



MARZANO Research

Teacher Perceptions of Evaluator Feedback Final Report

Marina Serdiouk, Lyn Bopp, Trudy Cherasaro



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Referencing this Report

This report should be cited as: Serdiouk, M., Bopp, L., & Cherasaro, T. (2017). *Teacher perceptions of evaluator feedback: Final report*. Centennial, CO: Marzano Research.

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Teacher Perceptions of Evaluator Feedback

Final Report

Prepared for

Michigan Department of Education

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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 consists of five phases. This report summarizes the work completed in the final phase, which included the administration and analysis of data collected from an online survey sent to a random sample of public school teachers in Michigan. The survey was designed to gather in-depth information about teachers' perceptions of the feedback they received as part of the educator evaluation processes in their districts.

METHODS

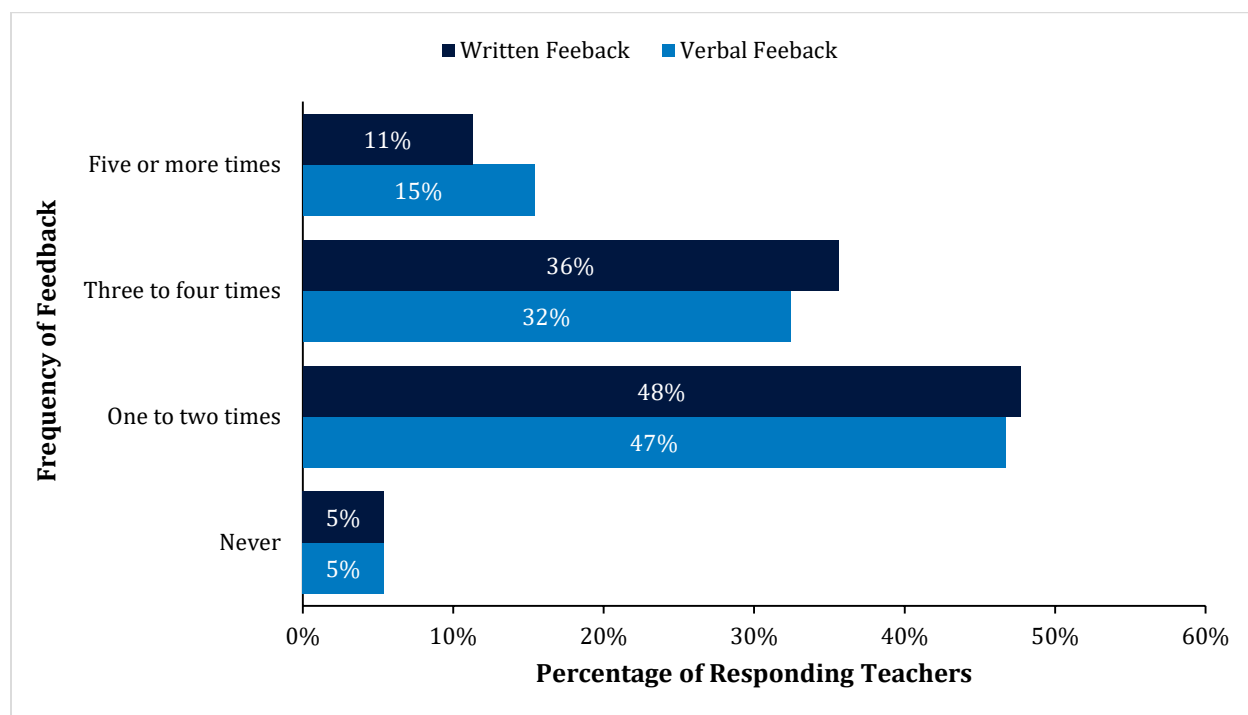
Marzano Research administered an online survey to randomly selected preK–12 teachers ($N = 3,346$) in Michigan to assess their responses to evaluator feedback as well as their perceptions of four key characteristics of feedback: usefulness, accuracy, credibility, and access to resources. The survey was administered in the fall of 2017 and prompted teachers to reflect on the evaluator feedback they had received during the 2016/17 school year. The survey response rate was 31 percent,¹ with 1,031 teachers responding. These teachers represented 833 schools across 421 school districts located in suburban, city, rural, and town locales. The teachers taught a variety of subjects and grade levels. Additional details about the sample and the survey are provided in Appendix A, and a copy of the survey appears in Appendix B.

¹ Participation rate is based on the number of survey recipients who consented and answered at least one survey question.

FINDINGS

Teachers who responded to the survey were most often evaluated by their principals (71 percent) or assistant principals (22 percent), and most of these teachers received written and verbal feedback between one and four times a year (Figure 1).

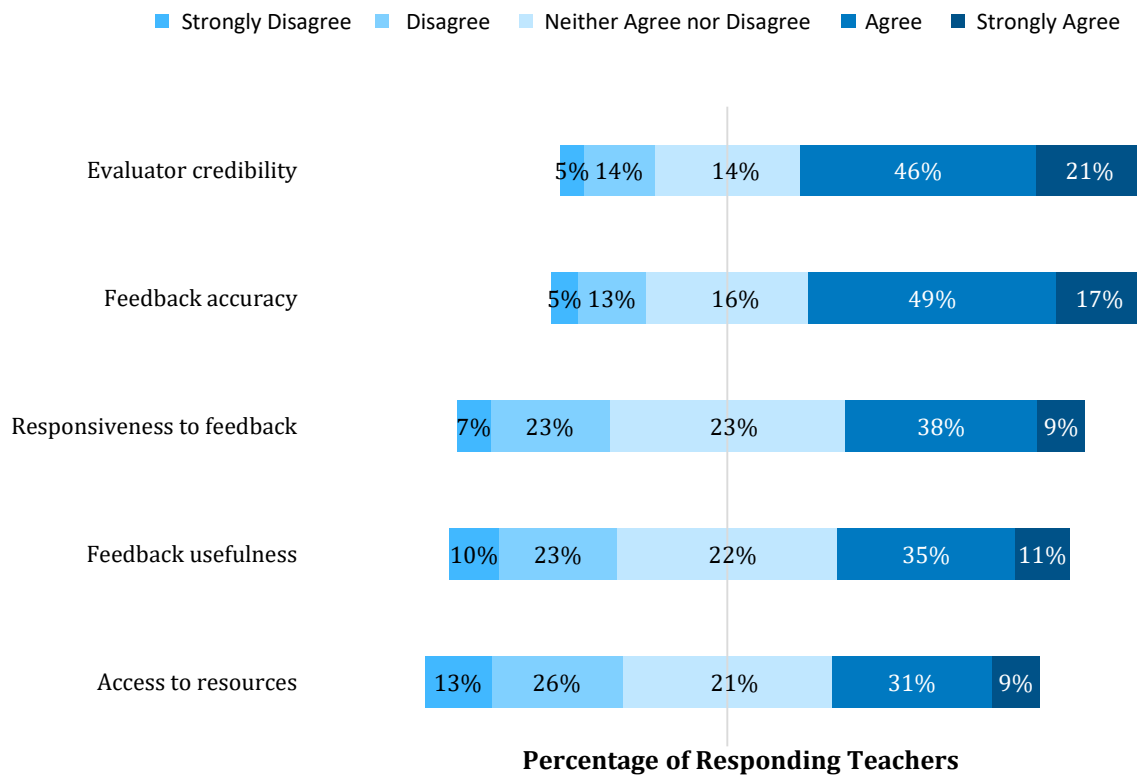
Figure 1. Number of Times Teachers Received Feedback



PERCEPTIONS OF EVALUATOR FEEDBACK

Teachers who had feedback conversations or received written feedback at least once rated their agreement with a series of statements about the following characteristics of feedback: usefulness, accuracy, evaluator credibility, access to resources related to their feedback, and responsiveness to feedback. More than half of the teachers agreed or strongly agreed that the feedback was accurate (66 percent) and that their evaluator was credible (67 percent) (Figure 2).

Figure 2. Teachers Perceptions of Characteristics of Feedback

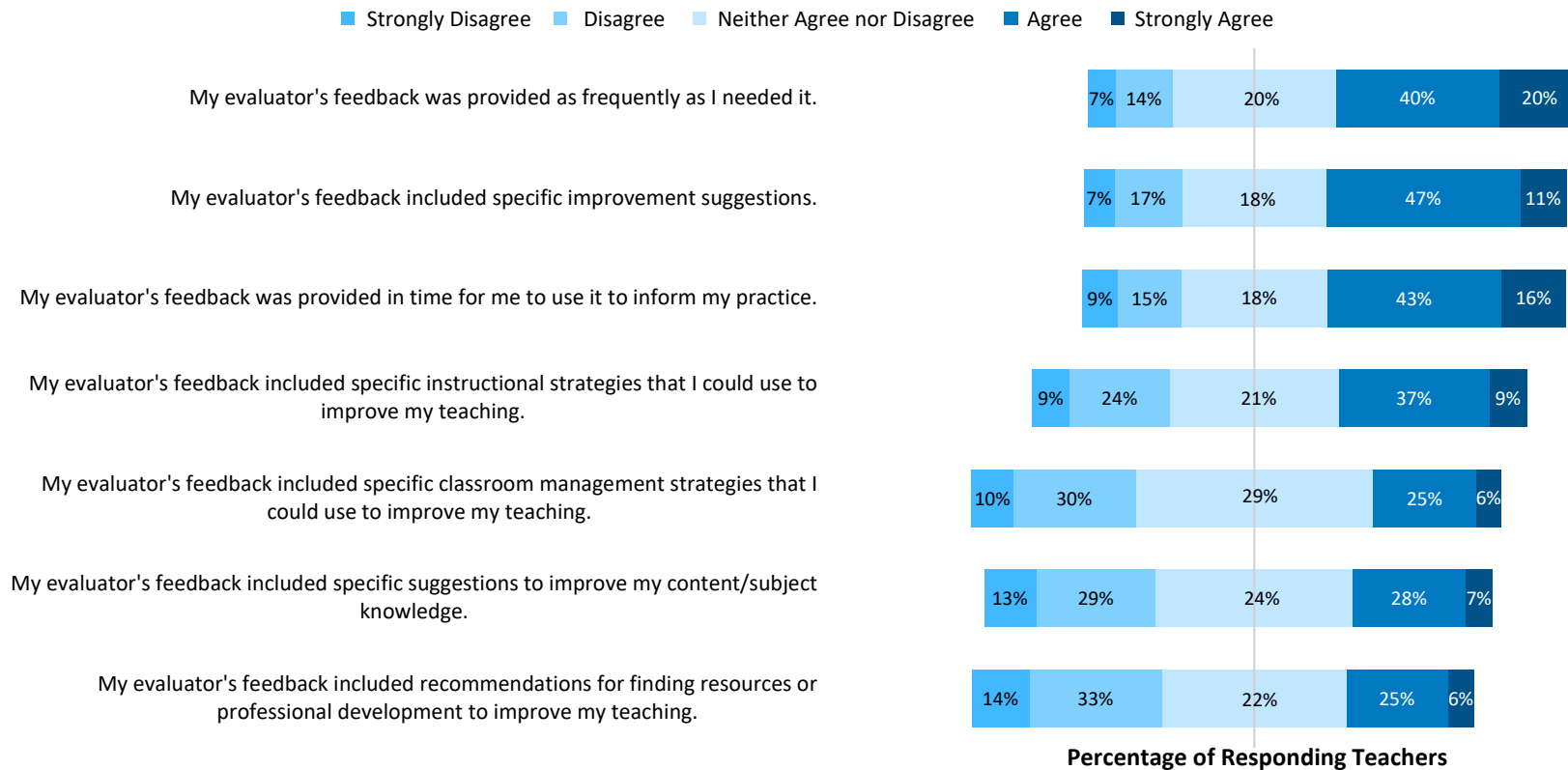


Note. Due to rounding error, percentages may not always total 100.

Usefulness of Feedback

More than 50 percent of teachers agreed or strongly agreed with three statements related to the usefulness of feedback: *feedback included specific improvement suggestions* (58 percent); *feedback was provided as frequently as I needed it* (60 percent); and *feedback was provided in time for me to use it to inform my practice* (59 percent) (Figure 3).

Figure 3. Agreement with Usefulness Items

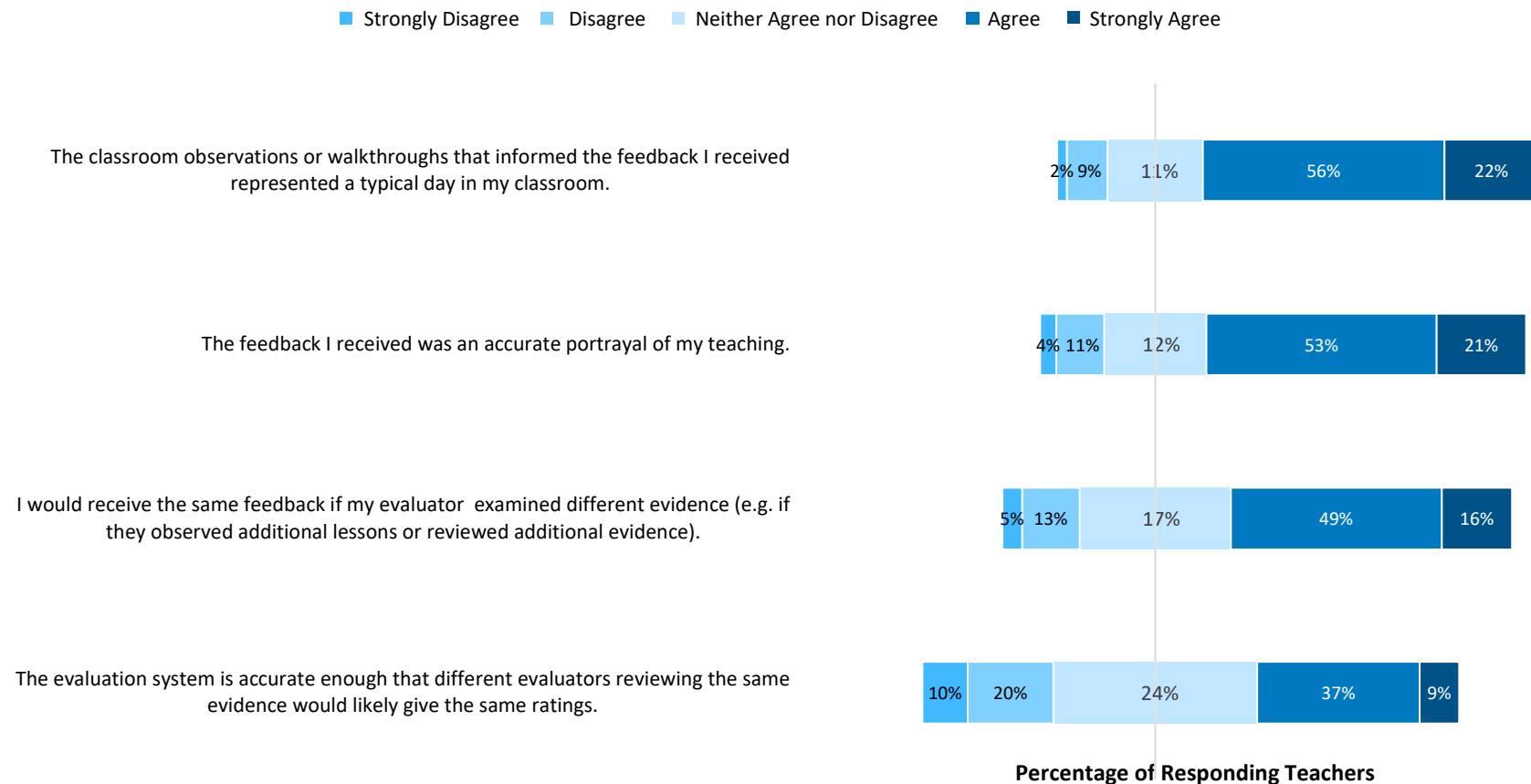


Note. Due to rounding error, percentages may not always total 100.

Accuracy of Feedback

More than 70 percent of teachers agreed or strongly agreed with two statements related to the accuracy of feedback: *the feedback I received was an accurate portrayal of my teaching* (74 percent); and *the classroom observations or walkthroughs that informed the feedback I received represented a typical day in my classroom* (78 percent). Sixty-five percent of teachers agreed or strongly agreed that they would receive the same feedback if their evaluators examined different evidence (Figure 4).

Figure 4. Agreement with Accuracy Items



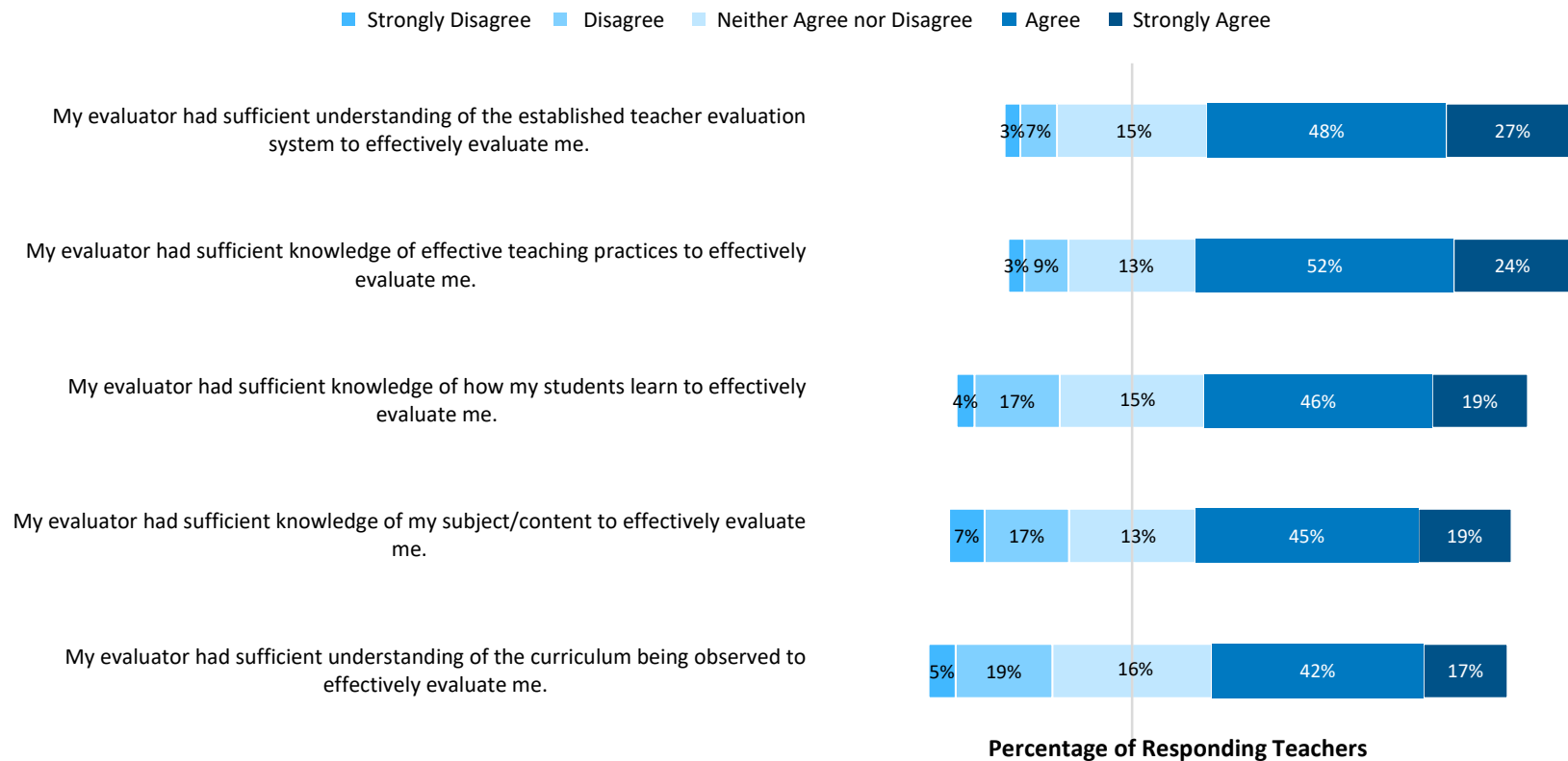
Note. Due to rounding error, percentages may not always total 100.

Evaluator Credibility

More than 70 percent of teachers agreed or strongly agreed that their evaluators had sufficient knowledge of effective teaching practices (76 percent), and of the established teacher evaluation systems (75 percent), to effectively evaluate them. More than half of the teachers agreed or strongly agreed that their evaluators had sufficient knowledge of the subjects to effectively

evaluate them (64 percent), and that their evaluators had sufficient knowledge of how their students learn to effectively evaluate them (65 percent) (Figure 5).

Figure 5. Agreement with Evaluator Credibility Items

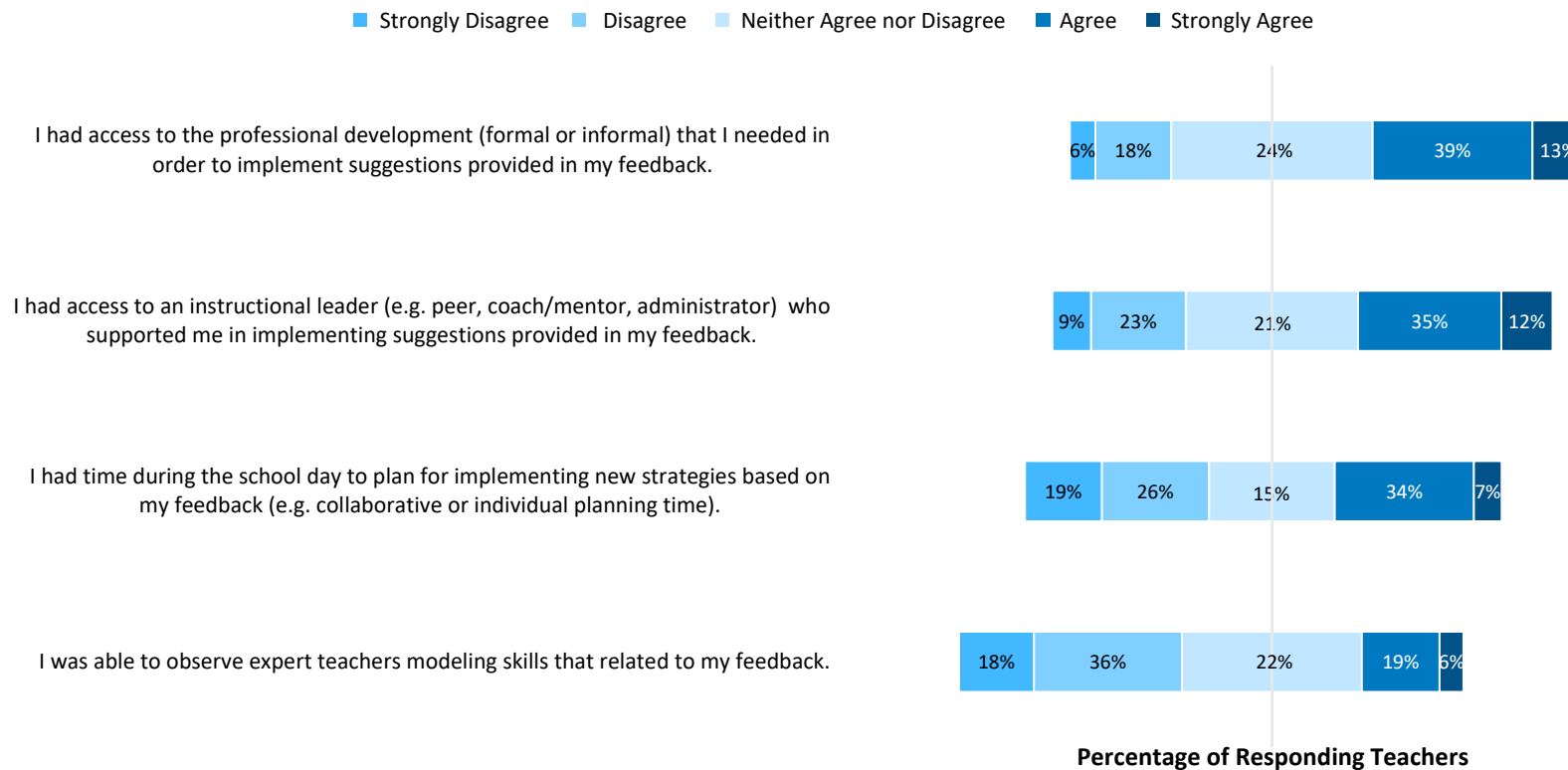


Note. Due to rounding error, percentages may not always total 100.

Access to Resources

Less than half of teachers agreed or strongly agreed with most items related to access of resources. For example, only 25 percent of the teachers agreed or strongly agreed that they could observe expert teachers modeling skills related to feedback (Figure 6).

Figure 6. Agreement with Access to Resource Items

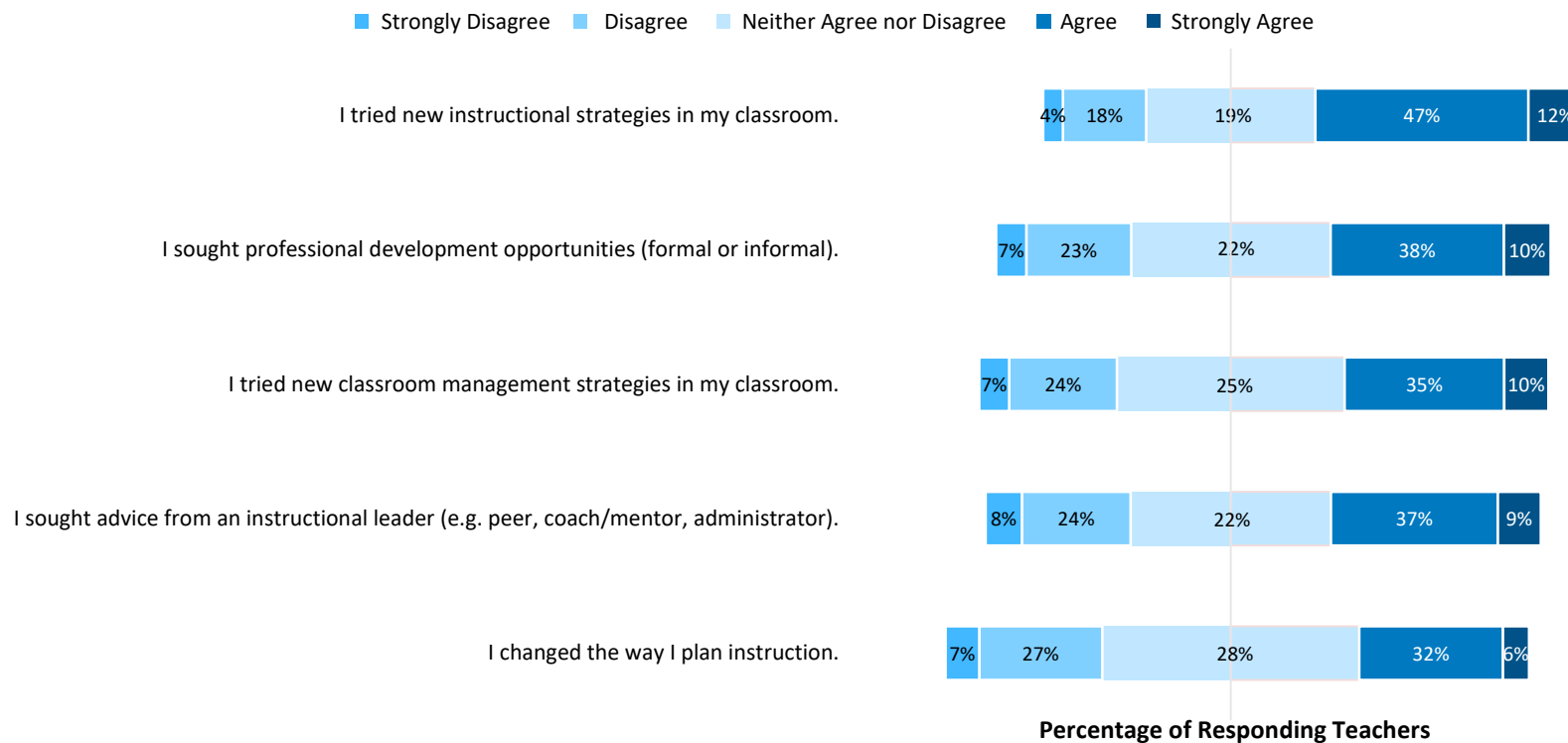


Note. Due to rounding error, percentages may not always total 100.

Responses to Feedback

Fifty-nine percent of teachers agreed or strongly agreed that they tried new instructional strategies in response to feedback from their evaluators. Between 45 and 48 percent of teachers agreed or strongly agreed that they tried new classroom strategies and sought professional development and advice from instructional leaders in response to the feedback (Figure 7).

Figure 7. Agreement with Response to Feedback Items



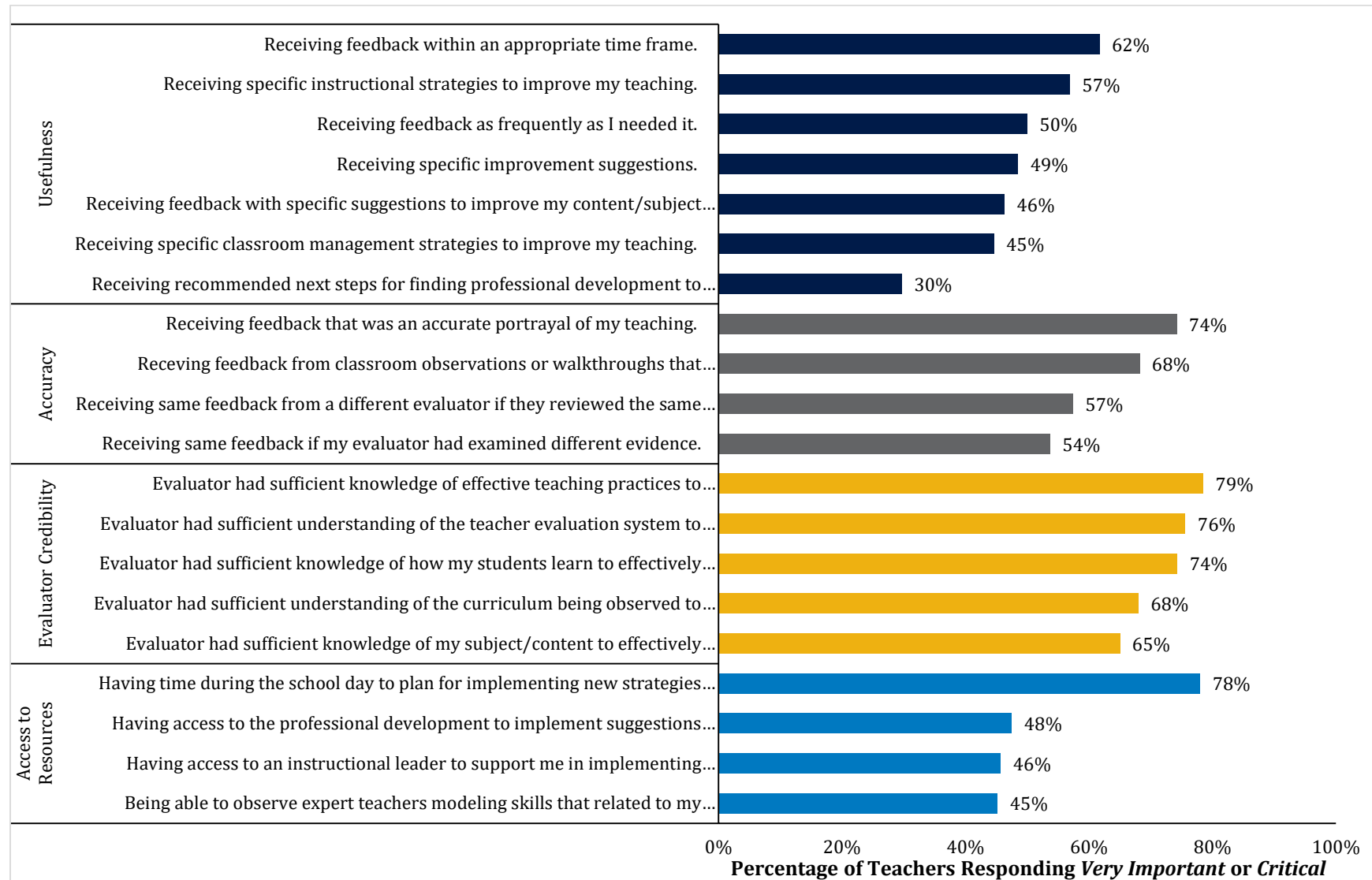
Note. Due to rounding error, percentages may not always total 100.

Importance of Feedback Characteristics

Over 60 percent of teachers rated evaluator credibility as very important or critical in their decisions on how to respond to feedback. The most important characteristic related to evaluator credibility was the evaluators' knowledge of effective teaching practices, which 79 percent of teachers rated as very important or critical.

Accuracy of feedback was also of great importance to teachers. Over 65 percent indicated it was very important or critical for them to receive feedback that accurately portrayed their teaching and that was based on observations representing a typical day in the classroom. Figure 8 shows teacher importance ratings for each of the four domains.

Figure 8. Ratings of Importance of Feedback Characteristics in Deciding How to Respond to Feedback

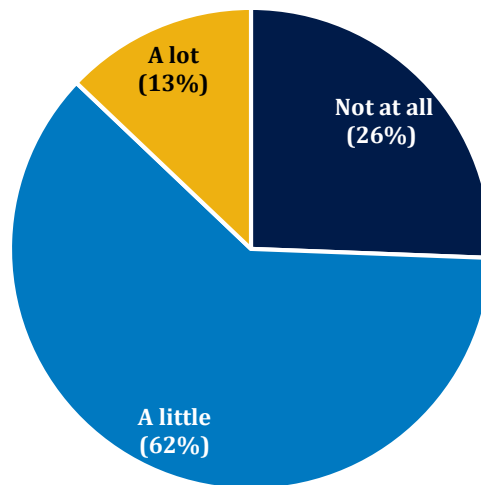


Note. Due to rounding error, percentages may not always total 100.

Perceived Feedback Effect on Instruction

More than half the teachers (62 percent) indicated that the feedback they received from their designated evaluators improved their instruction a little (Figure 9).

Figure 9. *Extent to which feedback improved instruction*



Note. Seventeen teachers who did not receive any evaluator feedback are excluded from these responses.

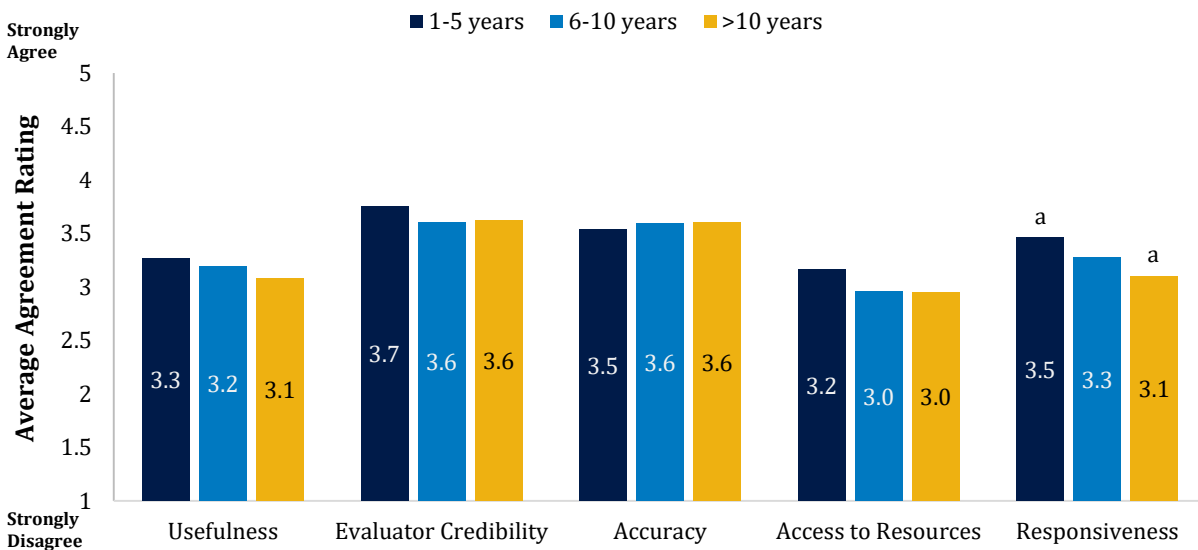
DIFFERENCES IN TEACHER RESPONSES

To examine whether certain groups of teachers had differing perceptions of their evaluator feedback, we conducted an analysis to look at differences in responses by level of teaching experience, grade level taught, evaluator type, and district type. Differences by the subject taught were not analyzed because most teachers taught multiple subject areas. An overview of the group differences is presented below, and detailed findings are included in Appendix D.

Years of Teaching Experience

There were statistically significant differences in responsiveness to feedback between teachers with 1–5 years of teaching experience and those with over 10 years of experience (Figure 10). Specifically, teachers with over 10 years of teaching experience reported being less responsive to feedback than did teachers with 1–5 years of experience.

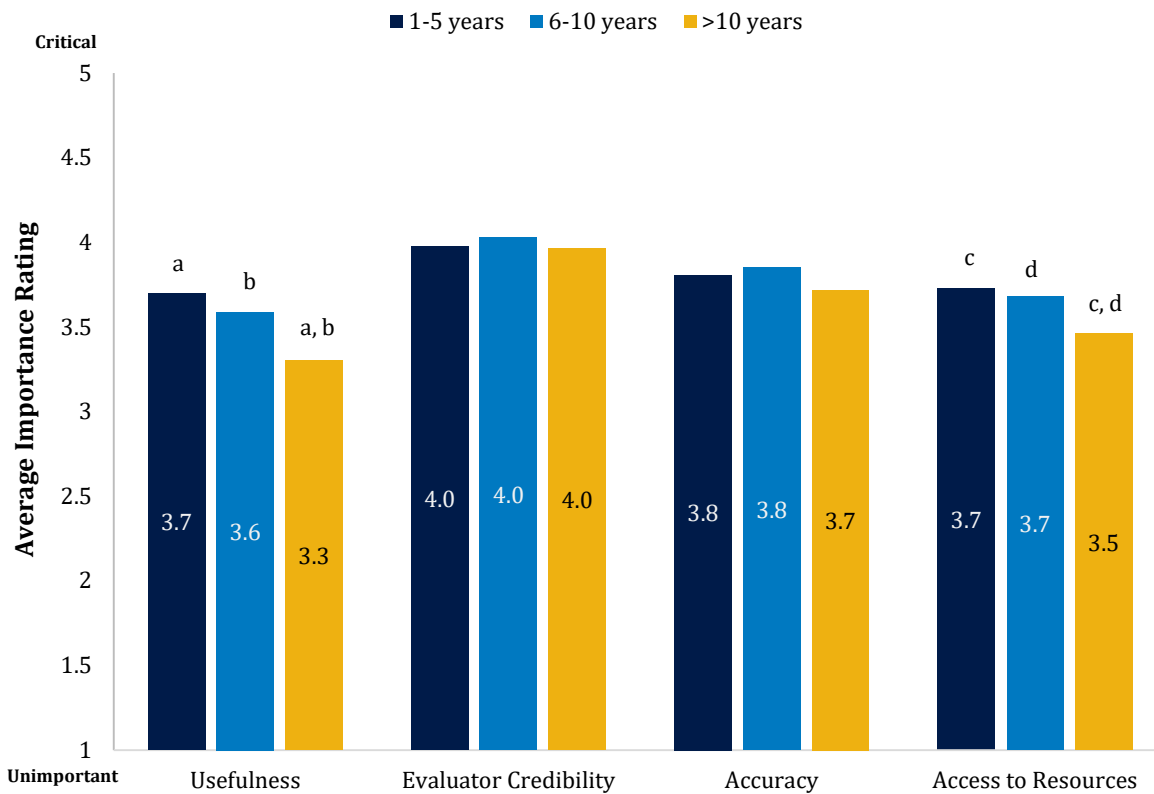
Figure 10. Ratings of Feedback Characteristics by Years of Experience



Note. The letters above bars denote groups that show statistically significant differences.

Statistically significant differences were also found in teacher perceptions, by level of teaching experience, of the usefulness of feedback and access to resources (Figure 11). Teachers with over 10 years of teaching experience found feedback to be less useful than did teachers with either 1–5 or 6–10 years of experience. Furthermore, teachers with over 10 years of teaching experience reported having less access to resources than did teachers with either 1–5 or 6–10 years of experience.

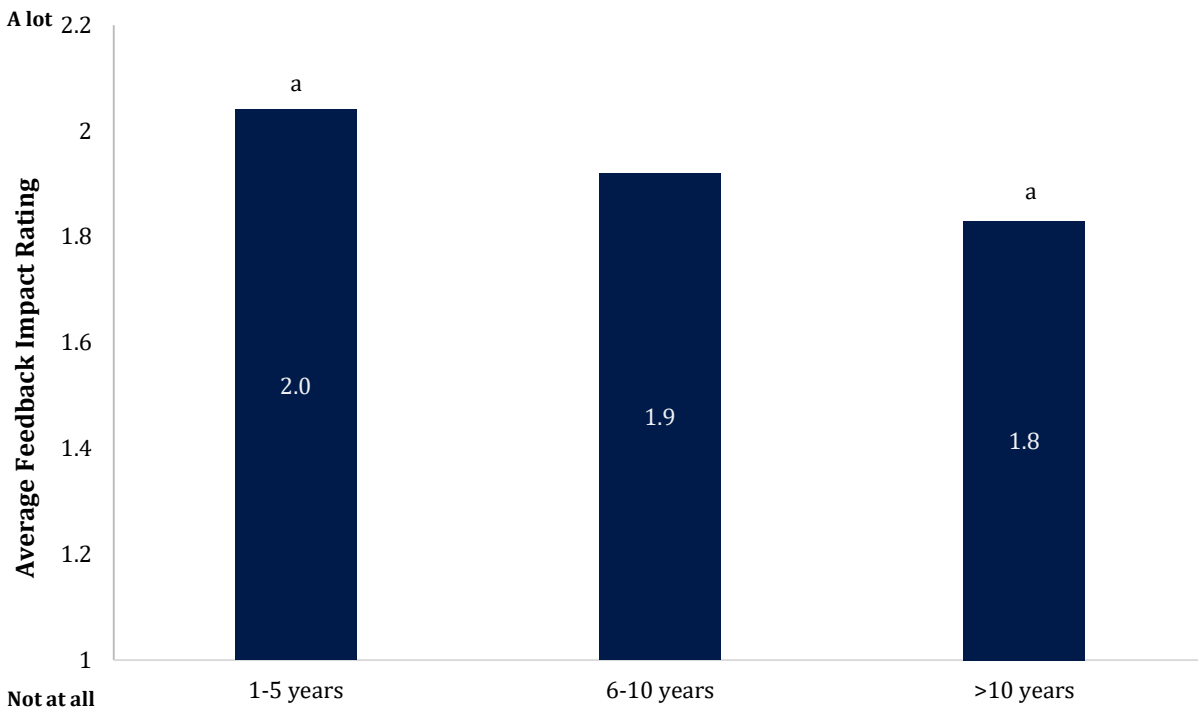
Figure 11. Importance of Feedback Characteristics by Years of Experience



Note. The letters above bars denote groups that show statistically significant differences.

Additionally, teachers with over 10 years of teaching experience tended to report that the feedback they had received improved their instruction to a lesser extent than did teachers with 1–5 years of experience (Figure 12).

Figure 12. Reported Improved Instruction by Years of Experience

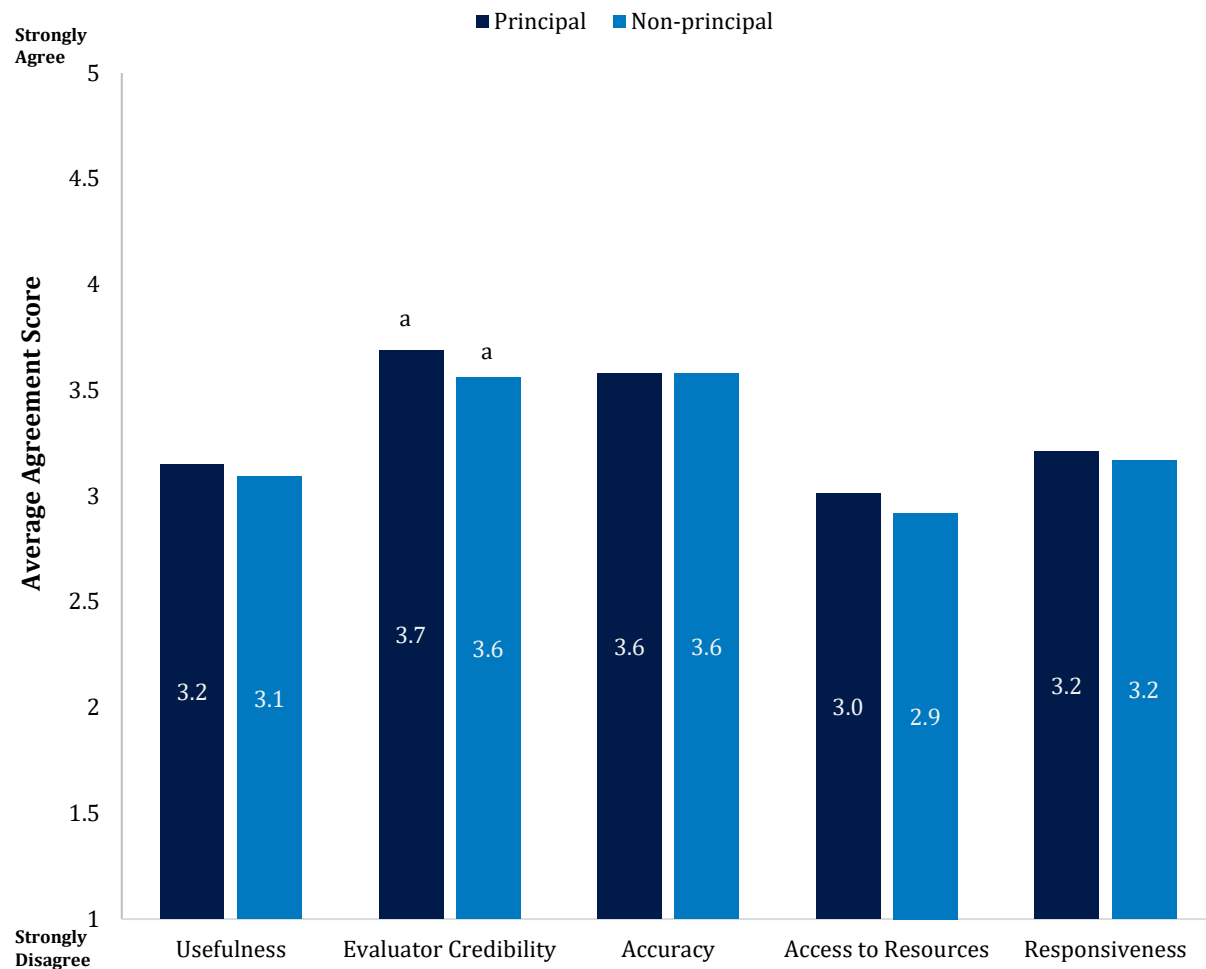


Note. The letters above bars denote groups that show statistically significant differences.

Evaluator Types

Statistically significant differences were also found in teacher perceptions of evaluator credibility between teachers who were evaluated by principals and those evaluated by others (Figure 13). Teachers who were evaluated by principals reported greater evaluator credibility.

Figure 13. Ratings of Feedback Characteristics by Evaluator Type

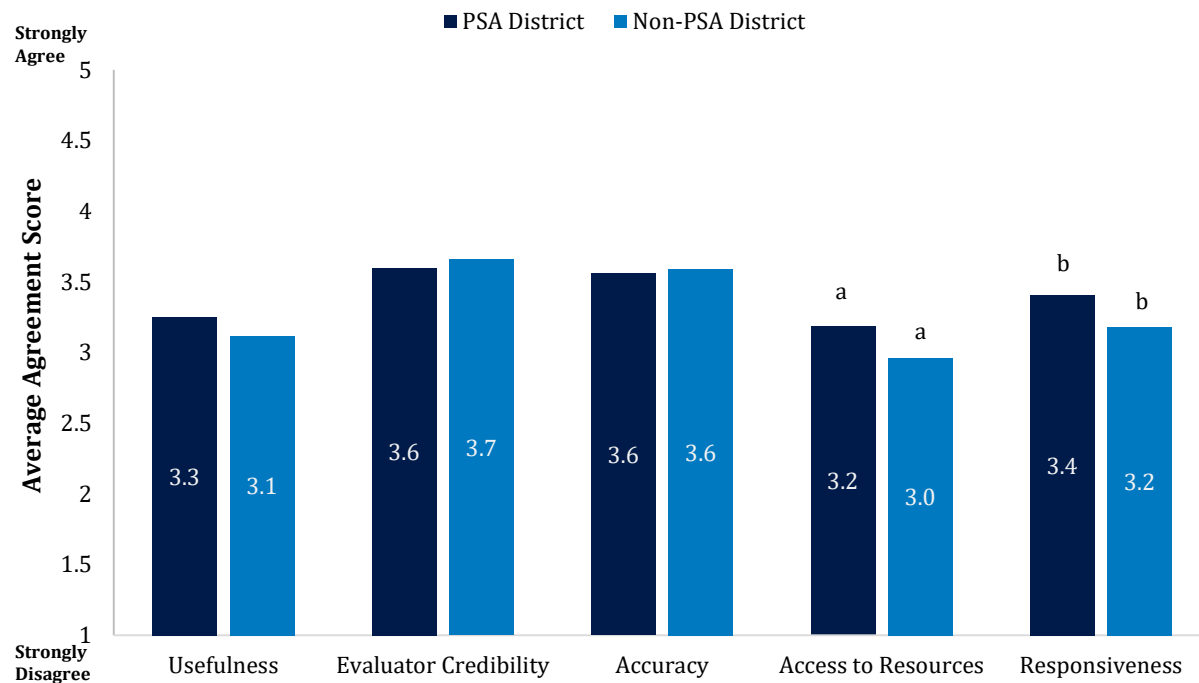


Note. The letters above bars denote groups that show statistically significant differences.

District Types

There were statistically significant differences in perceptions of access to resources and responsiveness to feedback between teachers working for public school academy (PSA) districts and those working in non-PSA districts (Figure 14). Specifically, teachers who worked in PSA districts reported greater access to resources and responsiveness to feedback than did teachers in non-PSA districts.

Figure 14. Ratings of Feedback Characteristics by District Type

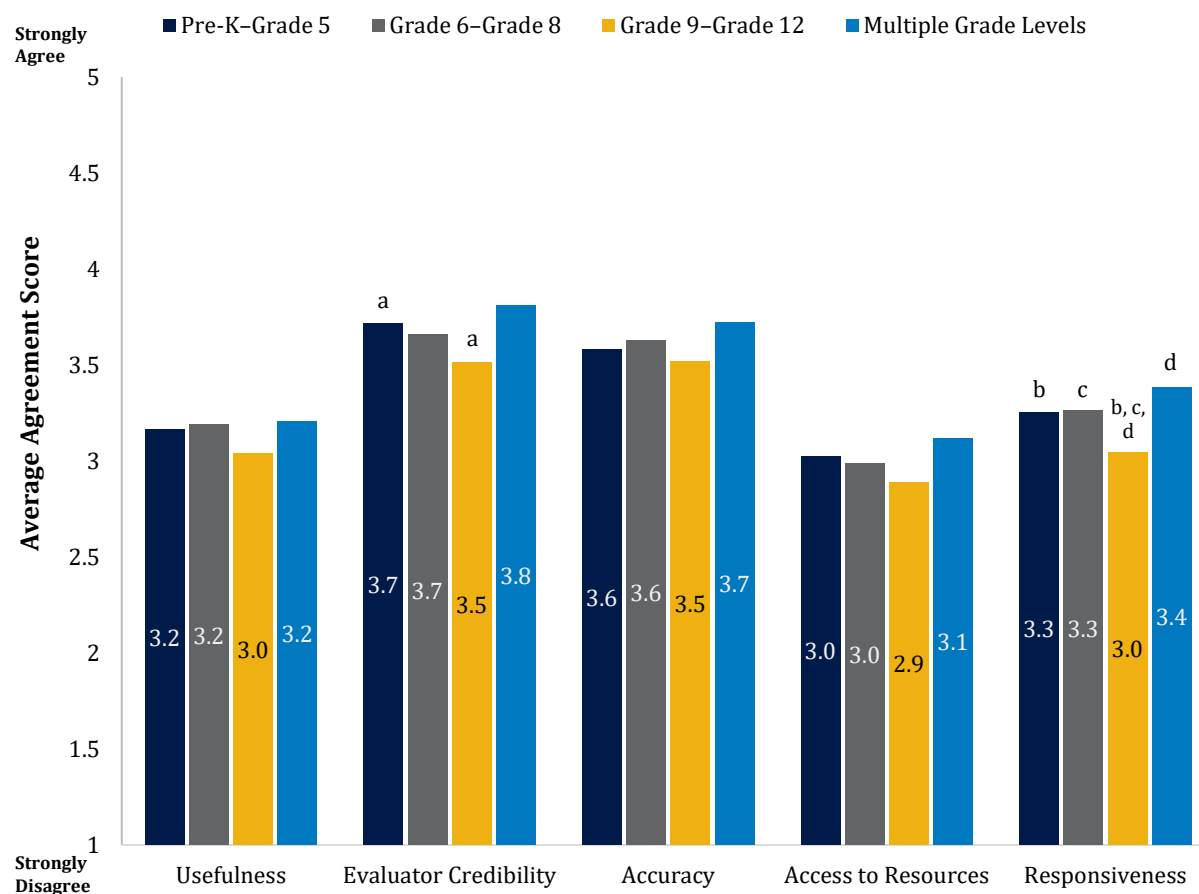


Note. The letters above bars denote groups that show statistically significant differences.

Grade Levels Taught

There were also statistically significant differences in teacher perceptions of evaluator credibility and responsiveness to feedback between teachers teaching preK–5th grade, 6th–8th grade, 9th–12th grade, and multiple grade levels (Figure 15). Teachers teaching 9th–12th grade reported lower evaluator credibility than did those teaching preK–5th grade. Also, teachers who taught 9th–12th grade indicated that they were less responsive to feedback than were teachers who taught preK–5th grade, 6th–8th grade, or multiple grade levels.

Figure 15. Ratings of Feedback Characteristics by Grade Level Taught



Note. The letters above bars denote groups that show statistically significant differences.

CONCLUSIONS

The findings from this survey provide information about how teachers in Michigan perceived and used feedback from their evaluators. Thus, the findings have important implications with regard to using evaluation systems as a mechanism for building teacher professional practice.

Most teachers agreed that the feedback they received was accurate and that evaluators were credible. However, variability was evident in teacher's perceptions of the usefulness of the feedback and of their access to resources. Although teachers generally reported that they found evaluator feedback to be useful, many still indicated that the feedback did not include specific suggestions for improvement or recommendations for resources or professional development. Teachers specified that they had access to professional development and instructional leaders to support them in responding to the feedback, but they did not have time to plan or opportunities to observe experts modeling strategies.

While accuracy of feedback and evaluator credibility appeared to be the most critical deciding factors, many teachers reported that all four factors—usefulness, accuracy, credibility, and access to resources—were important to them in deciding how to implement feedback.

Although many teachers indicated that they tried new instructional strategies as a result of their feedback, the majority of them stated that the feedback was only a little or not at all helpful in assisting them in improving their instruction. Teachers were split as to whether they sought professional development, tried new classroom management strategies, asked for advice, or changed the way they plan instruction as a result of feedback. Additionally, survey results suggested that the teachers' responses to feedback varied significantly, depending on their years of experience, the types of districts in which they worked, and the grade levels at which they taught.

REFERENCES

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APPENDIX A. METHODS

SURVEY DEVELOPMENT

Marzano Research developed the Examining Evaluator Feedback Survey (Cherasaro, Brodersen, Yanoski, Welp, & Reale, 2015) to assess teachers' responses to evaluator feedback as well as their perceptions of four key characteristics of feedback: usefulness, accuracy, credibility, and access to resources. The survey was developed through an iterative process that involved both qualitative and quantitative analysis. Classical test theory, Rasch analysis, and confirmatory factor analysis supplied evidence for the reliability and validity of the survey.

SURVEY ADMINISTRATION

MDE provided Marzano Research with the list of all teachers working in Michigan public school districts. To select teachers for participation in the survey, we used the random sampling method, which involved two phases.

First, we drew a random sample of 1,500 teachers from the MDE list. Teachers assigned to multiple schools were excluded from the list. When email addresses were missing for the selected teachers, we searched online to locate their contact information. Once we had gathered this information, we emailed the survey link to 1,453 individuals. After sending this initial invitation, we emailed three reminders to those recipients who had not yet completed the survey. In addition, we 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 420 responses, for a 29-percent participation rate.

For the second phase, we drew another random sample of 2,000 teachers from the MDE list, excluding teachers selected in the first phase and those assigned to multiple schools. After locating missing contact information for this list of teachers, we emailed the survey link to 1,893 teachers. As in the first phase, we sent three email reminders to recipients who had not completed the survey. Six hundred and eleven teachers responded to the survey in the second phase, yielding a total of 1,031 respondents across the two phases.

APPENDIX B. SURVEY

Examining Evaluator Feedback Survey (MDE)

Examining Evaluator Feedback Survey

This survey is being conducted as part of a larger study by Marzano Research for the Michigan Department of Education (MDE). The purpose of the survey is to understand your thoughts on the usefulness and accuracy of your evaluation feedback.

You are one of a sample of 1,500 teachers that was selected to represent not only you, but others in your role throughout Michigan. You may not benefit directly from this study. However, your feedback is important because it will help MDE determine how to support districts and schools to improve their implementation of educator evaluation systems. You will receive a \$30 gift card for completing the survey at the end of your participation.

Your participation in this survey is voluntary, and you may skip any question or stop at any time. Your decision will not result in any penalty or loss of benefits to you. Your alternative is to not take part in the survey.

Your responses will be kept confidential; the reports prepared for this study will summarize findings across the sample and will not contain any information that will personally identify you. A code will be used instead of your name.

Please contact Trudy Cherasaro listed below with any questions, concerns or complaints. This study has been reviewed by Chesapeake IRB, which is a committee to help ensure that your rights and welfare are protected and that this study is carried out in an ethical manner. If you would like to contact them about your rights as a research subject, their email address is adviser@chesapeakeirb.com and the toll-free number is 877-992-4724. The study number is Pro00022984.

ELECTRONIC CONSENT: Please select your choice below.

Clicking on the "agree" button below indicates that:

- you have read the above information
- you voluntarily agree to participate

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button. *

- ☐ Agree
- ☐ Disagree

Sponsor / Study Title: Michigan Department of Education/"Educator Evaluation Research and Evaluation"

Principal Investigator: Trudy L. Cherasaro, Ph.D.

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INTRODUCTION: The following survey asks questions about your experiences with the feedback you received as part of your district's teacher evaluation system. As you answer the questions, please consider only feedback that you received from your designated evaluator in your district during the 2016-17 school year. Your designated evaluator is the person who is responsible for providing your performance rating at the end of the school year.

1. I have read and understand these instructions. *

☐ Yes

2. As part of the district's teacher evaluation system, who was your designated evaluator in the 2016-17 school year? (Select only one - If you have more than one evaluator please pick one and refer to that evaluator as you respond to the remaining questions.)

☐ My principal

☐ My assistant principal

☐ A peer

☐ My department chair

☐ My coach

☐ Other (please describe)

3. How often did you have a feedback conversation with your designated evaluator throughout the 2016-17 school year? Feedback conversations are defined as any conversation with your evaluator in which they provided feedback specific to observations, walkthroughs, or artifacts collected as part of your evaluation.

- ☐ Never
- ☐ Once
- ☐ Twice
- ☐ Three times
- ☐ Four times
- ☐ Five times
- ☐ More than five times

4. How often did you receive written feedback from your designated evaluator throughout the 2016-17 school year? Written feedback includes feedback specific to observations, walkthroughs, or artifacts collected as part of your evaluation that was given to you in written form (either on paper or electronically).

- ☐ Never
- ☐ Once
- ☐ Twice
- ☐ Three times
- ☐ Four times
- ☐ Five times
- ☐ More than five times

For the following questions please keep in mind the feedback that you received throughout the 2016-17 school year from your designated evaluator.

5. Indicate your level of agreement with the following statements.

My evaluator's feedback ...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
included specific improvement suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
included specific suggestions to improve my content/subject knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
included specific instructional strategies that I could use to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
included specific classroom management strategies that I could use to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
included recommendations for finding resources or professional development to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was provided as frequently as I needed it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was provided in time for me to use it to inform my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

For the following questions please keep in mind the feedback that you received throughout the 2016-17 school year from your designated evaluator.

6. Indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The feedback I received was an accurate portrayal of my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classroom observations or walkthroughs that informed the feedback I received represented a typical day in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation system is accurate enough that different evaluators reviewing the same evidence would likely give the same ratings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would receive the same feedback if my evaluator examined different evidence (e.g. if they observed additional lessons or reviewed additional evidence).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

For the following questions please keep in mind the feedback that you received throughout the 2016-17 school year from your designated evaluator.

7. Indicate your level of agreement with the following statements.

In my opinion, my evaluator had sufficient ...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
knowledge of my subject/content to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of how my students learn to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of effective teaching practices to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding of the curriculum being observed to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding of the established teacher evaluation system to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

For the following questions please keep in mind the feedback that you received throughout the 2016-17 school year from your designated evaluator.

8. Indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I had access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had access to an instructional leader (e.g. peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to observe expert teachers modeling skills that related to my feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had time during the school day to plan for implementing new strategies based on my feedback (e.g. collaborative or individual planning time).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

For the following questions please keep in mind the feedback that you received throughout the 2016-17 school year from your designated evaluator.

9. Indicate your level of agreement with the following statements.

Because of the feedback I received from my evaluator...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I tried new instructional strategies in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tried new classroom management strategies in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sought professional development opportunities (formal or informal).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sought advice from an instructional leader (e.g. peer, coach/mentor, administrator).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I changed the way I plan instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

Importance of Feedback Characteristics

10. When deciding how to respond to your feedback, how **important** was each the following?

Receiving ...

	Unimportant	Slightly Important	Important	Very Important	Critical
specific improvement suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recommended next steps for finding professional development to improve your teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feedback within an appropriate time frame.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feedback as frequently as you needed it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feedback with specific suggestions to improve your content/subject knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
specific instructional strategies that you could use to improve your teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
specific classroom management strategies that you could use to improve your teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feedback that was an accurate portrayal of my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
feedback from classroom observations or walkthroughs that represented a typical day in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

Importance of Feedback Characteristics

11. When deciding how to respond to your feedback, how **important** was each the following?

Having confidence that I would receive the same feedback ...

	Unimportant	Slightly Important	Important	Very Important	Critical
from a different evaluator if they reviewed the same evidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
if my evaluator had examined different evidence (e.g. if they observed additional lessons or reviewed additional evidence).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. When deciding how to respond to your feedback, how **important** was each the following?

Having confidence that my evaluator had sufficient ...

	Unimportant	Slightly Important	Important	Very Important	Critical
knowledge of my subject/content to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of how my students learn to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledge of effective teaching practices to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding of the curriculum being observed to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding of the established teacher evaluation system to effectively evaluate me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

Importance of Access to Learning Opportunities

13. When deciding how to respond to your feedback, how **important** was each the following?

	Unimportant	Slightly Important	Important	Very Important	Critical
Having access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having access to an instructional leader (e.g. peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to observe expert teachers modeling skills that related to my feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having time during the school day to plan for implementing new strategies based on my feedback (e.g. collaborative or individual planning time).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(untitled)

For the following question please keep in mind the feedback that you received throughout the 2016-17 school year from your designated evaluator.

14. To what extent did the feedback you received from your designated evaluator improve your instruction?

- ☐ Not at all
- ☐ A little
- ☐ A lot

(untitled)

15. Including this year, please indicate how many years of teaching experience you have.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
more than 20

16. Please indicate the grade level that you teach currently (select one or more):

- ☐ Early Childhood
- ☐ Kindergarten
- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

17. Please indicate the subject and/or students that you teach currently (select one or more):

- ☐ Language Arts
- ☐ Math
- ☐ Science
- ☐ Social Studies
- ☐ Non-core subjects (i.e., physical education, art, technology)
- ☐ English Language Learners
- ☐ Special Education
- ☐ Intervention
- ☐ Other

(untitled)

If you would like to receive a \$30 gift card for your participation, please provide the email address where you would like the amazon gift card sent. If you would like to opt out of this incentive please check the box indicating that you are opting out.

Email Address

Opt out

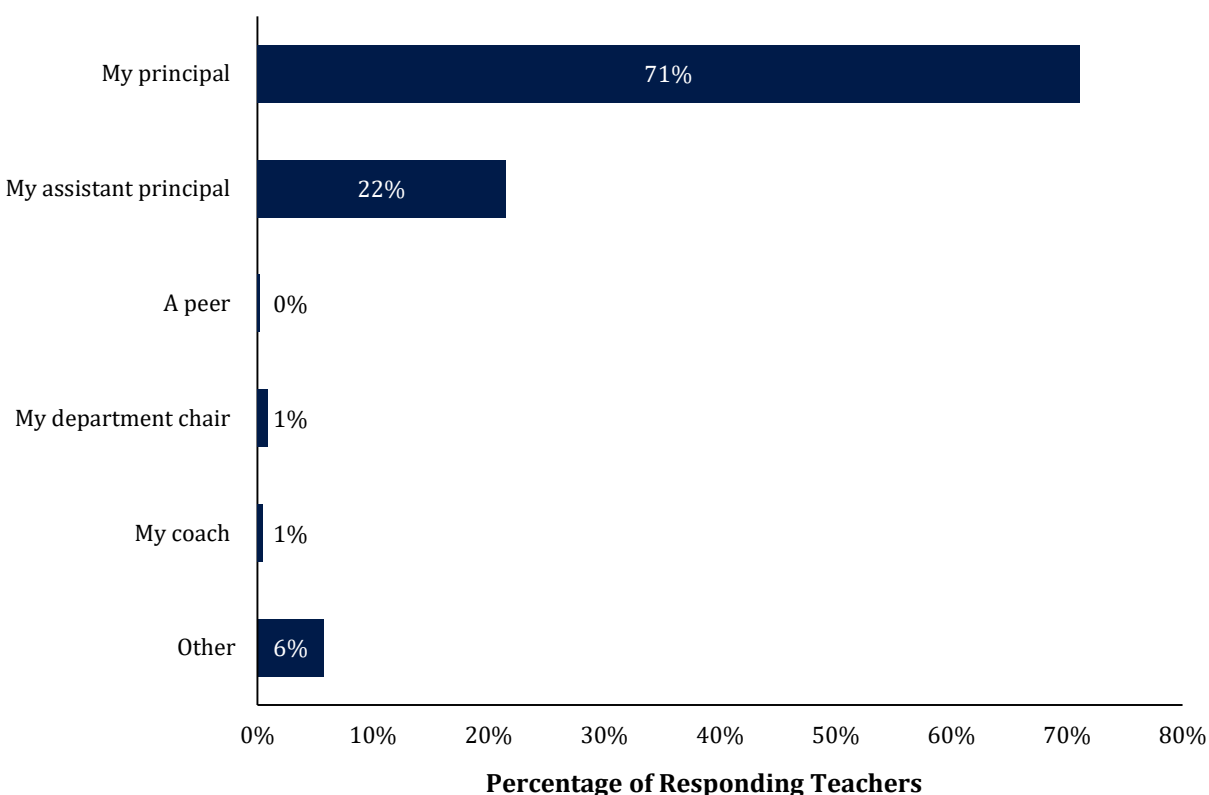
- ☐ I would like to opt out of the \$30 gift card.

Thank You!

APPENDIX C. RESPONSES TO ALL SURVEY ITEMS

This appendix presents the responses to all survey items. Figure C1 shows the roles of the designated evaluators for teachers, while Figure C2 displays the frequency of feedback. Tables C1 through C6 include the percentages of teachers reporting in each category for each survey question.

Figure C1. Designated Evaluator



Other (please describe) responses:

- Academic advisor
- Academic leader
- Assigned evaluator
- Associate principal
- Coordinator for specialized instruction
- CTE director
- Curriculum director
- Curriculum officer
- Dean (9 responses)
- Department of Teaching and Learning

- Department supervisor
- Director (4 responses)
- Director of Community Schools Program
- Director of special education
- Director of specialized instruction
- Director of Student Support Services
- District designee
- District special education supervisor
- Early childhood specialist
- Education coordinator
- Instructional specialist
- Interim administrator
- Interim principal
- Interim principal (curriculum coordinator)
- Not evaluated in 2016/17 (2 responses)
- Principal and assistant principal
- Program special education supervisor
- Program supervisor
- Resource special education teacher
- Retired principal
- Shared time representative (2 responses)
- Site coordinator
- SLP
- Special ed. supervisor (2 responses)
- Special education director
- Superintendent (4 responses)
- Superintendent/principal
- Supervising coordinator
- Supervisor
- Supervisor of special services
- Supervisor teacher
- Teacher

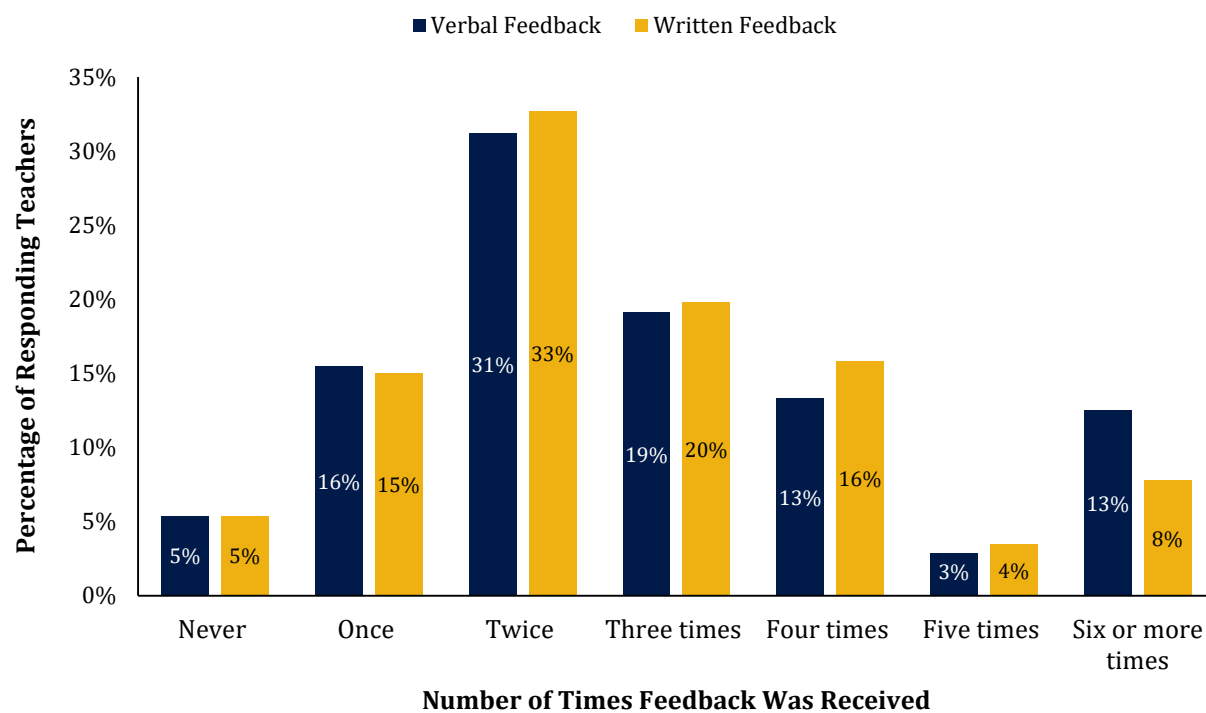
Figure C2. Frequency of Feedback

Table C1. Responses to Usefulness of Feedback Items

<i>Statement (My evaluator's feedback . . .)</i>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Responses
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Total
<i>included specific improvement suggestions.</i>	74 (7)	164 (17)	175 (18)	471 (47)	112 (11)	996
<i>included specific suggestions to improve my content/subject knowledge.</i>	126 (13)	290 (29)	238 (24)	274 (28)	65 (7)	993
<i>included specific instructional strategies that I could use to improve my teaching.</i>	90 (9)	243 (24)	205 (21)	366 (37)	90 (9)	994
<i>included specific classroom management strategies that I could use to improve my teaching.</i>	101 (10)	295 (30)	288 (29)	250 (25)	60 (6)	994
<i>included recommendations for finding resources or professional development to improve my teaching.</i>	138 (14)	323 (33)	222 (22)	247 (25)	63 (6)	993
<i>was provided as frequently as I needed it.</i>	66 (7)	139 (14)	197 (20)	396 (40)	193 (20)	991
<i>was provided in time for me to use it to inform my practice.</i>	87 (9)	153 (15)	177 (18)	423 (43)	156 (16)	996

Note. A blue-shaded cell indicates the value with the highest percentage for a strategy. Due to rounding error, percentages may not always total 100. Seventeen teachers who did not receive any evaluator feedback are excluded from these responses.

Table C2. Responses to Accuracy of Feedback Items

<i>Statement</i>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Responses
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Total
<i>The feedback I received was an accurate portrayal of my teaching.</i>	37 (4)	109 (11)	117 (12)	527 (53)	205 (21)	995
<i>The classroom observations or walkthroughs that informed the feedback I received represented a typical day in my classroom.</i>	22 (2)	94 (9)	110 (11)	554 (56)	216 (22)	996
<i>The evaluation system is accurate enough that different evaluators reviewing the same evidence would likely give the same ratings.</i>	103 (10)	196 (20)	233 (24)	371 (37)	90 (9)	993
<i>I would receive the same feedback if my evaluator examined different evidence (e.g. if they observed additional lessons or reviewed additional evidence).</i>	45 (5)	132 (13)	173 (17)	484 (49)	161 (16)	995

Note. A blue-shaded cell indicates the value with the highest percentage for a strategy. Due to rounding error, percentages may not always total 100. Seventeen teachers who did not receive any evaluator feedback are excluded from these responses.

Table C3. Responses to Credibility of Evaluator Items

Statement (In my opinion, my evaluator had sufficient . . .)	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Responses
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Total
knowledge of my subject/content to effectively evaluate me.	70 (7)	167 (17)	126 (13)	441 (45)	185 (19)	989
knowledge of how my students learn to effectively evaluate me.	36 (4)	169 (17)	144 (15)	451 (46)	190 (19)	990
knowledge of effective teaching practices to effectively evaluate me.	32 (3)	87 (9)	126 (13)	508 (52)	232 (24)	985
understanding of the curriculum being observed to effectively evaluate me.	53 (5)	192 (19)	158 (16)	419 (42)	166 (17)	988
understanding of the established teacher evaluation system to effectively evaluate me.	32 (3)	72 (7)	149 (15)	473 (48)	264 (27)	990

Note. A blue-shaded cell indicates the value with the highest percentage for a strategy. Due to rounding error, percentages may not always total 100. Seventeen teachers who did not receive any evaluator feedback are excluded from these responses.

Table C4. Responses to Access to Resources Items

<i>Statement</i>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Responses
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Total
<i>I had access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.</i>	61 (6)	180 (18)	240 (24)	381 (39)	124 (13)	986
<i>I had access to an instructional leader (e.g. peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.</i>	92 (9)	226 (23)	205 (21)	341 (35)	122 (12)	986
<i>I was able to observe expert teachers modeling skills that related to my feedback.</i>	177 (18)	353 (36)	214 (22)	185 (19)	56 (6)	985
<i>I had time during the school day to plan for implementing new strategies based on my feedback (e.g. collaborative or individual planning time).</i>	183 (19)	256 (26)	150 (15)	332 (34)	66 (7)	987

Note. A blue-shaded cell indicates the value with the highest percentage for a strategy. Due to rounding error, percentages may not always total 100. Seventeen teachers who did not receive any evaluator feedback are excluded from these responses.

Table C5. Responses to Response to Feedback Items

<i>Statement (Because of the feedback I received from my evaluator . . .)</i>	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Responses
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Total
<i>I tried new instructional strategies in my classroom.</i>	42 (4)	180 (18)	183 (19)	460 (47)	117 (12)	982
<i>I tried new classroom management strategies in my classroom.</i>	65 (7)	233 (24)	246 (25)	345 (35)	95 (10)	984
<i>I sought professional development opportunities (formal or informal).</i>	66 (7)	226 (23)	215 (22)	375 (38)	101 (10)	983
<i>I sought advice from an instructional leader (e.g. peer, coach/mentor, administrator).</i>	79 (8)	235 (24)	216 (22)	361 (37)	92 (9)	983
<i>I changed the way I plan instruction.</i>	73 (7)	267 (27)	278 (28)	311 (32)	56 (6)	985

Note. A blue-shaded cell indicates the value with the highest percentage for a strategy. Due to rounding error, percentages may not always total 100. Seventeen teachers who did not receive any evaluator feedback are excluded from these responses.

Table C6. Responses to Importance of Feedback Characteristic Items

Statement	Unimportant	Slightly Important	Important	Very Important	Critical	Responses
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Total
10. When deciding how to respond to your feedback, how important was each the following? Receiving . . .						
<i>specific improvement suggestions.</i>	32 (3)	91 (9)	380 (39)	377 (39)	98 (10)	978
<i>recommended next steps for finding professional development to improve your teaching.</i>	99 (10)	226 (23)	362 (37)	240 (25)	50 (5)	977
<i>feedback within an appropriate time frame.</i>	18 (2)	57 (6)	299 (31)	390 (40)	212 (22)	976
<i>feedback as frequently as you needed it.</i>	32 (3)	77 (8)	379 (39)	368 (38)	120 (12)	976
<i>feedback with specific suggestions to improve your content/subject knowledge.</i>	67 (7)	115 (12)	340 (35)	325 (33)	126 (13)	973
<i>specific instructional strategies that you could use to improve your teaching.</i>	29 (3)	80 (8)	312 (32)	405 (42)	150 (15)	976
<i>specific classroom management strategies that you could use to improve your teaching.</i>	68 (7)	142 (15)	330 (34)	313 (32)	122 (13)	975
<i>feedback that was an accurate portrayal of my teaching.</i>	10 (1)	27 (3)	215 (22)	387 (40)	338 (35)	977
<i>feedback from classroom observations or walkthroughs that represented a typical day in my classroom.</i>	15 (2)	42 (4)	253 (26)	411 (42)	255 (26)	976
11. When deciding how to respond to your feedback, how important was each the following? Having confidence that I would receive the same feedback . . .						
<i>from a different evaluator if they reviewed the same evidence.</i>	42 (4)	64 (7)	307 (32)	382 (39)	176 (18)	971
<i>if my evaluator had examined different evidence (e.g. if they observed additional lessons or reviewed additional evidence).</i>	37 (4)	67 (7)	345 (36)	400 (41)	120 (12)	969

Statement	Unimportant	Slightly Important	Important	Very Important	Critical	Responses
	Count (%)	Count (%)	Count (%)	Count (%)	Count (%)	Total
12. When deciding how to respond to your feedback, how important was each the following? Having confidence that my evaluator had sufficient . . .						
<i>knowledge of my subject/content to effectively evaluate me.</i>	23 (2)	66 (7)	254 (26)	389 (40)	246 (25)	978
<i>knowledge of how my students learn to effectively evaluate me.</i>	3 (0)	36 (4)	211 (22)	407 (42)	317 (33)	974
<i>knowledge of effective teaching practices to effectively evaluate me.</i>	4 (0)	14 (1)	192 (20)	413 (42)	352 (36)	975
<i>understanding of the curriculum being observed to effectively evaluate me.</i>	12 (1)	51 (5)	249 (26)	397 (41)	266 (27)	975
<i>understanding of the established teacher evaluation system to effectively evaluate me.</i>	5 (1)	35 (4)	198 (20)	351 (36)	384 (40)	973
13. When deciding how to respond to your feedback, how important was each the following?						
<i>Having access to the professional development (formal or informal) that I needed in order to implement suggestions provided in my feedback.</i>	38 (4)	126 (13)	347 (36)	335 (34)	128 (13)	974
<i>Having access to an instructional leader (e.g. peer, coach/mentor, administrator) who supported me in implementing suggestions provided in my feedback.</i>	56 (6)	145 (15)	326 (34)	311 (32)	132 (14)	970
<i>Being able to observe expert teachers modeling skills that related to my feedback.</i>	64 (7)	150 (15)	319 (33)	309 (32)	130 (13)	972
<i>Having time during the school day to plan for implementing new strategies based on my feedback (e.g. collaborative or individual planning time).</i>	8 (1)	31 (3)	175 (18)	356 (37)	402 (41)	972

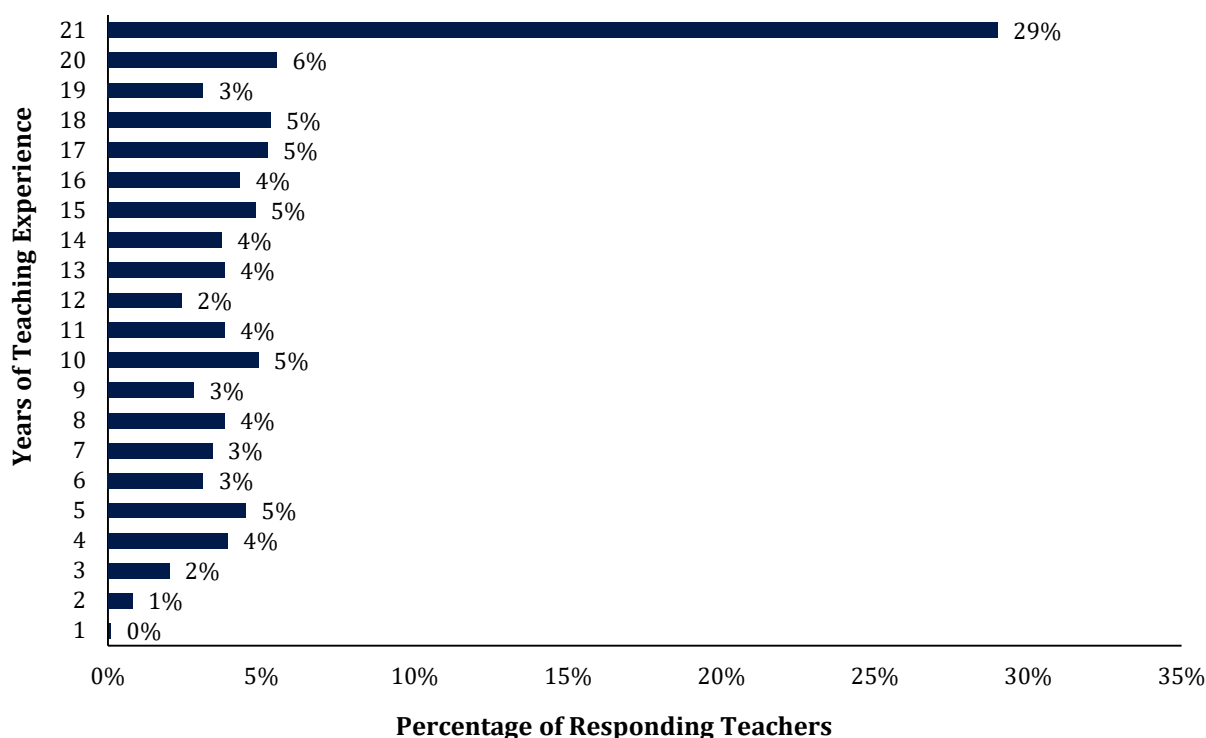
Note. A blue-shaded cell indicates the value with the highest percentage for a strategy. Due to rounding error, percentages may not always total 100. Seventeen teachers who did not receive any evaluator feedback are excluded from these responses.

DEMOGRAPHICS

Years of Teaching Experience

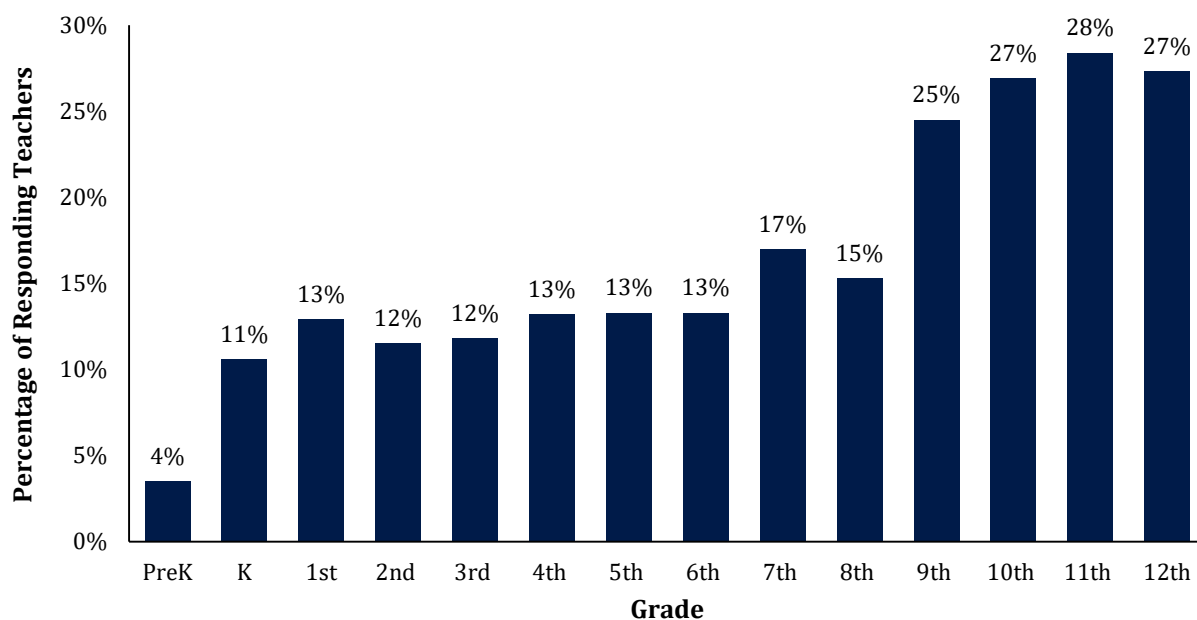
Twenty-nine percent of the responding teachers ($n = 262$) had over 20 years of teaching experience. One percent ($n = 8$) had 1–2 years of teaching experience. Figure C3 displays frequency distributions of years of teaching experience.

Figure C3. Years of Teaching Experience



Grades Taught

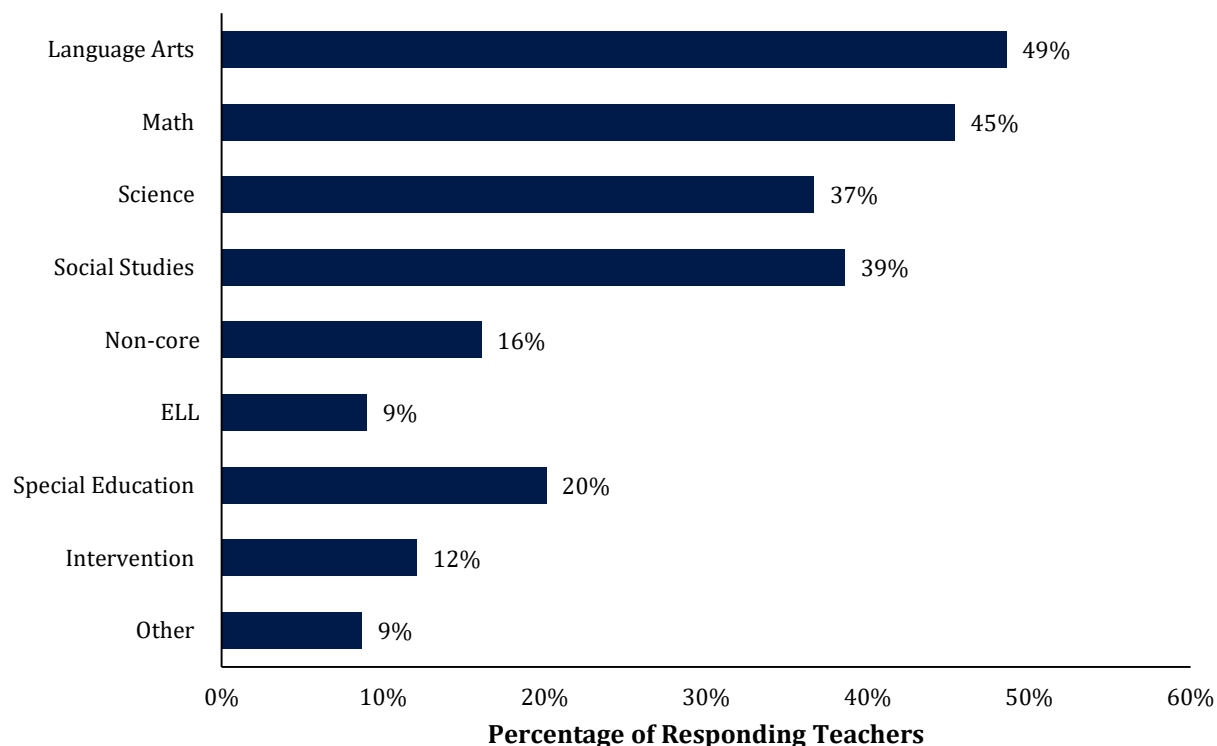
The survey respondents taught a variety of grade levels. Figure C4 displays percentages of teachers who taught each grade level. Seven percent of teachers ($n = 67$) taught multiple grade levels. Therefore, these teachers may be represented by more than one bar in the figure.

Figure C4. Grades Taught

Note. Respondents could make more than one selection, so percentage sums may exceed 100.

Subjects Taught

The various subjects taught by the responding teachers and the percentages of teachers teaching each respective subject are shown in Figure C5. About half of the teachers taught one subject, while the remaining teachers taught two to eight subjects.

Figure C5. Subjects Taught

Note. Respondents could make more than one selection, so percentage sums may exceed 100.

Other (please describe) responses:

- Academic guidance
- All (2 responses)
- Alternative education
- Art (core subject)
- Business
- CBI
- Certified nurse assistant
- Challenging academic potential (a version of gifted and talented)
- Chinese immersion
- College and career
- Communications
- Computer science
- Co-taught kindergarten
- Co-teach with many subjects
- Counseling (4 responses)
- Credit recovery

- CTE
- CTE with special ed. students & Algebra II content
- Design and construction
- Digital reading
- Director of high school
- Drama
- Early childhood (2 responses)
- Elective
- Foreign language (17 responses)
- Health (4 responses)
- Home economics
- I am a principal now
- I am currently retired; my responses are for the 2016/17 year
- MTTs coordinator position (academic and behavioral intervention)
- Music (2 responses)
- Nurse aide and health careers
- Online mentoring
- Physical education
- Place-based design
- PreK/ASD
- Prekindergarten for at-risk
- Psychology
- Reading (4 responses)
- RTI – tier (3 responses)
- Self-contained cross categorical room for LD/ASD/CI students (3 responses)
- Sites
- Social emotional development
- Social skills, life skills
- Sociology
- Technology (2 responses)
- Tier 3 behavior students
- Transition age students 18-26 SXI/CI(SMI)/AI/TBI non-verbal/limited verbal low functioning; subjects: pecs/ULS/functional math, survival/functional reading, personal care/self care, daily living skills, social skills, functional science, pre work skills, appropriate behavior, leisure skills, community use skills
- United states history
- Writing (2 responses)

APPENDIX D. ANALYSES OF GROUP DIFFERENCES IN TEACHER SURVEY RESPONSES

We conducted a series of *t*-tests and analyses of variance (ANOVA) to examine potential group differences in teacher perceptions of and responses to evaluator feedback. The results indicated that teacher perceptions of and responses to evaluator feedback varied by level of teaching experience, evaluator, district type, and grade level. Tables D1–D6 include the results of these analyses.

DIFFERENCES IN TEACHER RESPONSES BY TEACHING EXPERIENCE

A one-way ANOVA revealed statistically significant differences in teacher responsiveness to feedback by level of teaching experience— $F(13.48, 664.47) = 8.96, p < .001$. Post hoc analyses indicated that teachers with over 10 years of teaching experience reported being less responsive to feedback than did teachers with 1–5 years of experience (Table D1).

Table D1. ANOVA Pairwise Comparisons and Descriptive Statistics for Evaluator Feedback Domains by Years of Teaching Experience

<i>Domain</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>
<i>Usefulness</i>			
1–5 years	100	3.26	0.84
6–10 years	160	3.19	0.86
> 10 years	627	3.08	0.90
<i>Evaluator Credibility</i>			
1–5 years	100	3.75	0.80
6–10 years	160	3.60	0.84
> 10 years	627	3.63	0.93
<i>Accuracy</i>			
1–5 years	100	3.53	0.88
6–10 years	160	3.60	0.81
> 10 years	627	3.60	0.86
<i>Access to Resources</i>			
1–5 years	100	3.17	0.86
6–10 years	159	2.96	0.85
> 10 years	627	2.95	0.90

<i>Domain</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>
<i>Responsiveness to Feedback</i>			
1–5 years	100	3.46a	0.79
6–10 years	160	3.27	0.80
> 10 years	626	3.10a	0.89

Note. A shared subscript represents a statistically significant difference: $a = p < .001$.

One-way ANOVAs also revealed statistically significant differences in teacher perceptions of the importance of feedback usefulness— $F(20.90, 459.54) = 20.08, p < .001$ —and access to resources— $F(10.57, 525.74) = 8.86, p < .001$ —in deciding how to respond to feedback by teaching experience. Post hoc analyses showed that teachers with over 10 years of teaching experience found feedback less useful than did teachers with either 1–5 or 6–10 years of experience. Teachers with over 10 years of teaching experience reported having less access to resources than did teachers with either 1–5 or 6–10 years of experience (Table D2).

Table D2. ANOVA Pairwise Comparisons and Descriptive Statistics for Teacher Perceived Importance of Four Feedback Domains in Responding to Feedback Across Different Levels of Teaching Experience

<i>Domain</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>
<i>Usefulness</i>			
1–5 years	100	3.70a	0.61
6–10 years	160	3.59b	0.66
> 10 years	626	3.30a, b	0.75
<i>Evaluator Credibility</i>			
1–5 years	100	3.97	0.65
6–10 years	160	4.03	0.72
> 10 years	626	3.96	0.72
<i>Accuracy</i>			
1–5 years	100	3.81	0.71
6–10 years	160	3.85	0.76
> 10 years	626	3.72	0.75
<i>Access to Resources</i>			
1–5 years	100	3.73c	0.68

<i>Domain</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>
6–10 years	160	3.68 ^d	0.69
> 10 years	625	3.46 ^{c, d}	0.81

Note. Shared subscripts represent statistically significant differences: a, b = $p < .001$; c, d = $p < .01$.

Additionally, a one-way ANOVA indicated statistically significant differences in teachers' perceptions of feedback effectiveness in improving instruction by level of teaching experience— $F(4.44, 325.06) = 6.00, p < .01$. Teachers with over 10 years of teaching experience tended to report that the feedback they had received improved their instruction to a lesser extent than did teachers with 1–5 years of teaching experience (Table D3).

Table D3. ANOVA Pairwise Comparisons and Descriptive Statistics for Feedback Effectiveness in Improving Instruction Across Different Levels of Teaching Experience

<i>Group</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>
1–5 years	100	2.04 ^a	0.60
6–10 years	160	1.92	0.58
> 10 years	623	1.83 ^a	0.62

Note. A shared subscript represents a statistically significant difference: a = $p < .01$.

DIFFERENCES IN TEACHER RESPONSES BY EVALUATOR

The results of an independent-samples *t*-test indicated that teachers who were evaluated by their principals reported greater evaluator credibility than did teachers who were evaluated by non-principals (Table D4).

Table D4. Results of *t*-Tests and Descriptive Statistics for Evaluator Feedback Domains by Evaluator

Domain	Evaluator					
	Principal		Non-principal			
	Mean (SD)	n	Mean (SD)	n	t	df
Usefulness	3.15 (0.89)	698	3.09 (0.95)	288	-0.96	984
Evaluator Credibility	3.69 (0.87)	692	3.56 (0.95)	286	-2.06*	493.30
Accuracy	3.58 (0.86)	696	3.58 (0.84)	288	0.02	982
Access to Resources	3.01 (0.88)	688	2.92 (0.91)	286	-1.46	972

Domain	Evaluator					
	Principal		Non-principal			
	Mean (SD)	n	Mean (SD)	n	t	df
Responsiveness to Feedback	3.21 (0.86)	688	3.17 (0.93)	285	-0.66	971

* Significant at $p < .05$.

DIFFERENCES IN TEACHER RESPONSES BY DISTRICT TYPE

The results of independent-samples *t*-tests also revealed statistically significant differences in access to resources and teacher responsiveness to feedback between teachers teaching in PSA districts and those teaching in non-PSA districts. Teachers who taught in PSA districts reported greater access to resources and responsiveness to feedback than did teachers working in non-PSA districts (Table D5).

Table D5. Results of *t*-Tests and Descriptive Statistics for Evaluator Feedback Domains by Type of District

Domain	District Type					
	PSA		Non-PSA			
	Mean (<i>SD</i>)	<i>n</i>	Mean (<i>SD</i>)	<i>n</i>	<i>t</i>	<i>df</i>
<i>Usefulness</i>	3.25 (1.01)	107	3.12 (0.89)	892	-1.451	997
<i>Evaluator Credibility</i>	3.60 (0.95)	107	3.66 (0.89)	884	0.706	989
<i>Accuracy</i>	3.56 (0.93)	107	3.59 (0.85)	890	0.304	995
<i>Access to Resources</i>	3.19 (0.87)	107	2.96 (0.89)	880	-2.529*	985
<i>Responsiveness to Feedback</i>	3.41 (0.88)	106	3.18 (0.88)	880	-2.582*	984

* Significant at $p < .05$.

DIFFERENCES IN TEACHER RESPONSES BY GRADE LEVEL

In addition, the results of one-way ANOVAs revealed statistically significant differences in teacher perceptions of evaluator credibility— $F(9.20, 746.47) = 3.86, p < .01$ —and responsiveness to feedback— $F(11.24, 712.75) = 4.94, p < .01$ —by grade level. Teachers who taught 9th–12 grade reported lower evaluator credibility than did those teaching preK–5th grade. Moreover, teachers who taught 9th–12th grade reported being less responsive to feedback than did teachers who taught preK–5th grade, 6th–8th grade, or multiple grade levels (Table D6).

Table D6. ANOVA Pairwise Comparisons and Descriptive Statistics for Teacher Perceptions of Feedback Domains Across Grade Levels

<i>Domain</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>
<i>Usefulness</i>			
PreK–5th grade	391	3.17	0.89
6th–8th grade	188	3.19	0.90
9th–12th grade	301	3.04	0.89
Multiple grade levels	65	3.21	0.95
<i>Evaluator Credibility</i>			
PreK–5th grade	391	3.72 ^a	0.91
6th–8th grade	188	3.66	0.86
9th–12th grade	301	3.51 ^a	0.91
Multiple grade levels	65	3.81	0.77
<i>Accuracy</i>			
PreK–5th grade	391	3.58	0.87
6th–8th grade	188	3.63	0.85
9th–12th grade	301	3.52	0.83
Multiple grade levels	65	3.72	0.89
<i>Access to Resources</i>			
PreK–5th grade	391	3.03	0.88
6th–8th grade	187	2.99	0.92
9th–12th grade	301	2.89	0.89
Multiple grade levels	65	3.12	0.91
<i>Responsiveness to Feedback</i>			
PreK–5th grade	391	3.25 ^b	0.89
6th–8th grade	188	3.26 ^c	0.83
9th–12th grade	300	3.05 ^{b, c, d}	0.90
Multiple grade levels	65	3.38 ^d	0.75

Note. A shared subscript represents a statistically significant difference at $p < .05$.

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