K-12 Teacher and Administrator Evaluation Systems

WELCOME TO THE MICHIGAN DEPARTMENT OF EDUCATION'S
K-12 TEACHER AND ADMINISTRATOR EVALUATION SYSTEMS SURVEY

INTRODUCTION
This survey is designed to collect information about your district's teacher and administrator evaluations. It is critically important districts respond to this survey in a timely manner in order to help the Michigan Department of Education (MDE) comply with Federal requirements. The survey also helps the MDE understand how districts are conducting evaluation and where the MDE might provide strategic technical support and information. Each district should submit only one completed K-12 Teacher and Administrator Evaluation System survey for the district.

To review and/or download the survey prior to completing, copy and paste the following URL into any browser.

http://www.michigan.gov/documents/mde/Ed_Eval_Systems_Survey_458539_7.pdf

Please provide the following demographic information.

1. District Name

2. District Code (5-digit)

3. Name of person completing this survey for the district

4. Position/Title of person completing this survey for the district

○ District Superintendent

○ District Assistant Superintendent

○ District-Level Human Resources

○ Other district-level designee (please specify)

5. Which of the following systems, frameworks, or methods are your local evaluations of teacher professional practice <u>mostly</u> based on?
Please check <u>UP TO FOUR</u> of the following:

☐ Charlotte Danielson's Framework for Teaching Proficiency Test Instrument

☐ The Five Dimensions of Teaching and Learning

☐ The Marzano Teacher Evaluation Model

☐ The Thoughtful Classroom

☐ A Framework for Teaching: Supporting Professional Learning (Lenawee ISD)

☐ Clarkston Community Schools Educator Evaluation Program (Clarkston Community Schools)

☐ Effective Evaluation of Educators (Jackson ISD)

☐ Evaluation Collaboration and Feedback Training to be Consistent and Support Teachers (Airport Community Schools)

☐ Educator Evaluation: Together We Make Each Other Better (Michigan Association of Secondary School Principals)

☐ Great Lakes Instructional Leadership Series for Principals and Teacher Leaders (Bay-Arenac ISD)

☐ Supporting Teacher Growth Through Evaluation (KISD)

☐ Teacher Evaluation System(s) CUES Model (McREL)

☐ Teacher Evaluation System(s) Standards-Based Model (McREL)

☐ Training for Observers/Evaluators (Imlay City Community Schools)

☐ Portfolio and/or Peer Review

☐ Locally Developed Tool or Other Tool (please specify)

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6. Which of the following systems, frameworks, or methods are your local evaluations of administrator professional practice <u>mostly</u> based on?
Please check <u>UP TO TWO</u> of the following:

☐ MASA's School Advance Administrator Evaluation Instrument

☐ Reeve's Leadership Performance Rubric

☐ The Marzano School Leadership Evaluation Model

☐ Other (please specify)

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7. What is the format of the training that your district provides to administrators in conducting evaluations of teacher professional practice?

- ○ Documentation or manual only

- ○ Half to full day in person training

- ○ Multiple day training provided all at one time

- ○ Multiple day training spread across the school year

- ○ Other (please specify)

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8. Does the district conduct different evaluations of professional practice for teachers based on content area and/or grade level taught?

- ○ Yes

- ○ No

9. How are teacher and administrator evaluation results reported by your district? Please check all that apply:

- ○ Results are not made public by the district

- ○ On the district's website

- ○ In REP (Registry of Educational Personnel)

- ○ Written notice to the general public

- ○ Annual Education Report (AER)

- ○ District Board meeting

- ○ Other (please specify)

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10. For elementary school (K-5) grades and content areas, how is student growth data <u>mostly</u> used in teacher and administrator evaluations in your district?

○ A single measure of student growth

○ Multiple measures of student growth, equally weighted

○ Multiple measures of student growth, weighted in a prescribed way

○ Other (please specify)

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11. For middle school (6-8) grades and content areas, how is student growth data <u>mostly</u> used in teacher and administrator evaluations in your district?

○ A single measure of student growth

○ Multiple measures of student growth, equally weighted

○ Multiple measures of student growth, weighted in a prescribed way

○ Other (please specify)

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12. For high school (9-12) grades and content areas, how is student growth data <u>mostly</u> used in teacher and administrator evaluations in your district?

○ A single measure of student growth

○ Multiple measures of student growth, equally weighted

○ Multiple measures of student growth, weighted in a prescribed way

○ Other (please specify)

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13. What percentage of teacher and administrator evaluations is based on student achievement growth data in your district?

○ <10%

○ 10-19%

○ 20-29%

○ 30-39%

○ 40-49%

○ 50% or more

14. The State reports for each student in grades 4-8 a Performance Level Change (a measure of student growth) in reading and mathematics on MEAP and MI-Access FI. Does your district make use of the Performance Level Change (PLC) designation by the State for the purpose of educator evaluations?

○ Yes

○ No

15. Which sources of assessment data are <u>mostly</u> used for determining student growth at the early elementary level for kindergarten and 1st grade?

Please check <u>UP TO FOUR</u> of the following:

☐ Locally developed common assessments

☐ Northwest Evaluation Association (NWEA)

☐ Diagnostic Reading Assessments (DRA)

☐ AIMSweb

☐ Scholastic Reading Inventory (SRI)

☐ DIBELS Next or DIBELS 6th Edition

☐ Running Records

☐ Star Reading and Math

☐ Scantron Performance Series

☐ Fountas & Pinnell Leveled Literacy Intervention

☐ Student work sampling

☐ Curriculum-based assessment (CBA)

☐ Other (please specify)

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16. Which sources of assessment data are <u>mostly</u> used for determining student growth at the elementary level in grades 2 through 5?
Please check <u>UP TO FOUR</u> of the following:

- ☐ State assessments (in grades 4-5)

- ☐ Locally developed common assessments

- ☐ Northwest Evaluation Association (NWEA)

- ☐ Diagnostic Reading Assessments (DRA)

- ☐ AIMSweb

- ☐ Scholastic Reading Inventory (SRI)

- ☐ Discovery Education

- ☐ Star Reading and Math

- ☐ Scantron Performance Series

- ☐ Fountas & Pinnell Leveled Literacy Intervention

- ☐ DIBELS Next or DIBELS 6th Edition

- ☐ Student work sampling

- ☐ Curriculum-based assessment (CBA)

- ☐ Other (please specify)

17. Which sources of assessment data are <u>mostly</u> used for determining student growth at the middle school level for grades 6 through 8?

Please check <u>UP TO FOUR</u> of the following:

☐ State assessments

☐ Locally developed common assessments

☐ Northwest Evaluation Association (NWEA)

☐ AIMSweb

☐ Scholastic Reading Inventory (SRI)

☐ Discovery Education

☐ Star Reading and Math

☐ Scantron Performance Series

☐ DIBELS Next or DIBELS 6th Edition

☐ Student work sampling

☐ ACT Explore

☐ Other (please specify)

18. Which sources of assessment data are <u>mostly</u> used for determining student growth at the high school level in grades 9 through 12?
Please check <u>UP TO FOUR</u> of the following:

☐ Common pre- and post-assessments

☐ End of course common assessments

☐ Common interim assessments

☐ Northwest Evaluation Association (NWEA)

☐ Student work sampling

☐ Scantron Performance Series

☐ ACT Plan

☐ ACT College Entrance Exam

☐ MME

☐ MEAP (9th grade Social Studies only)

☐ Other (please specify)

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19. For which subject areas are local measures of student growth <u>exclusively</u> used for educator evaluation?

(check all that apply)

☐ Reading

☐ Writing

☐ Mathematics

☐ Science

☐ Social Studies

☐ Fine Arts

☐ World Language

☐ Health/Physical Education

☐ Family and Consumer Science

☐ Career and Technical Education

☐ Other (please specify)

20. If you would like to provide additional information about how student growth is measured and incorporated into evaluations in your district, please do so here.

The following questions pertain to Career and College Readiness (CCR)

21. Does your district have a locally defined measure of student Career and College Readiness (CCR)?

○ Yes

○ No

22. Please indicate whether the locally defined measure of CCR is included in your district's teacher and administrator evaluations.

○ Yes, it is part of our evaluations at all grades it is defined for.

○ Yes, it is part of our evaluations for some grade levels it is defined for.

○ No, it is not part of our evaluations.

○ We do not have a locally defined measure of CCR.

23. How is the locally defined measure of CCR mostly determined?
Please check UP TO FOUR of the following:

☐ Not applicable (no locally defined measure of CCR)

☐ High School Diploma attained

☐ MME Scores (Proficient vs. Partially Proficient)

☐ ACT Plan scores

☐ ACT Explore

☐ Work Skills assessment

☐ ACT College Entrance Exam scores

☐ AP exam scores

☐ Common pre- and post-assessments

☐ Other (please specify)

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The following questions pertain to **TEACHER** evaluations.

24. Which factors are <u>mostly</u> used in evaluations for elementary teachers (grades K-5)? Please check <u>UP TO FOUR</u> of the following:

- ☐ Absenteeism from the job
- ☐ Classroom management
- ☐ Content knowledge
- ☐ Instructional practices (including use of technology)
- ☐ Pedagogical knowledge and practice
- ☐ Professional development
- ☐ Professional responsibilities
- ☐ Growth/decline of student achievement data
- ☐ Growth/decline of student growth measures
- ☐ Student Learning Objectives (SLO)
- ☐ Portfolio and/or Peer Reviews
- ☐ Self-Assessment
- ☐ Surveys
- ☐ Other (please specify)

25. Which factors are <u>mostly</u> used in evaluations for middle school teachers (grades 6-8)? Please check <u>UP TO FOUR</u> of the following:

☐ Absenteeism from the job

☐ Classroom management

☐ Content knowledge

☐ Instructional practices (including use of technology)

☐ Pedagogical knowledge and practice

☐ Professional development

☐ Professional responsibilities

☐ Growth/decline of student achievement data

☐ Growth/decline of student growth measures

☐ Student Learning Objectives (SLO)

☐ Portfolio and/or Peer Reviews

☐ Self-Assessment

☐ Surveys

☐ Other (please specify)

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26. Which factors are <u>mostly</u> used in evaluations for high school teachers (grades 9-12)? Please check <u>UP TO FOUR</u> of the following:

☐ Absenteeism from the job

☐ Classroom management

☐ Content knowledge

☐ Instructional practices (including use of technology)

☐ Pedagogical knowledge and practice

☐ Professional development

☐ Professional responsibilities

☐ Growth/decline of student achievement data

☐ Growth/decline of student growth measures

☐ Student Learning Objectives (SLO)

☐ Portfolio and/or Peer Reviews

☐ Self-Assessment

☐ Surveys

☐ Other (please specify)

27. Which kinds of decisions are <u>mostly</u> informed by teacher evaluation results?
Please check <u>UP TO FOUR</u> of the following:

☐ Providing coaching

☐ Providing induction support

☐ Providing targeted professional development to address specific needs

☐ Informing Individualized Development Plan

☐ Informing School Improvement Plan

☐ Determining additional compensation

☐ Determining promotion

☐ Recommending removal/termination after being given time to improve

☐ Other (please specify)

The following questions pertain to **SCHOOL PRINCIPAL AND ASSISTANT PRINCIPAL** evaluations.

28. Which factors are <u>mostly</u> used in evaluations for elementary school principals and assistant principals?
Please check <u>UP TO FOUR</u> of the following:

☐ Absenteeism from the job

☐ Content knowledge

☐ Instructional leadership (including use of technology)

☐ Pedagogical knowledge and practice

☐ Professional development

☐ Professional responsibilities

☐ Providing appropriate support for minimally effective and ineffective teachers

☐ Proficiency in evaluating teachers validly and reliably

☐ Growth/decline of student achievement data

☐ Growth/decline of student growth measures

☐ Progress made in the School Improvement Plan

☐ Student, parent, and/or teacher feedback/surveys

☐ Other (please specify)

29. Which factors are <u>mostly</u> used in evaluations for middle school principals and assistant principals?

Please check <u>UP TO FOUR</u> of the following:

- ☐ Absenteeism from the job

- ☐ Content knowledge

- ☐ Instructional leadership (including use of technology)

- ☐ Pedagogical knowledge and practice

- ☐ Professional development

- ☐ Professional responsibilities

- ☐ Providing appropriate support for minimally effective and ineffective teachers

- ☐ Proficiency in evaluating teachers validly and reliably

- ☐ Growth/decline of student achievement data

- ☐ Growth/decline of student growth measures

- ☐ Progress made in the School Improvement Plan

- ☐ Student, parent, and/or teacher feedback/surveys

- ☐ Other (please specify)

30. Which factors are <u>mostly</u> used in evaluations for high school principals and assistant principals?
Please check <u>UP TO FOUR</u> of the following:

☐ Absenteeism from the job

☐ Content knowledge

☐ Instructional leadership (including use of technology)

☐ Pedagogical knowledge and practice

☐ Professional development

☐ Professional responsibilities

☐ Providing appropriate support for minimally effective and ineffective teachers

☐ Proficiency in evaluating teachers validly and reliably

☐ Growth/decline of student achievement data

☐ Growth/decline of student growth measures

☐ Progress made in the School Improvement Plan

☐ Student, parent, and/or teacher feedback/surveys

☐ Other (please specify)

31. Which kinds of decisions are <u>mostly</u> informed by school principal and assistant principal evaluation results?

Please check <u>UP TO FOUR</u> of the following:

☐ Providing leadership coaching support

☐ Informing School Improvement Plan

☐ Determining appropriate professional development

☐ Determining additional compensation

☐ Determining promotion

☐ Recommending removal/termination after being given time to improve

☐ Other (please specify)

The following questions pertain to **SUPERINTENDENT** evaluations.

32. Which factors are <u>mostly</u> used in evaluations for the superintendent? Please check <u>UP TO FOUR</u> of the following:

☐ Absenteeism from the job

☐ Content knowledge

☐ Instructional leadership (including use of technology)

☐ Pedagogical knowledge and practice

☐ Professional development

☐ Professional responsibilities

☐ Providing appropriate support for minimally effective and ineffective principals and assistant principals

☐ Conducting administrator evaluations validly and reliably

☐ Growth/decline of district student achievement data

☐ Growth/decline of district student growth measures

☐ Progress made in the District Improvement Plan

☐ School and/or community feedback/surveys

☐ Other (please specify)

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33. Which kinds of decisions are <u>mostly</u> informed by superintendent evaluation results? Please check <u>UP TO FOUR</u> of the following:

☐ Providing leadership coaching support

☐ Informing District Improvement Plan

☐ Determining appropriate professional development

☐ Determining additional compensation

☐ Recommending removal/termination after being given time to improve

☐ Other (please specify)

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Thank you for completing the K-12 Teacher and Administrator Evaluation Systems Survey. Please click "Done" to submit your district's survey.