

Educator Effectiveness as an Induction that Leads to Job Satisfaction with Novice Teachers: The Case of One Urban School District.

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Study

This evaluation brief summarizes an analysis on Wisconsin’s Educator Effectiveness (EE) performance feedback process impact on new teachers in a large urban school district. As part of our ongoing evaluation of the state of Wisconsin’s EE System, we associated the EE performance feedback process to new teachers’ perceptions of their principal’s effectiveness and overall job satisfaction. A total of 250 new teachers made up the final sample. Statistical modeling was used to represent these networks of relationships.

Findings

Findings suggest the EE performance feedback process has a positive effect on how new teachers view the leadership skills of their principal and teachers’ overall job satisfaction. The EE performance feedback process was structured as the time and support for EE, the number of performance feedback meetings or observations, and the overall quality of the feedback given to teachers. School leaders that give time and support for basic implementation of EE, have at least two face-to-face feedback meetings, and give high quality performance feedback are viewed as better leaders from their new teachers. This positive view of their principal helps new teachers trust their principal more, like their job more, and feel more committed to their school. The association to new teacher outcomes is promising for teacher retention efforts and the development of staff in their first part of the teaching career.

Background: Educator Effectiveness, the feedback process, and survey instruments

In 2011, Wisconsin passed Act 166, which required the Department of Public Instruction (DPI) to develop an Educator Effectiveness (EE) system and school districts to implement principal and teacher evaluation systems based on the state EE System. The primary purpose of the Wisconsin EE process is to help school districts implement local processes that improve the quality and quantity of performance feedback educators receive, which in turn improves the quality of leadership, teaching, and student learning across the state.

The EE performance feedback process contains three elements: the time and support for EE, the number of feedback meetings, and the overall quality of the feedback given to teachers. The amount of time and support for EE is defined as giving teachers time and resources throughout the year to complete all the

necessary steps of EE. The number of performance feedback meetings is simply the number of times a teacher receives written or face-to-face performance feedback after a classroom observation. Together, the time and support for EE and the number of feedback meetings represent the basic implementation of the EE system. The implementation of the EE system is directly related to the quality feedback teachers receive.

From EE Implementation to Overall Job Satisfaction

More time, more support, more feedback meetings, and the overall quality of the performance feedback are positively related to how teachers perceive their principals. The implementation of the EE system and specific conversations school leaders have with teachers through the EE process serve as indicators that the principal is an effective leader. How EE is implemented, the overall quality of the performance feedback given to teachers, and the perceptions of their principal also combine to affect teachers’ overall perception of their job. Teachers’ overall perception of their job was defined as how satisfied they are with their job and how committed they are to their school. Collectively, school leaders that can improve the basic implementation of the EE system locally and give accurate and useful performance feedback, are viewed as more effective principals, which in turn improve teachers’ overall perception with their job because they like their job more and are more committed to their school. Figure 1 generally shows how these relationships work.

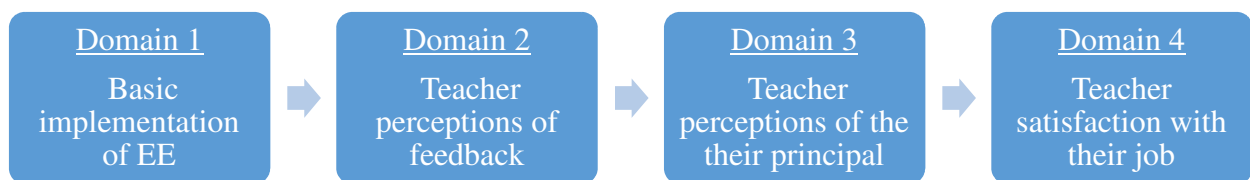


Figure 1: Diagram of how the basic implementation of Educator Effectiveness relate to teachers’ perception of performance feedback, teachers’ perceptions of their principal, and overall teacher job satisfaction

Instruments

During the spring of the 2016-2017 school year, teachers throughout Wisconsin were invited to participate in an evaluation survey. Over 22,000 teachers completed the survey which represented about 42% of all Wisconsin classroom teachers. The survey teachers responded to was a combination of several valid and reliable surveys.

Implementation of EE and the Feedback Process scales

Questions on basic implementation of EE were developed by the evaluation team. These questions included the following: who is providing them feedback, how many feedback meetings teachers are

receiving and whether the feedback meetings were written or face-to-face. The Examining Evaluator Feedback Survey¹, published by the Regional Educational Laboratory Central, was used to assess teachers' perception of the overall feedback process and the quality of performance feedback. Teachers' perceptions of the quality of feedback was defined as whether the feedback was useful, was accurate, gave teachers opportunities to use it with other professional development opportunities to improve, allowed teachers to use feedback to try new instructional strategies, and their evaluator was qualified to give feedback. The response categories for all of these questions was *Disagree*, *Somewhat disagree*, *Somewhat agree*, and *Agree* with higher scores reflecting teachers agreed with the question.

Principal Effectiveness

Three subscales from the 5Essentials Survey² assessed teachers' perception of their principal. These questions asked how teachers viewed the leadership of their principal, the amount of trust they have with their principal, and the commitment teachers have to their school. The response categories for these questions were *Strongly Disagree*, *Disagree*, *Agree*, and *Strongly Agree*. Higher scores on all of these subscales indicates teachers feel their principal is a better leader, teachers have more trust with their principal, and teachers are committed to their school.

Overall Job Satisfaction

The Brief Index of Affective Job Satisfaction³ was used to measure teachers' job satisfaction. Teachers were asked whether they *Strongly Disagree*, *Disagree*, *Agree*, or *Strongly Agree* with four statements about their job. A higher score on this survey shows teachers have a higher satisfaction with their job. The job satisfaction questions in combination with questions on teachers' commitment to their school was used to measure overall job satisfaction.

Results

Statistical Modeling

Structural equation modeling (SEM) was used to statistical represent the interrelated relationships between all variables. The number of feedback meetings and the Time and Support for EE were used as exogenous variables. Feedback Quality, Principal Leadership, Evaluator Qualifications, Principal Trust,

¹ 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>.

² <http://help.5-essentials.org/customer/en/portal/articles/678255-essentials-and-measures-in-chicago-public-schools-reports>

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

Job Satisfaction, and School Commitment were all endogenous variables. The complete SEM can be seen in Figure 2.

- In general, the theoretical model had a good statistical fit with the data (CFI = .99, TLI = .97, RMSEA = .04).
- Time and Support for EE was directly and positively related to Feedback Quality, Evaluators Qualifications, and Principal Leadership.
- The relationship between zero, one, or two feedback meetings when compared to more than two feedback meetings was negatively associated with Feedback Quality. Having at least two feedback meetings was a benchmark for new teachers to be more likely to view their feedback as high quality.
- The direct relationship between teachers having zero feedback meetings and Principal Leadership was negative. New teachers that did not have any performance feedback meetings were less likely to have positive perceptions of their principal's leadership skills.
- The direct relationship Time and Support for EE as well as the number of feedback meetings has with feedback quality was strong ($R^2 = 0.37$). The time and support for EE in combination with the number of feedback meetings was a strong predictor of how good the performance feedback was for new teachers.
- Going from the number of feedback meetings and the Time and Support for EE, through Feedback Quality all had positive and significant connections to Evaluator Qualifications and Principal Leadership. The R^2 for this association was strong with a R^2 of 0.39 and 0.28 for Evaluator Qualifications and Principal Leadership.
- Time and Support for EE, the number of feedback meetings, Feedback Quality, Evaluator Qualifications and Principal Leadership were positively related to Principal Trust, Job Satisfaction, and Commitment to the School.

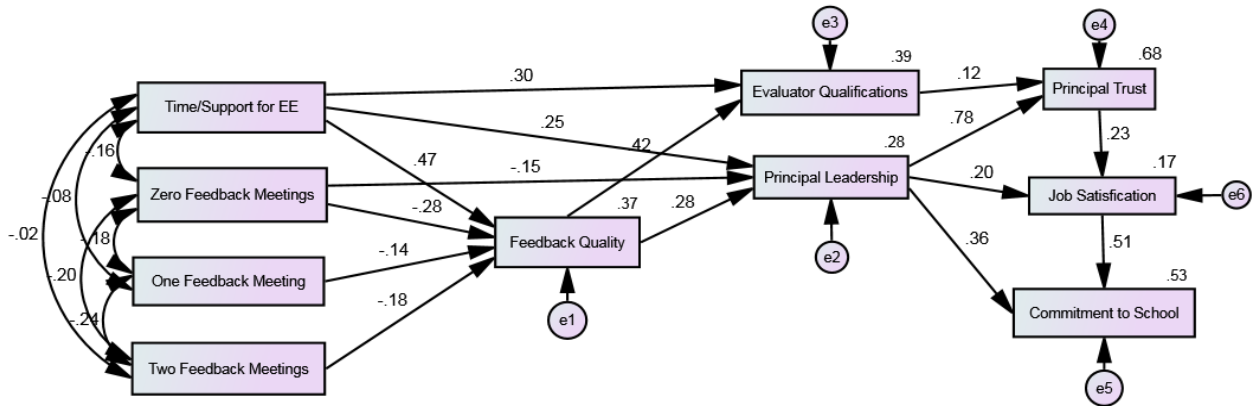


Figure 2: Structural Equation Modeling statistically representing the relationships between basic implementation of EE, feedback quality, evaluator qualifications, principal leadership, principal trust, job satisfaction, and commitment to school

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