2016-17 Teacher Evaluation and Feedback Survey Results

Part 1: Teacher Evaluation Implementation and Feedback

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 1: Teacher evaluation Implementation and Feedback report presents the overall/combined results of questions assessing aspects of teacher evaluation and support processes for districts across the state.

There were a total of 21,948 Wisconsin classroom teachers across 388 districts who participated in the survey. Districts were only included that had at least five teacher responses. Overall, 42% of Wisconsin 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 25\(^{th}\) percentile, or 1\(^{st}\) quartile, of districts. Each slightly darker blue shaded area represents the next quartile, such that schools 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 (Disagree) is coded as a 1, while the highest response (Agree) 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 district percentage of teachers across Wisconsin 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 teacher evaluation and feedback 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 shared 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 (Disagree) is coded as a 1, while the highest response (Agree) is coded as a 4. Thus, higher scores reflect more organized districts. Locating your district scores within the distribution of other scores across the state allows you to identify strength and challenge areas both internally and comparatively.
Questions about teacher evaluation/support process

The question “I worry about being penalized if I fail to meet my Student Learning Objective goal.” was reverse coded, which indicates that more agreement on this item reflect less organization. Thus, to be consistent with the intent of the item, the shading for this item was switched around, such that disagreeing was moved to the right side.
Questions about feedback quality

- My evaluator’s feedback included specific improvement suggestions.
  - Chart: 14% Disagree, 11% Somewhat Disagree, 40% Somewhat Agree, 34% Agree
  - State average: 19% Disagree, 16% Somewhat Disagree, 34% Somewhat Agree, 30% Agree

- My evaluator’s feedback included specific suggestions to improve my content/subject knowledge.
  - Chart: 23% Disagree, 13% Somewhat Disagree, 39% Somewhat Agree, 24% Agree
  - State average: 27% Disagree, 20% Somewhat Disagree, 30% Somewhat Agree, 23% Agree

- My evaluator’s feedback included specific instructional strategies that I could use to improve my teaching.
  - Chart: 17% Disagree, 12% Somewhat Disagree, 43% Somewhat Agree, 28% Agree
  - State average: 22% Disagree, 18% Somewhat Disagree, 33% Somewhat Agree, 27% Agree

- My evaluator’s feedback included specific classroom management strategies that I could use to improve my teaching.
  - Chart: 24% Disagree, 18% Somewhat Disagree, 36% Somewhat Agree, 22% Agree
  - State average: 24% Disagree, 20% Somewhat Disagree, 31% Somewhat Agree, 25% Agree

- My evaluator’s feedback included recommendations for finding resources or professional development to improve my teaching.
  - Chart: 22% Disagree, 22% Somewhat Disagree, 38% Somewhat Agree, 18% Agree
  - State average: 29% Disagree, 22% Somewhat Disagree, 29% Somewhat Agree, 20% Agree

- My evaluator’s feedback was provided as frequently as I needed it.
  - Chart: 13% Disagree, 14% Somewhat Disagree, 31% Somewhat Agree, 41% Agree
  - State average: 16% Disagree, 15% Somewhat Disagree, 33% Somewhat Agree, 36% Agree

- My evaluator’s feedback was provided in time for me to use it to inform my practice.
  - Chart: 9% Disagree, 10% Somewhat Disagree, 37% Somewhat Agree, 44% Agree
  - State average: 14% Disagree, 13% Somewhat Disagree, 33% Somewhat Agree, 41% Agree

Legend:
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
Questions about feedback accuracy

The feedback I received was an accurate portrayal of my teaching.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>14%</td>
<td>32%</td>
<td>45%</td>
</tr>
</tbody>
</table>

STATE AVERAGE

9% 14% 32% 45%

The classroom observations or walkthroughs that informed the feedback I received represented a typical day in my classroom.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>14%</td>
<td>32%</td>
<td>45%</td>
</tr>
</tbody>
</table>

STATE AVERAGE

7% 8% 32% 50%

In our evaluation system, different evaluators reviewing the same evidence would likely give the same ratings.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>16%</td>
<td>40%</td>
<td>33%</td>
</tr>
</tbody>
</table>

STATE AVERAGE

12% 14% 37% 36%

Disagree Somewhat Disagree Somewhat Agree Agree
Questions about evaluator qualifications

My evaluator has enough knowledge of my subject/content to effectively evaluate me.

- Disagree: 7%
- Somewhat Disagree: 23%
- Somewhat Agree: 25%
- Agree: 45%

STATE AVERAGE
- Disagree: 11%
- Somewhat Disagree: 14%
- Somewhat Agree: 30%
- Agree: 45%

My evaluator has enough knowledge of how my students learn to effectively evaluate me.

- Disagree: 5%
- Somewhat Disagree: 21%
- Somewhat Agree: 28%
- Agree: 47%

STATE AVERAGE
- Disagree: 8%
- Somewhat Disagree: 13%
- Somewhat Agree: 33%
- Agree: 46%

My evaluator has enough knowledge of effective teaching practices to effectively evaluate me.

- Disagree: 6%
- Somewhat Disagree: 8%
- Somewhat Agree: 26%
- Agree: 60%

STATE AVERAGE
- Disagree: 5%
- Somewhat Disagree: 8%
- Somewhat Agree: 31%
- Agree: 56%

My evaluator has enough understanding of the curriculum being observed to effectively evaluate me.

- Disagree: 6%
- Somewhat Disagree: 22%
- Somewhat Agree: 33%
- Agree: 39%

STATE AVERAGE
- Disagree: 9%
- Somewhat Disagree: 13%
- Somewhat Agree: 33%
- Agree: 44%

My evaluator has enough understanding of the established teacher evaluation system to effectively evaluate me.

- Disagree: 2%
- Somewhat Disagree: 6%
- Somewhat Agree: 24%
- Agree: 67%

STATE AVERAGE
- Disagree: 4%
- Somewhat Disagree: 6%
- Somewhat Agree: 30%
- Agree: 60%
Questions about the opportunity for using feedback

I had access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13%</td>
<td>16%</td>
<td>40%</td>
<td>32%</td>
</tr>
</tbody>
</table>

STATE AVERAGE

I had access to an instructional leader (e.g., peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8%</td>
<td>11%</td>
<td>30%</td>
<td>51%</td>
</tr>
</tbody>
</table>

STATE AVERAGE

I was able to observe expert teachers modeling skills that related to my feedback.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>35%</td>
<td>26%</td>
<td>15%</td>
<td>24%</td>
</tr>
</tbody>
</table>

STATE AVERAGE

I had time during the school day to plan for implementing new strategies based on my feedback (e.g., collaborative or individual planning time).

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>24%</td>
<td>34%</td>
<td>22%</td>
</tr>
</tbody>
</table>

STATE AVERAGE
Questions about the use of feedback for improvement

<table>
<thead>
<tr>
<th>Description</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I tried new instructional strategies in my classroom.</td>
<td>9%</td>
<td>2%</td>
<td>44%</td>
<td>44%</td>
</tr>
<tr>
<td>STATE AVERAGE</td>
<td>13%</td>
<td>9%</td>
<td>35%</td>
<td>43%</td>
</tr>
<tr>
<td>I tried new classroom management strategies in my classroom.</td>
<td>13%</td>
<td>11%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>STATE AVERAGE</td>
<td>21%</td>
<td>13%</td>
<td>32%</td>
<td>34%</td>
</tr>
<tr>
<td>I sought professional development opportunities (formal or informal).</td>
<td>12%</td>
<td>10%</td>
<td>35%</td>
<td>43%</td>
</tr>
<tr>
<td>STATE AVERAGE</td>
<td>20%</td>
<td>13%</td>
<td>30%</td>
<td>38%</td>
</tr>
<tr>
<td>I sought advice from an instructional leader (e.g., peer, coach/mentor, administrator).</td>
<td>15%</td>
<td>14%</td>
<td>29%</td>
<td>43%</td>
</tr>
<tr>
<td>STATE AVERAGE</td>
<td>24%</td>
<td>15%</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>I changed the way I plan instruction.</td>
<td>15%</td>
<td>19%</td>
<td>48%</td>
<td>18%</td>
</tr>
<tr>
<td>STATE AVERAGE</td>
<td>23%</td>
<td>18%</td>
<td>38%</td>
<td>20%</td>
</tr>
<tr>
<td>I modified my Student Learning Objective goals and/or monitoring process.</td>
<td>26%</td>
<td>16%</td>
<td>38%</td>
<td>20%</td>
</tr>
<tr>
<td>STATE AVERAGE</td>
<td>30%</td>
<td>16%</td>
<td>29%</td>
<td>26%</td>
</tr>
</tbody>
</table>