



Survey Overview

The Michigan Department of Education (MDE) collected public feedback on the development of the state’s plan for the Every Student Succeeds Act (ESSA) through online surveys during January 2017. Teacher and School Leader Quality-related questions were asked in a “general” survey that did not require prior knowledge and covered multiple topics and a “specific” survey limited to one topic for those who had more background on the plans (i.e., viewed a video or attended a feedback forum). This report provides the results of both surveys, as analyzed by Public Policy Associates, Inc.¹

For more information about the Action Teams and the feedback opportunities, please see [MDE’s ESSA web page](#).

Respondents

People from across the state responded to the surveys, as shown in Figures 1 and 2.² Various sectors were also represented among the survey respondents. However, educators predominated in both surveys.

Note that the general survey had far more respondents and, therefore, those results should be considered more representative of public opinion. The fact that most respondents were educators should also be considered when applying the survey findings in decision-making.

¹ The Michigan Department of Education created and fielded the surveys.

² PPA coded the counties of respondents into the five regions used by the MDE Office of Field Services. Region 1 includes the Upper Peninsula and upper Lower Peninsula; Region 2 includes lower West Michigan; Region 3 includes the mid-section from the Thumb area to Mason and Oceana counties; Region 4 includes Ingham, Saginaw, Washtenaw, and other neighboring counties; and Region 5 is made up of Wayne, Macomb, and Oakland counties. The regional map can be found [here](#).

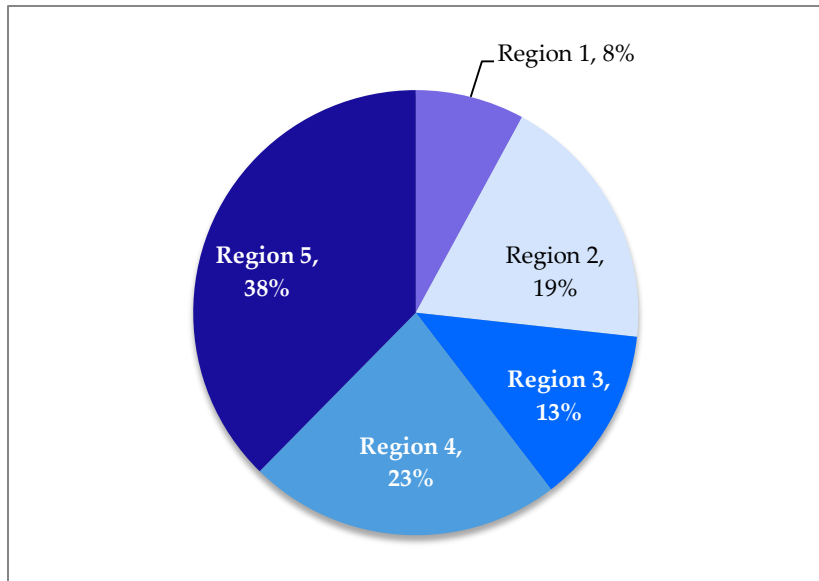


Figure 1. General Survey Respondents by Region (N=625)

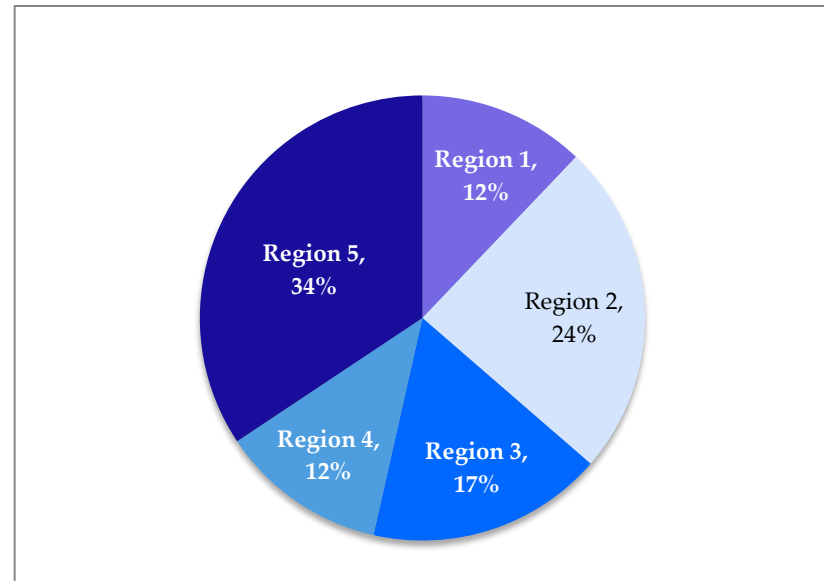


Figure 2. Teacher-Leader Quality-Specific Survey Respondents by Region (N=42)

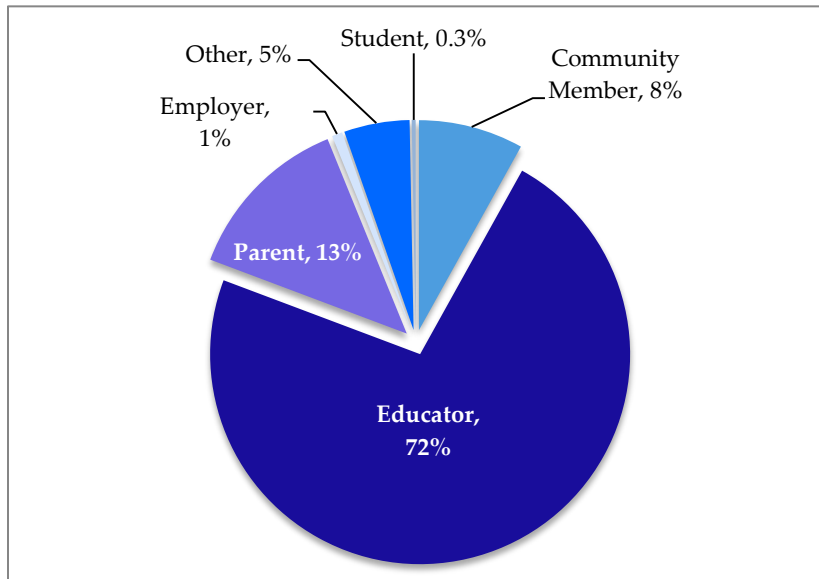


Figure 3. General Survey Respondents by Sector (N=625)

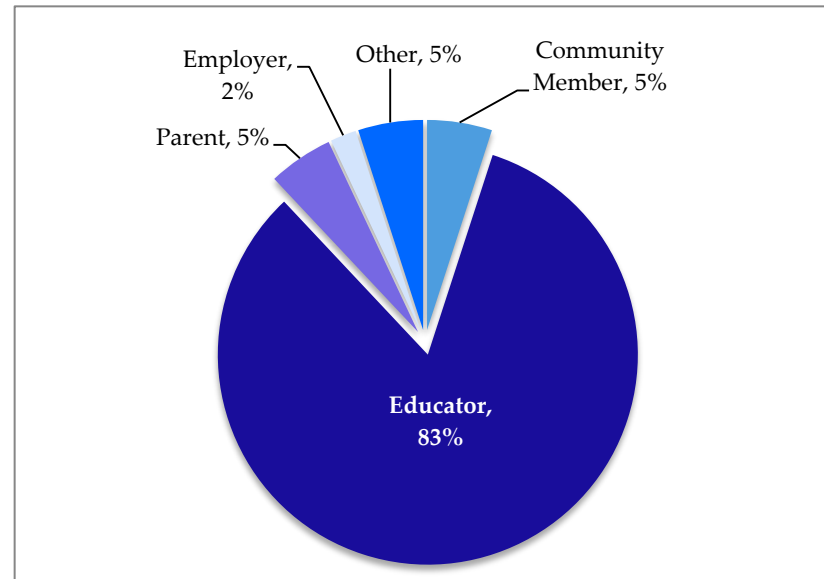


Figure 4. Teacher-Leader Quality-Specific Survey Respondents by Sector (N=42)

Results

Attracting, Preparing, and Retaining Educators

As shown in Table 1, the two improvements general-survey respondents most often said were needed to attract, prepare, and retain teachers and leaders were pay and benefits (54%) and the respect shown to educators (29%).

Teacher Effectiveness

General-survey respondents' most frequently selected factors in teacher effectiveness included overall educational growth of a student (46%), regular progress updates to parents (36%), and student in-class performance (27%). Nineteen percent of respondents selected all of these. Few respondents favored including student scores on the state assessment for this purpose (9%).

Table 1: Improvements Needed to Attract, Prepare, and Retain Teachers and Leaders

<i>General Survey Item (n=625)</i>	<i>Percentage Ranking Most Important</i>	<i>Number Ranking Most Important</i>
Pay and benefits	54%	228
Amount of respect shown to educators	29%	122
Working conditions	7%	28
Growth opportunities and support	4%	18
Resources (classroom supplies, textbooks, computers, etc.)	4%	16
Teacher-principal preparation programs	3%	13
Community supports (booster groups, business, nonprofit organizations)	1%	3
Other	5%	7

Table 2: Evaluating the Quality of Teacher Effectiveness

<i>General Survey Item (n=625)</i>	<i>Percentage Selecting</i>	<i>Number Selecting</i>
Overall educational growth of child	46%	288
Regular information from child's teacher that keeps parent informed of progress	36%	226
Student in-class performance (grades, homework, etc.)	26%	165
All of the above	19%	117
Other	14%	90
Student report card	11%	67
Student scores on state assessments	9%	56
No idea	<1%	2

Educator Professional Development

In selecting key strategies for educator professional development, a majority of general-survey respondents favored time to focus on intentional professional learning (53%). In comparison to the other options provided, this strategy includes reference to "time" for teachers, which may explain its popularity; other discussions in the field have highlighted the lack of sufficient time available to teachers for many aspects of their practice.

Equitable Access to Effective Teachers

In ensuring equitable access to effective teachers, over half of the general-survey respondents selected incentives to attract highly qualified teachers to schools with high numbers of low-income students, indicating that respondents feel extra motivation is needed to compensate for the higher demands of teaching in these schools. Increasing teaching experiences in college programs was selected by only 9% of respondents.

Table 3: Key Strategies for Educator Professional Development

<i>General Survey Item (n=401)</i>	<i>Percentage Selecting</i>	<i>Number Selecting</i>
Time to focus on intentional professional learning	53%	223
Professional development anchored to proven professional learning standards	21%	86
Emphasis on educator preparation for those teaching low-income and minority students	20%	83
Emphasis on professional development for new teacher induction program	8%	34

Table 4: Ensuring Equitable Access to Effective Teachers

<i>General Survey Item (n=401)</i>	<i>Percentage Ranking Most Important</i>	<i>Number Ranking Most Important</i>
Incentives to attract highly qualified teachers to schools that serve low-income students	55%	219
Multi-year mentoring opportunities (match new teachers with experienced teachers)	21%	86
Co-teaching opportunities	15%	60
Increased classroom and teaching experiences offered by teacher preparation institutions	9%	36

Teacher-Leader Quality

On the promotion of teacher-leader quality, nearly all specific-survey respondents agreed or strongly agreed that partnerships among schools and educator-preparation providers were a good idea (97%). A related strategy—establishing a pipeline to develop principals—was also highly favored (90%). In addition, most respondents agreed with a system of transition supports between teacher preparation and practicing in the profession (88%).

Table 5: Promoting Teacher-Leader Quality*

<i>Specific Survey Item</i>	<i>Overall</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>I would need more information</i>
Cultivate high-quality education preparation provider - P-12 partnerships (n=34)		59% (20)	38% (13)	--	--	3% (1)
Establish system of supported transitions from pre-service to profession (n=33)		64% (21)	24% (8)	6% (2)	--	6% (2)
Develop and use teacher leadership roles (n=32)		53% (17)	38% (12)	6% (2)	3% (1)	--
Establish and support pipeline of high-potential aspiring and highly effective practicing principals (n=31)		48% (15)	42% (13)	7% (2)	3% (1)	--
Direct resources and effort toward districts with highest needs; possibly focus equitable access activities toward Partnership Districts (n=32)		53% (17)	28% (9)	9% (3)	2% (1)	6% (2)

*Note: Totals may not equal 100% due to rounding. The overall graphics shown include all who indicated any level of agreement (agree to strongly agree).

Allowable Content in the District ESSA Plan

A large segment, 80%, of those responding to the specific survey believe that local school districts should be allowed to include any allowable Title II, Part A activity in the district’s ESSA plan compared to the 20% who prefer that only those activities that align with the four priorities be allowed. In their comments, respondents highlight that allowing flexibility at the local level is vital.

Greatest Educator Workforce Needs

Survey respondents find that the four state priority areas are generally aligned with their experiences. They noted that leadership opportunities for teachers are important but that they require schools and districts to build in support systems—such as providing substitute teachers and setting aside dedicated professional development time—which are necessary to encourage teachers to seek out leadership opportunities. Respondents also see a need to build greater respect for the teaching profession in the state in order to support current teachers and encourage new teachers to join the profession.

Summary

Respondents supported using student growth as part of determining teacher effectiveness but, interestingly, indicated that neither student grades nor student performance on state assessments were best for evaluating teacher effectiveness. Themes of pay, respect, and time for learning as a professional were seen as priorities in fostering strong teachers. These results

indicate that the state's ESSA plan and MDE-provided technical assistance may need to focus on sharing creative ideas for how schools and districts can address issues like respect levels and compensation, while also encouraging partnerships around professional development.