



Wisconsin  
Evaluation  
Collaborative

## **CESA 8 Educator Effectiveness Survey Summary August 2023**

### **Introduction**

The Department of Public Instruction administered a survey to all Wisconsin public school districts and independent charter schools to assess the implementation of the six required elements of the Wisconsin Educator Effectiveness (EE) System, regardless of the evaluation model used. DPI asked that only one respondent from each district complete the required survey. The survey was administered between May 19, 2023 and June 16, 2023. Cooperative Education Service Agency (CESA) staff who support EE implementation in school districts were asked to remind districts in their region to respond.

The survey covers the six requirements of the EE System, including:

1. Orientation and training for educators and evaluators.
2. Evaluator training and ongoing monitoring of inter-rater agreement.
3. Educators completing a self-review during the EE Cycle
4. Educators completing at least one student or school learning objective (SLO) annually.
5. Evaluators conducting required EE conferences.
6. Evaluators conducting observations of professional practice during the EE evaluation cycle.

The following summary presents the response rates for CESA 8 (and statewide for context) along with a summary of survey responses. For each survey question, if the difference between the CESA 8 responses and statewide responses are greater than 10%, those results are bolded. The conclusion addresses findings related to implementation of the six EE requirements in the CESA 8 region.

### **Response rate**

CESA 8 supports 27 school districts. 23 districts responded to the survey for a **85%** response rate. The statewide survey response rate was **69%**.

## Survey Summary

### *Orientation and training for educators and evaluators*

1. Did your agency provide an orientation to the Wisconsin EE System and local EE policies to all new-to-agency teachers and principals?

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
23 (100%)	0 (0%)	312 (98%)	5 (2%)

2. Did your agency provide multiple, ongoing training opportunities to staff to support their understanding?

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
22 (96%)	1 (4%)	279 (88%)	38 (12%)

3. What, if any, of the following resources did your agency use to provide EE information to staff? [check all that apply]

RESOURCE	CESA 8 RESPONSE NUMBER (n=23)	STATE RESPONSE NUMBER (n=309)
Process manuals	7	125
Seminars	8	116
Written materials	12	189
Online resources	14	197
Employee handbook	11	122
CESA training	15	104

Other, specify (n=3):

- EE Coaches
- Gresham Mentor Handbook
- New Teacher Meetings

**Evaluator training and ongoing monitoring of inter-rater agreement**

4. Have administrators in your agency responsible for evaluating teachers completed training in the observation rubric to certify them as evaluators (i.e., Danielson Framework for Teaching, etc.)?

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
23 (100%)	0 (0%)	306 (98%)	7 (2%)

5. Have certified administrators in your agency completed at least one activity during the school year to calibrate observation amongst evaluators of teachers (i.e., a collaborative observation with post observation discussion)?

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
19 (83%)	4 (17%)	268 (86%)	45 (14%)

**Educators must complete a self-review during the EE Cycle**

6. All teachers and principals completed a self-review using the relevant rubric for their professional practice at least once in their evaluation cycle.

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
23 (100%)	0 (0%)	300 (96%)	12 (4%)

7. At what point do teachers typically complete a self-review?

TIME	CESA 8 RESPONSE NUMBER & PERCENT (n=23)	STATE RESPONSE NUMBER & PERCENT (n=309)
The beginning of a three-year evaluation cycle	0 (0%)	57 (18%)
The beginning of the year of the last year in their evaluation cycle	6 (26%)	47 (15%)

Annually	17 (74%)	201 (64%)
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Other, specify (n=0)

**Educators must complete at least one student or school learning objective (SLO) annually**

8. Teachers completed at least one SLO during the school year.

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
23 (100%)	0 (0%)	310 (99%)	2 (1%)

9. Principals developed and completed at least one SLO during the school year.

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
23 (100%)	0 (0%)	291 (93%)	21 (7%)

10. Teachers and principals completing an evaluation cycle receive a holistic evaluation of their SLOs across the cycle?

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
23 (100%)	0 (0%)	294 (94%)	18 (58%)

**Evaluators must conduct required EE conferences**

11. Teachers and principals are evaluated in their first year of employment with the agency?

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
23 (100%)	0 (0%)	308 (99%)	1 (1%)

12. Teachers and principals are evaluated at least every third year after their first year of employment with the agency?

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
23 (100%)	0 (0%)	308 (99%)	1 (1%)

13. When completing an evaluation cycle, which of the following cycles do you use for teachers?

EVALUATION CYCLE	CESA 8 RESPONSE NUMBER & PERCENT (n=23)	STATE RESPONSE NUMBER & PERCENT (n=309)
Annual evaluation	3 (13%)	31 (10%)
Every other year	0 (0%)	3 (1%)
Every third year	15 (65%)	181 (59%)
Combination of the above?	5 (22%)	94 (30%)

Comments (n=1): New teacher and veteran teacher

14. When completing an evaluation cycle, which of the following do you use for principals?

EVALUATION CYCLE	CESA 8 RESPONSE NUMBER & PERCENT (n=23)	STATE RESPONSE NUMBER & PERCENT (n=309)
Annual evaluation	<b>14 (61%)</b>	<b>123 (40%)</b>
Every other year	1 (4%)	26 (8%)
Every third year	<b>5 (22%)</b>	<b>106 (34%)</b>
Combination of the above?	3 (13%)	54 (17%)

Comments (n=0):

15. Teachers completing an evaluation cycle met with their assigned evaluator for the following required EE conferences. [Select all that apply]

<b>EE CONFERENCES</b>	<b>CESA 8 RESPONSE NUMBER &amp; PERCENT (n=23)</b>	<b>STATE RESPONSE NUMBER &amp; PERCENT (n=309)</b>
Planning session	<b>17 (74%)</b>	<b>264 (85%)</b>
Mid-year/interval review	20 (87%)	246 (80%)
End-of-cycle conference	22 (96%)	301 (97%)

16. Principals completing an evaluation cycle met with their assigned evaluator for the following required EE conferences. [Select all that apply]

<b>EE CONFERENCES</b>	<b>CESA 8 RESPONSE NUMBER &amp; PERCENT (n=23)</b>	<b>STATE RESPONSE NUMBER &amp; PERCENT (n=309)</b>
Planning session	17 (74%)	232 (75%)
Mid-year/interval review	13 (57%)	205 (66%)
End-of-cycle conference	22 (96%)	293 (95%)

**Evaluators must conduct observations of professional practice during the EE evaluation cycle**

17. Teachers completing an evaluation cycle this year received one of the following from an evaluator. [Select one]

<b>OBSERVATION PROCESS</b>	<b>CESA 8 RESPONSE NUMBER &amp; PERCENT (n=23)</b>	<b>STATE RESPONSE NUMBER &amp; PERCENT (n=309)</b>
At least one announced, formal observation of a full class period	2 (7%)	14 (5%)
At least one announced, formal observation - including a pre-conference - of a full class period	2 (7%)	9 (3%)
At least one announced, formal observation - including a post-conference - of a full class period	2 (7%)	36 (12%)
At least one announced, formal observation - including a pre- and post-conference - of a full class period	<b>12 (52%)</b>	<b>90 (29%)</b>
A number of mini-observations (aka informal, unannounced observations lasting at least 10-15 minutes) equivalent to a full class period	<b>0 (0%)</b>	<b>65 (21%)</b>
A number of mini-observations equivalent to a full class period, including a pre-conference	2 (7%)	6 (2%)
A number of mini-observations equivalent to a full class period, including a post-conference	<b>1 (4%)</b>	<b>52 (17%)</b>
A number of mini-observations equivalent to a full class period, including a pre- and post-conference	3 (13%)	36 (12%)

18. Principals completing an evaluation cycle this year received one of the following from an evaluator. [Select one]

<b>OBSERVATION PROCESS</b>	<b>CESA 8 RESPONSE NUMBER &amp; PERCENT (n=23)</b>	<b>STATE RESPONSE NUMBER &amp; PERCENT (n=309)</b>
At least one announced, formal observation of a full class period	3 (13%)	30 (10%)
At least one announced, formal observation - including a pre-conference - of a full class period	0 (0%)	2 (1%)
At least one announced, formal observation - including a post-conference - of a full class period	2 (9%)	25 (8%)
At least one announced, formal observation - including a pre- and post-conference - of a full class period	<b>7 (30%)</b>	<b>40 (13%)</b>
Number of mini-observations (aka informal, unannounced observations lasting at least 10-15 minutes) equivalent to a full class period	<b>5 (22%)</b>	<b>107 (35%)</b>
A number of mini-observations equivalent to a full class period, including a pre-conference	1 (4%)	8 (3%)
A number of mini-observations equivalent to a full class period, including a post-conference	3 (13%)	51 (17%)
A number of mini-observations equivalent to a full class period, including a pre- and post-conference	2 (9%)	45 (15%)

19. All teachers received at least one informal, unannounced observation by an evaluator, annually.

<b>CESA 8 (n=23)</b>		<b>STATE (n=309)</b>	
<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>
20 (87%)	3 (13%)	277 (90%)	31 (10%)



20. All principals received at least one informal, unannounced visit from an evaluator, annually.

CESA 8 (n=23)		STATE (n=309)	
YES	NO	YES	NO
19 (83%)	4 (17%)	265 (86%)	43 (14%)

## Summary of Results

Based on CESA 8 survey responses, the following conclusions can be made for each of the six EE requirements. One limitation to consider is that surveys were completed by one individual in each district. Depending on this respondent's role in the district and level of interaction with different schools in the district, their knowledge and understanding of EE practices in each school may vary. Another potential limitation is the possibility that respondents may have "inflated" their responses to appear more in line with DPI requirements, even though the survey was anonymous (other than identifying which CESA the respondent is located in). Finally, another consideration, the wording of questions related to principals (question number 18) uses teacher process language and may have caused confusion for respondents.

### *Orientation and Training for Educators and Evaluators*

All CESA 8 districts (100%) responding to the survey indicated they provide an orientation to the Wisconsin EE System and local EE policies for all new-to-agency teachers and principals. All but one respondent (96%) reported they provide multiple, ongoing training opportunities to staff to support their understanding of EE. According to responding districts, the resources most frequently used to provide EE information to staff included CESA trainings (n=15), online resources (n=14), written materials (n=12), and employee handbooks (n=11).

### *Evaluator training and ongoing monitoring of inter-rater agreement*

All CESA 8 respondents (100%) indicated that EE observers in their district completed training in observation rubrics to certify them as evaluators. 83% of these responding districts reported that certified administrators complete at least one activity during the school year to calibrate observation skills amongst other evaluators of teachers.

### *Educators must complete a self-review during the EE Cycle*

All CESA 8 respondents (100%) indicated that, at least once in their evaluation cycle, teachers and principals completed a self-review using the relevant rubric for their professional practice. Respondents reported that teachers typically complete an annual self-review (74%) or complete a review in the beginning of the last year of their evaluation cycle (26%).

*Educators must complete at least one student or school learning objective (SLO) annually.*

100% of CESA 8 respondents indicated that both teachers and principals complete at least one SLO during the school year and subsequently receive a holistic, ongoing evaluation of their SLOs.

*Evaluators must conduct required EE conferences.*

100% of respondents reported that teachers and principals are evaluated both in their first year of employment and at least every third year thereafter. Approximately two-thirds of CESA 8 districts (65%) indicated teachers are observed every three years. The remaining CESA 8 respondents conduct observations annually (13%) or a combination (22%) of annual or every three years. When reporting on principal observation practices, respondents said principals were mostly observed on an annual basis (61%) or every three years (22%).

CESA 8 respondents noted that teachers and principals completing an evaluation cycle participated in the following required EE conferences: end-of-cycle conferences (96% for both groups), mid-year/interval review (teachers = 87%, principals = 57%), and planning sessions (74% for both groups).

*Evaluators must conduct observations of professional practice during the EE evaluation cycle.*

When asked about the observation cycle of teachers, over half (52%) of CESA 8 respondents indicated there's typically at least one announced, formal observation (with pre- and post-conference) amounting to a full class period. The second most frequent approach (13%) to observations were numerous mini-observations equivalent to a full class period.

When asked about the observation cycle of principals, strategies were slightly more varied. CESA 8 respondents reported that principals most often (30%) received at least one announced, formal observation. The second most frequent strategy utilized with principals (22%) were mini-observations of about 10-15 minutes.

Most CESA 8 districts surveyed (87%) reported that all teachers received at least one annual informal, unannounced observation, a practice which was utilized for principals in 83% of responding districts.

## **Next Steps**

This summary may be used by CESA staff and the DPI to inform and plan EE supports for the 2023-24 school year. The following resources may also help inform planning:

[Six Required Components of EE](#)

[Six Requirements in Practice](#)

[DPI EE Resources and Trainings](#)