



Wisconsin  
Evaluation  
Collaborative

## CESA 10 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 10 (and statewide for context) along with a summary of survey responses. For each survey question, if the difference between the CESA 10 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 10 region.

### Response rate

CESA 10 supports 29 school districts and no independent and non-instrumentality charter schools. Statewide the survey response rate is **69%**. Of the 29 entities in CESA 10, there was a **113%** response rate (33 respondents). Four districts must have had multiple respondents. Unfortunately, there was no way to know which districts duplicated their responses, so the data was analyzed as collected.

## 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 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
31 (94%)	2 (6%)	312 (98%)	5 (2%)

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

CESA 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
29 (88%)	4 (12%)	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] (n=33)

RESOURCE	CESA 10 RESPONSE NUMBER (n=33)	STATE RESPONSE NUMBER (n=309)
Process manuals	10	125
Seminars	9	116
Written materials	19	189
Online resources	20	197
Employee handbook	19	122
CESA training	12	104

Other, specify (n=12):

- Danielson Framework video
- New Teacher Orientation/Mentor program and Meetings between administrator and new staff. With new principals, in house training.

- Local webpage for staff
- Mentors
- New staff orientations
- General overview at beginning of the school.
- After school meetings through the year
- Coaching
- Our Principal/Mentor gives training and resource support times throughout the year.
- Models provided by Principals
- Content area and grade level collaboration designated for EE

***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.)?

CESA 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
32 (97%)	1 (3%)	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 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
26 (79%)	7 (21%)	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 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
29 (88%)	4 (12%)	300 (96%)	12 (4%)

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

TIME	CESA 10 RESPONSE NUMBER & PERCENT (n=33)	STATE RESPONSE NUMBER & PERCENT (n=309)
The beginning of a three-year evaluation cycle	<b>15 (45%)</b>	<b>57 (18%)</b>
The beginning of the year of the last year in their evaluation cycle	7 (21%)	47 (15%)
Annually	<b>18 (54%)</b>	<b>201 (64%)</b>

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 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
33 (100%)	0 (0%)	310 (99%)	2 (1%)

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

CESA 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
<b>27 (82%)</b>	<b>6 (18%)</b>	<b>291 (93%)</b>	<b>21 (7%)</b>

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

CESA 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
29 (88%)	4 (12%)	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?

CESA 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
33 (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 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
33 (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 10 RESPONSE NUMBER & PERCENT (n=33)	STATE RESPONSE NUMBER & PERCENT (n=309)
Annual evaluation	1 (3%)	31 (10%)
Every other year	0 (0%)	3 (1%)
Every third year	22 (66%)	181 (59%)
Combination of the above?	10 (30%)	94 (30%)

Comments (n=4):

- First three consecutive years for first year teachers. Then once every third year.
- Each of the 1st three years, then every 3rd year...unless on an improvement plan, then annually.
- Teachers are informally evaluated every year, ending with a formal evaluation at the conclusion of their 3rd year.
- Annually for the first three years and then every third year.

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

<b>EVALUATION CYCLE</b>	<b>CESA 10 RESPONSE NUMBER &amp; PERCENT (n=33)</b>	<b>STATE RESPONSE NUMBER &amp; PERCENT (n=309)</b>
Annual evaluation	11 (33%)	123 (40%)
Every other year	0 (0%)	26 (8%)
Every third year	10 (30%)	106 (34%)
Combination of the above?	7 (21%)	54 (17%)

Comments (n=1):

- Annually for first three years, then every three years

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 10 RESPONSE NUMBER &amp; PERCENT (n=33)</b>	<b>STATE RESPONSE NUMBER &amp; PERCENT (n=309)</b>
Planning session	31 (94%)	264 (85%)
Mid-year/interval review	25 (76%)	246 (80%)
End-of-cycle conference	30 (94%)	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 10 RESPONSE NUMBER &amp; PERCENT (n=33)</b>	<b>STATE RESPONSE NUMBER &amp; PERCENT (n=309)</b>
Planning session	22 (67%)	232 (75%)
Mid-year/interval review	21 (64%)	205 (66%)
End-of-cycle conference	<b>28 (85%)</b>	<b>293 (95%)</b>

**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]

OBSERVATION PROCESS	CESA 10 RESPONSE NUMBER & PERCENT (n=33)	STATE RESPONSE NUMBER & PERCENT (n=309)
At least one announced, formal observation of a full class period	2 (6%)	14 (5%)
At least one announced, formal observation - including a pre-conference - of a full class period	1 (3%)	9 (3%)
At least one announced, formal observation - including a post-conference - of a full class period	4 (12%)	36 (12%)
At least one announced, formal observation - including a pre- and post-conference - of a full class period	<b>4 (12%)</b>	<b>90 (29%)</b>
Number of mini-observations (aka informal, unannounced observations lasting at least 10-15 minutes) equivalent to a full class period	<b>12 (36%)</b>	<b>65 (21%)</b>
A number of mini-observations equivalent to a full class period, including a pre-conference	1 (3%)	6 (2%)
A number of mini-observations equivalent to a full class period, including a post-conference	6 (18%)	52 (17%)
A number of mini-observations equivalent to a full class period, including a pre- and post-conference	3 (9%)	36 (12%)

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

OBSERVATION PROCESS	CESA 10 RESPONSE NUMBER & PERCENT (n=33)	STATE RESPONSE NUMBER & PERCENT (n=309)
At least one announced, formal observation of a full class period	3 (9%)	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 (6%)	25 (8%)
At least one announced, formal observation - including a pre- and post-conference - of a full class period	2 (6%)	40 (13%)
Number of mini-observations (aka informal, unannounced observations lasting at least 10-15 minutes) equivalent to a full class period	13 (40%)	107 (35%)
A number of mini-observations equivalent to a full class period, including a pre-conference	1 (3%)	8 (3%)
A number of mini-observations equivalent to a full class period, including a post-conference	8 (24%)	51 (17%)
A number of mini-observations equivalent to a full class period, including a pre- and post-conference	4 (12%)	45 (15%)



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

CESA 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
29 (88%)	4 (12%)	277 (90%)	31 (10%)

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

CESA 10 (n=33)		STATE (n=309)	
YES	NO	YES	NO
26 (79%)	7 (21%)	265 (86%)	43 (14%)

## Summary of Results

Based on CESA 10 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*

94% of CESA 10 survey respondents indicated they provide an orientation to the Wisconsin EE System and local EE policies to all new teachers and principals. 88% indicated that they provide multiple, ongoing training opportunities to staff to support their understanding. When asked which resources they use to provide EE information to staff, most respondents reported they use online resources (n=20) or employee handbooks (n=19).

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

When CESA 10 respondents were asked if evaluating administrators completed training in the observation rubric to certify them as evaluators, 97% indicated this practice exists in their district. 79% of CESA 10 respondents reported their certified administrators completed at least one activity during the school year to calibrate observation amongst other evaluators.

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

88% of CESA 10 respondents indicated that all teachers and principals completed a self-review using the relevant rubric for their professional practice at least once during their evaluation cycle. Roughly half teachers typically complete a self-review either at the beginning of a three-year evaluation cycle (45%) or annually (54%).

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

100% of CESA 10 respondents reported that teachers completed at least one SLO during the school year, while 82% of respondents indicated that principals developed and completed at least one SLO during the school year. 88% of respondents reported that both teachers and principals receive a holistic evaluation of their SLOs across their evaluation cycle.

### *Evaluators must conduct required EE conferences.*

Among CESA 10 respondents, all (100%) indicated that teachers and principals are evaluated in their first year of employment with the agency and at least every third year after their first year of employment with the agency. When completing an evaluation cycle, CESA 10 respondents tended to evaluate teachers every third year (66%) or a combination of annual and every third year (30%). Principals tended to be on annual (33%) or every third year (30%) cycles.

When CESA 10 teachers are completing an evaluation cycle, a majority (94%) of districts reported they meet with their assigned evaluator for planning sessions or end-of-cycle conferences. When CESA 10 principals are completing an evaluation cycle, a majority (85%) of districts indicated they meet with their assigned evaluator for end-of-cycle conferences.

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

CESA 10 survey respondents indicated a wide range of observation practices for teachers and principals completing an evaluation cycle, but the largest proportion of respondents indicated they observe teachers (36%) and principals (40%) using a number of mini-observations equivalent to a full class period. A majority of CESA 10 respondents reported all teachers (88%) and principals (79%) received at least one informal, unannounced annual observation by an evaluator.

## **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](#)