

# The Wisconsin Educator Development Support and Retention (WEDSR) Survey

The WEDSR is a foundational data collection instrument to the work of the Wisconsin Educator Effectiveness Partnership (WEERP) between the Office of Socially Responsible Evaluation (SREed) at the University of Wisconsin – Milwaukee, the Wisconsin Center for Education Research (WCER) at the University of Wisconsin – Madison, and the Wisconsin Department of Public Instruction (DPI). In 2015-16, SREed developed the WEDSR Teacher Survey to inform the state-wide evaluation of the Wisconsin Educator Effectiveness (EE) process for districts using the Danielson Framework<sup>1</sup> as part of the state-designed EE process. In 2016-17, the survey administration was expanded to include districts using other teacher evaluation frameworks such as the Stronge Model.<sup>2</sup> Although prior to 2017-18, principals were included in data collection activities related to the evaluation of EE, the current school principal WEDSR was developed and administered state-wide starting in 2017-18.

## What does the WEDSR Teacher Survey Measure?

The areas summarized below are measured using a combination of validated instruments and additional questions designed by the SREed evaluation team to address specific aspects of the Wisconsin EE Process. In general, the survey focuses on aspects of the teacher evaluation process and school contextual factors that contribute to and are impacted by it. A summary of the constructs and measures used in the teacher survey is presented in Table 1.

*EE Implementation* – Teachers are asked about the number of times their instruction is observed, they receive verbal performance feedback, and they are provided written feedback. Teachers are 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. Teachers are also asked questions about the amount of time and support provided to them to do the steps of their school’s EE process.

*The Feedback Process* – Scales from the Examining Evaluator Feedback Survey<sup>3</sup> are used to measure several aspects of how teachers experience the feedback process including: to what degree they use feedback to improve (Feedback Use), the opportunity teachers have to use

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<sup>1</sup> Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument: 2013 Instructionally Focused Edition*. Princeton, NJ: The Danielson Group.

<sup>2</sup> Stronge, J. H. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

<sup>3</sup> 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>

feedback (Opportunity to Use Feedback), the accuracy of feedback (Feedback Accuracy) and the usefulness of feedback (Feedback Usefulness). Only teachers who indicate they received performance feedback that year are asked to answer these questions.

*Principal/Evaluator Effectiveness* – Two scales from the University of Chicago’s 5Essentials Survey<sup>4</sup> are used to measure teacher perceptions of the Trust between Teachers and Principals and Principal Leadership. One scale from the Examining Evaluator Feedback Survey is used to measure teacher perceptions of Evaluator Qualifications to Provide Feedback.

*Teacher Job Satisfaction* – The Brief Index of Affective Job Satisfaction<sup>5</sup> is used to measure affective teacher Job Satisfaction. One scale from the University of Chicago’s 5Essentials Survey is used to measure School Commitment.

*Teacher Interactions* – Two scales from the University of Chicago’s 5Essentials Survey are used to measure Trust between Teachers and Teacher Collaboration. The Trust between Teachers items were not included in the 2018-19 survey.

*Parent Engagement* – Three aspects of parents engagement, as measured by the 5Essentials survey were added to the 2018-19 survey. These include Parent Involvement, Parent - Teacher Trust, and Outreach to Parents.

*Equity* – The 2018-19 survey included a set of project-developed questions that assess equity practices in schools.

*Teacher Induction* – In 2017-18 the WEDSR began including questions about the teacher induction process, as measured by the 5Essentials Survey. The survey also included project-developed questions about mentoring practices within schools.

*Effectiveness of Educator Preparation Programs* – In 2017-18 the WEDSR started measuring novice teacher perceptions of the effectiveness of their preparation program. These items were project-developed.

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<sup>4</sup> Klugman, J., Gordon, M. F., Sebring, P. B., & Sporte, S. E. (2015). *A First Look at the 5Essentials in Illinois Schools. Research Report*. University of Chicago Consortium on Chicago School Research.

<sup>5</sup> Thompson, E.R. & Phua, F. T.T. (2012). A Brief Index of Affective Job Satisfaction. *Group & Organization Management*, 37(3), 275-307

Table 1

Measures included in the state-wide Wisconsin Educator Development Support and Retention (WEDSR) Teacher Survey

Area	Measure	Source	2016-17	2017-18	2018-19
EE Implementation	EE Implementation Practices	Project-designed	x	x	x
	EE Attitudes	Project-designed	x	x	x
Measures of the Performance Feedback Process	Usefulness of Feedback	Examining Evaluator Feedback Survey	x	x	x
	Accuracy of Feedback	Examining Evaluator Feedback Survey	x	x	x
	Opportunity to Use Feedback	Examining Evaluator Feedback Survey	x	x	x
	Use of Feedback for Improvement	Examining Evaluator Feedback Survey	x	x	x
Measures of Principal Effectiveness	Qualifications of Evaluation to Provide Feedback	Examining Evaluator Feedback Survey	x	x	x
	Principal Leadership	Modified 5Essentials	x	x	x
	Teacher Trust with Principals	Modified 5Essentials	x	x	x
	Shared Decision Authority	Modified 5Essentials	x	x	
Measures of Job Satisfaction	Teacher School Commitment	Modified 5Essentials	x	x	x
	Affective Job Satisfaction	Brief Index of Affective Job Satisfaction	x	x	x
Measures of Teacher Relationships	Collaboration Between Teachers	Modified 5Essentials	x	x	x
	Trust between Teachers	Modified 5Essentials	x	x	
Novice Teacher Measures	Evaluation of Educator Prep Program*	Project-designed		x	x
	Effectiveness of Mentors for New Teachers*	Project-designed		x	x
	School Teacher Induction Processes	Modified 5Essentials		x	x
Parent Measures	Parent Involvement	Modified 5Essentials			x
	Parent - Teacher Trust	Modified 5Essentials			x
	Outreach to Parents	Modified 5Essentials			x
Equity	Equity Practices	Project-designed			x

\* Only asked of novice teachers

## What does the WEDSR Principal Survey Measure?

The principal survey focuses on aspects of both the teacher and principal evaluation local processes. A summary of the constructs and measures used in the survey is presented in Table 2.

*Teacher EE Implementation* – Principals are asked about the amount of time they spend engaging in the teacher EE process. They are also asked a number of questions about their understanding of and attitudes toward their school’s teacher evaluation process and their school and district’s use of the process. They are also asked about their feelings regarding their preparedness for implementing EE and their ability to leverage the process to improve the quality of instruction in their school. These questions are project-developed.

*Principal EE Implementation* - Principals are asked about the number of times their practice was observed, they receive verbal performance feedback, and they are provided written feedback. They are also asked about the extent that they believe the process is helping them improve their practice. These questions are project-developed.

*Principal Job Satisfaction* – The 2018-19 survey includes the Brief Index of Affective Job Satisfaction<sup>6</sup> and one scale from the University of Chicago’s 5Essentials Survey to measure School Commitment.

*Equity* – The 2018-19 survey includes a set of project-developed questions that assess equity practices in schools.

Table 2

Measures included in the state-wide Wisconsin Educator Development Support and Retention (WEDSR) Principal Survey

Area	Measure	Source	2016-17	2017-18	2018-19
EE Implementation	The Teacher Evaluation Process	Project designed	x	x	x
	The Principal Evaluation Process	Project designed	x	x	x
	Use of the Educator Effectiveness Process by the District	Project designed	x	x	x
	Use of the Educator Effectiveness Process by the School	Project designed	x	x	x
Equity	Equity Practices	Project designed			x
Measures of Job Satisfaction	Teacher School Commitment	Modified 5Essentials			x
	Affective Job Satisfaction	Brief Index of Affective Job Satisfaction			x

<sup>6</sup> Thompson, E.R. & Phua, F. T.T. (2012). A Brief Index of Affective Job Satisfaction. *Group & Organization Management*, 37(3), 275-307

## Data Collection Process

Each year, educator email addresses are obtained from My Learning Plan (MLP), the online data tracking system used by most Wisconsin districts and schools to document their EE process. Surveys are programmed with Qualtrics. Only classroom teachers and school principals can participate in the survey either through a link on the SREed website or through emailed invitations to participate. The distribution process involves working closely with district administrators and CESAs to encourage educators to participate. Participants are asked to verify their identify by entering their work email address. Educator responses are kept confidential by the SREed evaluation team.

Although the survey remains open from late March through the end of May, outreach to educators does not start until mid-April. This allows schools the time to organize to take the survey during in-service time. Table 3 summarizes the historical participation in the WEDSR. Regarding the teacher survey, each year has resulted in a greater response rate, with nearly half (49%) of all classroom teachers state-wide participating in the spring of 2019.

Table 3

Wisconsin Educator Development Support and Retention (WEDSR) Survey Historical Participation

		2016-17*	2017-18	2018-19
Teacher Survey	Invited	52,660	53,956	54,957
	Partial Completions	4,065	2,377	788
	Completed Surveys	17,894	24,027	26,852
	Completion Rate	34%	45%	49%
	Districts Receiving Results**	133	274	299
	Schools Receiving Results**	579	955	1,123
School Principal Survey	Invited		1,730	1,810
	Partial Completions		43	33
	Completed Surveys		882	851
	Completion Rate		51%	47%

\* 2016-17 was the first year that the WEDSR was administered state-wide for both state and CESA 6 model districts.

\*\*To receive their results, a district or school has to reach 40% response rate. Schools can still receive their results even in their district does not.

### How are the WEDSR Results Used?

The results of these surveys inform a number of improvement efforts across the state of Wisconsin:

- CESAs use the results to inform their outreach and professional development efforts.

- The SREed evaluation team uses the results to track changes in the implementation and impact of EE across the state.
- The results are used to develop state-wide evaluation reports that inform efforts to improve the effectiveness and impact of the process. DPI uses the results to make modifications to the requirements and development opportunities regarding the EE process.
- The results of the *Evaluation of Educator Prep Program* survey questions in the teacher survey are linked back to the schools where novice teachers received their certification and then provided back to those institutions to inform improvement efforts.
- Schools and districts that reach a 40% response rate, and have at least five teachers participate, receive individualized reports of their teacher survey responses. This past year, 299 districts and 1,123 schools received their results.
- Districts that have at least five principals participate receive their principal survey results.

Regarding these last two bullets, these confidential reports are designed to inform local continuous improvement efforts. DPI does not have access to them or the data that are used to create them. They are delivered directly to district administrators by SREed.

These reports also serve as the primary resource for improvement planning during EE Exchange – Data Retreats, a technical assistance opportunity for continuous improvement and action planning. EE Exchange – Data Retreats serve as one process by which schools and districts can develop a deeper understanding of why their EE processes are or are not being implemented as intended and how their EE processes are impacting educator development, support, and retention efforts. In an EE Exchange – Data Retreat, districts self-assess their EE implementation, review relevant data on those factors from their individualized school and/or district reports, identify goals for improvement, and develop strategies to meet those goals. District teams also collaborate with other districts in attendance regarding implementation successes and lessons learned. These events occur either at a local CESA or at the annual Leading for Learning Summit. During the summer of 2019, over 80 educators across nine CESAs and 50 school districts participated in a Data Retreat.