

Wisconsin Educator, Development, Support and Retention Survey - Admins

Dear Wisconsin school administrator,

Thank you for taking the time to participate in this year's WEDSR. The survey provides critical data to DPI, CESAs, and districts. By participating in the survey you are supporting local and statewide improvement efforts.

Notes: Your responses are confidential. No one at your district will know your responses so please be honest.

Please click "Take Survey" below to participate in this survey.

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>

Are you a school administrator?

Yes

No

Are you involved in the evaluation of teachers or in providing performance feedback to teachers?

Yes

No

Please indicate your level of agreement with the following statements.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
The professional practice rubric we use for teacher evaluation does a good job of capturing what good teaching looks like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am well prepared to implement our teacher evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our teacher evaluation process has improved my practice as a school administrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our teacher evaluation process will help the teachers in my school improve their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our evaluation process helps make my feedback to teachers more effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our evaluation process helps ensure that teacher feedback is accurate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received training in providing teachers effective feedback about their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I listen attentively while meeting with an educator after an observation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
I am satisfied with the discussions of performance that I had with the teachers I evaluated this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to provide my teachers with written feedback soon after conducting an observation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to provide my teachers with verbal feedback soon after conducting an observation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers appreciate the feedback I provide them about their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback I provide teachers improves student learning in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback I provide teachers improves the quality of teaching in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements about the Student Learning Objectives and PPG process.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
I encourage teachers to develop ambitious Student Learning Objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage teachers to set ambitious professional practice goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' Student Learning Objectives are developed to align with the school's goals for student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' Student Learning Objectives are an accurate indicator of what they contributed to their students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers set challenging goals rather than "playing it safe" with goals they can easily meet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' Professional Practice Goals (PPG) are developed to align with school strategies for improving student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers who do not meet their Student Learning Objectives goal receive lower performance ratings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I instruct my educators to focus their Student Learning Objectives process on equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements:

	Disagree	Somewhat Disagree	Somewhat Agree	Agree
I have enough resources to support my professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My district takes advantage of the educator evaluation process to support principal learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to a leadership coach to support my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The professional practice rubric we use for principal evaluation does a good job of capturing what good leadership looks like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from my evaluator helps me improve my leadership practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from my evaluator is provided in time for me to use it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal evaluation process helps me improve my leadership practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal evaluation process helps me achieve school improvement goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's learning objectives focus on promoting equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

How often do each of these equity-focused activities happen at your school?

	Rarely/never	Sometimes	Frequently
School leaders encourage faculty to teach about people from different races, ethnicities, or cultures/languages?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You encourage your educators to think more deeply about race-related topics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults at your school have conversations about race, even when they might be uncomfortable?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback provided by your supervisor focuses on how to more effectively promote racial equity in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When there are major news events related to race, adults at your school have conversations about them with each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Uncomfortable
- Somewhat uncomfortable
- Somewhat comfortable
- Comfortable

How useful is/are each of the following...

	Not at all	Somewhat useful	Useful	Very useful	N/A (have not used these resources)
At your school, how useful are equity-focused professional development opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How useful is your CESA for providing you strategies that promote racial/ethnic/cultural equity in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How useful are equity-focused professional development opportunities provided by the Association for Wisconsin School Administrators?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your school conduct equity audits?

- Yes
- No
- Not sure

How useful are the audits for promoting racial/ethnic/cultural equity in your school?

- Not at all
- Somewhat useful
- Useful
- Very useful

To what extent does your school use feedback provided by each of the following groups to inform its efforts to promote racial/ethnic/cultural equity?

	Not at all	Somewhat	A great deal
School staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents or family members of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how supportive has district leadership been in helping you advance racial/ethnic/cultural equity in your school?

- Not at all supportive
- Somewhat supportive
- Supportive

To what extent do your district's policies represent a barrier to advancing racial/ethnic/cultural equity in your school?

- Not a barrier at all
- Somewhat a barrier
- Barrier
- Large barrier

To what extent is your school focused on establishing an anti-racist environment that supports the success of all student groups?

- Not at all
- Somewhat focused
- Very much focused

Although this survey focuses on racial/ethnic/cultural equity, we understand there are other identities for which equity is needed and may be a part of your local equity priorities. We appreciate any additional information you can share about your efforts toward promote racial equity and equity with other groups.

What does your school need the most to help promote racial/ethnic/cultural equity?