



Wisconsin  
Evaluation  
Collaborative

## Statewide Summary 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 rate for statewide completion along with a summary of the survey responses. The conclusion addresses findings related to implementation of the six EE requirements across the state.

### Response rate

Across Wisconsin there are 421 public school districts and 36 independent and non-instrumentality charter schools that received EE grant funding in 2022-23. Of the 457 entities, 317 districts and charter schools responded to the survey for a **69%** response rate.

## 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?

| STATE (n=317) |        |
|---------------|--------|
| YES           | NO     |
| 312 (98%)     | 5 (2%) |

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

| STATE (n=317) |          |
|---------------|----------|
| YES           | NO       |
| 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          | STATE RESPONSE NUMBER<br>(n=317) |
|-------------------|----------------------------------|
| Process manuals   | 125                              |
| Seminars          | 116                              |
| Written materials | 189                              |
| Online resources  | 197                              |
| Employee handbook | 122                              |
| CESA training     | 104                              |

Other, specify (n=72):

- Items mentioned more than once:
  - Trained mentors and coaches (n=28)
  - Locally developed professional development sessions (n=10)

- Staff meetings (n=7)
- New staff professional development (n=6)
- Danielson training or video (n=3)
- EE coaches (n=3)
- Personal meetings (n=3)

***Evaluator training and ongoing monitoring of inter-rate 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.)?

|                      |           |
|----------------------|-----------|
| <b>STATE (n=313)</b> |           |
| <b>YES</b>           | <b>NO</b> |
| 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)?

|                      |           |
|----------------------|-----------|
| <b>STATE (n=313)</b> |           |
| <b>YES</b>           | <b>NO</b> |
| 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.

|                      |           |
|----------------------|-----------|
| <b>STATE (n=312)</b> |           |
| <b>YES</b>           | <b>NO</b> |
| 300 (96%)            | 12 (4%)   |

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

| TIME   | STATE RESPONSE<br>NUMBER & PERCENT<br>(n=312) |
|--|---|
| The beginning of a three-year evaluation cycle                       | 57 (18%)                                      |
| The beginning of the year of the last year in their evaluation cycle | 47 (15%)                                      |
| Annually   | 201 (64%)                                     |

Other, specify (n=7):

- Optional
- We were told by our CESA that it is not required
- Summative year
- Over the course of the three year cycle
- Twice per year
- Beginning of three year cycle or the first two years of employment
- New educators, first three years and veteran educators, every three years

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

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

| STATE (n=312) |        |
|---------------|--------|
| YES           | NO     |
| 310 (99%)     | 2 (1%) |

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

| STATE (n=312) |         |
|---------------|---------|
| YES           | NO      |
| 291 (93%)     | 21 (7%) |

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

| STATE (n=312) |         |
|---------------|---------|
| YES           | NO      |
| 294 (94%)     | 18 (6%) |

***Evaluators must conduct required EE conferences***

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

| STATE (n=309) |        |
|---------------|--------|
| YES           | NO     |
| 308 (99%)     | 1 (1%) |

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

| STATE (n=309) |        |
|---------------|--------|
| YES           | NO     |
| 308 (99%)     | 1 (1%) |

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

| EVALUATION CYCLE          | STATE RESPONSE NUMBER<br>& PERCENT (n=309) |
|---------------------------|--|
| Annual evaluation         | 31 (10%)                                   |
| Every other year          | 3 (1%)                                     |
| Every third year          | 181 (59%)                                  |
| Combination of the above? | 94 (30%)                                   |

Comments (n=35):

- Cycles mentioned more than once:
  - Annually for new teachers in their first three years, then every third year (n=18)
  - First two years in the district, then every third year (n=4)
  - Annually with summary at third year (n=4)
  - Annual SLO and PPG, summative every third year (n=2)

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

| EVALUATION CYCLE          | STATE RESPONSE NUMBER<br>& PERCENT (n=309) |
|---------------------------|--|
| Annual evaluation         | 123 (40%)                                  |
| Every other year          | 26 (8%)                                    |
| Every third year          | 106 (34%)                                  |
| Combination of the above? | 54 (17%)                                   |

Comments (n=20):

- Cycles mentioned more than once:
  - Annually for new principals in their first three years, then every third year (n=3)
  - First year and then every third year (n=3)
  - First and second year, then every third year (n=2)
  - Meet annually, summative in third year (n=2)
  - None (n=2)

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>STATE RESPONSE NUMBER<br/>&amp; PERCENT (n=309)</b> |
|--------------------------|--|
| Planning session         | 264 (85%)  |
| Mid-year/interval review | 246 (80%)  |
| End-of-cycle conference  | 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>STATE RESPONSE NUMBER<br/>&amp; PERCENT (n=309)</b> |
|--------------------------|--|
| Planning session         | 232 (75%)  |
| Mid-year/interval review | 205 (66%)  |
| End-of-cycle conference  | 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>STATE RESPONSE<br/>NUMBER &amp; PERCENT<br/>(n=308)</b> |
|---|--|
| At least one announced, formal observation of a full class period   | 14 (5%)  |
| At least one announced, formal observation - including a pre-conference - of a full class period                                      | 9 (3%)   |
| At least one announced, formal observation - including a post-conference - of a full class period                                     | 36 (12%)   |
| At least one announced, formal observation - including a pre- and post-conference - of a full class period                            | 90 (29%)   |
| Number of mini-observations (aka informal, unannounced observations lasting at least 10-15 minutes) equivalent to a full class period | 65 (21%)   |
| A number of mini-observations equivalent to a full class period, including a pre-conference   | 6 (2%)   |
| A number of mini-observations equivalent to a full class period, including a post-conference  | 52 (17%)   |
| A number of mini-observations equivalent to a full class period, including a pre- and post-conference                                 | 36 (12%)   |

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

**OBSERVATION PROCESS**

**STATE RESPONSE  
NUMBER & PERCENT  
(n=308)**

|   |           |
|---|-----------|
| At least one announced, formal observation of a full class period   | 30 (10%)  |
| At least one announced, formal observation - including a pre-conference - of a full class period                                      | 2 (1%)    |
| At least one announced, formal observation - including a post-conference - of a full class period                                     | 25 (8%)   |
| At least one announced, formal observation - including a pre- and post-conference - of a full class period                            | 40 (13%)  |
| Number of mini-observations (aka informal, unannounced observations lasting at least 10-15 minutes) equivalent to a full class period | 107 (35%) |
| A number of mini-observations equivalent to a full class period, including a pre-conference   | 8 (3%)    |
| A number of mini-observations equivalent to a full class period, including a post-conference  | 51 (17%)  |
| A number of mini-observations equivalent to a full class period, including a pre- and post-conference                                 | 45 (15%)  |

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

| STATE (n=308) |          |
|---------------|----------|
| YES           | NO       |
| 277 (90%)     | 31 (10%) |

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

| STATE (n=308) |          |
|---------------|----------|
| YES           | NO       |
| 265 (86%)     | 43 (14%) |

## Summary of Results

Based on the statewide 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 (for example, question number 18) uses teacher process language and may have caused confusion for respondents.

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

Nearly all respondents reported that they provide an orientation (98%) and a significant majority provide ongoing training opportunities (88%) for their staff. The three most frequently reported resources include: online resources, written resources, and the process manuals.

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

The majority of evaluators have been trained (98%) and most, although a smaller percentage (86%), also participate in calibration activities.

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

A great number of entities (96%) report that teachers and principals complete a self-review and the majority (64%) reported completing it annually.

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

Almost all teachers (99%) and principals (93%) complete an SLO annually and receive a holistic evaluation of their SLO (94%).

*Evaluators must conduct required EE conferences.*

Almost all teachers and principals (99%) are evaluated in their first year of employment and at least every third year after their first year of employment.

Teachers are most frequently evaluated every third year (59%) or there is a combination approach (30%) to the timing (annually, every other year, every third year) typically due to new educator or veteran educator status. Principals are most frequently evaluated annually (40%), followed by every third year (34%).

The most frequently held EE conference for both teachers (97%) and principals (95%) is the end-of-cycle conference, followed by the planning sessions (teachers = 85% and principals = 75%). The mid-year review is held for a majority of teachers (80%) and principals (66%) but less frequently than the other two conferences.

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

Teachers in their evaluation cycle most frequently receive an announced, formal observation with a pre- and post-conference (29%). This was followed by a series of mini observations without pre- and post-conferences (21%).

Principals in their evaluation cycle most frequently received a series of min observations without pre- and post-conferences (35%), followed by a series of mini observations with a post-conference (17%).

## **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](#)