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Educator Evaluation Pilot Project:

Results from a Midyear Survey of Teachers in All Participating Schools

Nearly two thirds or more of respondents reported the belief that (a) they play an active role in their own evaluation; (b) the new evaluation system promotes professional growth; (c) the new system clarifies what is expected from teachers; and (d) the district/school has provided enough time for them to collaborate with other teachers in their school.

This is an interim, midyear report of a more comprehensive evaluation study of the Educator Evaluation Pilot Project. As such, the report is not intended to present summative conclusions about the efficacy or outcomes of the program under study. The purpose of this report is to present stakeholder feedback for program staff to consider as they make implementation decisions.

Method of study. We conducted an online survey of teachers participating in the Pilot Project, during January and February of 2012. A total of 421 teachers representing all 25 schools in the project responded, for a response rate of 55%, which means we can have 95% confidence ($\pm 3.2\%$ margin of error) that the results of the survey represent the larger population.

Findings. Large majorities of respondents indicated they had received adequate training to participate in the new evaluation system, as well as adequate support, and constructive and beneficial feedback from their school administrators. Although half of all respondents (79 out of 158) who encountered technology issues indicated they had been adequately addressed, the remaining half were still encountering technology issues. The student learning goal process was the system component with the highest reported fidelity of implementation. About two thirds of respondents reported it took them less than 60 minutes to establish student learning goals and identify strategies, measures, and evidence. This system component was also viewed as having contributed the most to respondents' professional growth. Large majorities indicated that conferences with school administrators to discuss student learning goals and classroom observations had at least a moderate impact on their professional growth. Nearly two thirds or more of respondents indicated that they believe (a) they play an active role in their own evaluation; (b) the new evaluation system promotes professional growth; (c) the new system clarifies what is expected from teachers; and (d) the district/school has provided enough time for them to collaborate with other teachers in their school. Approximately half or more of respondents indicated the belief that the new evaluation system empowers teachers and is fair to all teachers regardless of tenure, role, and other factors.

Limitations of study. Feedback from participants was gathered at the halfway point of the first year implementation of the pilot project. Therefore, data from this interim evaluation report should not be used to pass judgment on the merit of the system but rather to identify the strengths and weaknesses of the system during the early phases of implementation.

Recommendations. Project staff should consider (a) identifying teachers in need of training at the beginning of the school year and provide ongoing supplemental training; (b) providing extensive training specifically on the online system to individuals either at the RESA or district level to serve as contact persons for schools; (c) making WVEIS on the Web accessible to educators outside of the school building; (d) making the self-assessment instrument available for the less experienced teachers and encouraging them to use the process for their own purposes; (e) providing onsite technical assistance to provide clarification on the process of setting student learning goals; and (f) elucidating further the process for compiling additional evidence for use during conferences.

For more information, contact author Anduamlak Meharie, Office of Research (ameharie@access.k12.wv.us), or download the full report: *Educator Evaluation Pilot Project: Results from a Midyear Survey of Teachers in All Participating Schools* from the WVDE Office of Research website at <http://wvde.state.wv.us/research/reports2012.html>.