District Implementation of Educator Evaluation Systems: Survey Results

Marc Brodersen, Jeanette Joyce, Lyn Bopp, Josh Stewart, Trudy Cherasaro

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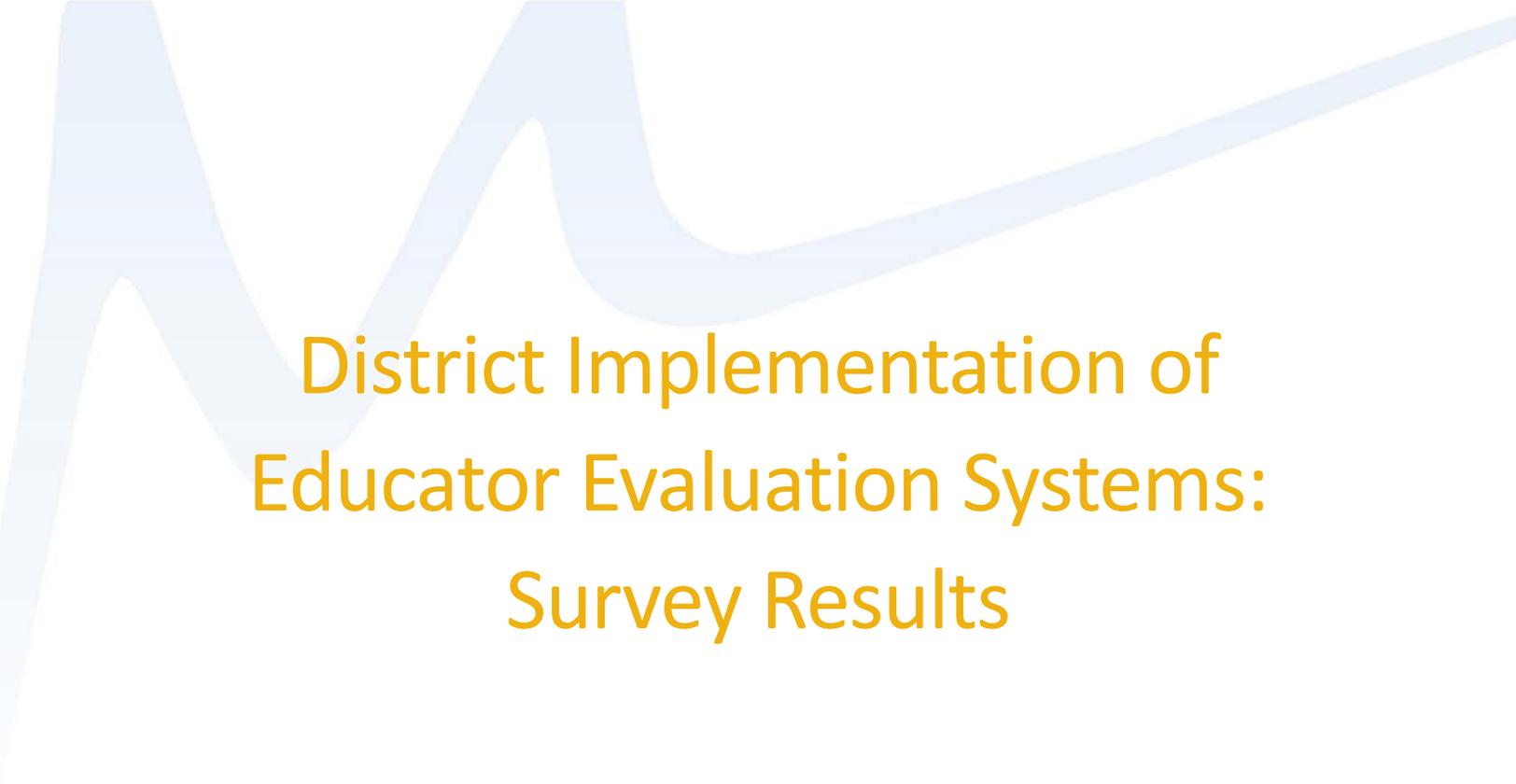
District Implementation of Educator Evaluation Systems: Survey Results

Prepared for

Michigan Department of Education

by

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BACKGROUND

In 2009, Michigan passed Senate Bill 981, which required that annual teacher evaluations include student growth as a significant factor in the evaluation ratings. Following the passage of this bill, additional legislation was put into place to expand and clarify the legislative work, resulting in the development of Public Act 173 in 2015. This act requires that annual educator evaluations not only incorporate student growth but also use a state-approved observation tool that, according to the Michigan Department of Education (MDE), does the following:

- "Evaluates the teacher's or administrator's job performance at least annually while providing timely and constructive feedback.
- Establishes clear approaches to measuring student growth and provides teachers and administrators with relevant data on student growth.
- Evaluates a teacher's or administrator's job performance, using multiple rating categories that take into account data on student growth as a significant factor.
- Uses the evaluations to inform decisions regarding the effectiveness of teachers and administrators; promotion, retention, and development of teachers and administrators; whether to grant tenure and/or allow progression to the Professional Education Certificate; and the removal of ineffective tenured and untenured teachers and administrators." (MDE, n.d., p. 7)

To inform ongoing and future support to districts as they implement new educator evaluation systems, MDE contracted Marzano Research to conduct a research project that provides information about recommendations for educator evaluation implementation. In particular, MDE has expressed interest in learning about recommendations in six focus areas:

- Provision of professional development and mentoring aligned to individual educator evaluation areas or results.
- Integration of cultural competency into evaluation models and professional development for teachers and administrators.
- Provision of quality feedback to teachers and administrators throughout the school year as part of the educator evaluation process.
- Training of teachers and administrators on educator evaluation systems and the multiple components within the systems and tools.
- Evaluation of administrators in general, as well as specific evaluation of school-based administrators as compared to district-level administrators.
- Incorporation of multiple measures of student growth in educator evaluation, including the aggregation of multiple measures of growth and the combination of aggregated growth measures with the professional practice component to produce an overall effectiveness rating.

The project has been divided into four phases. This report summarizes the work completed in the second phase, which included the development, administration, and analysis of data from an online survey sent to all school districts and Public School Academies (PSAs) in Michigan. The survey was designed to assess the degree to which districts and PSAs were implementing the recommended practices identified during the first phase of the project, a literature review. Later phases will focus on identifying barriers to implementation, determining potential strategies to mitigate barriers, and exploring ways that MDE can support schools in implementing recommended practices.

METHODS

Marzano Research administered an online survey to all district and PSA administrators (n = 604) in Michigan to gather information about the extent to which districts and PSAs were implementing the recommended educator evaluation practices identified in the phase one literature review. Additional details about survey development and administration are provided in Appendix A, and a copy of the survey appears in Appendix B. Only 182 district and PSA administrators responded to the survey, representing a 30 percent response rate.[1] Therefore, caution should be used in interpreting the results from this survey, as they represent only the districts and PSAs whose staff responded and cannot be generalized to all districts in Michigan.

Survey responses were coded and aggregated so that each district or PSA could be assigned an implementation level of low, moderate or high with respect to each of the nine recommended educator evaluation categories (Table 1). Researchers assigned a score to each item within each recommendation category and then calculated an average level of implementation for each category. All item scores were averaged and a mean level of implementation was determined to categorize districts and PSAs as low, moderate, or high implementers, depending on which tertile (third) of the distribution they fell. Average scores were calculated only for districts and PSAs with responses to at least 80 percent of the items within a category. A detailed description of the process to assign scores and calculate averages is provided in Appendix A.

Table 1. Description of Recommendation Categories

Recommendation Category	Description	Corresponding Survey Question Numbers	Number of Items
Training	Provide training to evaluators and evaluatees on the evaluation system and the multiple components within the evaluation system	7–14	56
Feedback	Provide evaluation-based feedback to educators throughout the evaluation process	15–17	22
Professional Development	Use evaluation results to inform professional development and staffing	18–19	13
Administrator Evaluation	Implement identified practices for school administrator evaluations	20–21	7

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[1] One hundred and eighty-two individuals completed at least portions of the survey. Consequently, some questions have fewer than 182 responses.

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Recommendation Category	Description	Corresponding Survey Question Numbers	Number of Items
Equity	Integrate equity into evaluation system	22	7
Student Learning Objectives	Implement identified practices when using student learning objectives (SLOs)	23–25	29
Weighting Components	Implement identified recommendations for weighting components when using a weighting model	27	5
Selecting Student Growth Measures	Implement identified recommendations for selecting student growth measures	28–29	7

FINDINGS

Most districts and PSAs had high levels of implementation in the feedback category (69 percent) and moderate levels of implementation in professional development (66 percent), training (58 percent), and student growth measures (53 percent), as shown in Figure 1. In the categories of equity and administrator evaluation, levels of implementation varied. Of the 62 districts and PSAs using SLOs, nearly 70 percent were moderate implementers. Of the 110 districts and PSAs that weight multiple measures of teacher effectiveness to create aggregate scores, most had low implementation of the recommended weighting practices (65 percent). Table 2 displays the least and most frequently implemented practices within each category.[2] Responses to all survey items are provided in Appendix C.

Figure 1. Implementation Levels by Category

Category	Low Implementation	Moderate Implementation	High Implementation
FEEDBACK (N=139)	1	43	95
SELECTING STUDENT GROWTH MEASURES (N=139)	7	73	59
ADMINISTRATOR EVALUATION (N=138)	31	59	48
TRAINING (N=138)	14	81	43
PROFESSIONAL DEVELOPMENT (N=139)	16	91	32
EQUITY (N=137)	48	68	21
WEIGHTING COMPONENTS (N=109)*	72	34	3
STUDENT LEARNING OBJECTIVES (N=45)*	3	31	11

NUMBER OF DISTRICTS
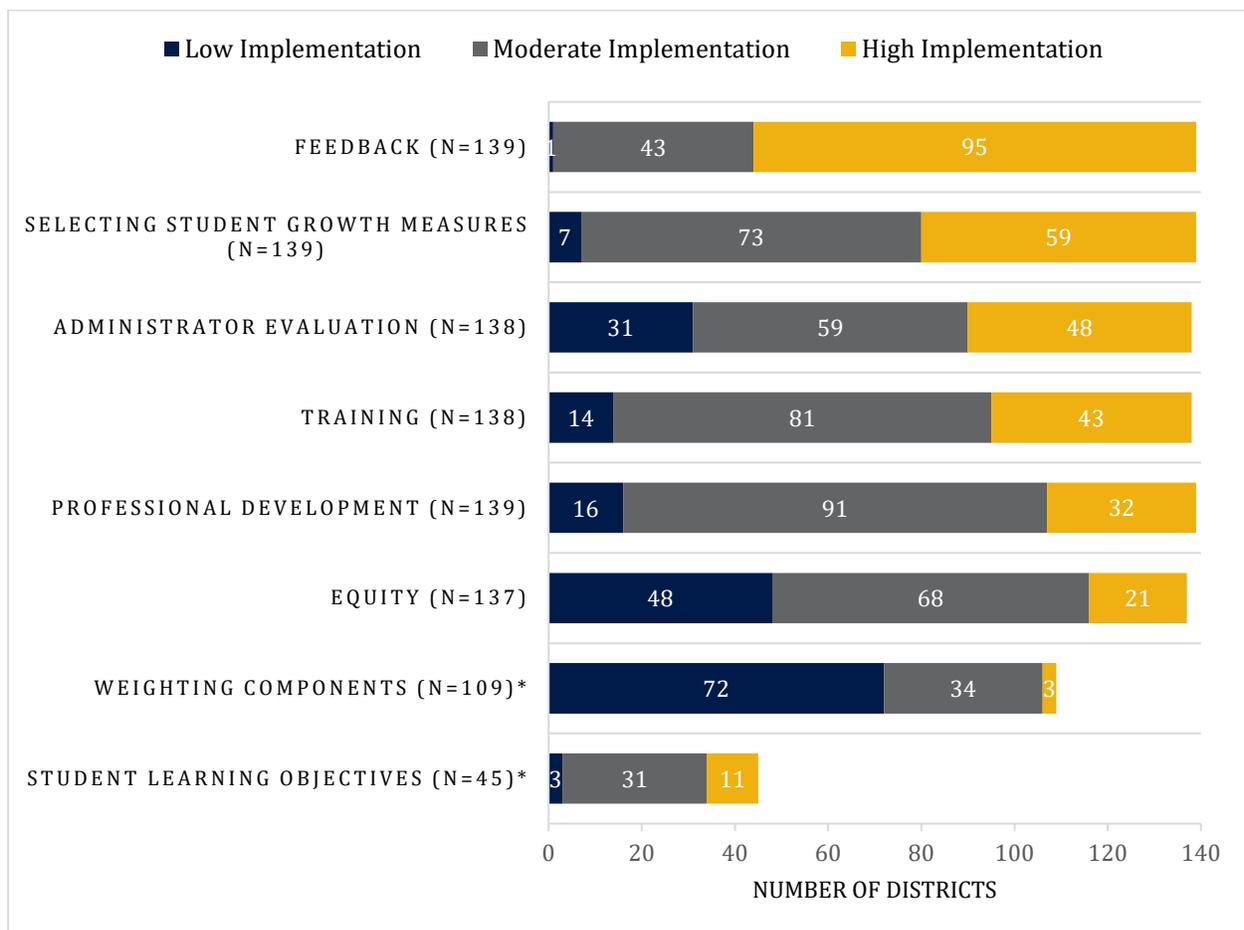
*Only districts who indicated using these practices responded to these items.

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[2] Items for the most frequently implemented practices are displayed only if their average scores were above 1.00, while the least frequently implemented practices are displayed only if they had average scores of 1.00 or below.

Table 2. Least and Most Frequent Practices by Category

| Least Frequently Implemented Practice	Most Frequently Implemented Practice
Feedback	
Provide feedback that is based on videotaped observations, reviewed by multiple observers. Provide feedback that is based on observations from a variety of trained staff (e.g., district staff, teacher leaders).	Provide feedback that is based on multiple observations. Provide feedback in person. Provide feedback that focuses on strengths as well as weaknesses. Provide feedback that is closely aligned with the observation rubric. Provide feedback that includes specific suggestions for how to improve.
Selecting Student Growth Measures	
Conduct a survey to identify assessments that are already being used.	Expects that assessments will be aligned to state academic standards and the curriculum. Expects that district/academy priorities for student learning are considered. Expects that assessments with the greatest reliability and validity are selected. Expects that assessments will have sufficient "stretch" so that all students could demonstrate learning. Expects that assessments are reviewed by content experts.
Administrator Evaluation	
Include a parent survey component. Include a student survey component.	Hold school administrators accountable for how effectively they implement the evaluation. Align with the teacher evaluation system. Hold school administrators accountable for the accuracy of teacher evaluation. Include standardized evaluation feedback forms. Include a teacher survey component.
Training	
Provide training to school instructional leaders on the administrator evaluation system.	Provide training to teachers on the teacher evaluation system. Include guidance during the teacher evaluation training on the key behaviors and expectations

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Least Frequently Implemented Practice	Most Frequently Implemented Practice
Require evaluators to demonstrate proficiency on the superintendent evaluation system prior to evaluating superintendents. Provide training on the administrator evaluation system using online training modules. Require evaluators to demonstrate proficiency on the administrator evaluation system prior to evaluating administrators. Provide training on the administrator evaluation system using a shorter refresher training for returning staff.	for each performance level of the evaluation rubric. Provide an overview of all parts of the evaluation system during the teacher evaluation training. Provide time during the teacher evaluation training for participants to reflect and ask questions. Provide training on the teacher evaluation system using consistent materials and content.
Professional Development	
Provide instructional coaches who have access to teacher evaluation results. Provide incentives for teacher to complete their professional development plans. Provide instructional coaches with relevant content expertise. Provide protected time for peer-learning (e.g., co-planning lessons, peer observation, peer mentoring). Use evaluation results to inform instructional programming decisions (e.g., course offerings).	Use evaluation results to inform the development of individualized teacher professional development plans. Provide for teacher choice in setting professional growth goals. Use evaluation results to inform the suggestion of professional growth resources and supports aligned to individual teacher needs. Use evaluation results to inform staffing decisions (e.g., course placement, tenure, promotion). Inform the development of a professional implementation plan.
Equity	
Includes native language assessment for English language learners. Includes classroom observations conducted by peers with relevant content expertise. Includes assessment of English proficiency for English language learners.	Includes appropriate assessment accommodations for students with disabilities. Includes developmentally appropriate assessments of students taught by early childhood educators. Includes pre-observation conferences in which teachers can describe how the planned instruction represents best practice.
Weighting Components	
Ensure that student academic growth is weighted less for schools with fewer tested grades. Assign equal weight to the different components.	Consider the district/academy priorities for student learning. Assign more weight to component that teacher have control over (e.g., classroom-level versus building-level student growth).

Least Frequently Implemented Practice	Most Frequently Implemented Practice
Consider the reliability of the different measures.	

| Student Learning Objectives ||

Expects that SLO difficulty is incorporated in principal evaluation ratings.	Expects that SLOs are aligned to state academic standards and the curriculum.
Includes a repository of SLOs that demonstrate different SLO quality levels.	Expects that course-level, class-level, or multi-course SLO goals will be set.
Includes a repository of approved SLOs.	Provides educators with enough time to develop and review SLOs.
Expects the MDE SLO Template Checklist to be used for developing and approving all SLOs.	Expects that SLOs are adjusted to individual teacher contexts (e.g., teacher's past performance, special student population).
	Expects that students' prior achievement is used to determine SLO goals.

DESCRIPTION OF RESPONDING DISTRICTS AND PSAS

The majority of survey respondents were superintendents representing both districts and PSAs (Figures 2 and 3). In addition, respondents represented schools and PSAs that were implementing a variety of teacher and superintendent evaluation frameworks (Tables 3 and 4). As Table 5 indicates, most districts and PSAs employed the MASA School Advance Administrator Evaluation System. Regarding teacher evaluation, most respondents reported using a weighting approach to combine multiple measures to assign evaluation scores (Figure 4). Finally, responding districts and PSAs employed a variety of measures of student growth, as shown in Table 6.

Figure 2. Positions of Survey Respondents
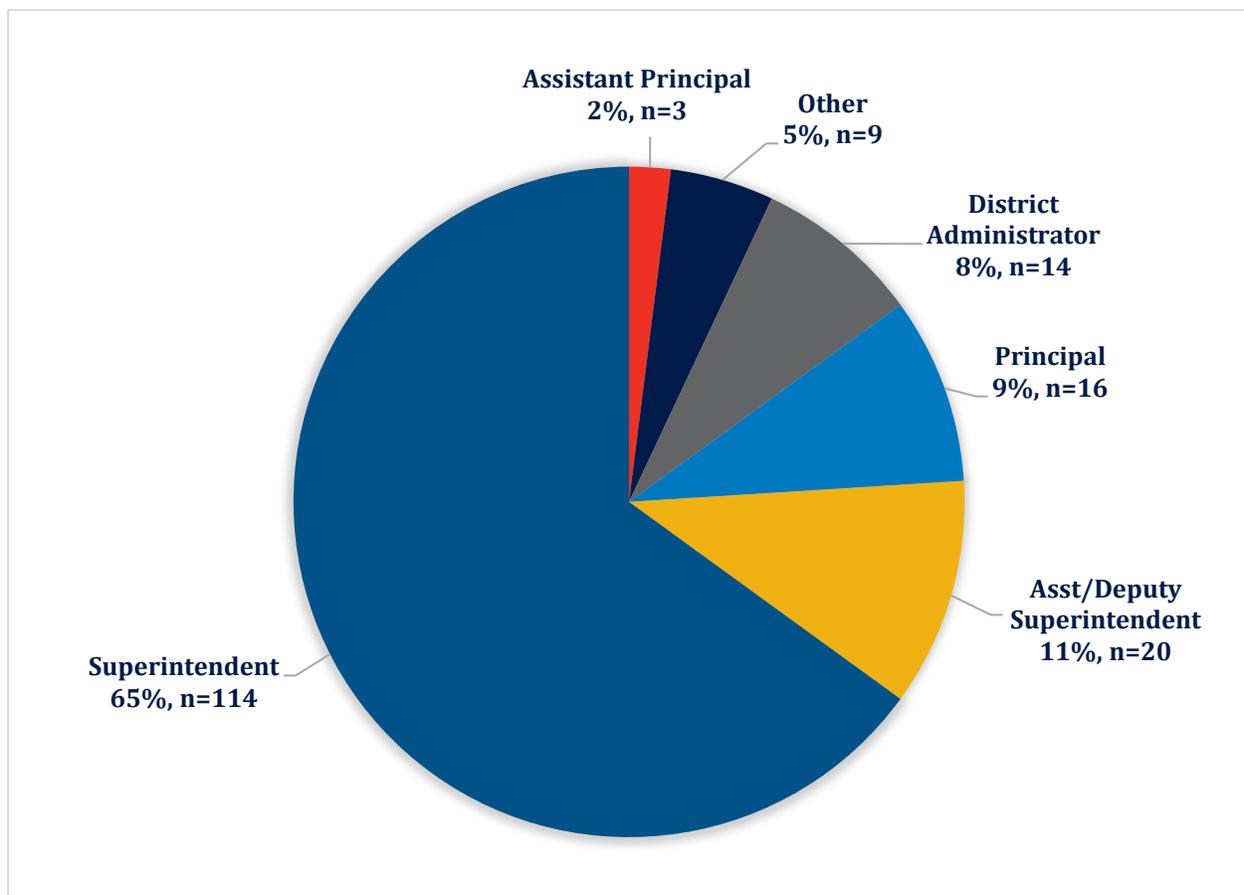
Note. **Other** positions reflect individuals with combinations of roles, such as a superintendent and a principal.

Figure 3. Types of Educational Organizations Responding

Public School
Academy
18%, n = 31

School district
82%, n = 144
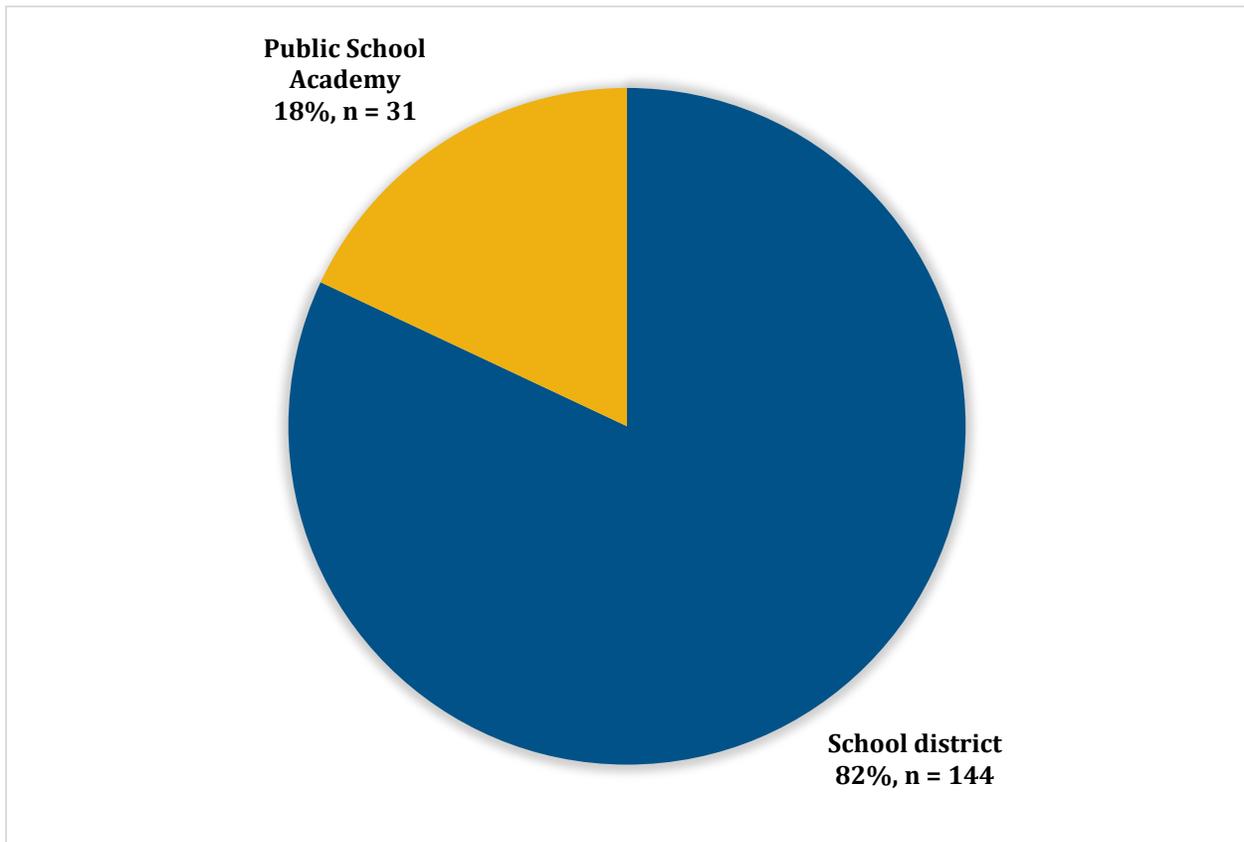
Table 3. Teacher Evaluation Frameworks Adopted by Responding Districts and PSAs

Teacher Evaluation Framework/Instrument	Percent	Count
Danielson's Framework for Teaching	37%	65
The Five Dimensions of Teaching and Learning	33%	57
The Marzano Teacher Evaluation Model	16%	27
The Thoughtful Classroom	14%	24
Other[a]	2%	4

Note. Respondents could make more than one selection, so percentages may not sum to 100%.
[a] See Appendix C, Table C5 for *Other* responses.

Table 4. Superintendent Evaluation Frameworks Adopted by Responding Districts

Administrator Evaluation Framework/Instrument	Percent	Count
The Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool	49%	86
Michigan Association of School Administrators' (MASA) School Advance Administrator Evaluation System	26%	46
Other[a]	13%	22
Not applicable (i.e., public school academy with no superintendent)	9%	15
The Multidimensional Leadership Performance System (formerly Reeves' Leadership Performance Rubric)	3%	5

Note. Respondents could make more than one selection, so percentages may not sum to 100%.
[a] No text box was provided for write-in responses.

Table 5. Administrator Evaluation Frameworks Adopted by Responding Districts

Administrator Evaluation Framework/Instrument	Percent	Count
MASA's School Advance Administrator Evaluation System	68%	117
Use superintendent evaluation framework for administrators	11%	19
The Multidimensional Leadership Performance System (formerly Reeves' Leadership Performance Rubric)	9%	16
Marzano School Leader Evaluation Model	8%	14
Other[a]	5%	8

Note. Respondents could make more than one selection, so percentages may not sum to 100%.
[a] See Appendix C, Table C7 for *Other* responses.

Figure 4. Responding District Approaches to Combining Multiple Measures into an Evaluation Score
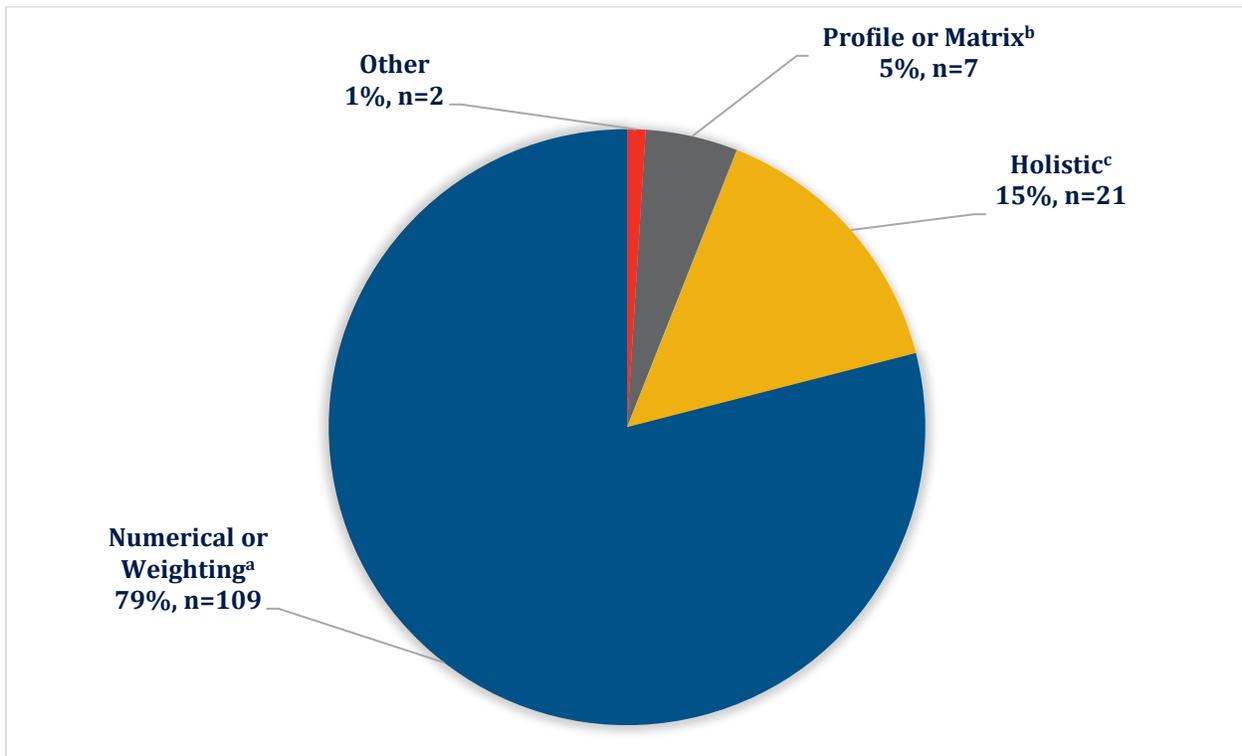
[a] Assigning different score proportions to each component and combining scores accordingly.
[b] Creating a profile or matrix to classify teachers based on all of the measures.
[c] Reviewing all of the measures collectively to rate performance based on patterns identified by the evaluator.

Table 6. Student Growth Measure or Model Included in Evaluation

Measure / Model	Percent	Count
National assessments (e.g., ACT, NWEA MAP)	74%	129
Local assessments (e.g., district-developed interim assessments)	62%	108
Teacher-developed assessments	61%	107
Student progress toward IEP goals	57%	99
School-level academic growth on state assessments	50%	88
Student Learning Objectives (SLOs)	35%	62
Student Growth Percentiles (SGPs)	33%	58
Other[a]	6%	10

Note. Respondents could select multiple responses, so percentages may not sum to 100%.
[a] See Appendix C, Table C6 for *Other* responses.

CONCLUSIONS AND NEXT STEPS

The Michigan District Educator Evaluation Survey results show that the responding districts and PSAs varied in their implementation across educator evaluation categories, with most being moderate implementers of recommended evaluation practices. While 182 district and PSA administrators completed at least portions of the survey, this number represents a response rate of only 30.1 percent. Given this low response rate, the results should be interpreted with caution. They should not be considered representative of all Michigan districts and schools, as systematic differences may exist between the districts and PSAs whose administrators completed the survey and those whose staff did not.

Marzano Research will use the survey results to identify a sample of 24 districts and PSAs that will serve as case studies of low and high implementers of the suggested evaluation practices. In fall 2017, Marzano Research will conduct interviews and focus groups in these 24 districts to identify facilitators and describe barriers to implementing the recommended evaluation practices.

REFERENCES

Michigan Department of Education. (n.d.). *Michigan educator evaluations at-a-glance.*
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APPENDIX A: METHODS

SURVEY DEVELOPMENT

Marzano Research developed survey items to address each of the recommendations in the evaluation categories identified in the phase one literature review (Table A1). The survey also gathered information to describe the responding districts and PSAs (Table A2).

Table A1. Description of Evaluation Categories

Evaluation Category	Description
Training	Survey respondents were asked to report on the type or extent to which training was provided to evaluators and educators within their district or PSA. Training questions included who received training on the teacher, school administrator, and superintendent evaluation systems, as well as whether evaluators were required to demonstrate proficiency on the evaluation framework prior to evaluating teachers. The survey included 24 questions regarding the type of training provided on both the teacher and administrator evaluation systems, and 29 questions that specifically addressed the teacher evaluation system, strategies to ensure the teacher evaluation system was used consistently, and training provided to all educators within the district or PSA.
Feedback	The survey included 22 questions that addressed how a district or PSA expects evaluation feedback to be provided to teachers, including to what extent certain aspects should be included and the time frame for when the feedback should be provided to teachers following a classroom observation.
Professional Development	Survey respondents reported on the type or form of professional development, informed by evaluation results, that was provided to educators within their district or PSA. The survey included 13 questions addressing how teacher evaluation results are used to inform professional development for educators and strategies to support teachers in using evaluation results.
Administrator Evaluation	Seven questions were asked about school administrator evaluation systems in regards to accountability, alignment with the teacher evaluation system, and components of the administrator evaluation system.
Equity	The survey included seven questions related to provisions that districts and PSAs have for evaluation of teachers of special student populations to address equitable use of the evaluation system.

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Evaluation Category	Description
Selecting measures of student growth	The survey included seven questions asked of all respondents regarding expectations their district or PSA has regarding how assessments to measure student growth are selected.
Student learning objectives	For those districts or PSAs who used SLOs to measure survey growth, 29 questions were asked regarding their expectations, descriptions, and supports for the usage of SLOs.
Weighting components	Of those who reported using numerical or weighting approaches, five questions were asked regarding their weighting approach.

Table A2. Description of Questions Eliciting Information on Responding Districts and PSAs

Topic	Description
Current position and organization	Survey respondents were asked to report on their positions at the time of response and the type of educational organizations they served.
Evaluation frameworks adopted	Survey respondents were asked to indicate the evaluation framework or instrument used to evaluate teachers, school administrators, and superintendents. The survey contained separate items for each framework or measure recommended by the MDE.
Measures of student growth included in system	Respondents were also asked for the student growth model or measure included in the evaluation model.
Approaches to combining measures into evaluation rating	Respondents were asked what approach their district or PSA used to combine multiple measures to assign teacher evaluation ratings.

SURVEY ADMINISTRATION

MDE provided Marzano Research with the emails of all district and PSA administrators. For districts and PSAs with multiple contacts, Marzano Research searched their websites to identify the individuals most likely to be best informed about their educator evaluation systems. Once they had gathered all contact information, researchers emailed the survey link to 604 individuals in total.

After sending the initial email, three email reminders were sent to recipients who had not completed the survey. Following the final email reminder, letters were mailed to the 503 people who had not yet begun the survey. These letters included a brief description of the

survey, a request to complete it, and the link to access it. At the same time, Marzano Research made telephone calls to encourage administrators to take the survey. In addition, Marzano Research sent personalized emails to those who had begun but not finished the survey, asking them to complete it. These efforts resulted in a total of 182 responses:139 administrators completed all of the survey questions, and an additional 43 completed only parts of the survey.

ANALYSIS

To calculate implementation scores, Marzano Research first scored each item and then averaged these scores to determine overall implementation for each category. Responses to each survey item within each educator evaluation category was assigned a score on a scale of 0 to 2. Responses to items prompting respondents to indicate the extent to which their district or PSA implemented practices were scored as follows: *To no extent* = 0; *To some extent* = 1; and *To a great extent* = 2. All items with a *yes* or *no* response option were provided a score of 0 (*no*) or 2 (*yes*). For survey question 17, which asked how quickly classroom observation feedback was provided, responses were scored as follows: *Immediately* = 2; *Within one day* = 2; *Within one week* = 2; *Within 2–3 weeks* = 1; *Within a month* = 1; and *Longer than a month* = 0.

To calculate an implementation score for an educator evaluation category, researchers averaged the scores from all items within that category and determined a mean level of implementation. For all categories, average scores could range from 0 to 2. Districts and PSAs were designated as low, medium, or high implementers based on which tertile (third) of the 0–2 distribution they fell in. Specifically, districts and PSAs were classified as low implementers if their average category scores were between 0.00 and 0.67, medium implementers if between 0.68 and 1.34, and high implementers if between 1.35 and 2.00.

In addition to determining the number of districts and PSAs that fell within the low, medium, and high implementation ranges for each category, researchers identified individual items with the highest and lowest average scores. Items for the most frequently implemented practices are displayed only if their average scores were above 1.00, while the least frequently implemented practices are displayed only if they had average scores of 1.00 or below.

APPENDIX B: SURVEY

MI District Educator Evaluation Survey

Intro Page

We want to make sure the survey is sent to the person with the most knowledge about your district/academy's educator evaluation system. Are you the person with the most knowledge about your district/academy's educator evaluation system? *

- ○ Yes
- ○ No

We would like to send the survey to the person with the most knowledge about your district/academy's education evaluation system. Please provide the following information about that person and we will send the survey to them. *

First Name

Last Name

Title

Email Address

Survey Page 1

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1. What is your current position?

◯ Superintendent   ◯ Assistant/Deputy Superintendent

◯ District Administrator (e.g., Director of Human Resources, Curriculum Director)

◯ Principal   ◯ Assistant Principal

◯ Other (please specify)

2. What type of education organization do you represent?

◯ School district

◯ Public school academy

◯ Other (please specify)

3. Which of the following teacher evaluation frameworks/instruments has your district/academy adopted?

☐ Danielson's Framework for Teaching

☐ The Marzano Teacher Evaluation Model   ☐ The Thoughtful Classroom

☐ The Five Dimensions of Teaching and Learning

☐ Other (please specify)

4. What measures/models of student growth does your district/academy use in its evaluation system? (check all that apply)

☐ Student Growth Percentiles (SGPs)

☐ School-level academic growth on state assessments

☐ Student Learning Objectives (SLOs)

☐ National assessments (e.g., ACT, NWEA MAP)

☐ Local assessments (e.g., district-developed interim assessments)

☐ Teacher-developed assessments   ☐ Student progress toward IEP goals

☐ Other (please specify) [_____]

5. Which of the following school administrator evaluation frameworks/instruments has your district/academy adopted?

☐ Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System

☐ The Multidimensional Leadership Performance System (formerly Reeves' Leadership Performance Rubric)

☐ Other (please specify) [_____]

6. Which of the following superintendent evaluation frameworks/instruments has your district/academy adopted?

☐ Not applicable (i.e., public school academy with no superintendent)

☐ MASA's School ADvance Administrator Evaluation System

☐ The Multidimensional Leadership Performance System (formerly Reeves' Leadership Performance Rubric)

☐ The Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool

☐ Other (please specify):

Survey Page 2

7. Please indicate who receives training on your district/academy evaluation system. (check all that apply)

	Teacher Evaluation System	Administrative Evaluation System	Superintendent Evaluation System
Teachers	☐	☐	☐
School administrators (e.g., principals, assistant principals)	☐	☐	☐
School instructional leaders (e.g., coaches)	☐	☐	☐
District administrators	☐	☐	☐
Enter another option	☐	☐	☐

8. To what extent does <u>evaluator</u> training on the evaluation systems include guidance on...

	Teacher Evaluation System			Administrator Evaluation System		
	Not at all	To some extent	To a great extent	Not at all	To some extent	To a great extent
key behaviors and expectations for each performance level of the evaluation rubric?	○	○	○	○	○	○
how to collect relevant evidence?	○	○	○	○	○	○
how to align evidence to the evaluation rubric?	○	○	○	○	○	○
strategies for finding the time to complete all required evaluation activities?	○	○	○	○	○	○
how evaluation data will be used?	○	○	○	○	○	○
rating non-observational domains on the rubric?	○	○	○	○	○	○
ensuring data security?	○	○	○	○	○	○
how to differentiate supervision to meet individual needs as identified through evaluation results?	○	○	○	○	○	○
how to reduce bias during observations?	○	○	○	○	○	○

9. To what extent does <u>evaluator</u> training on the evaluation systems provide...

	Teacher Evaluation System			Administrator Evaluation System		
	Not at all	To some extent	To a great extent	Not at all	To some extent	To a great extent
an in-person component?	○	○	○	○	○	○
online training modules?	○	○	○	○	○	○
a shorter refresher training for returning staff?	○	○	○	○	○	○
a longer training for staff who are new to the evaluation system?	○	○	○	○	○	○
a focus on the philosophy, standards, and research base of the evaluation framework?	○	○	○	○	○	○
a description of how the evaluation framework reflects the district/academy-wide shared vision for high-quality instruction?	○	○	○	○	○	○
a description of how the evaluation system aligns with district/academy initiatives, policies, and procedures?	○	○	○	○	○	○
multiple days of training?	○	○	○	○	○	○
consistent materials and content for all evaluator trainings?	○	○	○	○	○	○
an overview of all parts of the evaluation system?	○	○	○	○	○	○
access to prior evaluations to help understand district/academy-specific language and expectations?	○	○	○	○	○	○
time during the training for participants to reflect and ask questions?	○	○	○	○	○	○
stories from early adopters of the evaluation system to enhance the training?	○	○	○	○	○	○
opportunities to interact and practice using the system with colleagues?	○	○	○	○	○	○
checks for understanding throughout the training?	○	○	○	○	○	○

10. Does your district/academy require evaluators to demonstrate proficiency in using the evaluation frameworks prior to conducting evaluations?

	Yes	No
Teacher Evaluation Systems	○	○
Administrator Evaluation System	○	○
Superintendent Evaluation System	○	○

11. Does your district/academy train extra teacher evaluators in case some are unable to demonstrate proficiency in using the evaluation framework?

○ Yes

○ No

Survey Page 3

Page description:

Training on Teacher Evaluation System

12. To what extent does the evaluator training on the Teacher Evaluation System provide...

	Not at all	To some extent	To a great extent
guidance on how to attend to student-teacher interactions during observations?	○	○	○
guidance on how to attend to teaching practices during observations?	○	○	○
a library of video clips to help observers practice rating teachers in different subject areas?	○	○	○
a library of video clips to help observers practice rating teachers at different grade levels?	○	○	○
opportunities for observers to practice using the rubric?	○	○	○
examples of effective teaching at different grade levels?	○	○	○

13. To what extent does your district/academy use the following strategies to ensure the Teacher Evaluation System is used consistently?

	Not at all	To some extent	To a great extent
Providing training by an individual specifically trained on the evaluation framework.	○	○	○
Providing training to all evaluators.	○	○	○
Having trained evaluators periodically conduct observations with a partner to recalibrate ratings.	○	○	○
Conducting ongoing reliability checks to guard against observer drift.	○	○	○
Analyzing inter-rater reliability data to identify areas where rubric ratings are inconsistent to inform subsequent training.	○	○	○
Providing extra training when evaluation data do not differentiate levels of teacher performance.	○	○	○
Providing ongoing support to evaluators throughout the school year.	○	○	○
Including the educator evaluation system and training program in board policy and administrative guidelines.	○	○	○

14. To what extent does your district/academy provide training on the Teacher Evaluation System to <u>all educators</u> that...

	Not at all	To some extent	To a great extent
is as detailed as the training for evaluators?	○	○	○
is less intensive than the training for evaluators?	○	○	○
offers time to observe peers to improve familiarity with the observation rubric?	○	○	○
includes instruction on how to set individual development plan goals?	○	○	○
includes instruction on how to self-assess progress in reaching individual development plan goals?	○	○	○

Survey Page 3

15. To what extent are evaluators expected to provide feedback to teachers that...

	Not at all	To some extent	To a great extent
uses evaluation data to guide instructional improvement?	○	○	○
includes specific suggestions for how to improve?	○	○	○
is aligned with academic standards and the curriculum?	○	○	○
targets focus areas identified by the teacher?	○	○	○
includes suggestions on how to use data to improve students' understanding?	○	○	○
focuses on strengths as well as weaknesses?	○	○	○
is considerate of feelings and concerns?	○	○	○
is relevant to each teacher's discipline/content area?	○	○	○
is sensitive to teachers' personalities and preferences?	○	○	○
is closely aligned with the observation rubric?	○	○	○
includes evidence that was used to determine scores on the rubric?	○	○	○
is informed by a pre-observation conference?	○	○	○
takes into account additional evidence provided by the teacher?	○	○	○
is based upon multiple observations?	○	○	○
is more frequent for those who need it more?	○	○	○
is based on observations from a variety of trained staff (e.g., district staff, teacher leaders)?	○	○	○
is provided by someone with relevant content expertise?	○	○	○
is based upon videotaped observations, reviewed by multiple observers?	○	○	○
provides a chance to reflect and respond to feedback?	○	○	○
includes data from a self-assessment on the rubric?	○	○	○

16. What is your district/academy's expectation for how evaluation feedback is provided to teachers? (check all that apply)

☐ In person

☐ In writing

☐ Through an online system

17. What is your district/academy's expectation for how quickly feedback should be provide to teachers following a classroom observation?

○ Immediately

○ Within one day

○ Within one week

○ Within 2-3 weeks

○ Within a month

○ Longer than a month

Survey Page 4

18. To what extent are teacher evaluation results used to...

	Not at all	To some extent	To a great extent
ensure that district/academy-wide professional development plans are aligned to the evaluation framework?	○	○	○
suggest professional growth resources and supports aligned to individual teacher needs?	○	○	○
evaluate the effectiveness of professional development offerings?	○	○	○
develop formal professional development plans?	○	○	○
inform instructional programming decisions (e.g., course offerings)?	○	○	○
inform staffing decisions (e.g., course placement, tenure, promotion)?	○	○	○

19. To what extent does your district/academy use the following strategies to support teachers in using evaluation results?

	Not at all	To some extent	To a great extent
Individualized teacher professional development plans	○	○	○
Teacher choice in setting professional growth goals	○	○	○
Follow-up support provided by instructional coaches	○	○	○
Instructional coaches with relevant content expertise	○	○	○
Instructional coaches that have access to teacher evaluation results	○	○	○
Protected time for peer-learning (e.g., co-planning lessons, peer observation, peer mentoring)	○	○	○
Incentives for teachers to complete their professional development plans	○	○	○

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20. To what extent does your school administrator evaluation system ...

	Not at all	To some extent	To a great extent
hold school administrators accountable for the accuracy of teacher evaluation scores?	○	○	○
hold school administrators accountable for how effectively they implement the evaluation system?	○	○	○
align with the teacher evaluation system?	○	○	○

21. Does your school administrator evaluation system include ...

	Yes	No
a teacher survey component?	○	○
a student survey component?	○	○
a parent survey component?	○	○
standardized evaluation feedback forms?	○	○

22. To what extent does the evaluation system for teachers of special student populations (e.g., English Learners, students with disabilities, early childhood) include...

	Not at all	To some extent	To a great extent
observation rubrics that are adapted or augmented to reflect instructional best practices for specific student populations?	○	○	○
pre-observation conferences in which teachers can describe how the planned instruction represents best practice?	○	○	○
classroom observations conducted by peers with relevant content expertise?	○	○	○
native language assessments for English Learners?	○	○	○
assessment of English proficiency for English Learners?	○	○	○
appropriate assessment accommodations for students with disabilities?	○	○	○
developmentally appropriate assessments of students taught by early childhood educators?	○	○	○

Survey Page 6

23. When using Student Learning Objectives (SLOs), to what extent does your district/academy expect that...

	Not at all	To some extent	To a great extent
course-level, class-level, or multi-course SLO goals will be set?	○	○	○
differentiated SLO goals will be set?	○	○	○
SLOs are used to provide a student growth ratings on a scale with three or more categories (e.g., did not meet	○	○	○

target, met target, exceeded target)?			
students' prior achievement is used to determine SLO goals?	○	○	○
a rubric/tool is used to evaluate SLO quality?	○	○	○
the SLO approval process includes consideration of the difficulty of SLO goals?	○	○	○
SLOs are aligned to state academic standards and the curriculum?	○	○	○
SLO difficulty is incorporated in principal evaluation ratings?	○	○	○
the SLO approval process is conducted as efficiently as possible (e.g., determining which parts of the process need to be conducted in person, and which can be conducted via email)?	○	○	○
the MDE SLO Template Checklist is used for developing and approving all SLOs?	○	○	○
the SLO process covers most of a teacher's interval of instruction (e.g., spans the entire school year)?	○	○	○
SLOs represent the big ideas or domains of content taught?	○	○	○
educators are provided with enough time to develop and review SLOs?	○	○	○
SLOs are adjusted to individual teacher contexts (e.g., teacher's past performance, special student population)?	○	○	○
district and/or building SLO teams are engaged to develop SLOs?	○	○	○
specific instructional strategies are identified to meet SLO goals?	○	○	○
a rationale is provided for how the SLO goals align with school improvement goals?	○	○	○
the SLO cycle is linked to the school improvement process?	○	○	○

24. To what extent does district/academy training on SLOs include a description of...

	Not at all	To some extent	To a great extent
why SLOs were chosen to measure student growth?	○	○	○
the advantages of SLOs over other measures of student growth?	○	○	○
how SLOs align with broader school or district/academy goals?	○	○	○
how SLOs can help increase student achievement?	○	○	○
the research base on SLOs?	○	○	○
effective assessment practices?	○	○	○

25. To what extent does district/academy support for implementing SLOs include...

	Not at all	To some extent	To a great extent
SLO guidance for different grade levels?	○	○	○
SLO guidance for different subject areas?	○	○	○
trend data of past student performance for the purpose of setting student growth goals?	○	○	○
a repository of approved SLOs?	○	○	○
a repository of SLOs that demonstrate different SLO quality levels?	○	○	○

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26. How does your district/academy combine multiple measures to assign teacher evaluation ratings?

○ Numerical or Weighting (i.e., assigning different score proportions to each component and combining scores accordingly. For example, 25% student achievement and 75% observation data)

○ Profile or Matrix (i.e., creating a profile or matrix to classify teachers based on all of the measures. For example, if you have two measures, a teacher can be classified as low-low, low-high, high-low, or high-high)

○ Holistic (i.e., reviewing all of the measures collectively to rate performance based on patterns identified by the evaluator)

○ Screening (i.e., using one measure as an initial screen for teacher performance. Teachers who do not meet the screening criteria are then reviewed using other measures)

○ Other (please specify)

27. In weighting the different measures in the evaluation system... (check all that apply)

☐ more weight is given to components that teachers have control over (e.g., classroom-level versus building-level student growth).

☐ student academic growth is weighted less for schools with fewer tested grades.

☐ equal weight is assigned to the different components.

☐ the reliability of the different measures were considered.

☐ district/academy priorities for student learning were considered.

Survey Page 8

28. To what extent were teachers and/or teacher unions involved in the decision to use school-wide student achievement data as part of the evaluation of teachers in subject areas or grades not tested with the state assessment?

  ○ Not at all   ○ To some extent   ○ To a great extent

29. When selecting assessments to measure student growth, to what extent does the district/academy expect that …

	Not at all	To some extent	To a great extent
district/academy priorities for student learning are considered?	○	○	○
assessments are reviewed by content experts?	○	○	○
assessments with the greatest reliability and validity are selected?	○	○	○
assessments have sufficient "stretch" so that all students could demonstrate learning?	○	○	○
a survey was conducted to identify assessments that were already being used?	○	○	○
assessments align to state academic standards and the curriculum?	○	○	○
individual teacher-developed assessments are avoided when more comparable assessments are available?	○	○	○

(untitled)

APPENDIX C: RESPONSES TO ALL SURVEY ITEMS

RESPONDENT DATA

Table C1. Response Statistics

Survey Status	Percent	Count
Complete	76.4%	139
Partial	23.6%	43
Total:		182

Table C2. Responses to Intro Question:

We want to make sure the survey is sent to the person with the most knowledge about your district/academy's educator evaluation system. Are you the person with the most knowledge about your district/academy's educator evaluation system?

Response	Percent	Count
Yes	97.3%	182
No	2.7%	5
Total:		187

Table C3. Responses to Question 1:

What is your current position?

Position	Percent	Count
Superintendent	64.8%	114
Assistant/Deputy Superintendent	11.4%	20
Principal	9.1%	16
District Administrator (e.g., Director of Human Resources, Curriculum Director)	8.0%	14
Assistant Principal	1.7%	3
Other (please specify)[a]	5.1%	9
Total:		176

[a] See list below for responses.

Other (please specify) responses:

- Administrator
- All of the above, I do everything
- Executive Director
- Recently retired superintendent
- Superintendent and HS Principal
- Superintendent and Principal
- Superintendent/Elementary Principal
- Superintendent/MS/HS Principal/Educator
- Superintendent/Principal/SpEd. Director

Table C4. Responses to Question 2:

What type of education organization do you represent?

Organization	Percent	Count
School district	82.3%	144
Public school academy	17.7%	31
Total:		175

EVALUATION FRAMEWORKS & MEASURES OF STUDENT GROWTH

Table C5. Responses to Question 3:

Which of the following teacher evaluation frameworks/instruments has your district/academy adopted?

Framework / Instrument	Percent	Count
Danielson's Framework for Teaching	37.4%	65
The Five Dimensions of Teaching and Learning	32.8%	57
The Marzano Teacher Evaluation Model	15.5%	27
The Thoughtful Classroom	13.8%	24
Other (please specify)[a]	2.3%	4

[a] See list below for responses.
Note. Respondents could make more than one selection, so percentage sums may exceed 100%.

Other (please specify) responses:

- Along with EL Education core practices
- Chose as an ISD for all schools
- Hartland Framework for Highly Effective Teaching
- School created evaluation
- We have crafted our own system with specific domains that apply to our context.

Table C6. Responses to Question 4:

What measures/models of student growth does your district/academy use in its evaluation system? (check all that apply)

Measure/Model	Percent	Count
National assessments (e.g., ACT, NWEA MAP)	73.7%	129
Local assessments (e.g., district-developed interim assessments)	61.7%	108
Teacher-developed assessments	61.1%	107
Student progress toward IEP goals	56.6%	99
School-level academic growth on state assessments	50.3%	88
Student Learning Objectives (SLOs)	35.4%	62
Student Growth Percentiles (SGPs)	33.1%	58
Other (please specify)[a]	5.7%	10

[a] See list below for responses.
Note. Respondents could make more than one selection, so percentage sums may exceed 100%.

Other (please specify) responses:

- Dibels / AIMS Web
- Dibels, PSI, PASI, DRA
- FASTBridge ELA and Math
- Fast screening data
- NWEA MAP
- STAR, Performance Series
- Percent proficient on state assessment
- Pre/Post on specific tests (e.g., Brigance, CTE specific areas)
- Teachers can select from a district approved dashboard

Table C7. Responses to Question 5:

Which of the following school administrator evaluation frameworks/instruments has your district/academy adopted?

Framework/Instrument	Percent	Count
Michigan Association of School Administrators' (MASA) School ADvance Administrator Evaluation System	67.6%	117
The Multidimensional Leadership Performance System (formerly Reeves' Leadership Performance Rubric)	9.2%	16
Other (please specify)[a]	23.7%	41

[a] See list below for responses.
Note. Respondents could make more than one selection, so percentage sums may exceed 100%.

Other (please specify) responses:

- Marzano (7 responses)
- MASB (6 responses)
- Not applicable (3 responses)
- 7 Indicators
- EL Education/self-created evaluation
- Hartland Administrator Evaluation Tool
- In process of review and adoption
- Marzano Framework
- Marzano School Leader
- Marzano School Leader Evaluation Model
- Marzano School Level Leadership Evaluation Model
- Marzano for K-8 Principal; MASB for Superintendent/HS Principal
- N/A Supt./Principal same person
- None
- None - no principal
- Pivot
- School Advance
- School created model
- The school has developed its own
- This is a one-room school house with one current student and no administrator
- VBISD Administrative Evaluation Tool
- We use Marzano for building level admins and MASB for Central Office.
- iObservation/effective educator

Table C8. Responses to Question 6:

Which of the following superintendent evaluation frameworks/instruments has your district/academy adopted?

Framework/Instrument	Percent	Count
The Michigan Association of School Boards' (MASB) Superintendent Evaluation Tool	49.4%	86
MASA's School ADvance Administrator Evaluation System	26.4%	46
Other[a]	12.6%	22
Not applicable (i.e., public school academy with no superintendent)	8.6%	15
The Multidimensional Leadership Performance System (formerly Reeves' Leadership Performance Rubric)	2.9%	5

[a] No text box was provided for write-in responses.
Note. Respondents could make more than one selection, so percentage sums may exceed 100%.

TRAINING

Table C9. Responses to Question 7:

Please indicate who receives training on your district/academy evaluation system. (check all that apply)

Selection	Teacher Evaluation System		Administrative Evaluation System		Superintendent Evaluation System		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
Teachers	89.1%	139	12.2%	19	5.8%	9	156
School administrators (e.g., principals, assistant principals)	80.8%	126	78.2	122	14.1%	22	156
School instructional leaders (e.g., coaches)	51.3%	80	14.7%	23	3.8%	6	156
District administrators	70.5%	110	76.3%	119	57.7%	90	156

Note. A blue-shaded cell indicates the highest percentage of responses for a selection.

Table C10. Other Responses Written in for Question 7

Response	Teacher Evaluation System	Administrative Evaluation System	Superintendent Evaluation System
	Count	Count	Count
Superintendent	3	3	9
Teachers union representatives	1	0	0
School board members	1	2	49

Table C11. Responses to Question 8 (Teacher Evaluation System):

To what extent does <u>evaluator</u> training on the [teacher] evaluation systems include guidance on . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Count	Pct.	Count	Pct.	Count	Pct.	Total
key behaviors and expectations for each performance level of the evaluation rubric?	2	1.4%	36	25.0%	106	73.6%	144
how to collect relevant evidence?	5	3.4%	61	42.1%	79	54.5%	145
how to align evidence to the evaluation rubric?	4	2.8%	59	40.7%	82	56.6%	145
strategies for finding the time to complete all required evaluation activities?	40	27.8%	81	56.3%	23	16.0%	144
how evaluation data will be used?	8	5.6%	82	56.9%	54	37.5%	144
rating non-observational domains on the rubric?	17	11.9%	81	56.6%	45	31.5%	143
ensuring data security?	39	27.9%	75	53.6%	26	18.6%	140
how to differentiate supervision to meet individual needs as identified through evaluation results?	26	18.2%	82	57.3%	35	24.5%	143

Statement	Not at all		To some extent		To a great extent		Responses
how to reduce bias during observations?	19	13.3%	76	53.1%	48	33.6%	143

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C12. Responses to Question 8 (Administrator Evaluation System):

To what extent does <u>evaluator</u> training on the [administrator] evaluation systems include guidance on . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Count	Pct.	Count	Pct.	Count	Pct.	Total
key behaviors and expectations for each performance level of the evaluation rubric?	7	5.1%	59	43.4%	70	51.5%	136
how to collect relevant evidence?	10	7.2%	75	54.0%	54	38.8%	139
how to align evidence to the evaluation rubric?	13	9.5%	65	47.4%	59	43.1%	137
strategies for finding the time to complete all required evaluation activities?	41	29.7%	79	57.2%	18	13.0%	138
how evaluation data will be used?	18	12.9%	83	59.7%	38	27.3%	139
rating non-observational domains on the rubric?	26	18.7%	87	62.6%	26	18.7%	139
ensuring data security?	43	30.7%	77	55.0%	20	14.3%	140
how to differentiate supervision to meet individual needs as identified through evaluation results?	34	24.5%	83	59.7%	22	15.8%	139
how to reduce bias during observations?	31	22.3%	74	53.2%	34	24.5%	139

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C13. Responses to Question 9 (Teacher Evaluation System):

To what extent does <u>evaluator</u> training on the [teacher] evaluation systems provide . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Count	Pct.	Count	Pct.	Count	Pct.	Total
an in-person component?	9	6.2%	52	35.6%	85	58.2%	146
online training modules?	51	34.9%	70	47.9%	25	17.1%	146
access to prior evaluations to help understand district/academy-specific language and expectations?	40	27.4%	66	45.2%	40	27.4%	146
time during the training for participants to reflect and ask questions?	4	2.8%	47	32.6%	93	64.6%	144
stories from early adopters of the evaluation system to enhance the training?	49	34.0%	67	46.5%	28	19.4%	144
opportunities to interact and practice using the system with colleagues?	25	17.1%	71	48.6%	50	34.2%	146
checks for understanding throughout the training?	5	3.5%	63	44.1%	75	52.4%	143
a shorter refresher training for returning staff?	30	20.7%	94	64.8%	21	14.5%	145
a longer training for staff who are new to the evaluation system?	15	10.5%	69	48.3%	59	41.3%	143
a focus on the philosophy, standards, and research base of the evaluation framework?	12	8.2%	61	41.8%	73	50.0%	146
a description of how the evaluation framework reflects the district/academy-wide shared vision for high-quality instruction?	17	11.7%	64	44.1%	64	44.1%	145
a description of how the evaluation system aligns with	17	11.8%	86	59.7%	41	28.5%	144

Statement	Not at all		To some extent		To a great extent		Responses
district/academy initiatives, policies, and procedures?							
multiple days of training?	13	8.9%	45	30.8%	88	60.3%	146
consistent materials and content for all evaluator trainings?	5	3.4%	47	32.2%	94	64.4%	146
an overview of all parts of the evaluation system?	5	3.4%	43	29.7%	97	66.9%	145

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C14. Responses to Question 9 (Administrator Evaluation System):

To what extent does <u>evaluator</u> training on the [administrator] evaluation systems provide . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Count	Pct.	Count	Pct.	Count	Pct.	Total
an in-person component?	15	10.9%	60	43.8%	62	45.3%	137
online training modules?	75	53.2%	55	39.0%	11	7.8%	141
access to prior evaluations to help understand district/academy-specific language and expectations?	42	30.4%	69	50.0%	27	19.6%	138
time during the training for participants to reflect and ask questions?	13	9.5%	57	41.6%	67	48.9%	137
stories from early adopters of the evaluation system to enhance the training?	51	37.0%	71	51.4%	16	11.6%	138
opportunities to interact and practice using the system with colleagues?	45	32.1%	70	50.0%	25	17.9%	140
checks for understanding throughout the training?	19	13.6%	70	50.0%	51	36.4%	140
a shorter refresher training for returning staff?	50	36.0%	75	54.0%	14	10.1%	139

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Statement	Not at all		To some extent		To a great extent		Responses
a longer training for staff who are new to the evaluation system?	25	18.2%	68	49.6%	44	32.1%	137
a focus on the philosophy, standards, and research base of the evaluation framework?	19	13.6%	66	47.1%	55	39.3%	140
a description of how the evaluation framework reflects the district/academy-wide shared vision for high-quality instruction?	22	15.9%	70	50.7%	46	33.3%	138
a description of how the evaluation system aligns with district/academy initiatives, policies, and procedures?	18	12.9%	88	63.3%	33	23.7%	139
multiple days of training?	26	18.7%	54	38.8%	59	42.2%	139
consistent materials and content for all evaluator trainings?	10	7.2%	55	39.6%	74	53.2%	139
an overview of all parts of the evaluation system?	10	7.1%	51	36.4%	79	56.4%	140

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C15. Responses to Question 10:

Does your district/academy require evaluators to demonstrate proficiency in using the evaluation frameworks prior to conducting evaluations?

System	Yes		No		Responses
	Pct.	Count	Pct.	Count	Total
Teacher Evaluation System	49.7%	74	50.3%	75	149
Administrator Evaluation System	33.6%	49	66.4%	97	146
Superintendent Evaluation System	25.9%	37	74.1%	106	143

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Table C16. Responses to Question 11:

Does your district/academy train extra teacher evaluators in case some are unable to demonstrate proficiency in using the evaluation framework?

Response	Percent	Count
Yes	23.0%	17
No	77.0%	57
Total:		74

Table C17. Responses to Question 12:

To what extent does the evaluator training on the Teacher Evaluation System provide . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
guidance on how to attend to student-teacher interactions during observations?	8.5%	12	46.5%	66	45.1%	64	142
guidance on how to attend to teaching practices during observations?	4.2%	6	38.0%	54	57.7%	82	142
a library of video clips to help observers practice rating teachers in different subject areas?	20.3%	29	40.6%	58	39.2%	56	143
a library of video clips to help observers practice rating teachers at different grade levels?	21.8%	31	40.1%	57	38.0%	54	142
opportunities for observers to practice using the rubric?	7.0%	10	40.8%	58	52.1%	74	142
examples of effective teaching at different grade levels?	9.9%	14	47.9%	68	42.3%	60	142

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C18. Responses to Question 13:

To what extent does your district/academy use the following strategies to ensure the Teacher Evaluation System is used consistently?

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
Providing training by an individual specifically trained on the evaluation framework.	5.6%	8	29.4%	42	65.0%	93	143
Providing training to all evaluators.	2.1%	3	19.6%	28	78.3%	112	143
Having trained evaluators periodically conduct observations with a partner to recalibrate ratings.	28.7%	41	46.9%	67	24.5%	35	143
Conducting ongoing reliability checks to guard against observer drift.	33.1%	47	52.8%	75	14.1%	20	142
Analyzing inter-rater reliability data to identify areas where rubric ratings are inconsistent to inform subsequent training.	30.1%	43	55.2%	79	14.7%	21	143
Providing extra training when evaluation data do not differentiate levels of teacher performance.	35.0%	50	51.7%	74	13.3%	19	143
Providing ongoing support to evaluators throughout the school year.	13.9%	20	43.8%	63	42.4%	61	144
Including the educator evaluation system and training program in board policy and administrative guidelines.	18.2%	26	38.5%	55	43.4%	62	143

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C19. Responses to Question 14:

To what extent does your district/academy provide training on the Teacher Evaluation System to __all educators__ that . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
is as detailed as the training for evaluators?	16.0%	23	65.3%	94	18.8%	27	144
is less intensive than the training for evaluators?	16.8%	24	60.1%	86	23.1%	33	143
offers time to observe peers to improve familiarity with the observation rubric?	29.9%	43	54.2%	78	16.0%	23	144
includes instruction on how to set individual development plan goals?	14.6%	21	56.3%	81	29.2%	42	144
includes instruction on how to self-assess progress in reaching individual development plan goals?	15.3%	22	63.9%	92	20.8%	30	144

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

EVALUATION FEEDBACK

Table C20. Responses to Question 15:

To what extent are evaluators expected to provide feedback to teachers that . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
uses evaluation data to guide instructional improvement?	2.1%	3	30.7%	43	67.1%	94	140
includes specific suggestions for how to improve?	0.7%	1	28.1%	39	71.2%	99	139
is aligned with academic standards and the curriculum?	2.9%	4	35.0%	49	62.1%	87	140

Statement	Not at all		To some extent		To a great extent		Responses
targets focus areas identified by the teacher?	2.1%	3	34.3%	48	63.6%	89	140
includes suggestions on how to use data to improve students' understanding?	5.7%	8	42.9%	60	51.4%	72	140
focuses on strengths as well as weaknesses?	1.4%	2	24.3%	34	74.3%	104	140
is considerate of feelings and concerns?	5.7%	8	47.1%	66	47.1%	66	140
is relevant to each teacher's discipline/content area?	5.7%	8	42.1%	59	52.1%	73	140
is sensitive to teachers' personalities and preferences?	7.9%	11	60.4%	84	31.7%	44	139
is closely aligned with the observation rubric?	0.7%	1	26.6%	37	72.7%	101	139
includes evidence that was used to determine scores on the rubric?	1.4%	2	35.5%	49	63.0%	87	138
is informed by a pre-observation conference?	7.2%	10	49.3%	68	43.5%	60	138
takes into account additional evidence provided by the teacher?	1.4%	2	35.3%	49	63.3%	88	139
is based upon multiple observations?	2.2%	3	18.7%	26	79.1%	110	139
is more frequent for those who need it more?	4.3%	6	28.1%	39	67.6%	94	139
is based on observations from a variety of trained staff (e.g., district staff, teacher leaders)?	30.9%	43	47.5%	66	21.6%	30	139
is provided by someone with relevant content expertise?	9.4%	13	60.9%	84	29.7%	41	138
is based upon videotaped observations, reviewed by multiple observers?	76.3%	106	19.4%	27	4.3%	6	139
provides a chance to reflect and respond to feedback?	3.6%	5	33.3%	46	63.0%	87	138

Statement	Not at all		To some extent		To a great extent		Responses
includes data from a self-assessment on the rubric?	12.4%	17	49.6%	68	38.0%	52	137

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C21. Responses to Question 16:

What is your district/academy's expectation for how evaluation feedback is provided to teachers? (check all that apply)

Method	Percent	Count
In person	89.4%	126
In writing	61.7%	87
Through an online system	68.8%	97

Table C22. Responses to Question 17:

What is your district/academy's expectation for how quickly feedback should be provided to teachers following a classroom observation?

Expected Turnaround Time for Feedback	Percent	Count
Immediately	3.6%	5
Within one day	33.6%	47
Within one week	51.4%	72
Within 2–3 weeks	8.6%	12
Within a month	2.9%	4
	Total:	140

PROFESSIONAL DEVELOPMENT

Table C23. Responses to Question 18:

To what extent are teacher evaluation results used to . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
ensure that district/academy-wide professional development plans are aligned to the evaluation framework?	7.9%	11	51.8%	72	40.3%	56	139
suggest professional growth resources and supports aligned to individual teacher needs?	3.6%	5	47.5%	66	48.9%	68	139
evaluate the effectiveness of professional development offerings?	9.4%	13	66.9%	93	23.7%	33	139
develop formal professional development plans?	5.0%	7	52.5%	73	42.4%	59	139
inform instructional programming decisions (e.g., course offerings)?	21.6%	30	57.6%	80	20.9%	29	139
inform staffing decisions (e.g., course placement, tenure, promotion)?	5.8%	8	49.6%	69	44.6%	62	139

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C24. Responses to Question 19:

To what extent does your district/academy use the following strategies to support teachers in using evaluation results?

Strategy	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
Individualized teacher professional development plans	3.6%	5	43.6%	61	52.9%	74	140

Strategy	Not at all		To some extent		To a great extent		Responses
Teacher choice in setting professional growth goals	3.6%	5	46.8%	65	49.6%	69	139
Follow-up support provided by instructional coaches	26.4%	37	47.1%	66	26.4%	37	140
Instructional coaches with relevant content expertise	31.2%	43	49.3%	68	19.6%	27	138
Instructional coaches that have access to teacher evaluation results	60.4%	84	30.9%	43	8.6%	12	139
Protected time for peer-learning (e.g., co-planning lessons, peer observation, peer mentoring)	24.3%	34	60.7%	85	15.0%	21	140
Incentives for teachers to complete their professional development plans	55.8%	77	35.5%	49	8.7%	12	138

Note. A blue-shaded cell indicates the value with the highest percentage for a strategy.

ADMINISTRATOR EVALUATION

Table C25. Responses to Question 20:

To what extent does your school administrator evaluation system . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
hold school administrators accountable for the accuracy of teacher evaluation scores?	13.0%	18	50.0%	69	37.0%	51	138
hold school administrators accountable for how effectively they implement the evaluation system?	8.7%	12	47.1%	65	44.2%	61	138
align with the teacher evaluation system?	11.7%	16	45.3%	62	43.1%	59	137

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

MARZANO Research

Table C26. Responses to Question 21:

Does your school administrator evaluation system include . . .

Selection	Yes		No		Responses
	Pct.	Count	Pct.	Count	Total
a teacher survey component?	52.2%	72	47.8%	66	138
a student survey component?	42.3%	58	57.7%	79	137
a parent survey component?	48.2%	66	51.8%	71	137
standardized evaluation feedback forms?	52.9%	72	47.1%	64	136

EVALUATION FOR TEACHERS OF SPECIAL STUDENT POPULATIONS

Table C27. Responses to Question 22:

To what extent does the evaluation system for teachers of special student populations (e.g., English Learners, students with disabilities, early childhood) include . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
observation rubrics that are adapted or augmented to reflect instructional best practices for specific student populations?	31.2%	43	55.1%	76	13.8%	19	138
pre-observation conferences in which teachers can describe how the planned instruction represents best practice?	15.3%	21	56.2%	77	28.5%	39	137
classroom observations conducted by peers with relevant content expertise?	54.3%	75	39.1%	54	6.5%	9	138
native language assessments for English Learners?	60.6%	83	29.9%	41	9.5%	13	137
assessment of English proficiency for English Learners?	53.3%	72	31.9%	43	14.8%	20	135

Statement	Not at all		To some extent		To a great extent		Responses
appropriate assessment accommodations for students with disabilities?	12.3%	17	38.4%	53	49.3%	68	138
developmentally appropriate assessments of students taught by early childhood educators?	18.1%	25	49.3%	68	32.6%	45	138

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

MEASURES OF STUDENT GROWTH

Student Learning Objectives

Table C28. Responses to Question 23:

When using Student Learning Objectives (SLOs), to what extent does your district/academy expect that . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
course-level, class-level, or multi-course SLO goals will be set?	2.2%	1	52.2%	24	45.7%	21	46
differentiated SLO goals will be set?	2.2%	1	62.2%	28	35.6%	16	45
SLOs are used to provide a student growth rating on a scale with three or more categories (e.g., did not meet target, met target, exceeded target)?	10.9%	5	56.5%	26	32.6%	15	46
students' prior achievement is used to determine SLO goals?	4.4%	2	55.6%	25	40.0%	18	45
a rubric/tool is used to evaluate SLO quality?	23.9%	11	50.0%	23	26.1%	12	46
the SLO approval process includes consideration of the difficulty of SLO goals?	13.0%	6	69.6%	32	17.4%	8	46

Statement	Not at all		To some extent		To a great extent		Responses
SLOs are aligned to state academic standards and the curriculum?	2.2%	1	41.3%	19	56.5%	26	46
SLO difficulty is incorporated in principal evaluation ratings?	47.8%	22	45.7%	21	6.5%	3	46
the SLO approval process is conducted as efficiently as possible (e.g., determining which parts of the process need to be conducted in person, and which can be conducted via email)?	15.6%	7	64.4%	29	20.0%	9	45
the MDE SLO Template Checklist is used for developing and approving all SLOs?	35.6%	16	42.2%	19	22.2%	10	45
the SLO process covers most of a teacher's interval of instruction (e.g., spans the entire school year)?	8.9%	4	75.6%	34	15.6%	7	45
SLOs represent the big ideas or domains of content taught?	2.2%	1	60.0%	27	37.8%	17	45
educators are provided with enough time to develop and review SLOs?	4.4%	2	48.9%	22	46.7%	21	45
SLOs are adjusted to individual teacher contexts (e.g., teacher's past performance, special student population)?	8.9%	4	42.2%	19	48.9%	22	45
district and/or building SLO teams are engaged to develop SLOs?	15.6%	7	62.2%	28	22.2%	10	45
specific instructional strategies are identified to meet SLO goals?	6.7%	3	64.4%	29	28.9%	13	45
a rationale is provided for how the SLO goals align with school improvement goals?	8.9%	4	66.7%	30	24.4%	11	45
the SLO cycle is linked to the school improvement process?	15.6%	7	64.4%	29	20.0%	9	45

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C29. Responses to Question 24:

To what extent does district/academy training on SLOs include a description of . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
why SLOs were chosen to measure student growth?	15.2%	7	67.4%	31	17.4%	8	46
the advantages of SLOs over other measures of student growth?	13.0%	6	69.6%	32	17.4%	8	46
how SLOs align with broader school or district/academy goals?	13.3%	6	71.1%	32	15.6%	7	45
how SLOs can help increase student achievement?	8.7%	4	60.9%	28	30.4%	14	46
the research base on SLOs?	17.8%	8	55.6%	25	26.7%	12	45
effective assessment practices?	9.1%	4	70.5%	31	20.5%	9	44

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Table C30. Responses to Question 25:

To what extent does district/academy support for implementing SLOs include . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
SLO guidance for different grade levels?	10.9%	5	71.7%	33	17.4%	8	46
SLO guidance for different subject areas?	11.1%	5	64.4%	29	24.4%	11	45
trend data of past student performance for the purpose of setting student growth goals?	15.2%	7	60.9%	28	23.9%	11	46
a repository of approved SLOs?	39.1%	18	56.5%	26	4.3%	2	46

Statement	Not at all		To some extent		To a great extent		Responses
a repository of SLOs that demonstrate different SLO quality levels?	37.0%	17	63.0%	29	0.0%	0	46

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

Combining Multiple Measures

Table C31. Responses to Question 26:

How does your district/academy combine multiple measures to assign teacher evaluation ratings?

Combination of Measures	Percent	Count
Numerical or Weighting (i.e., assigning different score proportions to each component and combining scores accordingly. For example, 25% student achievement and 75% observation data)	78.4%	109
Holistic (i.e., reviewing all of the measures collectively to rate performance based on patterns identified by the evaluator)	15.1%	21
Profile or Matrix (i.e., creating a profile or matrix to classify teachers based on all of the measures. For example, if you have two measures, a teacher can be classified as low-low, low-high, high-low, or high-high)	5.0%	7
Other (please specify)	1.4%	2
Total:		139

Other (please specify) responses to above question:

- Rubric scoring is holistic, but summative scoring is numerical (75/25)
- Combination numeric and matrix

Table C32. Responses to Question 27:

In weighting the different measures in the evaluation system . . . (check all that apply)

Measures	Percent	Count
more weight is given to components that teachers have control over (e.g., classroom-level versus building-level student growth).	72.9%	78
district/academy priorities for student learning were considered.	36.4%	39

Measures	Percent	Count
the reliability of the different measures were considered.	16.8%	18
equal weight is assigned to the different components.	16.8%	18
student academic growth is weighted less for schools with fewer tested grades.	5.6%	6

Table C33: Responses to Question 28:

To what extent were teachers and/or teacher unions involved in the decision to use school-wide student achievement data as part of the evaluation of teachers in subject areas or grades not tested with the state assessment?

Extent	Percent	Count
To some extent	55.6%	40
To a great extent	26.4%	19
Not at all	18.1%	13
Total:		72

*Selecting Measures of Student Growth*

Table C34. Responses to Question 29:

When selecting assessments to measure student growth, to what extent does the district/academy expect that . . .

Statement	Not at all		To some extent		To a great extent		Responses
	Pct.	Count	Pct.	Count	Pct.	Count	Total
district/academy priorities for student learning are considered?	3.6%	5	35.3%	49	61.2%	85	139
assessments are reviewed by content experts?	14.5%	20	57.2%	79	28.3%	39	138
assessments with the greatest reliability and validity are selected?	6.5%	9	45.7%	63	47.8%	66	138

Statement	Not at all		To some extent		To a great extent		Responses
assessments have sufficient "stretch" so that all students could demonstrate learning?	12.9%	18	51.8%	72	35.3%	49	139
a survey was conducted to identify assessments that were already being used?	50.4%	69	37.2%	51	12.4%	17	137
assessments align to state academic standards and the curriculum?	2.2%	3	33.8%	47	64.0%	89	139
individual teacher-developed assessments are avoided when more comparable assessments are available?	17.4%	24	55.1%	76	27.5%	38	138

Note. A blue-shaded cell indicates the value with the highest percentage for a statement.

The research department at Marzano Research envisions an education system that utilizes research and evidence to make school work for kids. To realize that vision, we partner with educators to support them in understanding, using, and conducting research to improve education systems and outcomes for students.

Cofounded a decade ago by Robert Marzano and Jeff Jones, Marzano Research began working with state and local education organizations and practitioners to understand the challenges they face and support them in defining the questions, conducting the research, and implementing the answers to enhance educational results.

Today, Marzano Research has grown to become one of the leading research organizations in the country, providing rigorous research, evaluation, and technical assistance to federal, state, local, and private partners. As part of that work, we serve as the lead for the Regional Education Laboratory in the central region, working with state and local education agencies in seven states as thought partners and researchers to address some of the most challenging issues in education.

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