

Connecticut State Department of Education Educator Evaluation and Support System Teacher Survey Results

A stratified random sampling process was used to identify a representative sample of 30 LEAs across the state. As of 11am, Friday, March 4, a total of 1,440 educators from 21 LEAs (including 1,299 teachers and 141 administrators) have participated in the surveys.

Table 1: Characteristics of the Respondents (N=1,299)

	Number	Percent
Please choose your primary position in the district (LEA) in 2014-15		
Classroom teacher	892	68.7%
Special educator	186	14.3%
Non-classroom teaching staff	185	14.2%
No Response	36	2.8%
Who was responsible for evaluating you in 2014-15?		
Superintendent	1	0.1%
Assistant Superintendent	11	0.8%
Executive Director	2	0.2%
Director	95	7.3%
Principal	572	44.0%
Assistant associate vice Principal	376	28.9%
Other Title	209	16.1%
No Response	33	2.5%
Please indicate if you met your student growth targets in 2014-15		
Exceeded	509	39.2%
Met	719	55.4%
Not Met	50	3.8%
No Response	21	1.6%

Table 2: Responses from Teachers

	Disagree	Neutral	Agree
Evaluation Process & Timeline Elements			
The orientation provided a clear explanation of what was expected of me during the evaluation process.	23.9%	23.0%	53.1%
I know where to find information about my district's (LEA's) educator evaluation and support plan.	23.6%	16.0%	60.4%
My district (LEA) provides ongoing relevant training and support about the evaluation process.	35.9%	24.0%	40.1%
I have participated in training to help me be successful in meeting the requirements of my district's (LEA's) evaluation and support process.	25.3%	20.6%	54.1%
My evaluator demonstrates knowledge of the requirements of my district's (LEA's) educator evaluation and support process.	11.8%	13.8%	74.4%
Observation of Practice Elements			
My observations were conducted with fidelity.	11.8%	12.2%	76.0%
My pre- and post-conferences, when required, were conducted in a timely manner.	13.8%	8.3%	77.9%
I received feedback from my evaluator in a timely manner.	15.7%	7.8%	76.5%
My district's (LEA's) observation rubric describes a continuum of performance that is relevant to my practice.	18.7%	21.8%	59.5%
My evaluator demonstrates knowledge and skill in conducting observations and providing meaningful feedback.	12.7%	12.3%	75.1%
Feedback from observations is used to inform my professional learning.	18.2%	15.6%	66.2%
Student Learning Outcomes & Stakeholder Feedback Elements			
Student Learning Goals/Objectives are an accurate measure of the impact of my instructional practice on student learning.	38.8%	21.6%	39.6%
My district's (LEA's) expectations relating to student growth targets in the evaluation system are appropriate.	34.5%	28.3%	37.1%
I have access to student learning data to inform the development of my student learning goals/objectives.	11.1%	14.7%	74.2%
My student outcome rating accurately reflects student learning in my class(es)/school(s).	34.1%	25.6%	40.3%
My evaluator and I mutually agree on rigorous and attainable student learning targets.	15.8%	17.7%	66.5%
I have implemented strategies that positively impact meeting a parent feedback goal.	5.1%	10.2%	84.6%
I have implemented strategies that positively impact whole-school student learning/meeting a student feedback goal.	6.2%	14.9%	78.9%
Other Required Elements			
My district's (LEA's) definition of Effectiveness and Ineffectiveness is fair.	19.3%	36.3%	44.3%
My district (LEA) provides professional learning opportunities that are linked to the outcomes of the evaluation process.	33.0%	26.5%	40.5%
My district's (LEA's) requirements for an Improvement and Remediation Plan include the identification of resources, support, and indicators of success.	16.7%	43.8%	39.5%

	Disagree	Neutral	Agree
I am aware of my district's (LEA's) process for resolving disputes related to goals/objectives, the evaluation period, feedback, or the professional development plan.	41.3%	25.0%	33.7%
My district (LEA) provides opportunities for career development and professional growth.	20.3%	21.8%	57.9%
Overall Implementation and Impact of the Educator Evaluation and Support System			
My district's (LEA's) evaluation and support system is based on principles of accountability and support.	18.1%	27.8%	54.1%
My district's (LEA's) evaluation and support system is implemented in a manner that is fair for all educators.	37.4%	24.7%	37.9%
My district's (LEA's) evaluation and support system provides opportunities for me to reflect on my performance and practice.	11.1%	16.5%	72.5%
My district's (LEA's) evaluation and support system provides opportunities for dialogue with my colleagues about teaching and learning.	25.5%	20.0%	54.5%
My district's (LEA's) evaluation and support system provides opportunities for dialogue with my evaluator about teaching and learning.	12.5%	17.7%	69.8%
Student achievement has improved as a result of implementing my district's (LEA's) evaluation and support system.	38.3%	34.6%	27.1%
My summative rating accurately reflects the quality of my practice and my impact on student growth and development.	27.6%	24.7%	47.7%
I know when my district's (LEA's) Professional Development and Evaluation Committee meetings are scheduled throughout the year.	50.4%	15.7%	33.9%
Where appropriate, teachers should have the option of using state assessments as one of multiple measures of student outcomes in the evaluation system.	16.5%	28.5%	55.0%
I had sufficient time to complete all components of my evaluation.	25.7%	14.8%	59.5%
Capacity Building			
I need support in...			
Selecting learning content for student learning goals/objectives.	54.4%	21.9%	23.7%
Setting growth targets for student learning goals/objectives.	45.4%	22.4%	32.2%
Selecting research-based instructional strategies to achieve my student learning goals/objectives.	35.1%	22.2%	42.7%
Engaging in a mid-year check-in to discuss refinement of my student learning goals/objectives.	48.1%	29.3%	22.6%
Receiving feedback on my student learning goals/objectives from my school/district (LEA) evaluator.	47.5%	27.2%	25.3%
Receiving feedback from my observations from my school/district (LEA) evaluator.	46.9%	27.4%	25.8%
Using data and feedback from student learning goals/objectives and observations to make improvements in my instructional practices.	41.7%	26.5%	31.8%

Note. Disagree is a composite of strongly disagree/disagree. Agree is a composite of strongly agree/agree.

Table 3: Assessments Teachers Used in Student Learning Goals/Objectives (Indicators of Academic Growth and Development)

	Number	Percent
State assessment(s)	442	34.0%
District (LEA)-developed assessment(s)	592	45.6%
Teacher-developed assessment(s)	932	71.7%
Third-party developed assessment(s)	434	33.4%
Performance rubrics	627	48.3%
Portfolio of student work	405	31.2%
Other assessments (e.g., NWEA)	203	15.6%

Note. This is a multiple choice survey item. The percentages do not add up to 100.

Table 4: Additional time would be helpful to complete and/or participate in the evaluation system for...

	Number	Percent
Orientation and Training	435	33.5%
Pre-conference meeting	228	17.6%
Classroom observation and feedback	329	25.3%
Setting Student Learning Goals/Objectives	656	50.5%
Post-conference meeting	275	21.2%

Note. This is a multiple choice survey item. The percentages do not add up to 100.

Connecticut State Department of Education Educator Evaluation and Support System Administrator Survey Results

A stratified random sampling process was used to identify a representative sample of 30 LEAs across the state. As of 11am, Friday, March 4, a total of 1,440 educators from 21 LEAs (including 1,299 teachers and 141 administrators) have participated in the surveys.

Table 1: Characteristics of the Respondents (N=141)

	Number	Percent
Please choose your primary position in the district (LEA) in 2014-15		
Principal	64	45.4%
Assistant associate vice Principal	36	25.5%
No Response	41	29.1%
Who was responsible for evaluating you in 2014-15?		
Superintendent	34	24.1%
Assistant Superintendent	48	34.0%
Director	13	9.2%
Principal	33	23.4%
Assistant associate vice Principal	2	1.4%
Other Title	4	2.8%
No Response	7	5.0%
Please indicate if you met your student growth targets in 2014-15		
Exceeded	35	24.8%
Met	90	63.8%
Not Met	7	5.0%
No Response	9	6.4%

Table 2: Responses from Administrators

	Disagree	Neutral	Agree
Evaluation Process & Timeline Elements			
The orientation provided a clear explanation of what was expected of me during the evaluation process.	7.4%	15.4%	77.2%
I know where to find information about my district's (LEA's) educator evaluation and support plan.	5.0%	10.1%	84.9%
My district (LEA) provides ongoing relevant training and support about the evaluation process.	12.3%	12.3%	75.4%
I have participated in training to help me be successful in meeting the requirements of my district's (LEA's) evaluation and support process.	6.7%	4.4%	88.9%
My evaluator demonstrates knowledge of the requirements of my district's (LEA's) educator evaluation and support process.	8.0%	8.0%	83.9%
Observation of Practice Elements			
My site observations were conducted with fidelity.	11.7%	13.1%	75.2%
I received feedback from my evaluator in a timely manner.	12.2%	10.8%	77.0%
My district's (LEA's) observation rubric describes a continuum of performance that is relevant to my practice.	11.4%	15.7%	72.9%
My evaluator demonstrates knowledge and skill in conducting observations and providing meaningful feedback.	11.8%	12.5%	75.7%
Feedback from observations is used to inform my professional learning.	13.3%	14.1%	72.6%
Student Learning Outcomes & Stakeholder Feedback Elements			
Student learning indicators are an accurate measure of the impact of my leadership practice on student learning.	20.4%	26.3%	53.3%
I use student learning data, including cohort and extended graduation rates, if applicable, to inform the development of my student learning indicators.	6.1%	12.1%	81.8%
My student learning indicators align with the performance targets set out in my school's mandated Improvement Plan (for schools in 'review' or 'turnaround' status in the state's accountability system only).	5.8%	11.6%	82.6%
My evaluator and I mutually agree on rigorous and attainable student learning targets.	8.0%	10.9%	81.2%
I have implemented strategies that positively impact meeting a stakeholder feedback goal.	4.3%	5.8%	89.9%
My leadership practices positively support my teachers in meeting their student learning targets.	4.4%	2.9%	92.6%
Other Required Elements			
My district's (LEA's) definition of Effectiveness and Ineffectiveness is fair.	6.6%	16.8%	76.6%
My district (LEA) provides professional learning opportunities that are linked to the outcomes of the evaluation process.	13.2%	12.5%	74.3%
My district's (LEA's) requirements for an Improvement and Remediation Plan include the identification of resources, support, and indicators of success.	9.9%	16.8%	73.3%
I am aware of my district's (LEA's) process for resolving disputes related to goals/objectives, the evaluation period, feedback, or the professional development plan.	12.6%	14.8%	72.6%
My district (LEA) provides opportunities for career development and professional growth.	6.7%	16.3%	77.0%

	Disagree	Neutral	Agree
Overall Implementation and Impact of the Educator Evaluation and Support System			
My district's (LEA's) evaluation and support system is based on principles of accountability and support.	2.9%	10.2%	86.9%
My district's (LEA's) evaluation and support system is implemented in a manner that is fair for all educators.	12.4%	15.3%	72.3%
My district's (LEA's) evaluation and support system provides opportunities for me to reflect on my performance and practice.	0.7%	10.9%	88.4%
My district's (LEA's) evaluation and support system provides opportunities for dialogue with my colleagues about instructional leadership.	9.5%	16.8%	73.7%
My district's (LEA's) evaluation and support system provides opportunities for dialogue with my evaluator about instructional leadership.	5.1%	16.1%	78.8%
Student achievement has improved as a result of implementing my district's (LEA's) evaluation and support system.	15.4%	34.6%	50.0%
My summative rating accurately reflects the quality of my performance and practice.	12.4%	26.3%	61.3%
I know when my district's (LEA's) Professional Development and Evaluation Committee meetings are scheduled throughout the year.	15.9%	13.6%	70.5%
Where appropriate, administrators should have the option of using state assessments as one of multiple measures of student outcomes in the evaluation system.	11.2%	24.6%	64.2%
I had sufficient time to complete all components of my evaluation.	17.5%	21.2%	61.3%
As an evaluator, I had sufficient time to complete all components of my teachers' evaluations.	40.6%	18.8%	40.6%
Capacity Building			
I need support in my own evaluation in...			
Selecting learning content for student learning indicators.	44.4%	32.5%	23.0%
Setting growth targets for student learning indicators.	37.2%	23.3%	39.5%
Selecting research-based leadership strategies to achieve my student learning indicators.	25.6%	28.7%	45.7%
Engaging in a mid-year formative review to discuss refinement of my student learning indicators.	38.9%	32.8%	28.2%
Receiving feedback on my Student Learning Indicators from my school/district (LEA) evaluator.	44.9%	31.5%	23.6%
Receiving feedback from my observations from my school/district (LEA) evaluator.	43.0%	30.5%	26.6%
Using data and feedback from student learning indicators and observations to make improvements in my leadership practices.	34.6%	32.3%	33.1%
I need support in assisting my teachers in...			
Setting growth targets for student learning goals/objectives.	36.5%	22.2%	41.3%
Selecting research-based instructional strategies to achieve student learning goals/objectives.	27.0%	29.4%	43.7%
Engaging in a mid-year check-in to discuss refinement of student learning goals/objectives.	46.8%	28.6%	24.6%
Providing feedback to teachers on content, rigor, and targets of student learning goals/objectives.	34.1%	22.2%	43.7%

Note. Disagree is a composite of strongly disagree/disagree. Agree is a composite of strongly agree/agree.

Table 3: Measures or Assessments Used in Administrators' Student Learning Indicators

	Number	Percent
State assessment(s)	82	58.2%
District (LEA)-developed assessment(s)	89	63.1%
Performance rubrics (e.g., school-wide rubric)	64	45.4%
Third-party developed assessment(s)	52	36.9%
Cohort graduation rate	23	16.3%
Extended graduation rate	4	2.8%
District (LEA)-adopted assessments not included in the state accountability measures	49	34.8%
School- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments	75	53.2%
Other measures or assessments (e.g., CASAS)	28	19.9%

Note. This is a multiple choice survey item. The percentages do not add up to 100.

Table 4: Additional time would be helpful to complete and/or participate in the evaluation system for...

	Number	Percent
Orientation and Training	35	24.8%
Pre-conference meeting	21	14.9%
Classroom observation and feedback	61	43.3%
Setting Student Learning Goals/Objectives	48	34.0%
Post-conference meeting	30	21.3%

Note. This is a multiple choice survey item. The percentages do not add up to 100.

Table 5: As an evaluator, additional time will be helpful to complete and/or participate in the evaluation system for...

	Number	Percent
Orientation and Training	32	22.7%
Pre-conference meeting	27	19.1%
Classroom observation and feedback	78	55.3%
Setting Student Learning Goals/Objectives	49	34.8%
Post-conference meeting	45	31.9%

Note. This is a multiple choice survey item. The percentages do not add up to 100.

Table 6: Assessments Being Used in School to Measure Student Learning

	Number	Percent
State assessment(s)	112	79.4%
District-developed assessment(s)	109	77.3%
Performance rubrics	96	68.1%
Third-party development assessment(s)	75	53.2%
Portfolio of student work	45	31.9%
Other Assessments	38	27.0%

Note. This is a multiple choice survey item. The percentages do not add up to 100.

Table 7: Assessments Being Used in School as One of the Multiple Measures of Student Learning in Educator Evaluation

	Number	Percent
State assessment(s)	86	61.0%
District-developed assessment(s)	94	66.7%
Performance rubrics	79	56.0%
Third-party development assessment(s)	74	52.5%
Portfolio of student work	40	28.4%
Other Assessments	36	25.5%

Note. This is a multiple choice survey item. The percentages do not add up to 100.