



Results of the 2017-18 Wisconsin Educator Development, Support, and Retention Survey of Teachers

How are District Differences in the Implementation of Teacher Evaluations associated with Teacher Perceptions of School Leadership and Teacher Job Satisfaction?

The state of Wisconsin implemented a statewide educator evaluation system in 2014. This system is designed to promote feedback to educators that leads to improved educator effectiveness and student learning. We report on the results of a statewide survey of 24,000 teachers—44% of all Wisconsin classroom teachers—about their experiences with teacher evaluations and the feedback process, perceptions of principal effectiveness, and their satisfaction with their job. Included in these analyses were 274 school districts with at least a 40% response rate. The results demonstrate a close connection between how school districts implement teacher evaluations and the perceptions of their teachers across a number of school social factors, including the usefulness of performance feedback, principal effectiveness, and job satisfaction. Teachers in districts that provide adequate time and support to teachers to complete their evaluation process—as well as useful and accurate performance feedback—perceive their principals to be effective leaders and are more satisfied with their job. The implications of these results for the implementation of teacher evaluations are discussed.

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How are District Differences in the Implementation of Teacher Evaluations associated with Teacher Perceptions of School Leadership and Teacher Job Satisfaction?

In the spring of 2018 all Wisconsin classroom teachers were invited to complete the Wisconsin Educator Development, Support, and Retention (WEDSR) Survey as part of the ongoing statewide evaluation of teacher evaluation and support processes, or Educator Effectiveness (EE), conducted by the Office of Socially Responsible Evaluation in Education (SREed) at the University of Wisconsin-Milwaukee. The WEDSR Survey captures aspects of the implementation of local teacher evaluation and feedback processes, along with aspects of school social contexts related to the implementation of teacher evaluations, such as principal leadership and job satisfaction. In this report, we present the results of the WEDSR Survey and explore how district differences in the implementation of local EE processes relate with district differences in teacher perceptions of their principals and satisfaction with their job.

The Wisconsin Teacher Evaluation Process

Although the Wisconsin Department of Public Instruction (DPI) had already been exploring the possibility, in 2012 the Wisconsin legislature passed Act 166,¹ requiring schools implement standards-based educator evaluation systems. The resulting Wisconsin Educator Effectiveness (EE) process is based on research that teacher quality is the most important school factor for determining student achievement.^{2,3} It is intended to promote the use of performance feedback to enhance the quality of teaching and student learning across the state. EE requires that schools provide ongoing, standards-based feedback to teachers about their professional practices. Districts may use the Danielson Framework for Teaching⁴, the CESA 6 Effectiveness Project based on the Stronge Teacher and Leader Effectiveness Performance System⁵, or apply to use an equivalent set of standards. Veteran teachers are evaluated on a three-year cycle. Every third

¹ Wisconsin (2012). 2011 Wisconsin Act 166. Retrieved from <https://docs.legis.wisconsin.gov/2011/related/acts/166.pdf>

² McCaffrey, J. R., Lockwood, D. F., Koretz, D. M., & Hamilton, L. S. (2003). *Evaluating Value Added Models for Teacher Accountability* [Monograph]. Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/pubs/monographs/2004/RAND_MG158.pdf

³ Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrics*, 73, 417-458.

⁴ Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument: 2013 Instructionally Focused Edition*. Princeton, NJ: The Danielson Group.

⁵ Stronge, J. H. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

year, “summary year” teachers complete a structured evaluation process that involves a series of observations and feedback opportunities with their evaluator. First-year teachers also complete the summary year teacher evaluation process. In off years, or “supporting years,” teachers may receive feedback from a peer or coach instead of an evaluator. Throughout the evaluation cycle, teachers collect artifacts that represent their practice across the different components of their district’s evaluation framework. Another aspect of the Wisconsin EE process involves teachers completing at least one Student Learning Objective (SLO) every year, which involves identifying, measuring, and tracking specific student learning outcomes across the year. A third aspect involves the creation of a Professional Practice Goal (PPG), whereby teachers identify an area of practice they plan to work to improve during the school year. At the end of their summary year, teachers receive practice ratings based on observational evidence and collected artifacts; and ratings on their SLOs. In Wisconsin, the Department of Public Instruction (DPI) encourages schools to use the evaluation process in a learning-centered, growth focused manner that provides teachers with constructive and actionable feedback.

EE and Teacher Job Satisfaction

Teacher job satisfaction in Wisconsin has been a particularly salient topic since the passage of Act 10⁶ in 2011, which, among other things, greatly diminished the collective bargaining rights and retirement benefits of teachers. As a consequence of Act 10, Wisconsin teachers have experienced considerable stress and districts have experienced increases in teacher turnover through retirements and transfers, which has resulted in teacher shortages in many districts.⁷ Act 10 and Act 166, together, combined to have a large impact on the Wisconsin education system, and potentially the levels of stress experienced by teachers and their satisfaction with their job.

⁶ Wisconsin (2011). 2011 Wisconsin Act 10. Retrieved from <https://docs.legis.wisconsin.gov/2011/related/acts/10.pdf>

⁷ Umhoeher, D. & Hauer, D. (2016, October 9). From teacher ‘free agency’ to merit pay, the uproar over Act 10 turns into upheaval in Wisconsin schools. *The Milwaukee Journal Sentinel*. Retrieved from <http://projects.jsonline.com/news/2016/10/9/from-teacher-free-agency-to-merit-pay-the-uproar-over-act-10.html>

Why does teacher job satisfaction matter?

Fundamentally, more satisfied employees are more productive,⁸ and more satisfied teachers are far more likely to stay in their schools and continue in the field of education.^{9, 10} Teacher turnover is a problem that drains school resources and lowers the quality of teaching students experience, especially in urban and high-poverty schools.^{11, 12} Through these processes, teacher turnover has a negative impact on student achievement.¹³ If teacher evaluations, as mandated by EE, are having an impact on teacher job satisfaction, either positive or negative, they likely are also having indirect impacts (through teacher retention and job satisfaction) on the quality of instruction students receive and student learning.

What school factors promote teacher job satisfaction?

The greatest determining factors for teacher job satisfaction are related to school organization.¹⁴ An analysis of the National Center for Education Statistics Schools and Staffing Survey for 1999–2000 and the Teacher Follow-up Survey for 2000–2001 of Schools demonstrated that overworked teachers were less happy with their work conditions.¹⁵ Another study using the results of the 1993 to 1995 Schools and Staffing Survey and the Teacher Follow-Up Survey found that social support and school management factors, such as principal leadership and trust, were the most important determinants of teacher job satisfaction, which in turn was the greatest determinant of teacher retention.¹⁶ A more recent study of teacher job satisfaction in

⁸ Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, *127*(3), 376–407.

⁹ Borg, M. G. & Riding, R. J. (1991). Occupational stress and satisfaction in teaching. *British Educational Research Journal* *17*(3), 263–281.

¹⁰ Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teacher working conditions on their professional satisfaction and their students' achievement. *Teachers College Record* *114*(10), 1–39.

¹¹ Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A descriptive analysis. *Educational Evaluation and Policy Analysis*, *24*(1), 37–62.

¹² Hanushek, E. A., Rivkin, S. G., & Schiman, J. C. (2016). Dynamic effects of teacher turnover on the quality of instruction. *Economics of Education Review*, *55*, 132–148.

¹³ Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement." *American Educational Research Journal*, *50*, 4–36.

¹⁴ Lee, V. E., Bryk, A. S., & Smith, J. B. (1993). Chapter 5: The organization of effective secondary schools. *Review of Research in Education*, *19*(1), 171–267.

¹⁵ Liu, X. S. & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of the teacher follow-up survey in the United States for 2000–2001. *Teaching and Teacher Education*, *24*(5), 1173–1184.

¹⁶ Stockard, J. & Lehman, M. B. (2004). Influences on the satisfaction and retention of 1st-year teachers: The importance of effective school management. *Educational Administration Quarterly*, *40*(5), 742–771.

Massachusetts concluded similarly that school social contexts mattered more than school structural and student characteristics.¹⁷ Specifically, aspects of school culture, such as teacher relationships and principal leadership, were far more important to teachers than was the quality of the facilities. The study further found that the social conditions of schools also predicted student academic growth.

What research exists that connects EE with teacher job satisfaction?

Related to EE, there are only two published studies known to the authors that have established a link between EE processes, a component of school social contexts, and job satisfaction. One study,¹⁸ using a regression-discontinuity design, found a small causal link between the effectiveness ratings teachers receive at the end of the year and their job satisfaction. Rating a teacher as more effective resulted in a small improvement in their job satisfaction. Another study¹⁹ reported, after accounting for other school context factors, a small correlation between the levels of support teachers experienced during their evaluation process and their job satisfaction.

Two unpublished studies conducted as part of the statewide evaluation of the Wisconsin EE process have also reported links between aspects of EE and teacher job satisfaction. The first²⁰, based on the results of the 2015-16 WEDSR Survey, reported that the amount of time provided to teachers to complete the steps of EE, along with the usefulness and accuracy of performance feedback, predicted teacher job satisfaction, even after accounting for other school social context factors. Another study currently in development²¹ uses a structural statistical model to link teacher evaluation and feedback processes with teacher perceptions of principal leadership and job satisfaction. This study, focused on the experiences of approximately 1,000 novice (first

¹⁷ Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teacher working conditions on their professional satisfaction and their students' achievement. *Teachers College Record* 114(10), 1-39.

¹⁸ Koedel, C., Li, J., Springer, M. G., & Tan, L. (2017). The impact of performance ratings on job satisfaction for public school teachers. *American Educational Research Journal*, 54(2), 241-278.

¹⁹ Ford, T. G., Urick, A., & Wilson, A. S. P. (2018). Exploring the effect of supportive teacher evaluation experiences on U.S. teachers' job satisfaction. *Education Policy Analysis Archives*, 26(59).
<http://dx.doi.org/10.14507/epaa.26.3559>

²⁰ Jones, C. J. (April, 2017). *Teacher Job Satisfaction in the Context of the Wisconsin Educator Effectiveness System*. Retrieved online at <https://uwm.edu/officeofresearch/wisconsin-educator-evaluation-and-development-process-evaluation/>

²¹ Jones, C. J. (2018). *Novice Teacher Formative Evaluations and their Perceptions of their Principal and their Job*. Report in preparation.

year) Wisconsin teachers, found that providing novice teachers with at least two face-to-face feedback opportunities and more time and support to complete the steps of EE was associated with teachers perceiving feedback as more useful and accurate, viewing their principal as a more effective leader, and being more satisfied with their job. The relationships between these factors were strong, with the structural model explaining 38% of the variance in teacher perceptions of the usefulness of feedback, 50% of their perceptions of principal leadership, and 29% of their job satisfaction. These results informed the creation of the model below (Figure 1), which is used to organize the presentation of findings from the 2017-18 WEDSR Survey.

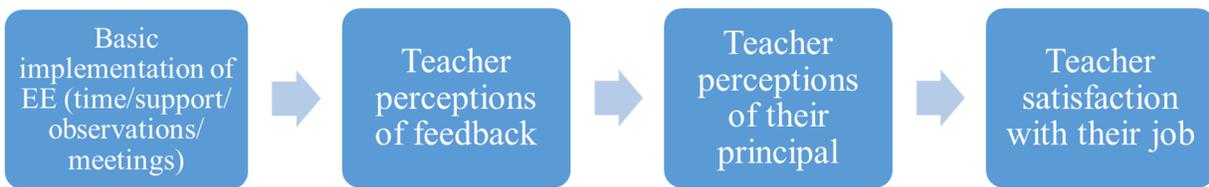


Figure 1: Model for how the implementation of EE leads to teacher perceptions of principal effectiveness and job satisfaction

Current Study

This report serves two purposes. One, is to present the results of the 2017-18 WEDSR Survey. To that end, this paper serves as a reference document with the questions and response breakdowns included in Appendix B. The second purpose is to explore how district differences in the implementation of teacher evaluation and feedback processes relate with district differences in teacher perceptions of their principal and their job satisfaction. Based on our previous research on this topic, we expect that districts providing teachers with adequate time and support for completing the steps of EE, more opportunities for performance feedback, and more accurate and useful feedback have principals who are viewed as more effective by their teachers and teachers who are more satisfied with their jobs.

Methods

Survey Administration

Teacher email addresses were obtained from My Learning Plan (MLP), the online data tracking system used by most Wisconsin districts and schools to document their EE process. Three hundred forty-two districts used MLP during the 2017-18 school year. Another 104 districts not using MLP were asked to provide teacher contact information. Sixty-five provided contact lists.

All of the classroom teachers on the lists were then emailed invitations to take the survey. Teachers also had the option to access the survey through a link on our website. Teachers taking the survey through our website had to verify their identity by entering their email address. The survey was open from late March 2018 through the end of May 2018.

Survey Participation

In the spring of 2018, 24,164 out of 55,602 teachers responded to the survey. This represents 43.5% of all classroom teachers invited. Only districts with at least a 40% response rate were included in the analyses presented in this report. By applying this minimum threshold, 274 out of 404 districts were included.²² Of these, 123 were using the Stronge Teacher and Leader Effectiveness Performance System and 151 were using the Danielson Framework for Teaching to organize their teacher evaluation process. In these districts, 18,804 teachers completed surveys, which represents a 56% response rate.

Survey Constructs

Several constructs were assessed in the 2017-18 WEDSR Survey. The areas summarized below were measured using a combination of validated survey instruments and additional questions designed by the evaluation team to address specific aspects of the Wisconsin system. All WEDSR Survey questions are presented in Appendix B.

EE Implementation – Teachers were asked about the number of times their instruction was observed, they received verbal performance feedback, and they were provided written feedback. To understand the total amount of feedback provided to teachers at the district level, we calculated the percentage of teachers within districts who indicated that they had received verbal and/or written feedback at least two times. Teachers were also asked a number of questions about their understanding of and attitudes toward their school’s teacher evaluation process, their school’s use of the process, and their engagement with others in the Student Learning Objectives (SLO) process. The results for these questions are presented descriptively and are not scaled.

²² These districts also received individualized reports of their WEDSR Survey responses.

Time/Support to Complete EE – Teachers were asked four questions about the amount of time and support provided to them to do the steps of their school’s EE process. The internal consistency of these four items is .909.

The Feedback Process – Scales from the Examining Evaluator Feedback Survey²³ were used to measure several aspects of how teachers experience the feedback process including: to what degree they use feedback to improve (*Feedback Use*), how much opportunity teachers have to use feedback (*Opportunity to Use Feedback*), the accuracy of feedback (*Feedback Accuracy*) and the usefulness of feedback (*Feedback Usefulness*). One additional question was added to the *Feedback Use* scale to assess if they changed their SLO based on feedback. The internal consistency of these scales is .903, .812, .840, and .938 respectively. Only teachers who indicated that they received performance feedback this year were asked to answer these questions.

Principal Effectiveness – Two scales from the University of Chicago’s 5Essentials Survey²⁴ were used to measure teacher perceptions of the *Trust between Teachers and Principals* and *Principal Leadership*. The internal consistency of these two eight-item scales is .934 and .957 respectively. One scale from the Examining Evaluator Feedback Survey was used to measure teacher perceptions of *Evaluator Qualifications to Provide Feedback*. The internal consistency of this five-item scale is .929.

Teacher Job Satisfaction – The Brief Index of Affective Job Satisfaction²⁵ was used to measure affective teacher *Job Satisfaction*. The internal consistency of this four-item scale is .937. One scale from the University of Chicago’s 5Essentials Survey was used to measure teacher *School Commitment*. The internal consistency of this four-item scale is .885.

Teacher Interactions – Two scales from the University of Chicago’s 5Essentials Survey were used to measure *Trust between Teachers* and *Teacher Collaboration*. The internal consistency of

²³ Cherasaro, T. L., Brodersen, R. M., Yanoski, D. C., Welp, L. C., & Reale, M. L. (2015). *The Examining Evaluator Feedback Survey* (REL 2016–100). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from <http://ies.ed.gov/ncee/edlabs>

²⁴ Klugman, J., Gordon, M. F., Sebring, P. B., & Spote, S. E. (2015). *A First Look at the 5Essentials in Illinois Schools*. Research Report. University of Chicago Consortium on Chicago School Research.

²⁵ Thompson, E.R. & Phua, F. T.T. (2012). A Brief Index of Affective Job Satisfaction. *Group & Organization Management*, 37(3), 275-307

the four-item *Trust between Teachers* scale is .905 and five-item *Teacher Collaboration* scale is .767.

Analytic Approach

All analyses in this report were done at the district level. Both the descriptive statistics (Table 15) and district-level correlations (Table 16) of the survey scales are included in Appendix C. District-level distributions of survey scale scores are included in Appendix A. District average item response breakdowns are included in Appendix B.

Statistical modelling was used to explore the relationships between district implementation of EE and teacher perceptions of the effectiveness of their principal and satisfaction with their job. Different models were developed to explain *Feedback Usefulness*, *Feedback Accuracy*, *Trust between Teachers and Principals*, *Principal Leadership*, *Evaluator Qualifications to Provide Feedback*, *Job Satisfaction*, and *School Commitment*. The first series of models included measures of EE Implementation to predict *Feedback Accuracy* and *Feedback Usefulness*. The next series of models combined *EE Implementation* with *Feedback Usefulness* and *Accuracy* to predict the three measures of principal effectiveness. The last series of models included *EE Implementation*, *Feedback Accuracy* and *Feedback Usefulness*, and the three measures of principal effectiveness to predict measures of teacher *Job Satisfaction* and *School Commitment*. General Linear Modeling, with robust standard errors, was used throughout. All scales were standardized to improve the interpretability of the results. Thus, modelled relationships represent effect sizes. Only summary modelling results are presented in this paper. Complete results are available from the lead author upon request.

Results

Three aspects of the implementation of EE were included in the analysis predicting district levels of feedback quality, principal effectiveness, and teacher job satisfaction: the percent of teachers receiving face-to-face feedback at least two times, the percent of teachers receiving written feedback at least two times, and the amount of time and support provided to teachers to complete the steps of EE. We chose a minimum of two feedback opportunities as the cutoff based on a previous study of novice Wisconsin teachers that found when teachers participated in two or more feedback meetings their perceptions of the usefulness of their feedback and the

effectiveness of their principal were higher, while fewer than two was associated with negative perceptions.²⁶ These three measures of a district's implementation of EE were highly correlated with various aspects of feedback, principal effectiveness, and teacher job satisfaction (Table 2). Among the three aspects of a district's EE implementation, *Time/Support to Complete EE*, was the most associated with school social context factors. Between the percent of teachers receiving written or verbal feedback at least twice, the percent receiving verbal feedback at least twice was the more important factor for explaining other school social factors.

The first series of statistical models predicted teacher perceptions of *Feedback Accuracy* and *Feedback Usefulness* conditioned on the three aspects of *EE Implementation*. The percent of teachers receiving *written* feedback at least twice was not independently predictive of *Feedback Accuracy* or *Feedback Usefulness*, so this variable was dropped from each model.²⁷ The resulting models, including *Time/Support to Complete EE* and the percent of teachers receiving face-to-face feedback at least two times, explained 56% of district differences in *Feedback Usefulness* (*Adjusted R-Squared* = .555) and 42% in *Feedback Accuracy* (*Adjusted R-Squared* = .422). These strong relationships emphasize that **districts that want their teachers to view the feedback provided to them as useful and accurate must ensure they are providing teachers with enough feedback opportunities and enough time and support to complete their EE process.**

The second series of statistical models predicted the three measures of teacher perceptions of principal effectiveness conditioned on aspects of *EE Implementation*, *Feedback Accuracy*, and *Feedback Usefulness*. These factors combined to explain most of the differences between districts in *Trust between Teachers and Principals* (*Adjusted R-Squared* = .564), *Principal Leadership* (*Adjusted R-Squared* = .616), and *Evaluator Qualifications to Provide Feedback* (*Adjusted R-Squared* = .708). *Feedback Accuracy* was the strongest predictor of both *Trust between Teachers and Principals* and *Evaluator Qualifications to Provide Feedback*, with large effect sizes of .51 ($B = .511, p < .001$) and .67 ($B = .669, p < .001$) respectively. *Feedback*

²⁶ Jones, C. J. (2018). *Novice Teacher Formative Evaluations and their Perceptions of their Principal and their Job*. Report in preparation.

²⁷ Dropping written feedback from the model is not to suggest written feedback is irrelevant. Including both in the model suppressed their relationships with Feedback Accuracy and Usefulness. Verbal feedback was kept in the models as it was more related to Feedback Accuracy and Usefulness.

Usefulness however, was the strongest predictor of *Principal Leadership*, with an effect size of .64 ($B = .638, p < .001$).

Taken together, these results demonstrate the importance of the feedback process for determining how teachers view their principal. More specifically, teachers form their perceptions of how qualified their principal is to provide performance feedback, and how much they trust their principal, based to a large extent on their perceptions of the accuracy of the feedback they provide. **By providing teachers with accurate performance feedback, principals promote trusting relationships with their teachers and demonstrate their capability to do so.** Of course, it is likely that these relationships go both directions; teachers who trust their principal are more likely to view the feedback they receive as accurate. Thus, improvements to the accuracy of feedback provided to teachers may take some time before they result in changes to their trust in their principal and their belief that their principal is qualified to provide them performance feedback.

Interestingly, with the inclusion of *Feedback Accuracy* and *Usefulness* in the statistical models, the percent of teachers receiving at least two feedback meetings was negatively associated with *Trust between Teachers and Principals* ($B = -.127, p = .01$) and *Evaluator Qualifications to Provide Feedback* ($B = -.096, p = .011$). Districts with more teachers who participated in at least two feedback meetings had teachers who perceived their principals to be less effective. These seemingly counterintuitive relationships may be explained by the fact that these models also controlled for *Feedback Usefulness*. Thus, the negative relationships between the percent of teachers receiving verbal feedback and principal effectiveness is independent of the usefulness of the feedback provided. Principals are viewed as less effective in districts where it takes more feedback to achieve the same level of feedback usefulness. This last statement makes some intuitive sense and suggests that **teachers in districts where principals are better able to efficiently manage feedback opportunities to provide teachers with useful and accurate feedback, trust their principals more and view them as more qualified to provide feedback.**

The final series of statistical models predicted teacher *Job Satisfaction* and *School Commitment* conditioned on *EE Implementation*, *Feedback Accuracy*, *Feedback Usefulness*, and aspects of principal effectiveness. These factors combined explained nearly half of district differences in teacher *Job Satisfaction* (*Adjusted R-Squared* = .464) and more than half of the differences in

teacher *School Commitment* (*Adjusted R-Squared* = .570). *Feedback Accuracy* was the strongest predictor of *Job Satisfaction*, with an effect size of .32 ($B = .324, p < .001$). *Principal Leadership* however, was the strongest predictor of *School Commitment*, with an effect size of .34 ($B = .34, p < .001$). **Districts with teachers who have more time and support to engage in the teacher evaluation process, who view their performance feedback as more accurate, and who view their principal as a stronger leader have teachers who are more satisfied with their job and committed to their school.**

Conclusions

Based on the results of the statewide WEDSR Survey across 274 Wisconsin school districts, this study demonstrated how a district's EE process is closely connected to the social context of its schools. As predicted, in districts that provide teachers with adequate time and support for completing the steps of EE, more opportunities to receive performance feedback, and more accurate and useful feedback, teachers have more trust in their principals and view them as both stronger leaders and more qualified to provide performance feedback. Through these relationships, a district's EE process is intimately connected to how satisfied teachers are with their jobs.

The strength of the relationships between EE Implementation, principal effectiveness, and teacher job satisfaction was somewhat surprising. It is not enough to suggest that the EE process is connected to the social context of schools. It is more accurate to suggest that the process largely defines it. The number of feedback opportunities and time and support provided to teachers to complete the EE process explained most of the differences between districts in how accurate and useful teachers viewed their performance feedback. The quality of feedback then, in turn, explained most of differences between districts regarding teacher perceptions of principal effectiveness, which in turn explained much of the differences in teacher job satisfaction between districts. The strength of the connections between these factors suggest that a hypothetical district where teachers are provided inaccurate or less useful feedback but still view their principal as effective and remain satisfied with their job likely does not exist. The EE process in schools led by effective principals provides teachers with useful and accurate feedback. Teachers in these schools are more satisfied with their job. These factors together define what effectively managed schools organized to leverage teacher evaluations to improve instruction look like.

Implications for the implementation of teacher evaluations

Districts should leverage their EE process to, not only develop their educators’ instructional practice, but also to promote teacher retention. While EE in Wisconsin is generally focused on improving the quality of instruction by providing teachers performance feedback, doing so well may also improve teacher retention. Thus, when done well, the impact of EE on the quality of instruction in a school may be through a combination of both increased teacher effectiveness and improved teacher retention.

Districts must provide teachers the necessary time and support to complete the steps of EE. The strong relationship between the time and support provided to teachers to complete their teacher evaluation process and their perceptions of their school emphasizes the importance of adequately supporting teachers in this process. Not providing adequate time, and support to effectively use that time, to teachers will likely result in a diminished EE process that does not provide teachers with useful feedback and negatively affects their perceptions of their principal and school.

Districts should explore ways to create additional opportunities to provide teachers with performance feedback, even during non-evaluation or supporting years. The more teachers, regardless of their evaluation cycle, within a district who received feedback at least twice, the more effective teachers perceived their principals to be. This was especially true regarding face-to-face feedback meetings, with teachers in districts that provide teachers more meetings reporting greater perceptions of principal effectiveness and job satisfaction.

Districts should consider providing principals training about having effective performance feedback conversations with teachers. Teachers in districts where they viewed their principals as more adept at providing useful and accurate feedback, also viewed their principals as more effective leaders and were more satisfied with their jobs.

Districts should continually calibrate performance feedback between evaluators and ensure that all evaluators are prepared to evaluate teachers using their local evaluation standards. The strong connection between teachers’ overall perceptions of the accuracy of performance feedback within a district and the amount of trust between teachers and principals emphasizes the importance of calibrating feedback across evaluators and ensuring the teachers understand the

training that evaluators complete to be approved as a teacher evaluator. Teachers in districts where feedback is viewed as less accurate report less trust with their principals and believe their principals are less qualified to provide them feedback.

Districts should use their WEDSR Survey results to calibrate their implementation of EE to improve teacher experiences of the process. To this end, DPI has partnered with the evaluation team to conduct a series of regional “EE Exchange - Data Retreats” across the state, where district leadership teams work together to develop action plans for improving the implementation and impact of their EE process. These events provide a unique opportunity for districts to utilize their WEDSR Survey data collected to inform improvement efforts.

Limitations

As was suggested earlier in this paper, due to the nature of the data, the results presented do not establish a causal connection between EE implementation and other school social context factors. More accurate feedback was found to relate to trust between teachers and principals. But the relationship likely moves in both directions, with teachers who trust their principal being more willing to accept critical feedback from their principal. Even the finding that the teachers in districts that provide them more feedback opportunities view their feedback as more useful may not be entirely causal. It is possible that districts that have invested more in their EE process by training principals to provide effective feedback would also organize to have more teachers receiving feedback.

Future work

Finally, it is important to emphasize that the WEDSR Survey represents a rich resource for exploring how school social contexts impact the quality of teaching and student learning. This current study is the first to utilize the results from the 2017-18 survey and we expect more research to be based on it in the future.

One planned area of study involves connecting WEDSR Survey results to measures of student achievement growth and teacher effectiveness ratings. The WEDSR Survey has been used across Wisconsin since 2015-16. With longitudinal data on district and school implementation of EE, it is possible to explore how changes in school and district implementation of EE relate with changes to their student achievement growth and effectiveness ratings of educators. This line of

evaluation research will explore the possibility that improvements in the implementation of EE lead to more effective teachers, improved teacher stability, and greater student learning. Another area involves exploring the connections between how schools use EE and principal experiences leading EE, with teacher experiences of EE and perceptions of their school. School and district administrators also participate in the WEDSR Survey. As such, administrator reports regarding school and district approaches to the implementation and use of EE can possibly clarify some of the findings in this report and provide more direction for how to make the process work more effectively for schools.

Appendix A: District Distributions of Survey Scale Scores

Implementation of EE

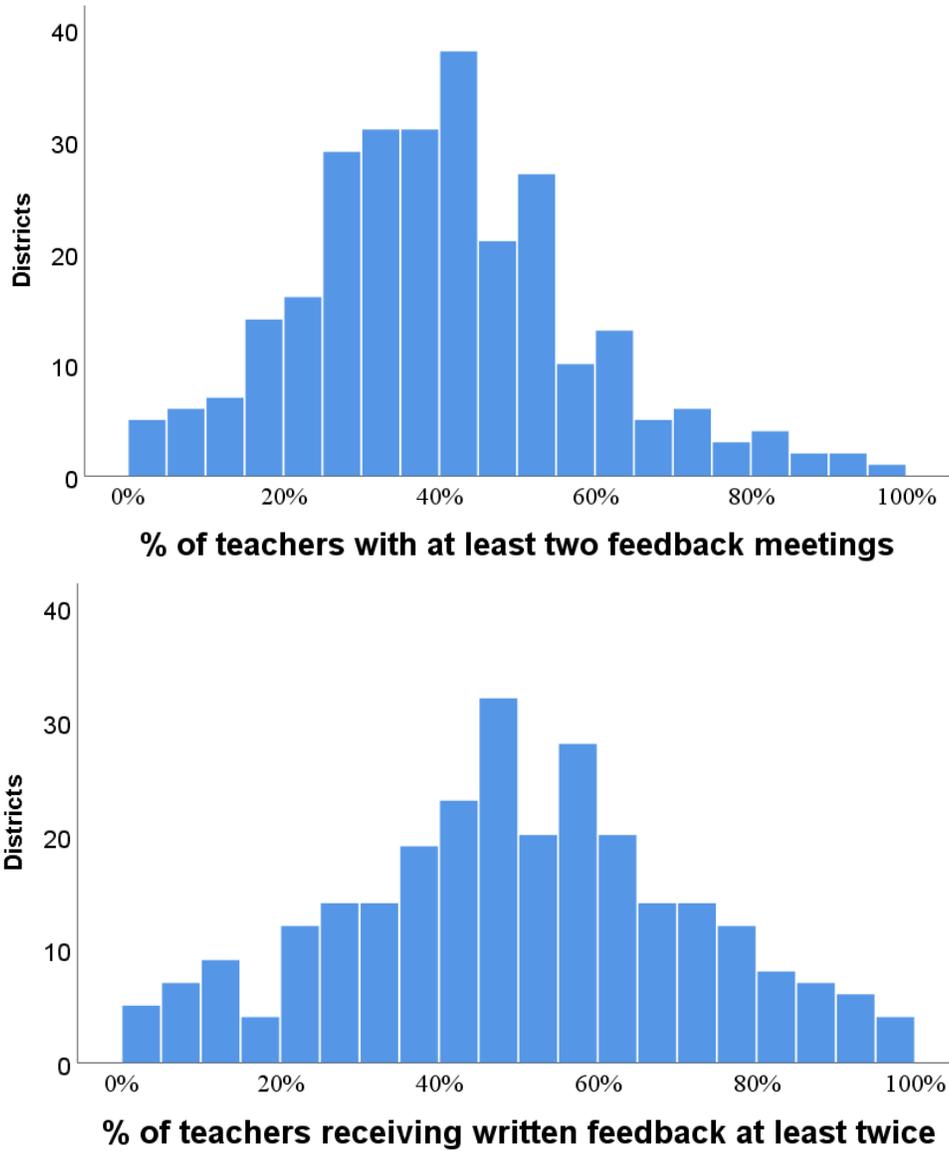


Figure 2: District distribution of the percent of teachers who received verbal and written feedback at least twice

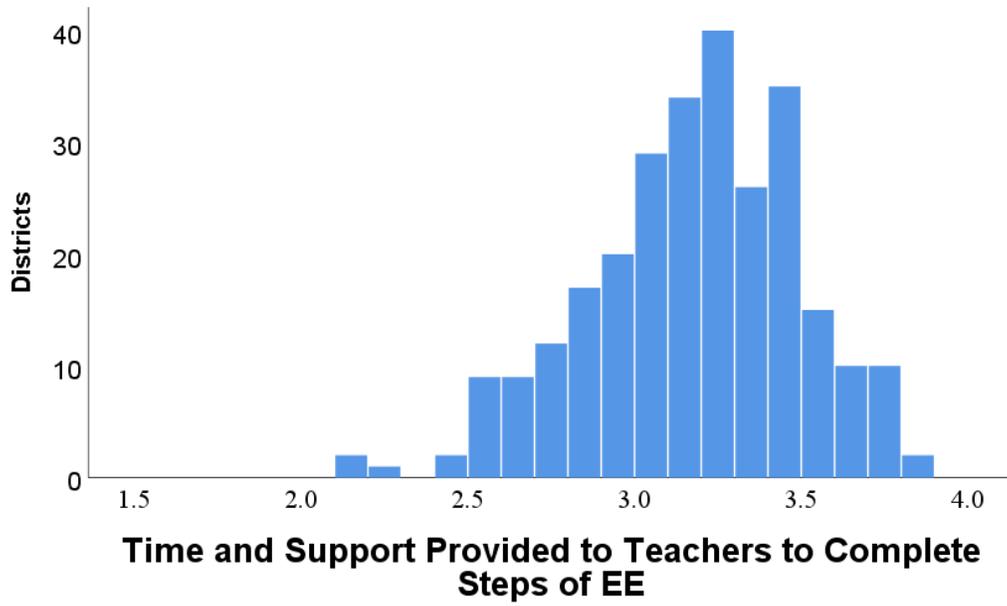


Figure 3: District distribution of the *Time/Support to Complete EE* scale scores

The Feedback Process

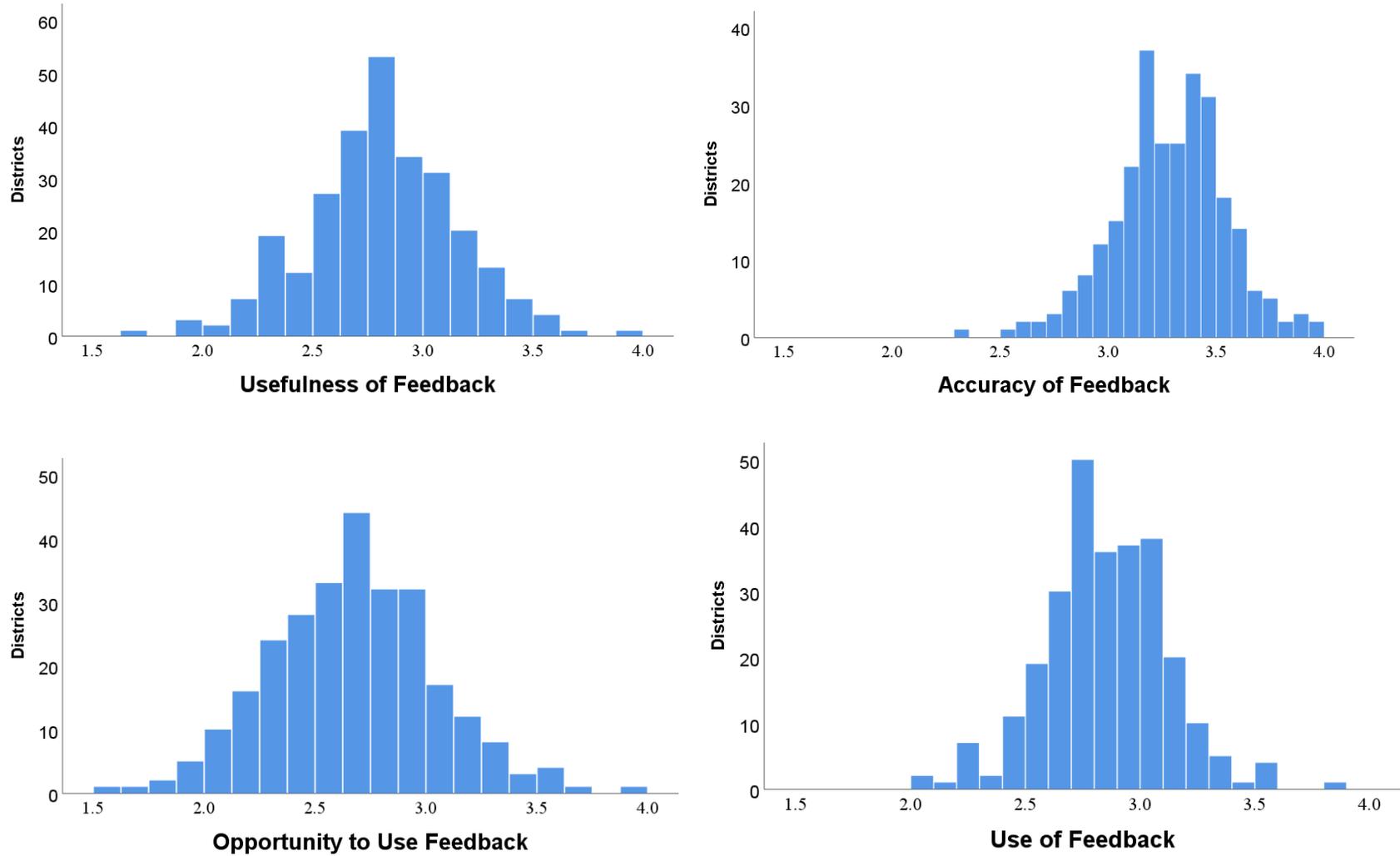


Figure 4: District distribution of scores on the Feedback Process scales

Principal Effectiveness

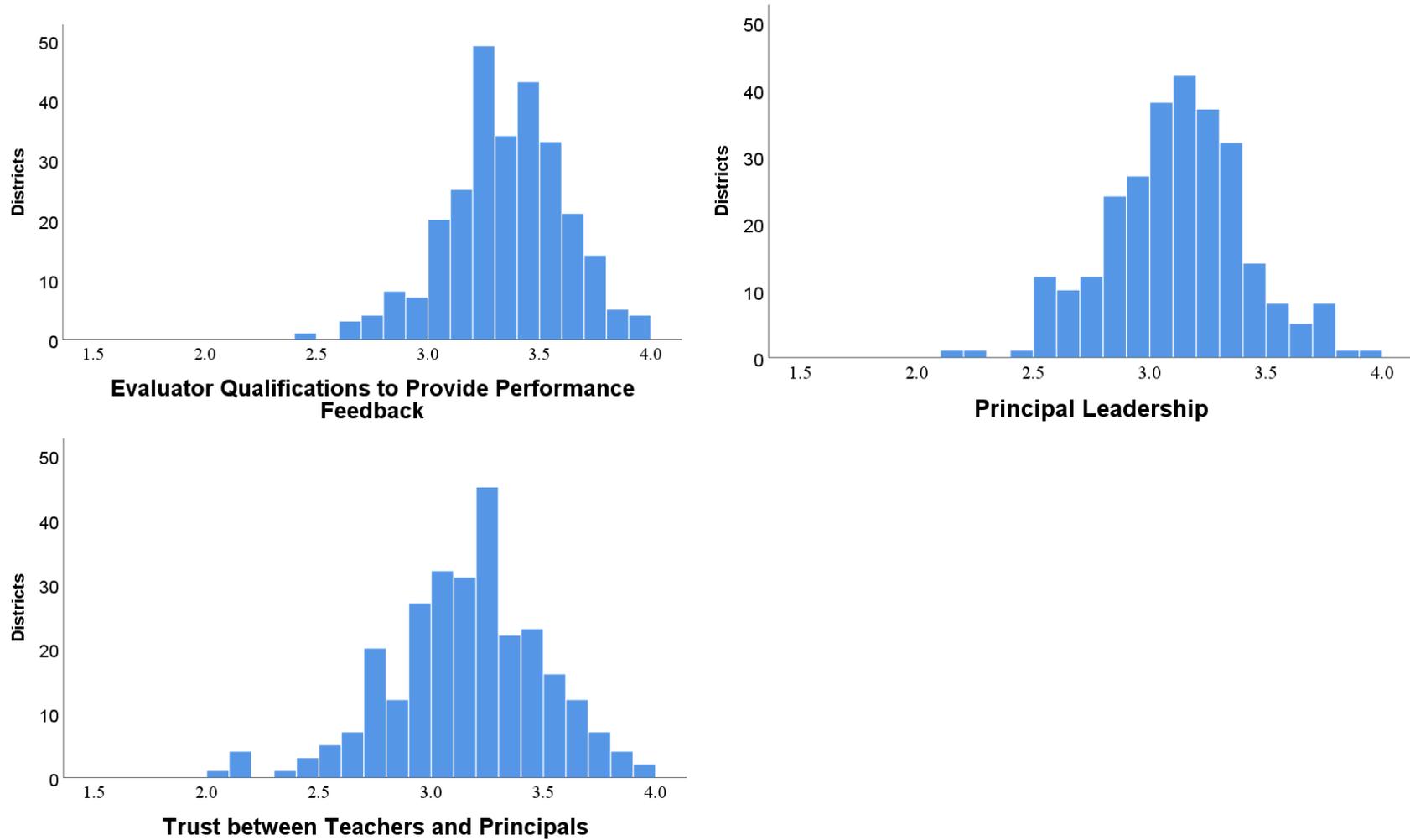


Figure 5: District distribution of scores on the Principal Effectiveness scales

Job Satisfaction

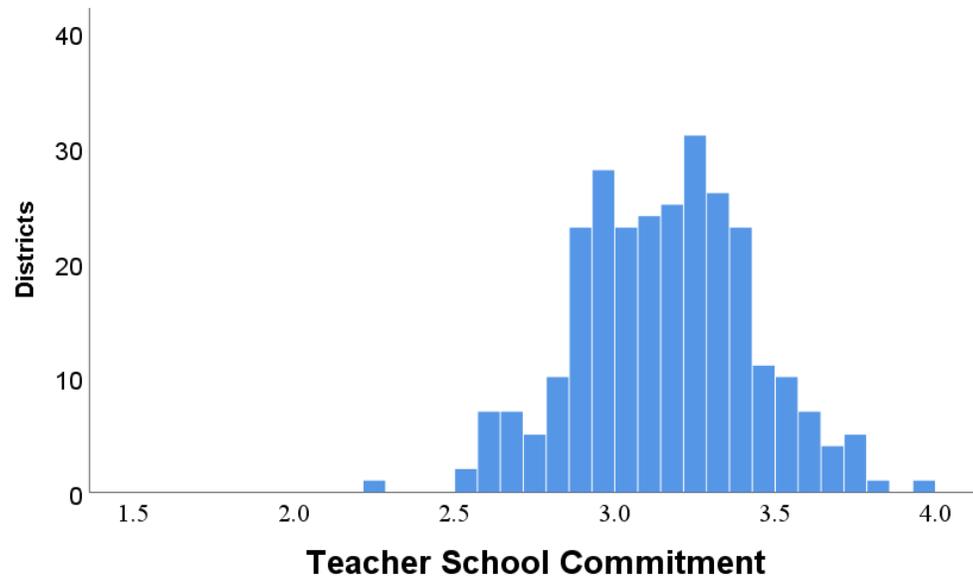
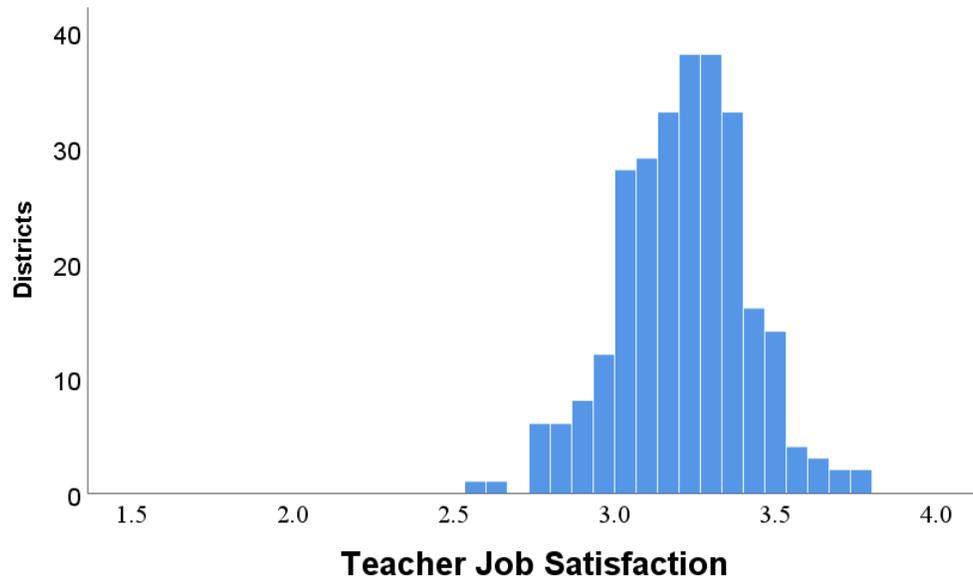


Figure 6: District distribution of scores on the Job Satisfaction scales

Teacher Interactions

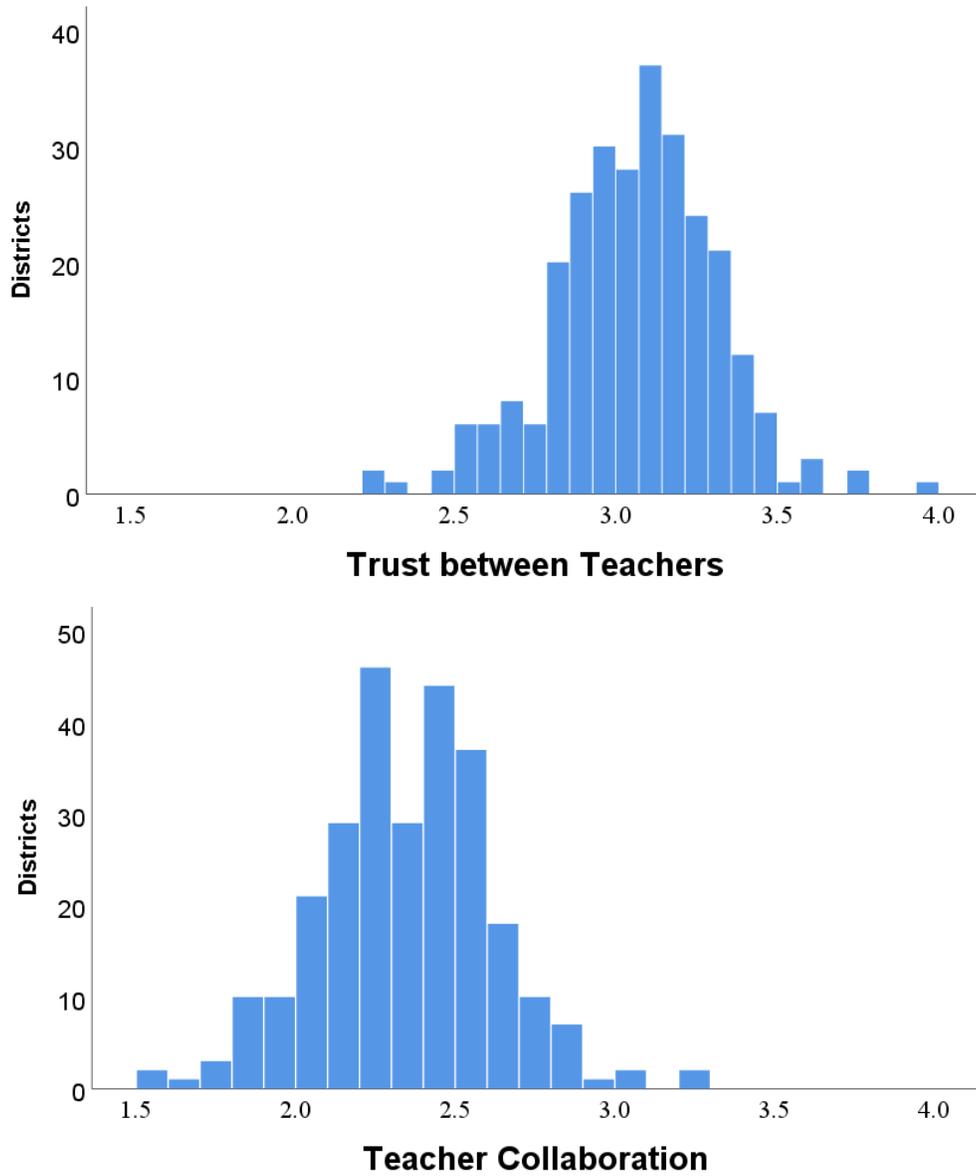


Figure 7: District distribution of scores on the Teacher Interaction scales

Appendix B: District Average Survey Item Response Breakdowns

Structural Implementation of EE

Percent of Teachers Receiveing Feedback this Year from..

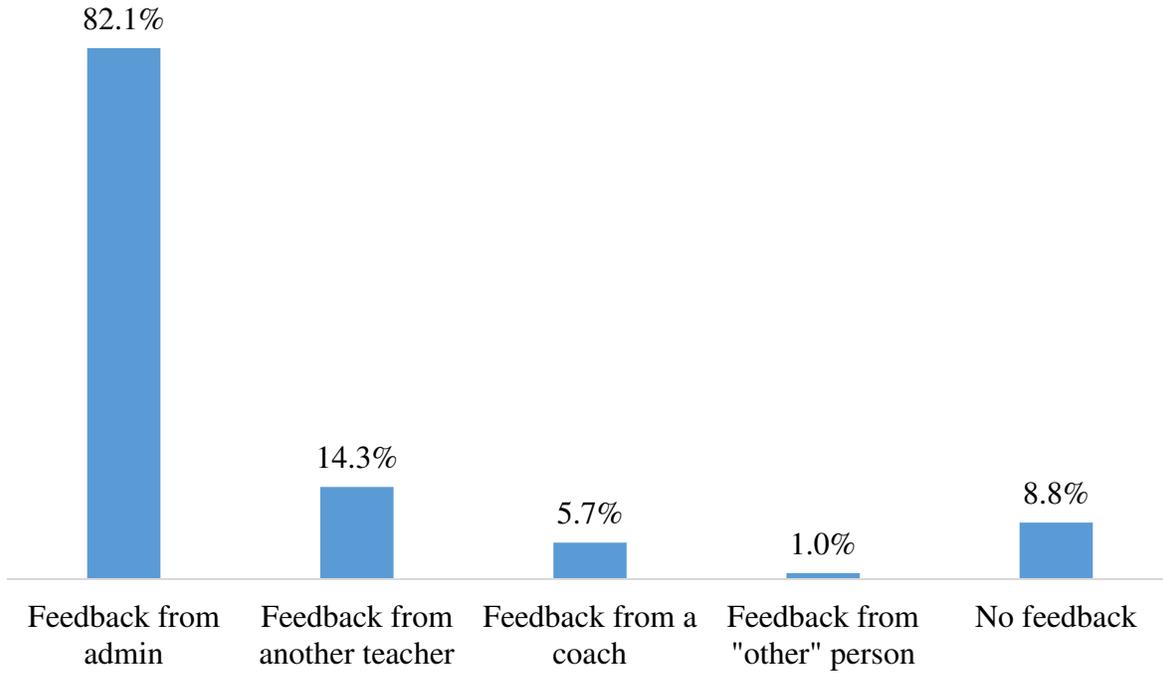


Figure 8: District averages of who provided teachers feedback?

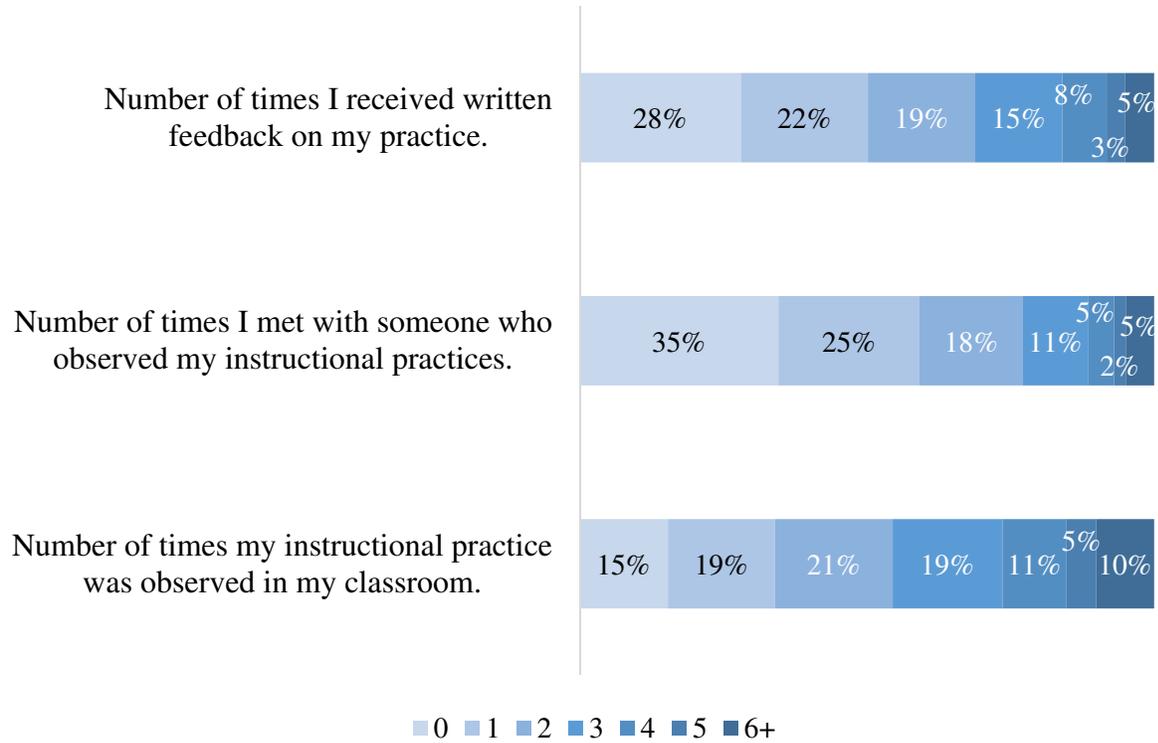


Figure 9: District averages of the number of times teachers were engaged by their evaluator in the EE process

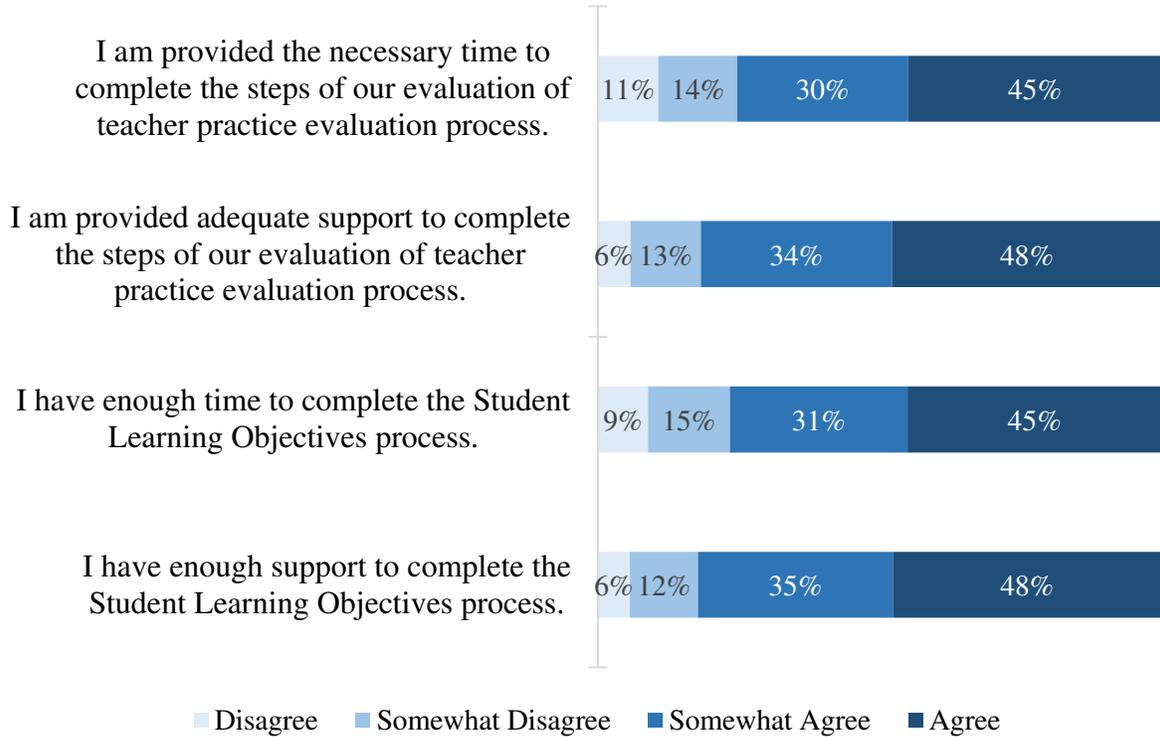


Figure 10: District average item response breakdown for the *Time/Support to Complete EE* scale

Table 1: District average item response breakdown for the *Time/Support to Complete EE* scale

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Mean	SD
I am provided the necessary time to complete the steps of our evaluation of teacher practice evaluation process.	11%	14%	30%	45%	3.10	0.35
I am provided adequate support to complete the steps of our evaluation of teacher practice evaluation process.	6%	13%	34%	48%	3.24	0.34
I have enough time to complete the Student Learning Objectives process.	9%	15%	31%	45%	3.13	0.35
I have enough support to complete the Student Learning Objectives process.	6%	12%	35%	48%	3.24	0.33

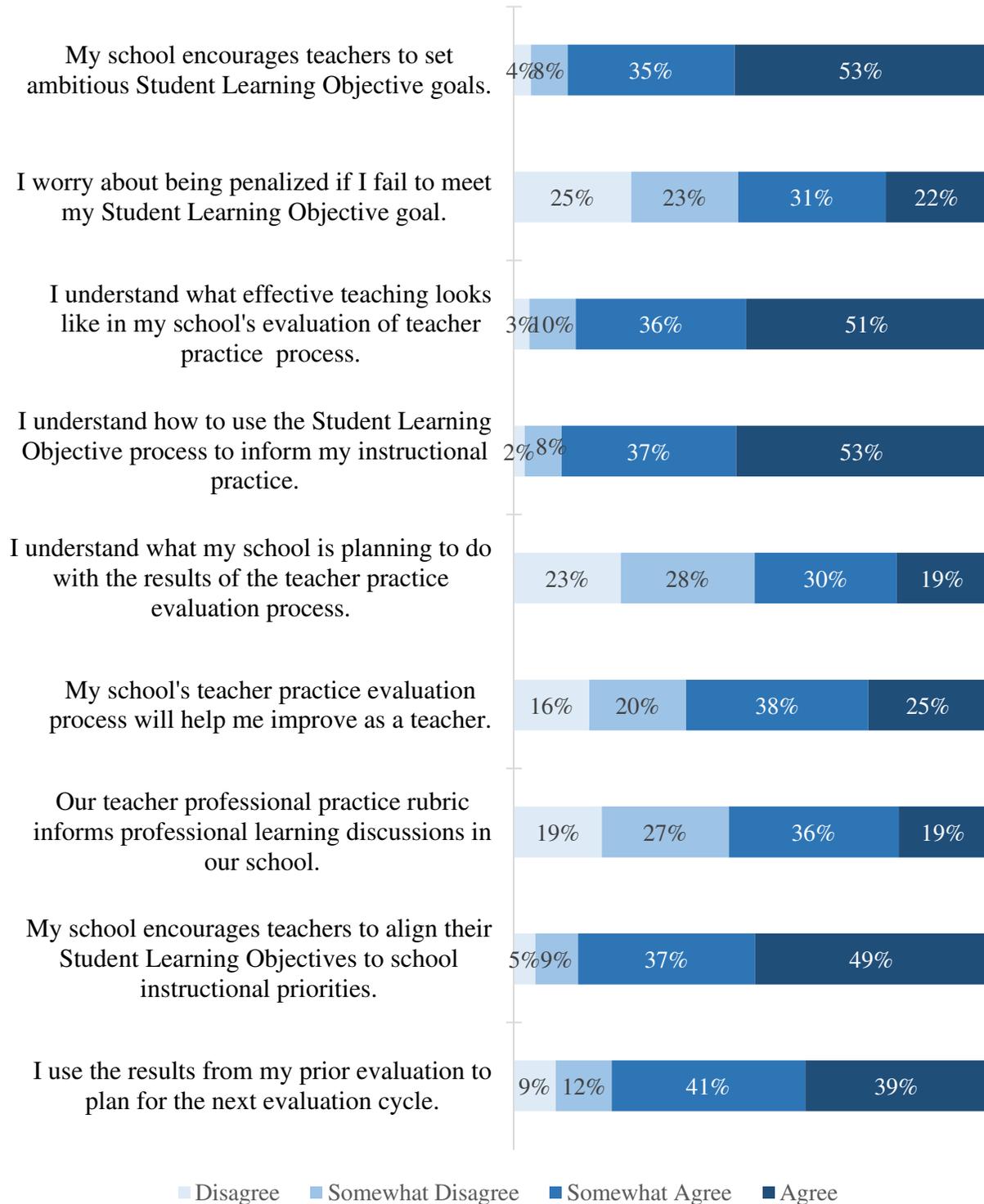


Figure 11: District average item response breakdown for EE attitudes, understanding, and use by schools

Table 2: District average item response breakdown for EE attitudes, understanding, and use by schools

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Mean	SD
My school encourages teachers to set ambitious Student Learning Objective goals.	4%	8%	35%	53%	3.39	0.26
I worry about being penalized if I fail to meet my Student Learning Objective goal.	25%	23%	31%	22%	2.49	0.34
I understand what effective teaching looks like in my school's evaluation of teacher practice process.	3%	10%	36%	51%	3.35	0.25
I understand how to use the Student Learning Objective process to inform my instructional practice.	2%	8%	37%	53%	3.41	0.22
I understand what my school is planning to do with the results of the teacher practice evaluation process.	23%	28%	30%	19%	2.46	0.36
My school's teacher practice evaluation process will help me improve as a teacher.	16%	20%	38%	25%	2.73	0.36
Our teacher professional practice rubric informs professional learning discussions in our school.	19%	27%	36%	19%	2.55	0.36
My school encourages teachers to align their Student Learning Objectives to school instructional priorities.	5%	9%	37%	49%	3.31	0.28
I use the results from my prior evaluation to plan for the next evaluation cycle.	9%	12%	41%	39%	3.09	0.27
My school encourages teachers to set ambitious Student Learning Objective goals.	4%	8%	35%	53%	3.39	0.26

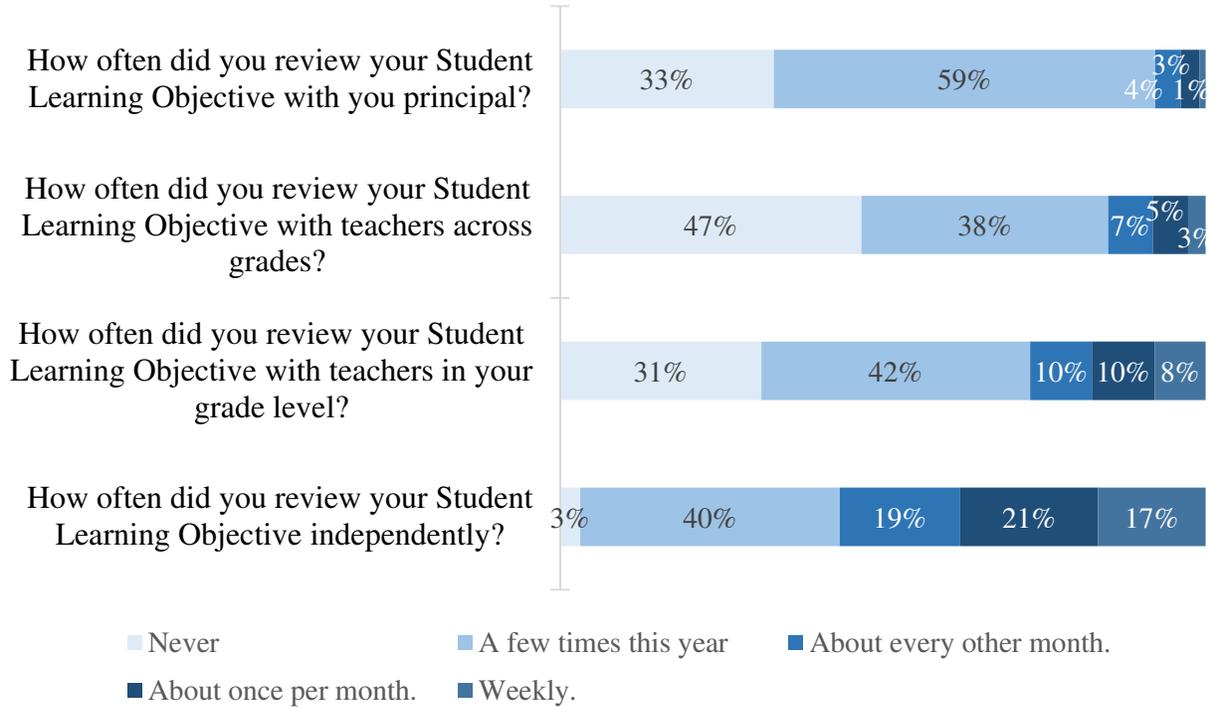


Figure 12: District average item response breakdown for the SLO review process

Table 3: District average item response breakdown for the SLO review process

	Never	A few times this year	About every other month.	About once per month.	Weekly	Mean	SD
How often did you review your Student Learning Objective with your principal?	33%	59%	4%	3%	1%	1.80	0.26
How often did you review your Student Learning Objective with teachers across grades?	47%	38%	7%	5%	3%	1.79	0.29
How often did you review your Student Learning Objective with teachers in your grade level?	31%	42%	10%	10%	8%	2.21	0.43
How often did you review your Student Learning Objective independently?	3%	40%	19%	21%	17%	3.08	0.33

The Feedback Process

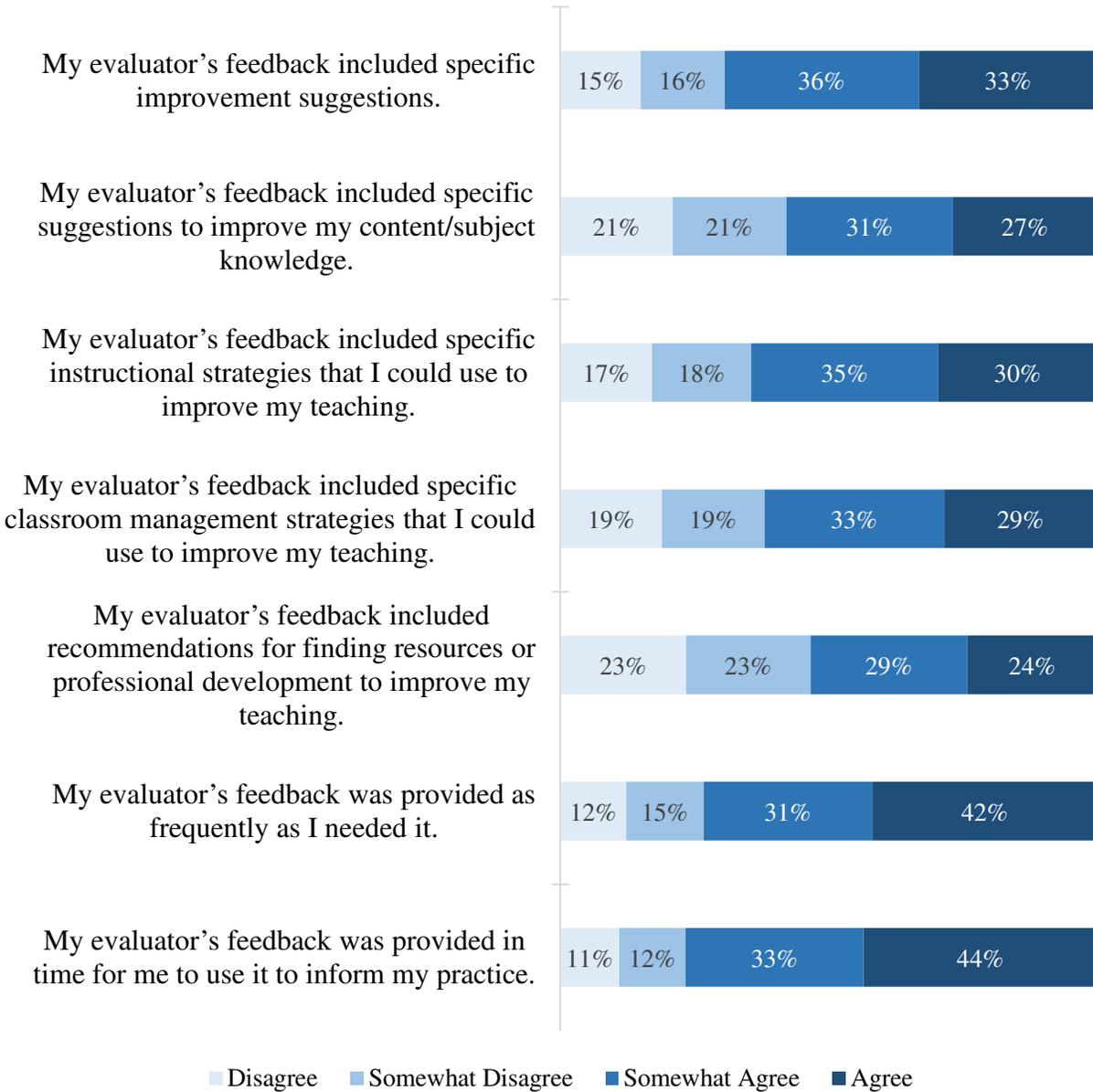


Figure 13: District average item response breakdown for the *Feedback Usefulness* scale

Table 4: District average item response breakdown for the *Feedback Usefulness* scale

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Mean	SD
My evaluator's feedback included specific improvement suggestions.	15%	16%	36%	33%	2.88	0.36
My evaluator's feedback included specific suggestions to improve my content/subject knowledge.	21%	21%	31%	27%	2.64	0.38
My evaluator's feedback included specific instructional strategies that I could use to improve my teaching.	17%	18%	35%	30%	2.77	0.38
My evaluator's feedback included specific classroom management strategies that I could use to improve my teaching.	19%	19%	33%	29%	2.72	0.37
My evaluator's feedback included recommendations for finding resources or professional development to improve my teaching.	23%	23%	29%	24%	2.54	0.39
My evaluator's feedback was provided as frequently as I needed it.	12%	15%	31%	42%	3.03	0.38
My evaluator's feedback was provided in time for me to use it to inform my practice.	11%	12%	33%	44%	3.09	0.37

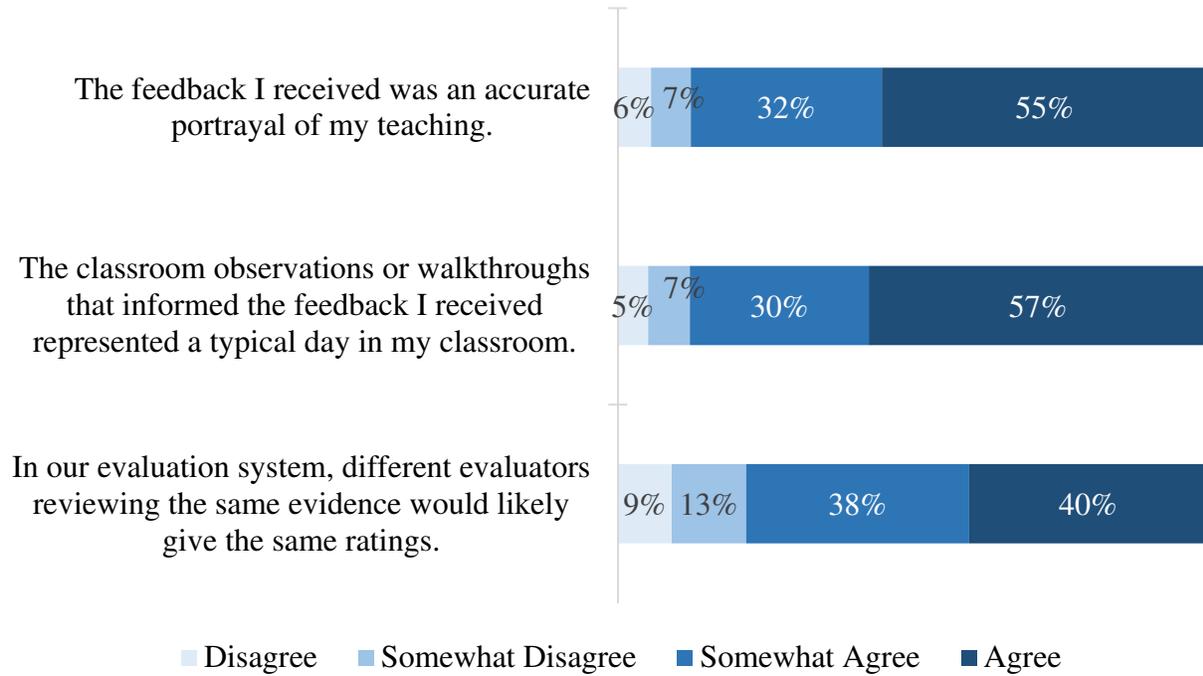


Figure 14: District average item response breakdown for the *Feedback Accuracy* scale

Table 5: District average item response breakdown for the *Feedback Accuracy* scale

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Mean	SD
The feedback I received was an accurate portrayal of my teaching.	6%	7%	32%	55%	3.37	0.28
The classroom observations or walkthroughs that informed the feedback I received represented a typical day in my classroom.	5%	7%	30%	57%	3.40	0.26
In our evaluation system, different evaluators reviewing the same evidence would likely give the same ratings.	9%	13%	38%	40%	3.10	0.30

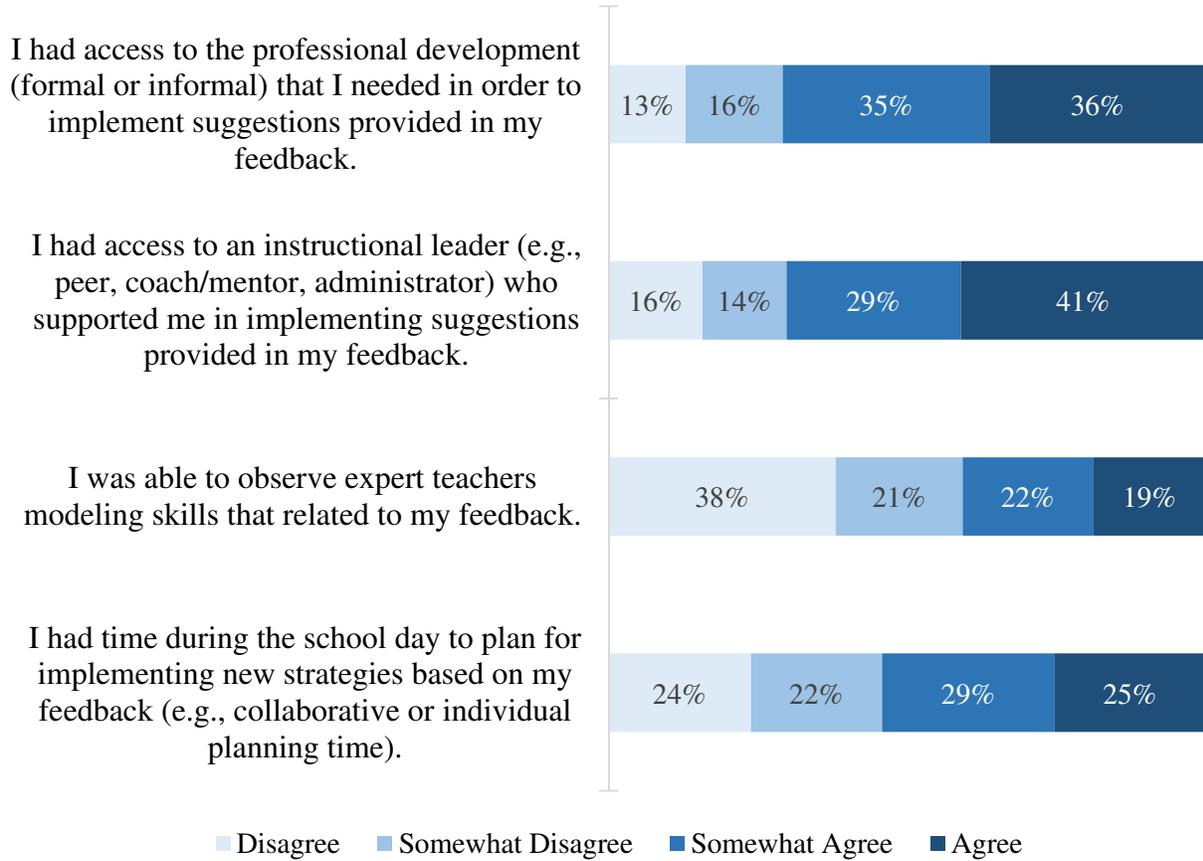


Figure 15: District average item response breakdown for the *Opportunity to Use Feedback* scale

Table 6: District average item response breakdown for the *Opportunity to Use Feedback* scale

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Mean	SD
I had access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.	13%	16%	35%	36%	2.94	0.37
I had access to an instructional leader (e.g., peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.	16%	14%	29%	41%	2.95	0.44
I was able to observe expert teachers modeling skills that related to my feedback.	38%	21%	22%	19%	2.21	0.45
I had time during the school day to plan for implementing new strategies based on my feedback (e.g., collaborative or individual planning time).	24%	22%	29%	25%	2.56	0.42

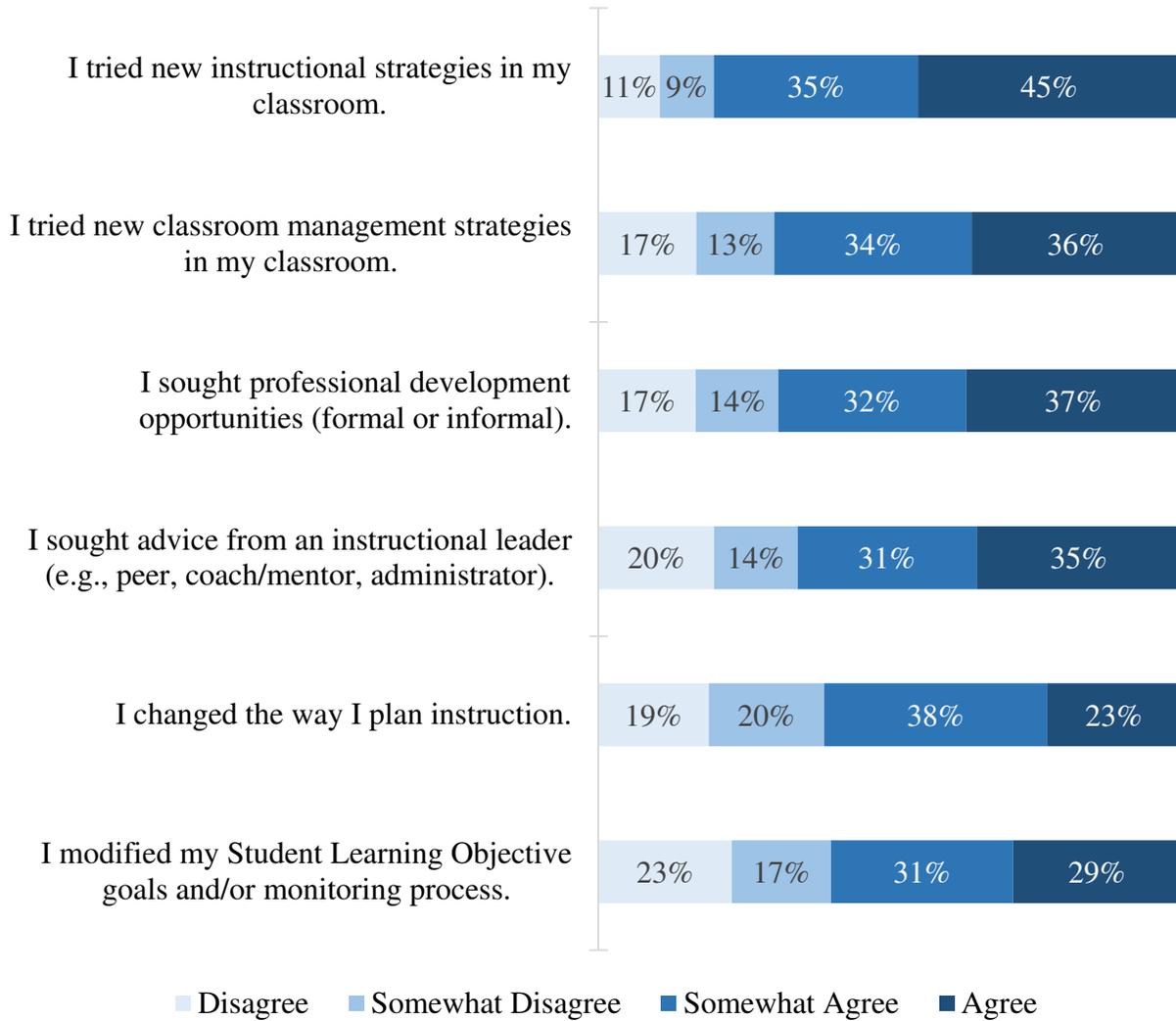


Figure 16: District average item response breakdown for the *Feedback Use* scale

Table 7: District average item response breakdown for the *Feedback Use* scale

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Mean	SD
I tried new instructional strategies in my classroom.	11%	9%	35%	45%	3.15	0.29
I tried new classroom management strategies in my classroom.	17%	13%	34%	36%	2.89	0.30
I sought professional development opportunities (formal or informal).	17%	14%	32%	37%	2.89	0.30
I sought advice from an instructional leader (e.g., peer, coach/mentor, administrator).	20%	14%	31%	35%	2.81	0.34
I changed the way I plan instruction.	19%	20%	38%	23%	2.65	0.31
I modified my Student Learning Objective goals and/or monitoring process.	23%	17%	31%	29%	2.66	0.32

Principal Effectiveness

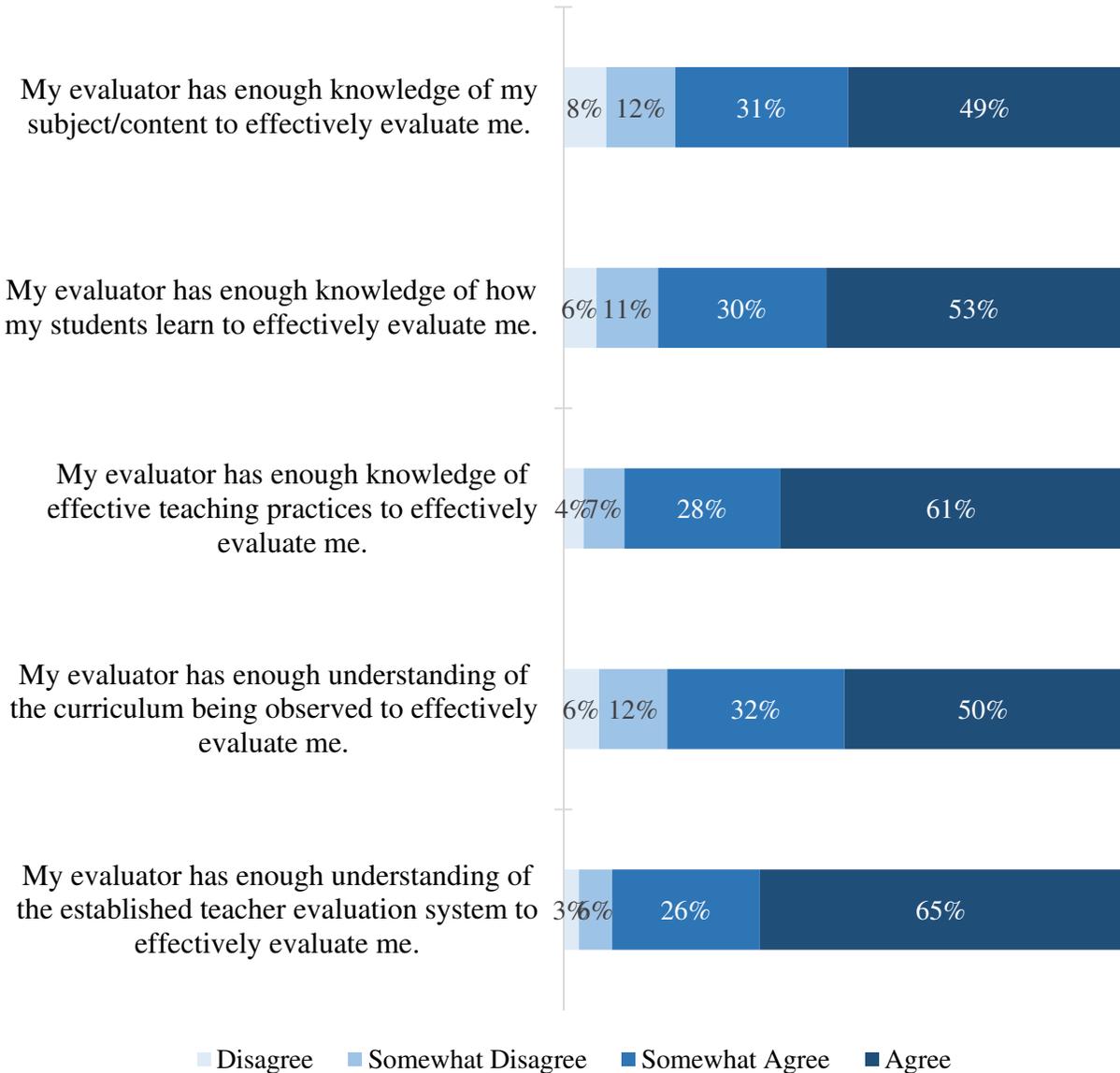


Figure 17: District average item response breakdown for the *Evaluator Qualifications to Provide Feedback* scale

Table 8: District average item response breakdown for the *Evaluator Qualifications to Provide Feedback* scale

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Mean	SD
My evaluator has enough knowledge of my subject/content to effectively evaluate me.	8%	12%	31%	49%	3.21	0.31
My evaluator has enough knowledge of how my students learn to effectively evaluate me.	6%	11%	30%	53%	3.30	0.31
My evaluator has enough knowledge of effective teaching practices to effectively evaluate me.	4%	7%	28%	61%	3.47	0.26
My evaluator has enough understanding of the curriculum being observed to effectively evaluate me.	6%	12%	32%	50%	3.25	0.31
My evaluator has enough understanding of the established teacher evaluation system to effectively evaluate me.	3%	6%	26%	65%	3.53	0.26

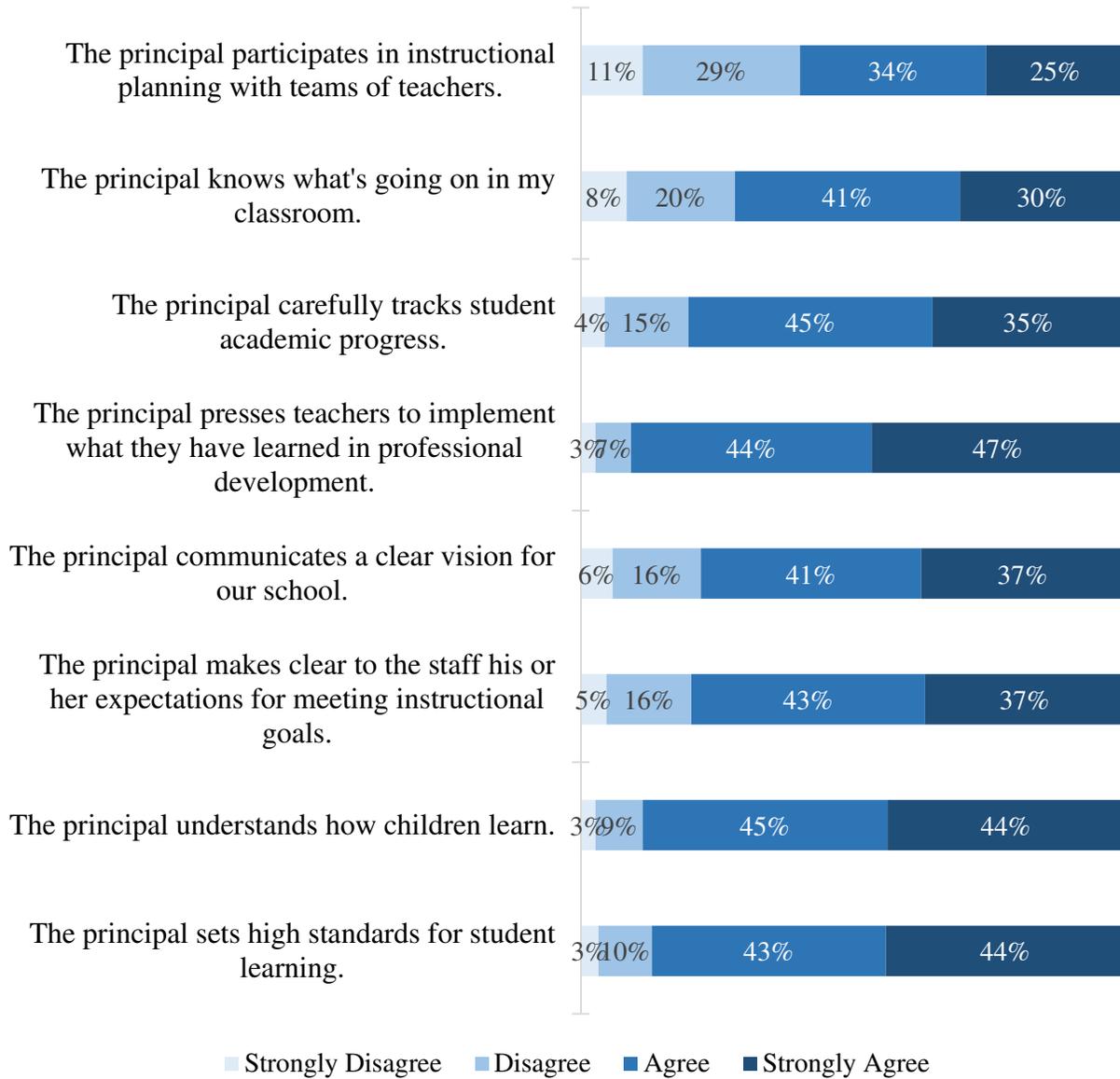


Figure 18: District average item response breakdown for the *Principal Leadership* scale

Table 9: District average item response breakdown for the *Principal Leadership* scale

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
The principal participates in instructional planning with teams of teachers.	11%	29%	34%	25%	2.74	0.36
The principal knows what's going on in my classroom.	8%	20%	41%	30%	2.93	0.36
The principal carefully tracks student academic progress.	4%	15%	45%	35%	3.11	0.32
The principal presses teachers to implement what they have learned in professional development.	3%	7%	44%	47%	3.35	0.25
The principal communicates a clear vision for our school.	6%	16%	41%	37%	3.09	0.37
The principal makes clear to the staff his or her expectations for meeting instructional goals.	5%	16%	43%	37%	3.12	0.33
The principal understands how children learn.	3%	9%	45%	44%	3.30	0.28
The principal sets high standards for student learning.	3%	10%	43%	44%	3.28	0.30

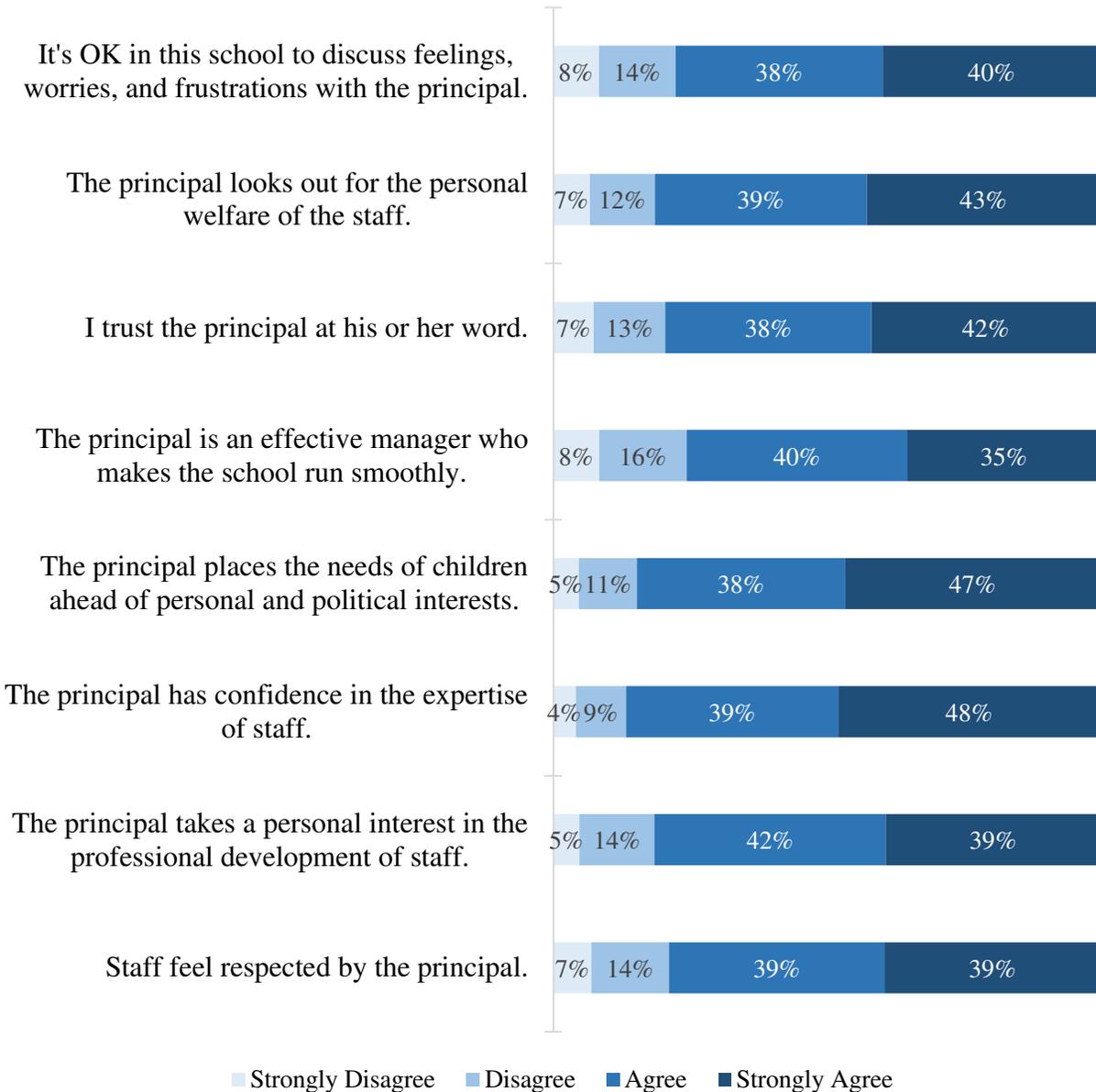


Figure 19: District average item response breakdown for the *Trust between Teachers and Principals* scale

Table 10: District average item response breakdown for the *Trust between Teachers and Principals* scale

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	8%	14%	38%	40%	3.09	0.37
The principal looks out for the personal welfare of the staff.	7%	12%	39%	43%	3.17	0.36
I trust the principal at his or her word.	7%	13%	38%	42%	3.14	0.36
The principal is an effective manager who makes the school run smoothly.	8%	16%	40%	35%	3.02	0.41
The principal places the needs of children ahead of personal and political interests.	5%	11%	38%	47%	3.27	0.32
The principal has confidence in the expertise of staff.	4%	9%	39%	48%	3.30	0.32
The principal takes a personal interest in the professional development of staff.	5%	14%	42%	39%	3.16	0.31
Staff feel respected by the principal.	7%	14%	39%	39%	3.11	0.39

Teacher Job Satisfaction

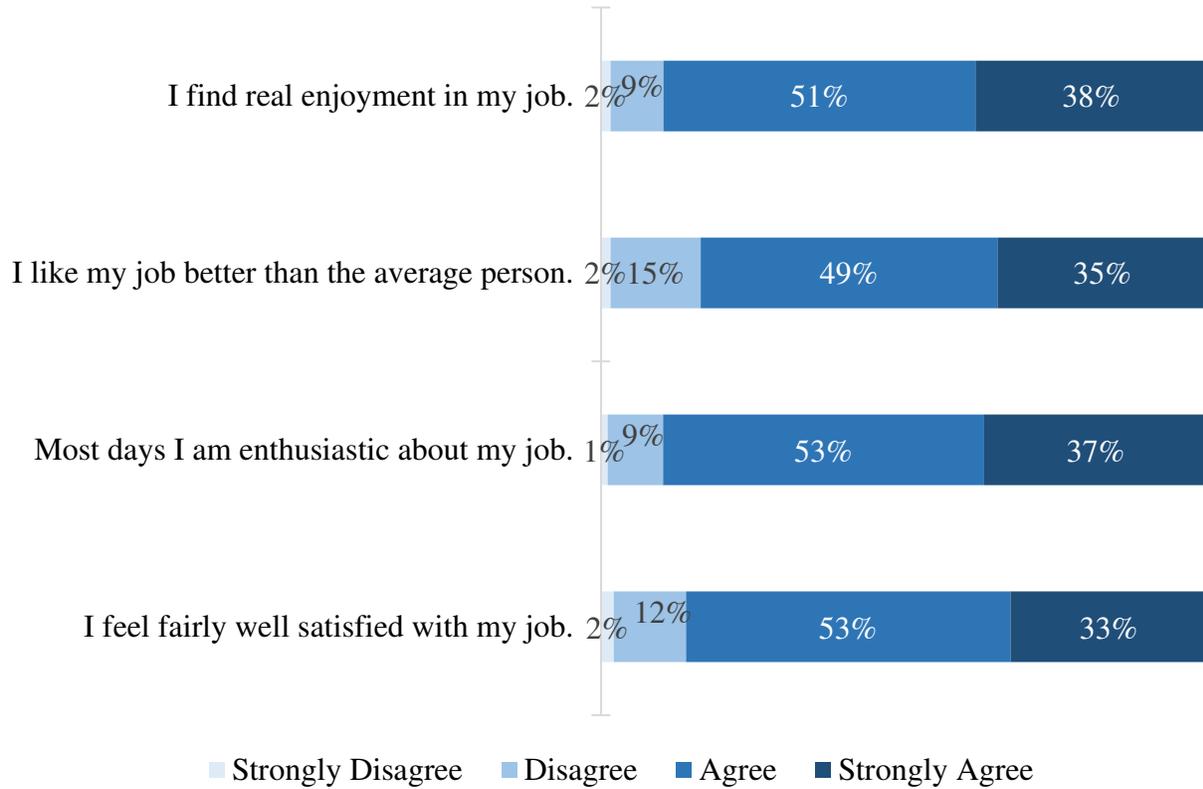


Figure 20: District average item response breakdown for the *Job Satisfaction* scale

Table 11: District average item response breakdown for the *Job Satisfaction* scale

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
I find real enjoyment in my job.	2%	9%	51%	38%	3.26	0.20
I like my job better than the average person.	2%	15%	49%	35%	3.17	0.21
Most days I am enthusiastic about my job.	1%	9%	53%	37%	3.25	0.19
I feel fairly well satisfied with my job.	2%	12%	53%	33%	3.16	0.22

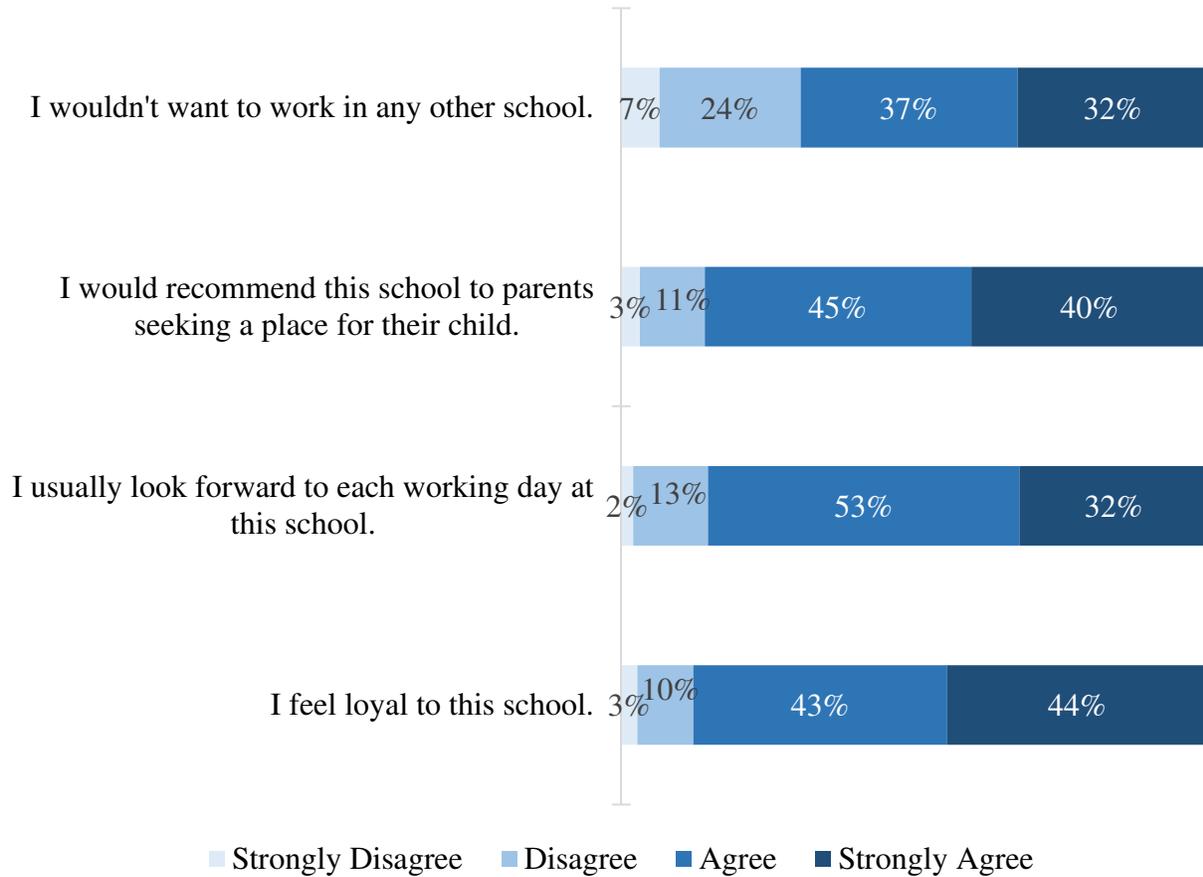


Figure 21: District average item response breakdown for the *School Commitment* scale

Table 12: District average item response breakdown for the *School Commitment* scale

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
I wouldn't want to work in any other school.	7%	24%	37%	32%	2.95	0.35
I would recommend this school to parents seeking a place for their child.	3%	11%	45%	40%	3.23	0.34
I usually look forward to each working day at this school.	2%	13%	53%	32%	3.15	0.23
I feel loyal to this school.	3%	10%	43%	44%	3.29	0.24

Teacher Interactions

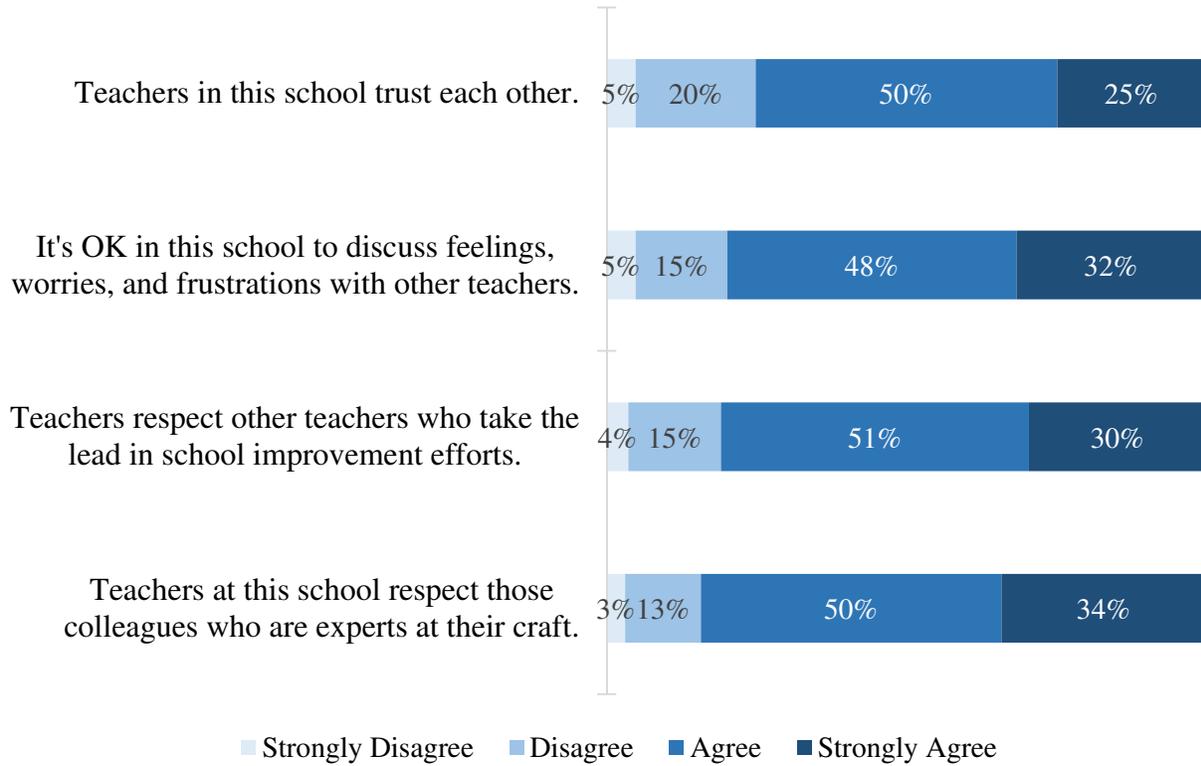


Figure 22: District average item response breakdown for the *Trust between Teachers* scale

Table 13: District average item response breakdown for the *Trust between Teachers* scale

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
Teachers in this school trust each other.	5%	20%	50%	25%	2.95	0.29
It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	5%	15%	48%	32%	3.07	0.26
Teachers respect other teachers who take the lead in school improvement efforts.	4%	15%	51%	30%	3.07	0.25
Teachers at this school respect those colleagues who are experts at their craft.	3%	13%	50%	34%	3.15	0.25

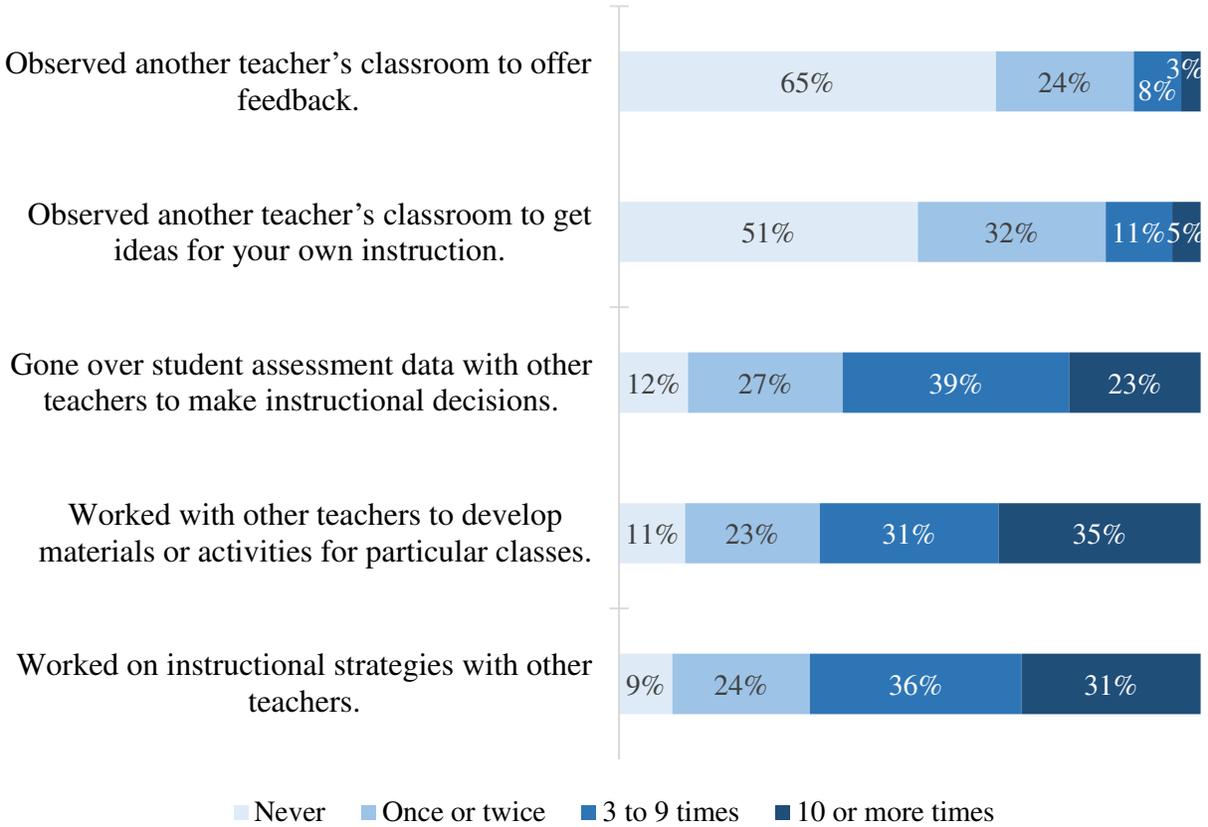


Figure 23: District average item response breakdown for the *Teacher Collaboration* scale

Table 14: District average item response breakdown for the *Teacher Collaboration* scale

	Never	Once or twice	3 to 9 times	10 or more times	Mean	SD
Observed another teacher's classroom to offer feedback.	65%	24%	8%	3%	1.50	0.28
Observed another teacher's classroom to get ideas for your own instruction.	51%	32%	11%	5%	1.70	0.29
Gone over student assessment data with other teachers to make instructional decisions.	12%	27%	39%	23%	2.72	0.33
Worked with other teachers to develop materials or activities for particular classes.	11%	23%	31%	35%	2.89	0.41
Worked on instructional strategies with other teachers.	9%	24%	36%	31%	2.89	0.36

Appendix C: Survey Scale Scores Descriptive Statistics and Correlations

Table 15: Descriptive statistics of district-level survey scale scores

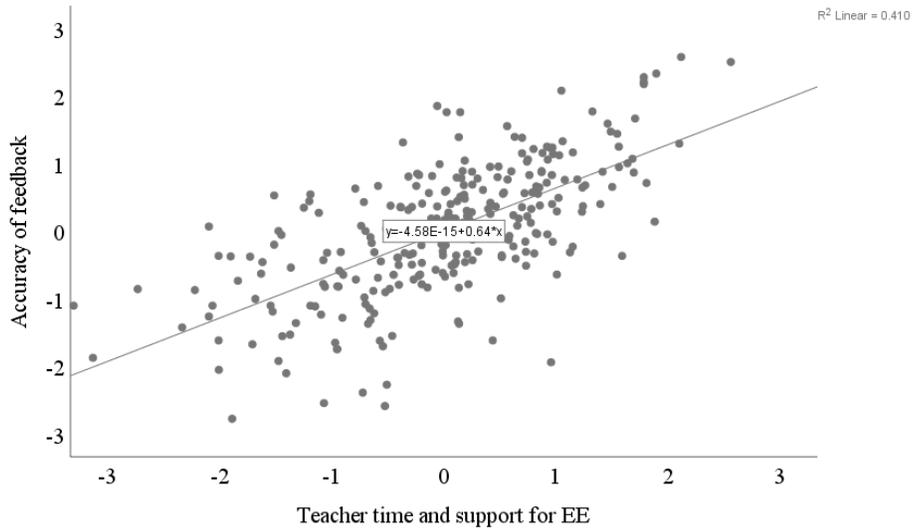
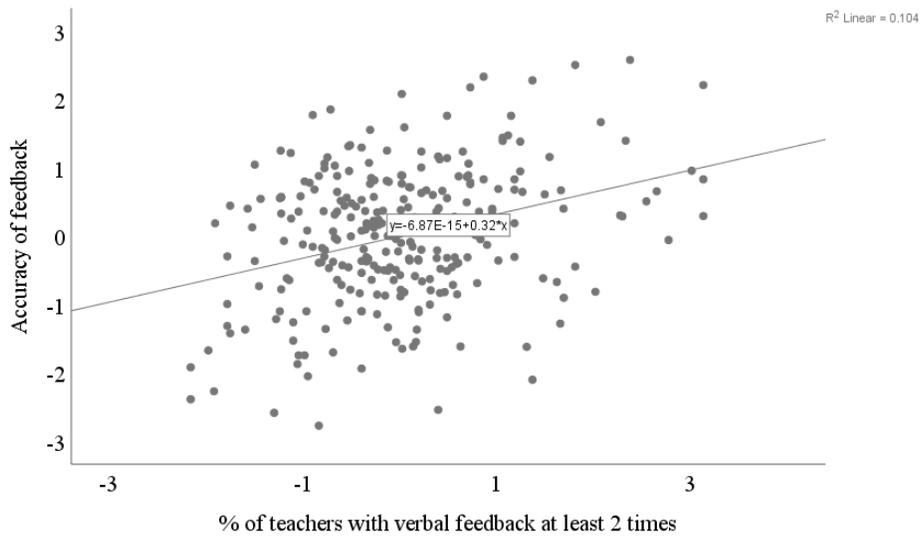
	Districts	Min	Max	Mean	St. Dev.
% of teachers with at least two feedback meetings	274	0%	100%	40.8%	18.9%
% of teachers receiving written feedback at least two times	274	0%	100%	49.8%	22.1%
Time/support to do EE	274	2.11	4.00	3.18	0.32
Usefulness of feedback	274	1.67	3.97	2.81	0.34
Accuracy of feedback	274	2.31	3.95	3.28	0.26
Opportunity to use feedback	274	1.54	3.90	2.67	0.37
Use of feedback	274	2.06	3.87	2.85	0.27
Qualifications of evaluator to provide feedback	274	2.44	4.00	3.35	0.27
Principal leadership	274	2.13	3.91	3.11	0.29
Trust between teachers and principals	274	2.01	3.96	3.16	0.34
Job satisfaction	274	2.58	3.78	3.21	0.20
Commitment to school	274	2.25	3.95	3.16	0.27
Trust between teachers	274	2.28	3.98	3.06	0.25
Teacher collaboration	274	1.47	3.29	2.34	0.28

Table 16: District-level correlations of survey scale scores

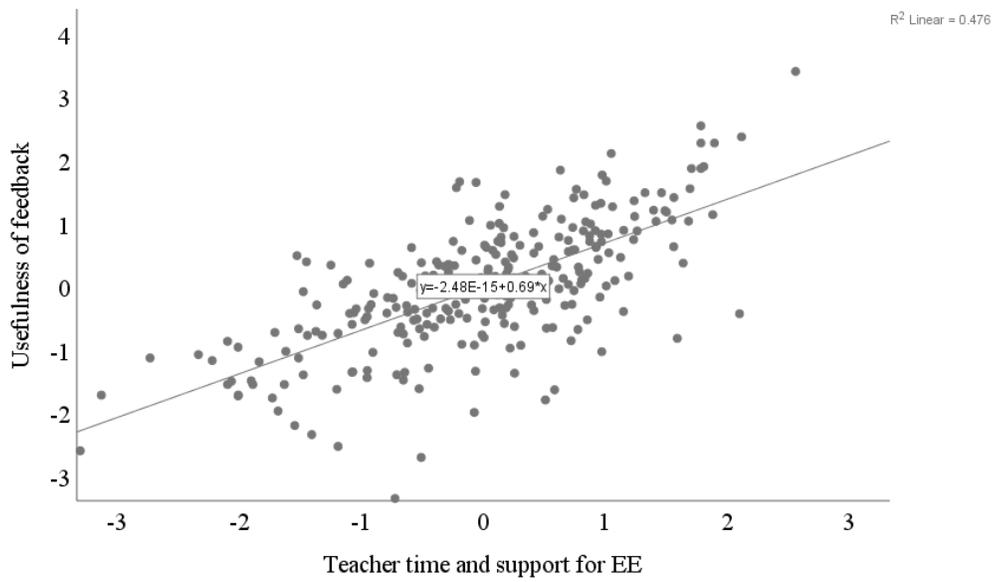
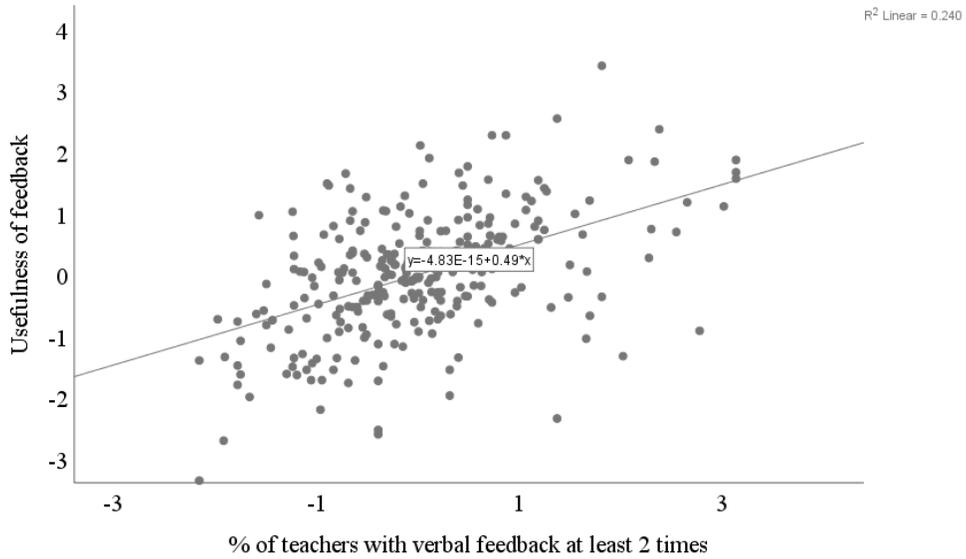
	1	2	3	4	5	6	7	8	9	10	11	12	13
1 % of teachers with at least two feedback meetings	1												
2 % of teachers receiving written feedback at least two times	.659**	1											
3 Time/support to do EE	.315**	.227**	1										
4 Usefulness of feedback	.490**	.365**	.690**	1									
5 Accuracy of feedback	.322**	.320**	.640**	.734**	1								
6 Opportunity to use feedback	.353**	.222**	.734**	.749**	.592**	1							
7 Use of feedback	.389**	.151*	.525**	.649**	.444**	.735**	1						
8 Qualifications of evaluator to provide feedback	.264**	.193**	.650**	.736**	.808**	.642**	.456**	1					
9 Principal leadership	.324**	.240**	.630**	.754**	.691**	.625**	.505**	.798**	1				
10 Trust between teachers and principal	.218**	.134*	.610**	.676**	.687**	.571**	.428**	.785**	.925**	1			
11 Job satisfaction	.144*	0.106	.590**	.557**	.616**	.550**	.369**	.600**	.579**	.577**	1		
12 Commitment to school	.124*	0.06	.616**	.588**	.654**	.568**	.357**	.685**	.661**	.683**	.860**	1	
13 Trust between teachers	.259**	.220**	.508**	.498**	.489**	.505**	.333**	.534**	.522**	.512**	.477**	.576**	1
14 Teacher collaboration	.383**	.342**	.369**	.403**	.201**	.573**	.370**	.186**	.275**	.165**	.233**	.207**	.376**

* Statistically significant relationship ($p < .05$), ** Highly significant relationship ($p < .01$)

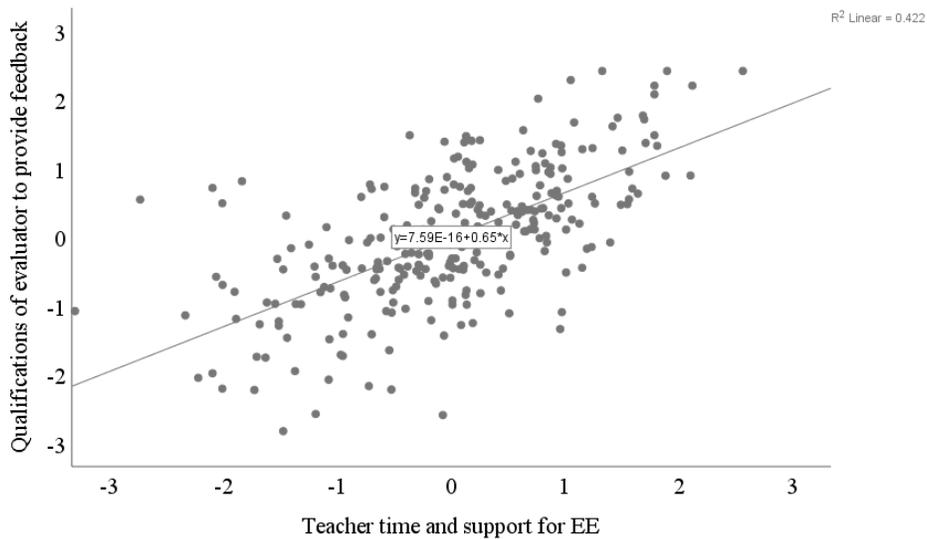
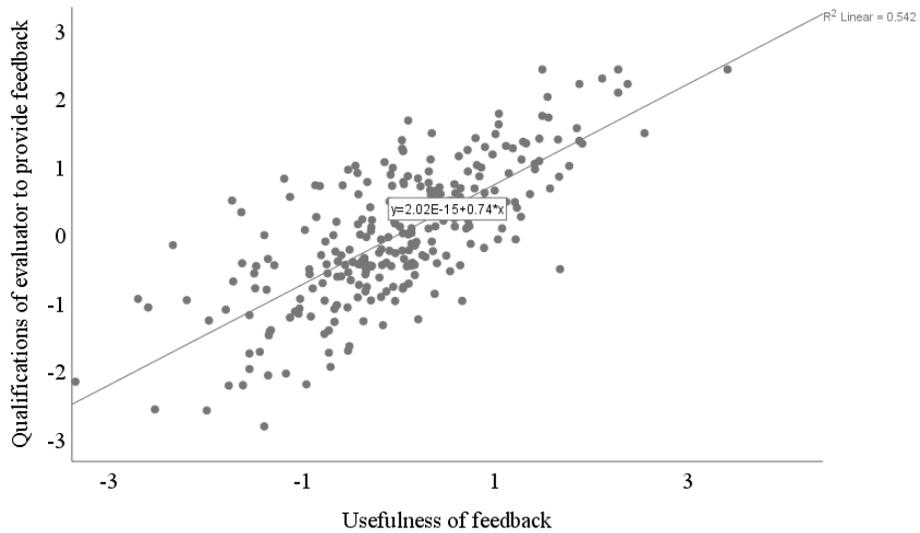
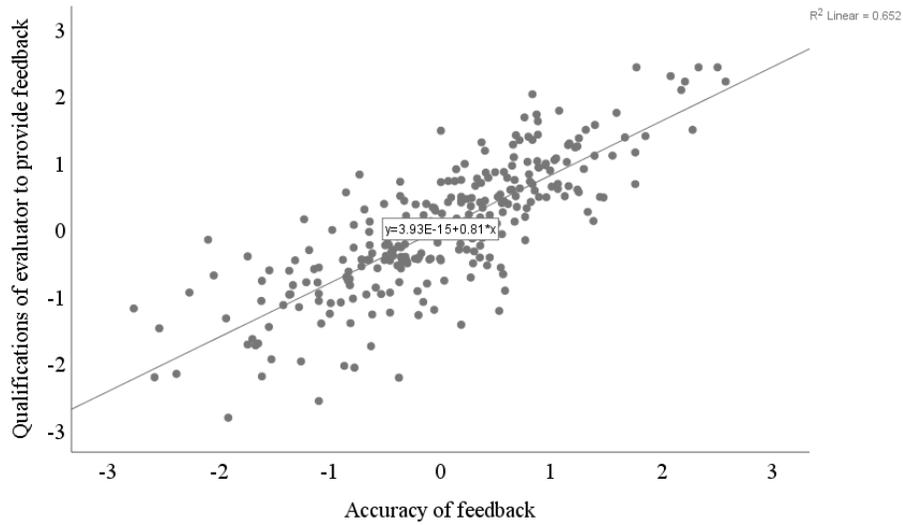
Appendix D: Accuracy of Feedback Scatter Plots



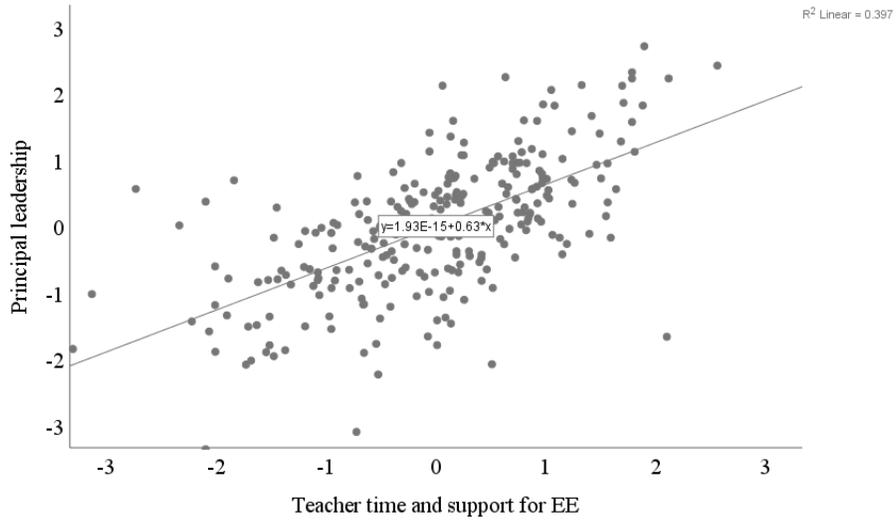
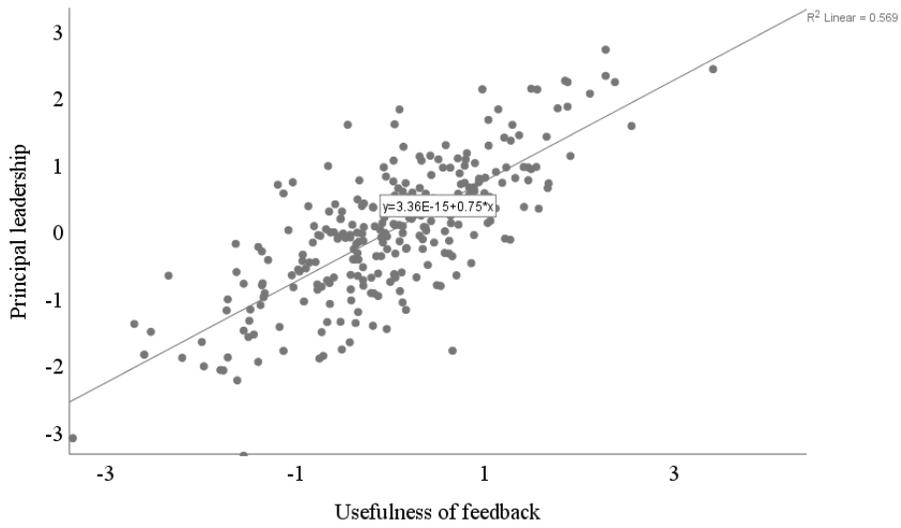
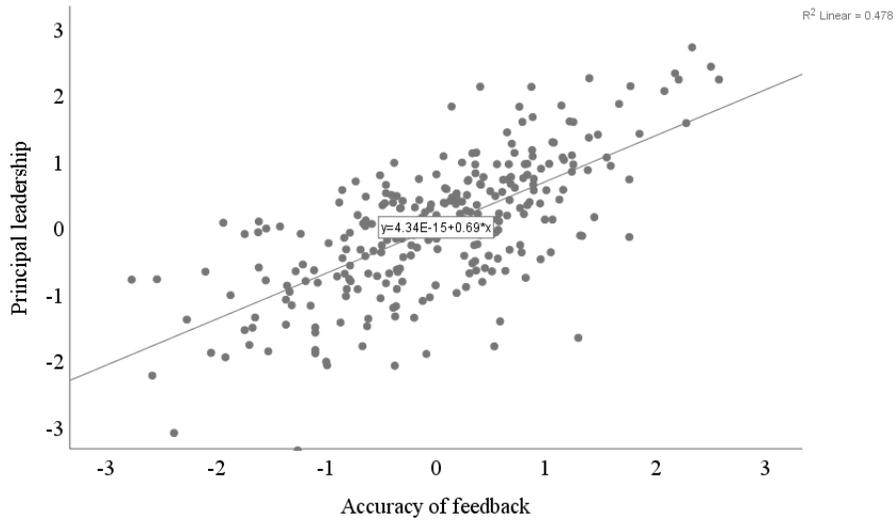
Appendix E: Usefulness of Feedback Scatter Plots



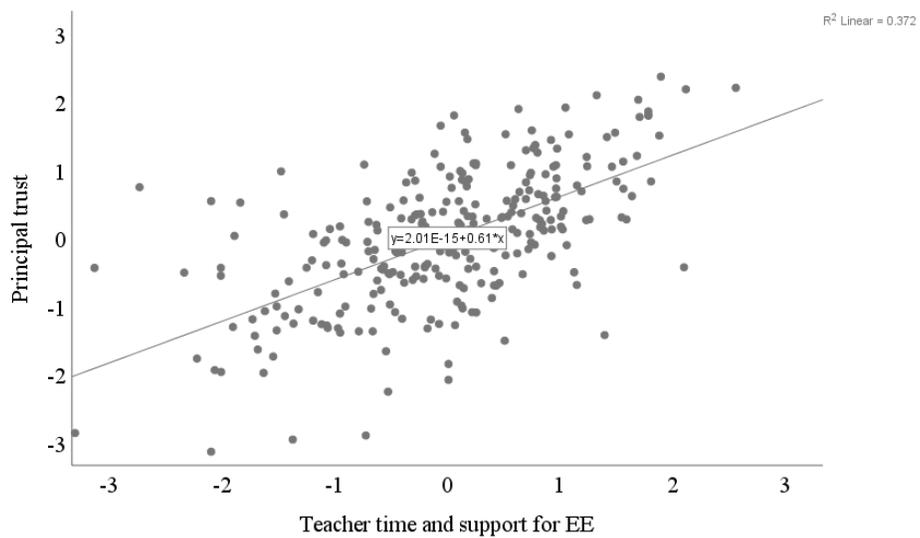
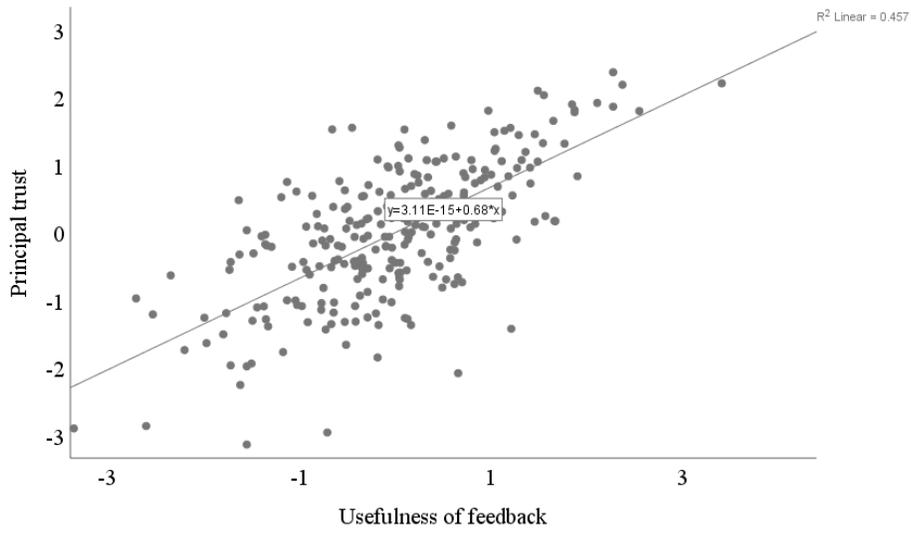
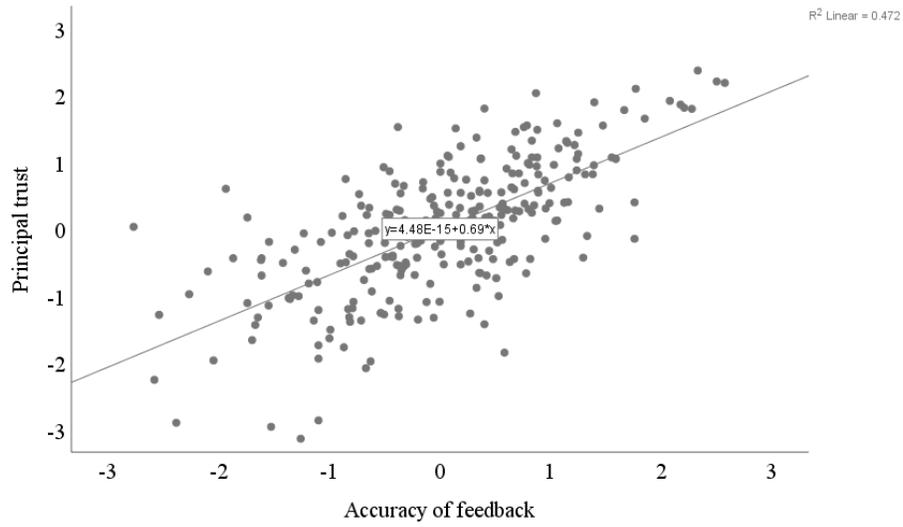
Appendix F: Qualifications of Evaluator to Provide Feedback Scatter Plots



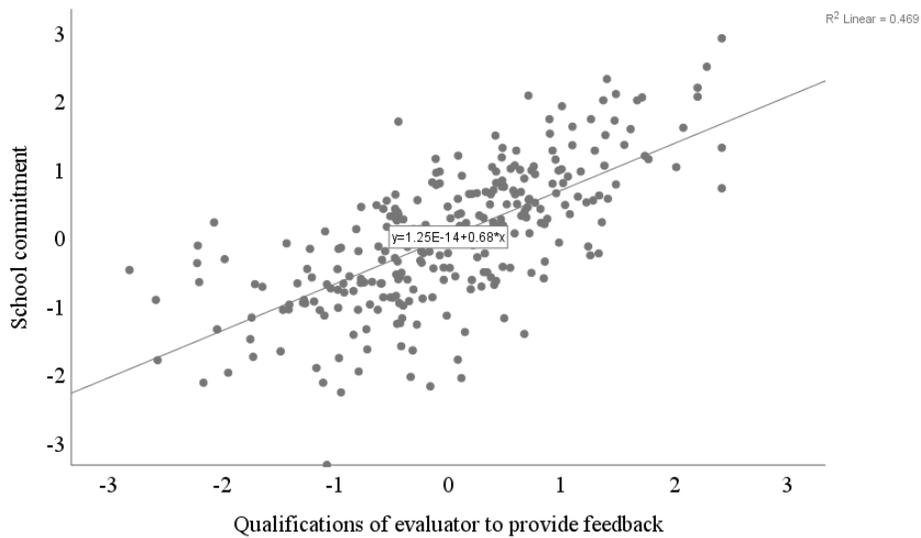
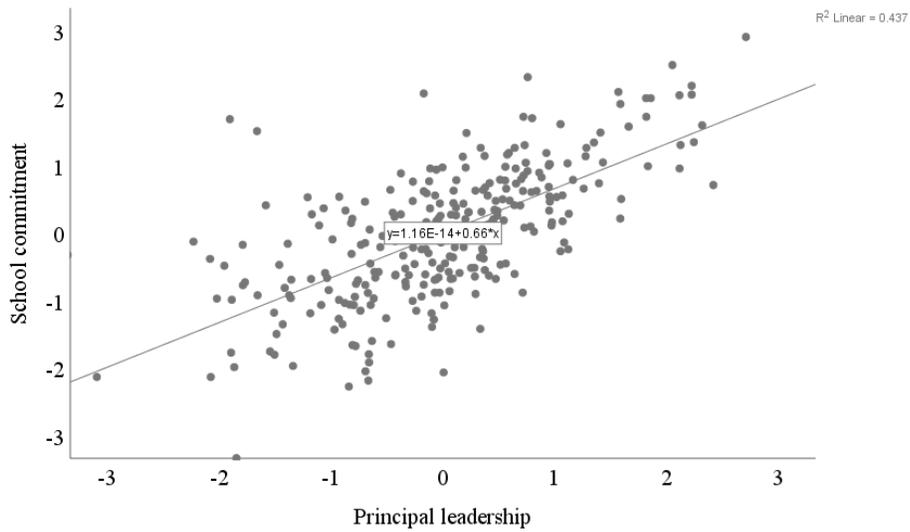
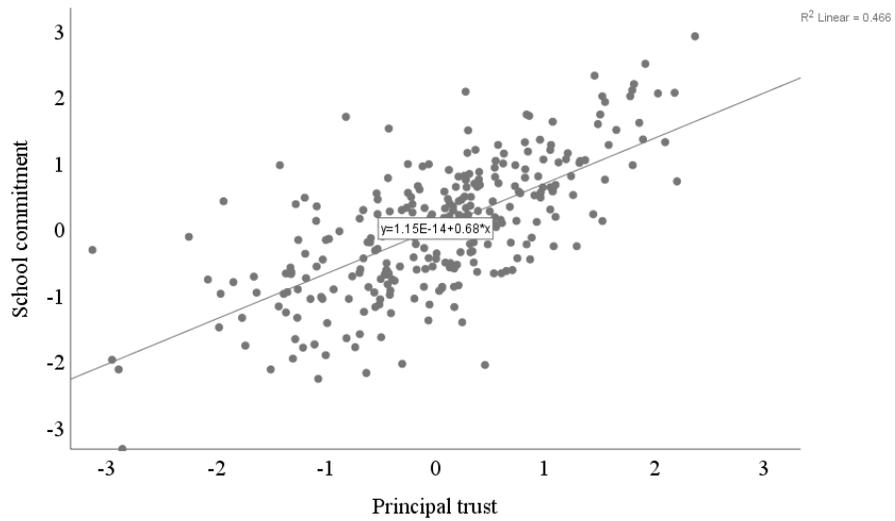
Appendix G: Principal Leadership Scatter Plots

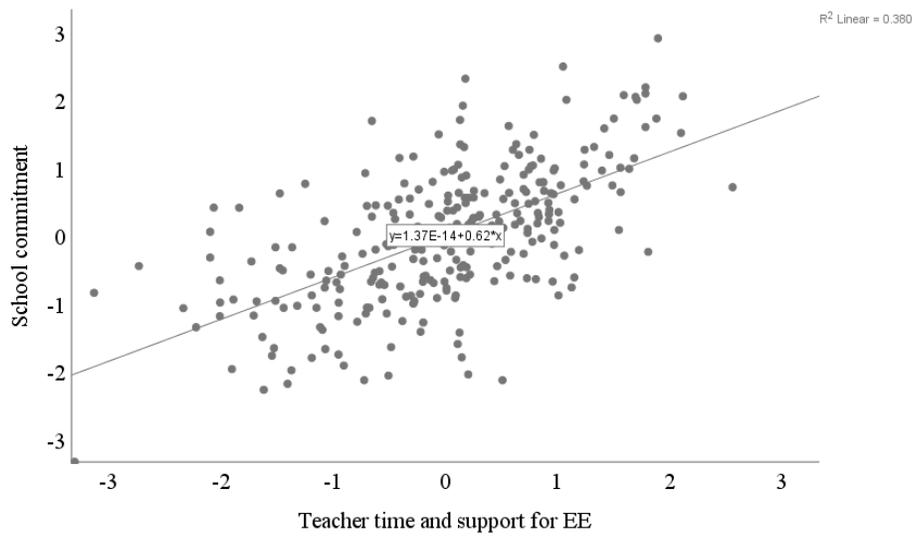
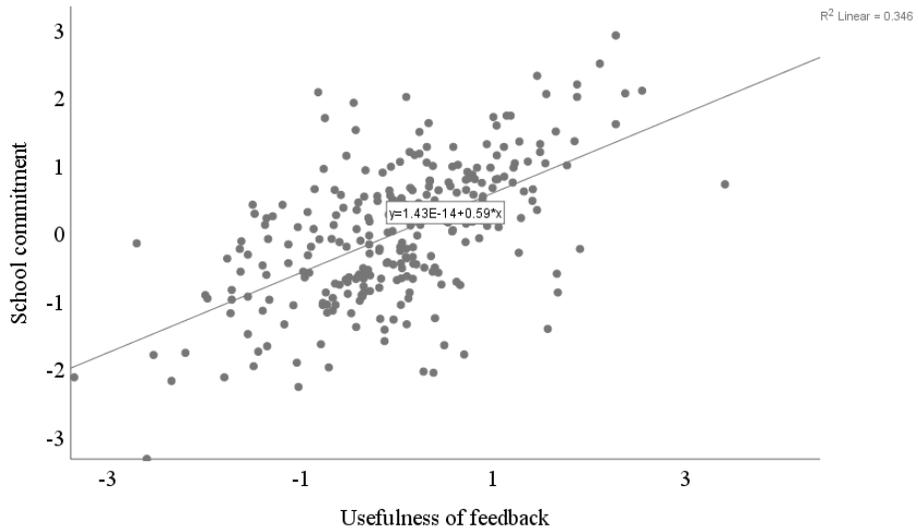
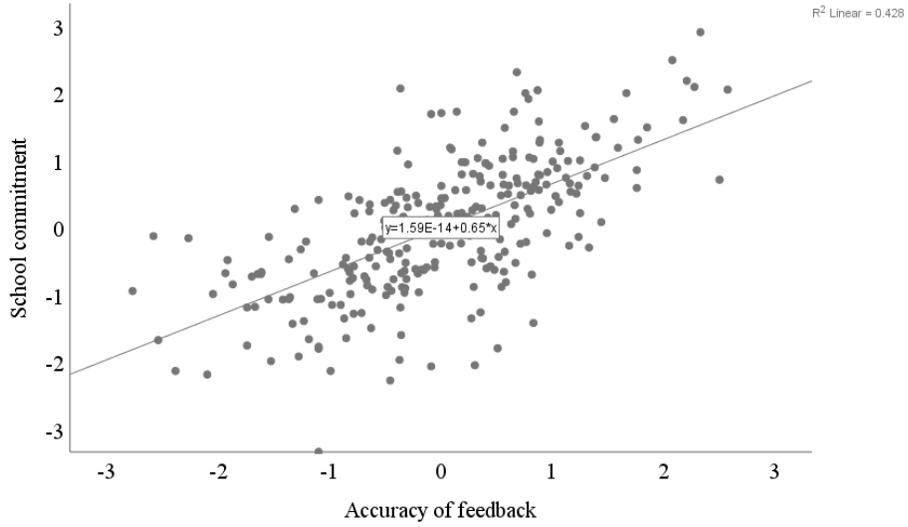


Appendix H: Principal Trust Scatter Plots



Appendix I: School Commitment Scatter Plots





Appendix J: Job Satisfaction Scatter Plots

