

## **Wisconsin Educator, Development, Support, and Retention Survey - School Staff**

Dear Wisconsin Educator,

As you may know, we have been working with DPI to determine if we would continue to survey educators this year. The COVID-19 crisis has upended our school system and we wanted to stay out of your way. After hearing from a number of districts, it was ultimately decided that we would go forward with an abbreviated version of the survey so that people who wanted participate could.

We also worked with DPI to add a few some questions that will help assess what is working across Wisconsin and what are the needs of students and schools during COVID-19. Thank you for what you are doing for our students and families and please consider taking a few minutes to share your experiences this year with EE and with COVID-19. Your experiences are important and inform a lot of local and statewide work.

Notes: Your responses are confidential. Each participating school and district will receive a report of how their educators felt about their school this year. These are used by schools across the state for improvement planning. No one at your district will know your responses though.

This is the first year that all educators are invited to participate in the survey.

Please click “Next” below to participate in this survey.

Thank you and be safe!

Curtis Jones

If you have any questions, please contact [ee\\_evaluation@uwm.edu](mailto:ee_evaluation@uwm.edu) or go to our website:  
<http://uwm.edu/sreed>

**We require responses to these questions only, so that we know what other questions to ask you.**

Who has provided you feedback on your professional practice this year? (Check all that apply)

- A school administrator or evaluator
- Another teacher or other school staff person
- A coach
- I am not receiving any feedback on my professional practice this year.
- Other \_\_\_\_\_

How many times this year have the following occurred?

	0	1	2	3	4	5	6+
My practice was observed.	<input type="checkbox"/>						
I met with someone who observed my practice.	<input type="checkbox"/>						
I received written feedback on my practice.	<input type="checkbox"/>						

Please check off all that are true for you. (Check all that apply)

- I am a teacher
- I am a special education teacher
- I am an English Language Learner teacher
- I am a novice teacher in my first or second year.
- I teach gifted/talented students.
- I am a specialist
- A Title I teacher

How many students do you teach? \_\_\_\_\_

How many students that you teach do not have internet access at home to allow them to follow along with your daily instruction? (please give your best estimate) \_\_\_\_\_

How many students that you teach lack a computing device that allows them to complete their daily instructional activities and assignments? (this includes laptops, Chromebooks, and tablets or similar devices, and could be supplied by the school or by the parents. It does NOT include smartphones). Please give your best estimate. \_\_\_\_\_

**EE Implementation (answered by everyone - except \* only answered by teachers)**

Please indicate your level of agreement with the following statements about your school's evaluation process prior to moving to distance learning due to COVID-19.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
I am provided the necessary time to complete the steps of our evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am provided adequate support to complete the steps of our evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school's evaluation process will help me improve as an educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I have enough time to complete the Student Learning Objective process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* I have enough support to complete the Student Learning Objective process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback usefulness (answered by everyone who received feedback this year - except \* only answered by teachers)**

Please indicate your level of agreement with the following statements about your school's evaluation process prior to moving to distance learning due to COVID-19.

My feedback ...

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
included specific improvement suggestions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
included specific suggestions to improve my content/subject knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* included specific instructional strategies that I could use to improve my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* included specific classroom management strategies that I could use to improve my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
included recommendations for finding resources or professional development to improve my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
was provided as frequently as I needed it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
was provided in time for me to use it to inform my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback accuracy (answered by everyone who received feedback this year - except \* only answered by teachers)**

Please indicate your level of agreement with the following statements about your school's evaluation process prior to moving to distance learning due to COVID-19.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
The feedback I received was an accurate portrayal of my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
* The observations or walkthroughs that informed the feedback I received represented a typical day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In our evaluation system, different evaluators reviewing the same evidence would likely give the same ratings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Opportunity to use feedback (answered by everyone who received feedback this year)**

Please indicate your level of agreement with the following statements about your school's evaluation process prior to moving to distance learning due to COVID-19.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
I had access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had access to a leader (e.g., peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to observe experts modeling skills that related to my feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had time during the school day to plan for implementing new strategies based on my feedback (e.g., collaborative or individual planning time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback Use (Only answered by teachers who received feedback this year)**

Please indicate your level of agreement with the following statements about your school's evaluation process prior to moving to distance learning due to COVID-19.

Because of the feedback I have received...

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
I tried new instructional strategies in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I tried new classroom management strategies in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sought professional development opportunities (formal or informal).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sought advice from an instructional leader (e.g., peer, coach/mentor, administrator).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I changed the way I plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I modified my Student Learning Objective goals and/or monitoring process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Principal Effectiveness (answered by everyone who works in ONE school)**

Please indicate your level of agreement with the following statements about your principal.  
Please only answer this question if you work in ONE school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The principal participates in instructional planning with teams of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal knows what's going on in my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal carefully tracks student academic progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal encourages teachers to implement what they have learned in professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal communicates a clear vision for our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal makes clear to the staff his or her expectations for meeting instructional goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal understands how children learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal sets high standards for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's OK in this school to discuss feelings, worries, and frustrations with the principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal looks out for the personal welfare of the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust the principal at his or her word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal is an effective manager who makes the school run smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal places the needs of children ahead of personal and political interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal has confidence in the expertise of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal takes a personal interest in the professional development of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff feel respected by the principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher collaboration (only answered by teachers)**

Please indicate how often you did each of the following this school year prior to your school moving to distance learning because of COVID-19.

	Never	Once or twice	3 to 9 times	10 or more times
Observed another teacher's classroom to offer feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observed another teacher's classroom to get ideas for your own instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gone over student assessment data with other teachers to make instructional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with other teachers to develop materials or activities for particular classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked on instructional strategies with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Job Satisfaction (answered by all)

Thinking specifically about your current job, to what extent do you disagree or agree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I find real enjoyment in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like my job better than the average person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most days I am enthusiastic about my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel fairly well satisfied with my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wouldn't want to work in any other school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this school to parents seeking a place for their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually look forward to each working day at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel loyal to this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Only answered by novice teachers**

How much do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
My educator preparation program prepared me to succeed as a teacher this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My educator preparation program prepared me use Student Learning Objectives to assess the progress of my students this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at Planning and Preparation tasks because of my educator preparation program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at establishing a Classroom Environment that promotes learning because of my educator preparation program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My Instructional Practices are more effective because of my educator preparation program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am better at engaging in Professional Responsibility tasks because of my educator preparation program. (reflecting on my teaching, collaborating with parents and other teachers, maintaining records, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The experiences during my preparation program helped me become more effective at connecting and building relationships with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My student teaching placement helped prepare me to meet the challenges in my current school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Only answered by English Learner teachers**

For a district to have access to responses to these questions, and any responses for that matter, at least 5 persons must answer them. We will not provide any data to a district that could potentially be linked back to an individual.

Are you continuing to provide English learner services through distance learning?

▼ No ... Yes, at the appropriate levels

Are you administering the Home Language Survey (HLS) to newly enrolled students?

▼ No ... Yes

Are you administering the English Language Proficiency Screener within 30 days of students' enrollment in the school district?

▼ No ... Yes

What strategies are you using to provide services to and identify English learners through distance learning?

What barriers are you facing in your efforts to provide services to and identify English learners through distance learning?

**Only answered by special education teachers**

For a district to have access to responses to these questions, and any responses for that matter, at least 5 persons must answer them. We will not provide any data to a district that could potentially be linked back to an individual.

Are you continuing to provide special education services through distance learning?

▼ No ... Yes, at the appropriate levels

Are you continuing to hold annual IEP team meetings and conducting evaluations?

▼ No ... Yes

What strategies are you using to provide services to students with an IEP through distance learning and for holding IEP meeting/conducting evaluations?

What barriers are you facing in your efforts to provide services to students with an IEP through distance learning and for holding IEP meetings/conducting evaluations?

**Only answered by gifted talented teachers**

For a district to have access to responses to these questions, and any responses for that matter, at least 5 persons must answer them. We will not provide any data to a district that could potentially be linked back to an individual.

Are you continuing to provide services to students with gift and talents through distance learning?

▼ No ... Yes, at the appropriate levels

Are you continuing to identify students for gifted and talented education?

▼ No ... Yes

What strategies are you using to provide services to and identify students with gifts and talents through distance learning?

What barriers are you facing in your efforts to provide services to and identify students with gifts and talents?

**Only answered by Title I teachers**

None of the questions below are required by the federal government, but answers will help the Title I Team at DPI provide more relevant technical assistance for districts spending federal ESEA funds.

For a district to have access to responses to these questions, and any responses for that matter, at least 5 persons must answer them. We will not provide any data to a district that could potentially be linked back to an individual.

How are you providing Title I instructional services right now?

What support do you need to do your job?

What do you wish we would have asked you about Title I services?