



Wisconsin
Evaluation
Collaborative

CESA 9 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 9 (and statewide for context) along with a summary of survey responses. For each survey question, if the difference between the CESA 9 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 9 region.

Response rate

CESA 9 supports 22 school districts and 0 independent and non-instrumentality charter schools. Of the 22 entities, 19 districts responded to the survey for a **86%** response rate. Statewide, the survey response rate is **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 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
19 (100%)	0 (0%)	312 (98%)	5 (2%)

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

CESA 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
16 (84%)	3 (16%)	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 9 RESPONSE NUMBER (n=19)	STATE RESPONSE NUMBER (n=309)
Process manuals	9	125
Seminars	7	116
Written materials	6	189
Online resources	7	197
Employee handbook	5	122
CESA training	7	104

Other, specify (n=5):

- All trainings were available - to all staff but not requested because we have been doing this for a long time
- Shortcut sheets

- Mentor Program
- Mentor Topic

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 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
19 (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 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
16 (84%)	3 (16%)	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 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
19 (100%)	0 (0%)	300 (96%)	12 (4%)

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

TIME	CESA 9 RESPONSE NUMBER & PERCENT (n=19)	STATE RESPONSE NUMBER & PERCENT (n=309)
The beginning of a three-year evaluation cycle	3 (16%)	57 (18%)
The beginning of the year of the last year in their evaluation cycle	3 (16%)	47 (15%)
Annually	12 (63%)	201 (64%)

Other, specify (n=x):

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 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
19 (100%)	0 (0%)	310 (99%)	2 (1%)

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

CESA 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
17 (89%)	2 (11%)	291 (93%)	21 (7%)

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

CESA 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
19 (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 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
19 (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 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
19 (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 9 RESPONSE NUMBER & PERCENT (n=19)	STATE RESPONSE NUMBER & PERCENT (n=309)
Annual evaluation	3 (16%)	31 (10%)
Every other year	0 (0%)	3 (1%)
Every third year	13 (68%)	181 (59%)
Combination of the above?	3 (16%)	94 (30%)

Comments (n=2):

- Now and then every third year
- Annual eval but summative/more extensive every 3 years

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

EVALUATION CYCLE	CESA 9 RESPONSE NUMBER & PERCENT (n=19)	STATE RESPONSE NUMBER & PERCENT (n=309)
Annual evaluation	5 (26%)	123 (40%)
Every other year	2 (11%)	26 (8%)
Every third year	5 (26%)	106 (34%)
Combination of the above?	5 (26%)	54 (17%)

Comments (n=2):

- Annual eval but summative/more extensive every 3 years
- Now and then every third year

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

EE CONFERENCES	CESA 9 RESPONSE NUMBER & PERCENT (n=19)	STATE RESPONSE NUMBER & PERCENT (n=309)
Planning session	16 (84%)	264 (85%)
Mid-year/interval review	12 (63%)	246 (80%)
End-of-cycle conference	17 (89%)	301 (97%)

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

EE CONFERENCES	CESA 9 RESPONSE NUMBER & PERCENT (n=19)	STATE RESPONSE NUMBER & PERCENT (n=309)
Planning session	12 (63%)	232 (75%)
Mid-year/interval review	12 (63%)	205 (66%)
End-of-cycle conference	17 (89%)	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]

OBSERVATION PROCESS	CESA 9 RESPONSE NUMBER & PERCENT (n=19)	STATE RESPONSE NUMBER & PERCENT (n=309)
At least one announced, formal observation of a full class period	1 (5%)	14 (5%)
At least one announced, formal observation - including a pre-conference - of a full class period	0 (0%)	9 (3%)
At least one announced, formal observation - including a post-conference - of a full class period	2 (11%)	36 (12%)
At least one announced, formal observation - including a pre- and post-conference - of a full class period	5 (26%)	90 (29%)
Number of mini-observations (aka informal, unannounced observations lasting at least 10-15 minutes) equivalent to a full class period	4 (21%)	65 (21%)
A number of mini-observations equivalent to a full class period, including a pre-conference	0 (0%)	6 (2%)
A number of mini-observations equivalent to a full class period, including a post-conference	4 (21%)	52 (17%)
A number of mini-observations equivalent to a full class period, including a pre- and post-conference	3 (16%)	36 (12%)

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

OBSERVATION PROCESS	CESA 9 RESPONSE NUMBER & PERCENT (n=19)	STATE RESPONSE NUMBER & PERCENT (n=309)
At least one announced, formal observation of a full class period	1 (5%)	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	1 (5%)	25 (8%)
At least one announced, formal observation - including a pre- and post-conference - of a full class period	2 (11%)	40 (13%)
A number of mini-observations (aka informal, unannounced observations lasting at least 10-15 minutes) equivalent to a full class period	10 (53%)	107 (35%)
A number of mini-observations equivalent to a full class period, including a pre-conference	0 (0%)	8 (3%)
A number of mini-observations equivalent to a full class period, including a post-conference	3 (16%)	51 (17%)
A number of mini-observations equivalent to a full class period, including a pre- and post-conference	2 (11%)	45 (15%)

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

CESA 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
18 (96%)	1 (4%)	277 (90%)	31 (10%)

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

CESA 9 (n=19)		STATE (n=309)	
YES	NO	YES	NO
18 (96%)	1 (4%)	265 (86%)	43 (14%)

Summary of Results

Based on CESA 9 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 9 districts (100%) responding to this survey indicated they provide an EE orientation to all new teachers and principals, and the majority (84%) of those districts provide multiple, ongoing training opportunities to staff to support their understanding of EE. The resources most frequently used include process manuals (47%) and seminars (37%), online resources (37%), and CESA trainings (all 37%).

Evaluator training and ongoing monitoring of inter-rater agreement

100% of responding CESA 9 districts reported that teacher evaluators are certified to use observation rubrics. 84% of respondents indicated that these certified administrators complete at least one activity during the school year to calibrate their observation skills.

Educators must complete a self-review during the EE Cycle

100% of respondents affirmed that teachers and principals completed a self-review using the relevant rubric for their professional practice at least once in their evaluation cycle. Respondents also reported that a majority of the time (63%) teachers complete an annual self-review.

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

All teachers (100%) and a majority of principals (89%) completed at least one SLO during the school year, and 100% of responding CESA 9 districts indicated these educators receive a holistic evaluation of their SLOs.

Evaluators must conduct required EE conferences.

All responding CESA 9 districts (100%) reported that both teachers and principals are evaluated in their first year of employment and that these same educators are evaluated at least every third year after their first year of employment.

68% of CESA 9 districts report using a three-year evaluation cycle with teachers. For principals, evaluation cycle practices were more varied. 26% of districts reported conducting annual evaluations, every third year, or a combination of these evaluation cycles.

Respondents indicated that teachers and principals completing an evaluation cycle met with their assigned evaluator for EE conferences in the following ways: planning sessions (84% = teachers, 63% = principals), mid-year/internal reviews (63% for both teachers & principals), and end-of-cycle conferences (89% for both teachers & principals).

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

For responding CESA 9 districts, teachers are observed using a variety of evaluation cycles, such as: 26% have at least one announced, formal observation of a full class period, 21% have a number of mini-observations of approximately 10-15 minutes, and 21% have a number of mini-observations equivalent to a full class period (with a post-conference).

When asked the same question about the evaluation cycle for principals completing an evaluation cycle, responding districts indicated a majority of principals (53%) are observed via a number of mini-observations (at least 10-15 minutes) equivalent to a full class period.

A majority of CESA 9 respondents (96%) reported that all teachers and principals received at least one annual, informal, unannounced 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](#)