>9%</td>
</tr>
<tr>
<td>My district is committed to the growth and development of its employees.</td>
<td>18%</td>
<td>34%</td>
<td>38%</td>
<td>11%</td>
<td>15%</td>
</tr>
</tbody>
</table>

**STATE AVERAGE**

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree