

Introduction

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

Dear Wisconsin Educator,

Thank you for what you are doing for our students and families. Please consider taking 15 minutes to share your experiences this year with EE and with schooling during COVID-19. Your experiences are important and inform improvement efforts for your school and for the state. In the last year, we have used your responses to create reports that have influenced state and local policy around a number of issues including:

- Creating inclusive schools for educators of color: [access report here](#)
- Understanding how schools can be organized to eliminate the achievement gaps between White, Black, and Latinx students: [access report here](#)

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.
- All educators are invited to participate in the survey.
- Please click “Next” below to participate.

Thank you and be safe!

Curtis Jones

If you have any questions, please contact ee_evaluation@uwm.edu or go to our website:
<http://uwm.edu/sreed>

Implementation

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="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I met with someone who observed my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received written feedback on my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Evaluation integration

Please indicate your level of agreement with the following statements about your school's evaluation and feedback process.

Disagree Som
Disagree

I am provided the necessary time to complete the steps of our evaluation process.

(

I am provided adequate support to complete the steps of our evaluation process.

(

My school's evaluation process will help me improve as an educator.

(

I have enough time to complete the Student Learning Objective process.

(

I have enough support to complete the Student Learning Objective process.

(

IES Evaluator/Peer Evaluator Feedback Survey

Please indicate your level of agreement with the following statements about your school's evaluation process.

My feedback ...

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

Please indicate your level of agreement with the following statements about your school's evaluation process.

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

Please indicate your level of agreement with the following statements about your school's evaluation process.

Disagree Somew
Disagree Disagr

I had access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.

I had access to an leader (e.g., peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.

I was able to observe experts modeling skills that related to my feedback.

I had time during the school day to plan for implementing new strategies based on my feedback (e.g., collaborative or individual planning time).

Please indicate your level of agreement with the following statements about your school's evaluation process.

Because of the feedback I have received...

Disagree Somew
Disagree Disagr

I tried new instructional strategies in my classroom or virtual classroom.

I tried new classroom management strategies in my classroom or virtual classroom.

I sought professional development opportunities (formal or informal).

I sought advice from an instructional leader (e.g., peer, coach/mentor, administrator).

I changed the way I plan instruction.

I modified my Student Learning Objective goals and/or monitoring process.

School Climate - Principal leadership and trust

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

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

School Climate - Teacher collaboration

Please indicate how often you did each of the following this school year.

Once
or
twice
Never

3 to
9
times

Observed another teacher's classroom or virtual classroom to offer feedback

Observed another teacher's classroom or virtual classroom to get ideas for your own instruction

Gone over student assessment data with other teachers to make instructional decisions

Worked with other teachers to develop materials or activities for particular classes

Worked on instructional strategies with other teachers

Please indicate your level of agreement with the following statements about teachers in your school.

Strongly
Disagree

Disagree

It's OK in this school to discuss feelings, worries, and frustrations with other teachers.

Teachers at this school respect those colleagues who are experts at their craft.

Teachers respect other teachers who take the lead in school improvement efforts.

Teachers in this school trust each other.

How much influence do teachers have over school policy in each of the areas below?

	No influence	A little influence	Some influence	A great deal of influence
Planning how discretionary school funds should be used.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining books and other instructional materials used in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing the curriculum and instructional program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School improvement plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Job Satisfaction

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

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

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

Strongly
Disagree Disagree

My educator preparation program prepared me to succeed as a teacher this year.

My educator preparation program prepared me use Student Learning Objectives to assess the progress of my students this year.

I am better at Planning and Preparation tasks because of my educator preparation program.

I am better at establishing a Classroom Environment that promotes learning because of my educator preparation program.

My Instructional Practices are more effective because of my educator preparation program.

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.)

The experiences during my preparation program helped me become more effective at connecting and building relationships with students.

My student teaching placement helped prepare me to meet the challenges in my current school.

Questions for piloting

Educator Effectiveness Race/Ethnicity Equity-Focused Questions

How well your school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

	Almost never	Once in a while	Sometimes	Frequently
*How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often are you encouraged to think more deeply about race-related topics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often do adults at your school have important conversations about race, even when they might be uncomfortable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When there are major news events related to race, how often do adults at your school talk about them with each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How comfortable are you discussing race-related topics with your colleagues?

Not at all
comfortable

Slightly
comfortable

Somewhat
comfortable

Quite
comfortable

Extremely
comfortable

How well your school supports students in learning about, discussing, and confronting issues of race, ethnicity, and culture.

	Almost never	Once in a while	Sometimes	Fre
How often are students given opportunities to learn about people from different races, ethnicities, or cultures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
How often are students encouraged to think more deeply about race and culture-related topics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
How often do students at your school have important conversations about race and culture, even when they might be uncomfortable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
When there are major news events related to race or culture, how often do adults at your school talk about them with students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

How comfortable are you discussing race-related topics with students?

Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educating all students: Faculty perceptions of their readiness to address issues of diversity and racism (Only answered by teachers).

	Not at all comfortable	Slightly comfortable	Somewhat comfortable
To what extent are you incorporating new perspectives from different racial and cultural backgrounds into your curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If students from different racial and cultural backgrounds struggled to get along in your class, how comfortable would you be intervening?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

When a sensitive issue of race or culture arises in class, how confident would you be in addressing the situation?

Not at all easily Slightly easily Somewhat easily Quite easily Extremely easily

Perceptions of the quantity and quality of equity-focused professional learning opportunities available to faculty and staff.

At your school, how valuable are the equity-focused professional development opportunities?

Not at all valuable Slightly valuable Somewhat valuable Quite valuable Extremely valuable

How often does the feedback provided to you in the EE process help you explore new ways to promote equity in your practice?

Almost never Once in a while Sometimes Frequently Almost always

Overall, how effective has your school administration been in helping you advance student equity?

Not at all effective Slightly effective Somewhat effective Quite effective Extremely effective

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

- | | Strongly Disagree |
|--|-----------------------|
| I receive Effectiveness Project updates and support from my School/District. | <input type="radio"/> |
| I am confident in my understanding of the purpose of the indicators used in the Effectiveness Project. | <input type="radio"/> |
| The self assessment in the goal setting plan accurately summarizes my strengths and areas for growth. | <input type="radio"/> |
| I use survey data to inform my practice. | <input type="radio"/> |
| I understand the evaluation process timeline of my district. | <input type="radio"/> |

Submit

Please provide any additional feedback that you think would help us understand your experiences with your school's EE processes and teaching during COVID this year.

Thank you for your efforts in completing this survey. Your responses will not be recorded until you press the **SUBMIT SURVEY** button below.

If you have any questions, please contact ee_evaluation@uwm.edu. The results of these surveys will be made available this summer. Check back at www.uwm.edu/sreed for the results. We will also be providing your school and district with summary reports.



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