Educator Evaluation Pilot Project:

Results from a Midyear Survey of Teachers in All Participating Schools

West Virginia Department of EDUCATION
Office of Research
Division of Curriculum and Instruction

West Virginia Board of Education
2011-2012

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April 12, 2012

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Suggested Citation

Meharie, A. (2012). *Educator Evaluation Pilot Project: results from a midyear survey of teachers in all participating schools*. Charleston, WV: West Virginia Department of Education, Division of Curriculum and Instructional Services, Office of Research.

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Executive Summary

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

The Educator Evaluation Pilot Project Midyear Survey gathered teacher feedback about (a) how well various components of the new evaluation system are being implemented; (b) how much time, on average, is required to complete each component of the system; (c) how much each component contributes to professional growth; (d) perceptions and attitudes about the pilot; (e) the level and quality of support provided to teachers for the purpose of enabling them to participate in and implement the new system; and (f) the most beneficial and challenging aspects of the evaluation system.

The Office of Research sent an e-mail message of survey invitation with a link to the online midyear survey on January 17th, 2012 to all teachers whose names and e-mail addresses appeared on lists vetted by their principals (n = 765). After the initial invitation, three e-mail survey reminders were sent, spaced approximately 10 days apart leading up to the final deadline (February 20th, 2012). A total of 421 teachers from all 25 pilot schools completed the survey. This is a response rate of 55%, which means we can have 95% confidence (±3.2% margin of error) that the results of the survey are representative of the larger population.

Findings

Professional development, support and technology

Two thirds of all respondents (67%) indicated they had received adequate training to participate in the new evaluation system. However, a little over 30% of respondents indicated they did not attend one of the six professional development sessions on the new evaluation system, which took place in August 2011.

The vast majority of respondents indicated they received adequate evaluation-related support from school administrators (74%) and that the evaluation-related feedback they had received from school administrators had been constructive and beneficial (67%).

Although half of all respondents (79 out of 158) who encountered technology issues related to the pilot indicated the issues had been adequately addressed, the remaining half indicated they were still encountering technology issues.

Implementation: fidelity

Responses indicate that the system component with the highest fidelity of implementation thus far is the *student learning goal process* (Table 1). Overall, about 96% of respondents, regardless of progression level, indicated that they had established goals and identified strategies, measures, and evidence.

Approximately 13% of respondents on the initial and intermediate progressions indicated that school administrators had not conducted a classroom observation.

About 80% of teachers on the initial and intermediate progressions indicated that they have had a conference regarding the student learning goals they established, and three fourths (74%) indicated that a postobservation conference had taken place. Less than two thirds of teachers (64%) on the advanced progression have had a conference with school administrators to discuss their self-assessment and student learning goals.

Table 1. Percentage of Respondents Who Have Completed System Components

Component	Completed	Follow-up conference
Student learning goals (initial and intermediate)	95.9%	80.0%
Observation (initial and intermediate)	87.1%	74.3%
Self-assessment (advanced)	92.1%	
Student learning goals (advanced)	98.0%	64.3%*

*Conference regarding self-assessment and student learning goals

Implementation: time

Approximately two thirds of all respondents indicated that it took them less than 60 minutes to establish student learning goals and identify strategies, measures, and evidence. The percentages are slightly lower for teachers on the initial and intermediate progression (62%), compared to teachers on the advanced progressions (68%, Figure 2).

Based on participant responses, the majority of student learning goals conferences took 30 minutes or less. The percentages of those requiring this brief amount of time are slightly higher for advanced teachers at 85%, compared to those in the initial and intermediate progressions combined at 72% (Figure 2). Overall, 94% of teachers in the initial and intermediate progressions and 98% of those in the advanced progression indicated that conferences lasted less than 60 minutes (Figure 2).

About half of respondents (48%) on the advanced progressions completed their self-assessment in 30 minutes or less and 88% completed it in 60 minutes or less (Figure 2).

Figure 2. Amount of Time it Took Respondents to Complete Various Components of the System

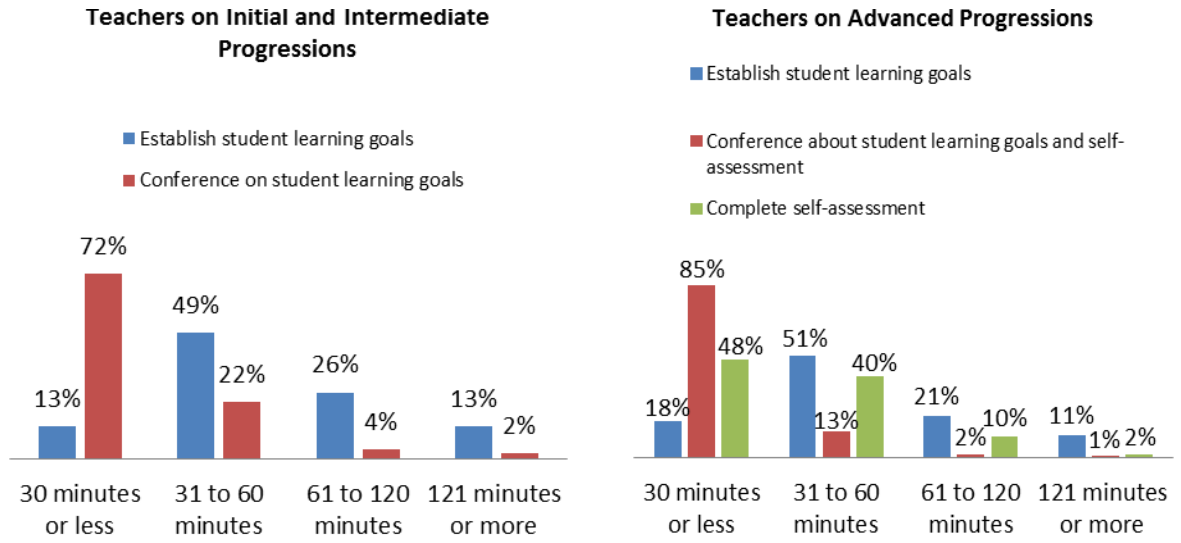
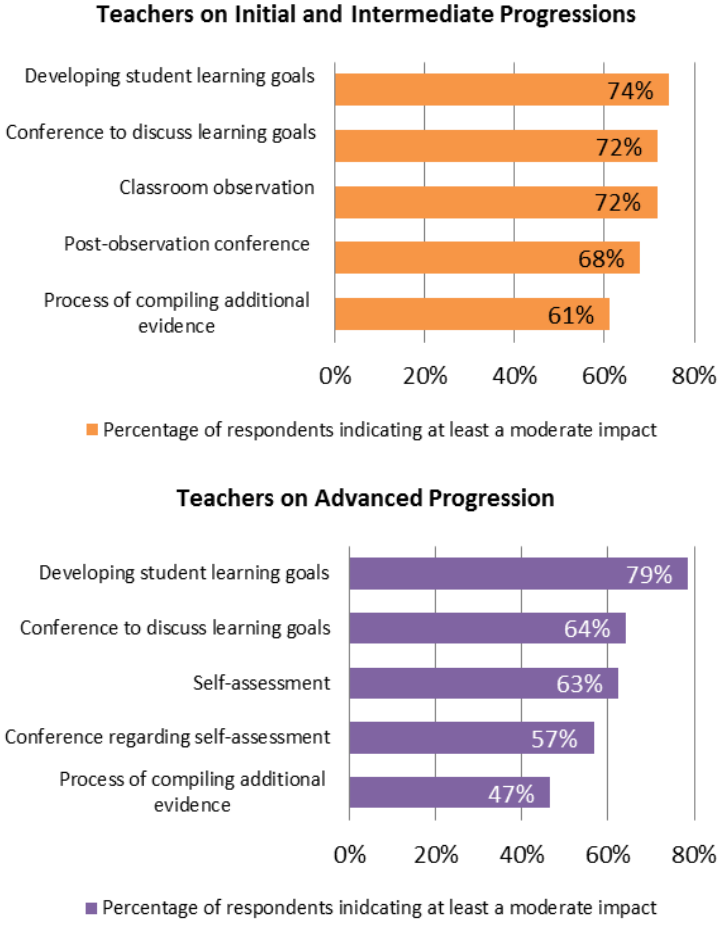


Figure 1. Impact of System Components on Professional Growth



Impact of system components on professional growth

At this point, the component of the system that respondents viewed as having contributed the most to their professional growth is the process of developing student learning goals (Figure 1). The percentage of respondents with this view is slightly higher among teachers on the advanced progression (79%) compared to those on the initial and intermediate progressions (74%).

Both groups of respondents ranked as second—in terms of their contribution to their professional growth—their conferences [with school administrators] to discuss student learning goals. Teachers in the initial and intermediate progres-sions rated these conferences higher compared to those in the ad-

vanced progression (72% and 64%, respectively).

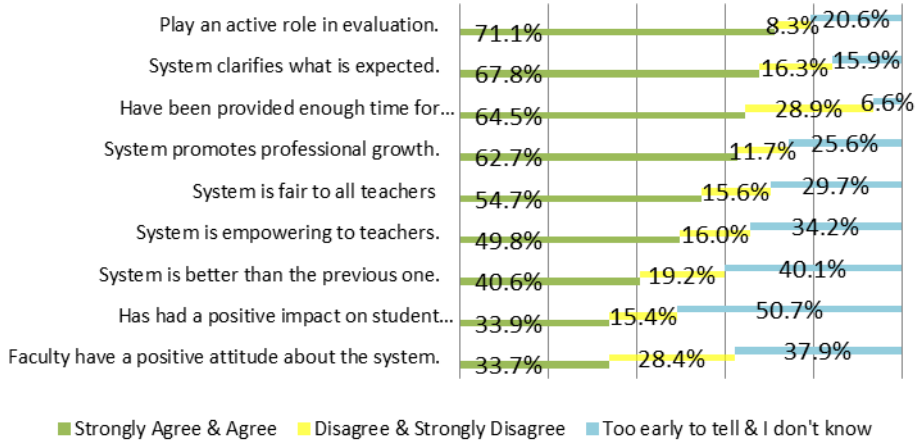
The process of compiling evidence was viewed as contributing the least to teachers' professional growth. This was particularly the case for teachers in the advanced progression (47% compared to 61%).

Teachers' attitudes and perceptions about the system

More than 60% of respondents indicated that they believe that (a) they play an active role in their own evaluation (71%); (b) the new evaluation system promotes professional growth (63%); (c) the new system clarifies what is expected from teachers (68%); and (d) the district/school has provided enough time for them to collaborate with other teachers in their school (65%) (Figure 3).

Approximately half or more of respondents indicated that they believe the new evaluation system is empowering to teachers (50%) and that it is fair to all teachers regardless of tenure, role, and so forth (55%).

Figure 3. Respondents' Perception and Attitude about the Pilot



Recommendations

It is worth noting here that feedback from participants is gathered at the halfway point of the first year implementation of the pilot project. Therefore, data from this interim evaluation report should be taken not to pass judgment on the merit of the system but rather to identify the strengths and weakness of the system during the early phases of implementation. The information should be used diagnostically as a "temperature check" to provide additional clarifications and support to schools participating in the pilot project. The feedback from the experiences of pilot schools could also be utilized to better inform the scaling-up process in coming years. With this caveat in mind, the following recommendations are provided:

- Consider establishing an ongoing monitoring protocol to identify the number of teachers from each school who may not be able to attend training sessions in the be-

ginning of the school year and encourage RESA staff and/or school leadership teams to provide supplemental training on an ongoing basis.

- The 25 pilot schools would have benefited greatly if a single individual had been designated from the Office of Information Systems at the WVDE to serve as a contact person and resolve technical issues in a timely manner for schools and districts. Going forward, and with the addition of more than 100 schools in the pilot, the same option is not possible. Consider providing extensive training, specifically on the online system, to individuals either at the RESA or district level to serve as contact persons for their schools.
- Consider making WVEIS on the Web accessible to educators outside of the school building. This may allow teachers to devote more time to various components of the system outside of the school day and avoid some technical difficulties resulting from limited bandwidth at the school level and, in the long-term, may lead to better overall quality implementation.
- Consider making the self-assessment instrument available for the less experienced teachers and encouraging them to utilize the process for their own purposes. One of the most beneficial components of the system identified by respondents in the advanced progression is the process of completing a self-assessment.
- Consider providing onsite technical assistance to provide clarification on the process of setting student learning goals. All respondents identified this component as the most beneficial part of the system. Educators believe the process helps them approach their teaching more systematically by helping them focus on areas of needed improvement for their students while it holds them accountable to the goals they have set for themselves and their students. At the same time, however, feedback from respondents indicates that participants still consider this process to be the most challenging part of the pilot project.
- Consider elucidating further the process for compiling additional evidence. Over a third of respondents indicated that they need additional clarification on this aspect of the pilot project.

Introduction

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

The Educator Evaluation Midyear Survey was designed by the Office of Research to be a formative evaluation tool for gathering teacher feedback about (a) how well the various components of the new evaluation system are being implemented; (b) how much time, on average, each component of the system requires to complete; (c) how much each component contributes to professional growth; (d) the level and quality of support provided to teachers for the purpose of enabling them to participate in and implement the new system; and (e) the most beneficial and challenging aspects of the evaluation system.

Methods

To assure a high level of response to the survey, staff in the Office of Professional Preparation (Certification) consulted master calendars for all 25 schools participating in the pilot, to obtain comprehensive lists of names and e-mail addresses for all professional staff at the schools. The lists were then sent to principals to verify their accuracy and make needed revisions. The principals sent the vetted lists of educator names, including a viable e-mail address for each, back to the Office of Professional Preparation.

Using these lists, the Office of Research sent a letter of survey invitation with a link to the online midyear survey on January the 17th, 2012 to all teachers that appeared on the lists vetted by their principals (n= 765). After the initial invitation, we sent three survey reminders, spaced approximately 10 days apart (January 26th, February 7th, and February 17th) leading up to the final deadline (February 20th, 2012).

Results

Respondents

1.1. A total of 421 teachers completed to the survey. This is a response rate of 55.0%, which means we can have 95% confidence (±3.2% margin of error) that the results of the survey are representative of the larger population.

1.2. Educators from all 25 pilot schools participated in the survey.

1.3. There were approximately twice as many respondents on the advanced progression (n= 202, 48%) as there were teachers in the initial (n= 117, 27.8%) or intermediate progressions (n= 102, 24.2%).

1.4. Overall, 30.9% of all respondents indicated that they did not attend one of the six professional development sessions on the new evaluation system that took place in August

2011. Percentages of respondents who did not attend any of the PD sessions were higher for teachers on the initial progression, 36.8%, than those on the intermediate progression (28.4%) or the advanced progression (28.7%).

Technical Issues

2.1. A little over a third of respondents (37.6%, n=158) indicated that they had encountered technological issues with the online system. Of those who had encountered technological issues, 79 respondents or 50.0% indicated that issues had been *adequately addressed*. The remaining respondents indicated that technological issues had been addressed *to some extent* (41.1%) or *had not been addressed* (8.9%).

2.2. *Very preliminary*: Comments indicate that the vast majority of technological problems—initial and ongoing—involve logging on to the system and/or accessing data already submitted in order to revise it. At this time, it is not clear if the issues are due to local internet access or WVEIS on the Web. Comments have been forwarded to the Office of Information Systems.

Implementation: Initial and Intermediate Progressions

Student learning goals

3.1. Of 218 respondents, 209 or 95.9% indicated that they had established student learning goals.

3.2. Most respondents (128 out of 208, 61.5%) indicated that it took them 60 minutes or less to complete the student learning goals document (Table 2).

3.3. Most respondents (168 out of 210, 80.0%) also indicated they had a conference with their principal or assistant principal to discuss student learning goals they submitted.

3.4. Of those who had a conference with their school leaders 121 out of 168 or 72.0% indicated that the conference took 30 minutes or less.

Table 2. How much time did it take to complete the Student Learning Goal document, e.g., establishing goals and identifying strategies, measures, and evidence?

Answer options	Response
Less than 15 minutes	1.0%
16–30 minutes	11.5%
31–45 minutes	16.8%
46–60 minutes	32.2%
61–90 minutes	14.4%
91–120 minutes	11.5%
121–150 minutes	1.9%
151–180 minutes	1.9%
More than 3 hours	8.7%

Note: The category with the highest percent of responses is shaded.

Classroom observation

3.5. When asked if they have had a postobservation conference with their principal/assistant principal during the fall semester, 162 out of 218 or 74.3% of respondents said *yes*, 12.8% said *no*, and 12.8% said "[their] principal/assistant principal did not conduct an observation in [their] classroom in the fall semester."

3.6. Of those who responded *yes* to the question above (#3.5), 161 out of 165 or 97.6% indicated that the conference took place within 10 days of the observation.

3.7. Of those who have had a postobservation conference, 132 out of 162 or 81.5% said the conference lasted 30 minutes or less (Table 3).

3.8. Of 162 respondents, 63 or 38.9% indicated that they completed an evidence form supporting classroom observation(s). Almost half of those who completed the form (47.7%) said they submitted it online.

3.9. Besides completing an evidence form, 29 out of 63 (46.0%) indicated that they presented additional evidence during the postobservation conference. On average, it took respondents 53.7 minutes to compile the evidence they presented during the conference (median= 37.5 minutes).

Table 3. How long did the postobservation conference last? (Please provide an estimate.) Note: If you have had more than one conference in the fall semester please provide an average estimate.

Answer options	Response
Less than 15 minutes	36.4%
16–30 minutes	45.1%
31–45 minutes	13.0%
46–60 minutes	3.1%
61–90 minutes	0.6%
91–120 minutes	1.2%
121–150 minutes	0.0%
151–180 minutes	0.0%
More than 3 hours	0.0%

Note: The category with the highest percent of responses is shaded.

Impact of System Components on Professional Growth for Teachers on Initial and Intermediate Progressions

Respondents were asked to indicate the degree to which various evaluation components have contributed to their professional growth thus far. Approximately 214 teachers responded to five items in this section of the survey (see Table 4 for a breakdown of percentages in all response categories excluding *not applicable* responses).

4.1 Overall, 157 or 74.4% of respondents indicated that the process of developing *student learning goals* had contributed to their professional growth at least *moderately*. About 39.3% (n= 83) indicated that the process had contributed to their professional growth *very much* or *extremely*.

4.2 Over two thirds (n= 141, 71.9%) of respondents indicated that *conference with principal/assistant principal to discuss learning goals* had contributed to their professional growth at least *moderately*; with 82 or 41.8 % of respondents indicating that the process had contributed to their professional growth *very much* or *extremely*.

4.3 Over two thirds (n= 142, 71.7%) of respondents also indicated that *classroom observation* had contributed to their professional growth at least *moderately*; with 83 or 41.9%

of respondents indicating that the process had contributed to their professional growth *very much* or *extremely*.

4.4 Approximately two thirds (n= 123, 68.0%) of respondents indicated that *postobservation conference with principal/assistant principal* had contributed to their professional growth at least *moderately*; with 77 or 42.5 % of respondents indicating that the process had contributed to their professional growth *very much* or *extremely*.

4.5 A little under two thirds (n= 110, 61.1%) of respondents indicated that the process of *compiling additional evidence* had contributed to their professional growth at least *moderately*; with 55 or 30.6% of respondents indicating that the process had contributed to their professional growth *very much* or *extremely*.

Table 4. To what degree have the following evaluation components contributed to your professional growth thus far? (Select "not applicable" if tasks are not applicable to you.)

Items	Not at all	Slightly	Moderately	Very	Extremely	Too early to tell
Developing student learning goals	7.6%	11.8%	35.1%	28.4%	10.9%	6.2%
Conference with principal/assistant principal to discuss learning goals	12.2%	12.2%	30.1%	31.6%	10.2%	3.6%
Classroom observation	11.6%	13.1%	29.8%	31.3%	10.6%	3.5%
The process of compiling additional evidence	15.6%	12.2%	30.6%	23.3%	7.2%	11.1%
Postobservation conference with principal/assistant principal	12.7%	13.3%	25.4%	32.0%	10.5%	6.1%

Note: The response with the highest percent of respondents is shaded for each item.

Implementation: Advanced Progression

Self-assessment

5.1. Of 203 respondents indicating they were on the advanced progression, 187 or 92.1% responded they had completed their self-assessment. Of those who had completed their self-assessment, 177 out of 189 or 93.7% of them indicated that they had submitted it online.

5.2. Approximately 48% (90 out of 187) of respondents indicated that it took them 30 minutes or less to complete their self-assessment (Table 5).

5.3. Of 187 respondents who completed their self-assessment, 52 or 27.8% indicated that they had completed an evidence form supporting rating at the distinguished level. Approximately 75.9% of these respondents indicated that they had submitted the form online.

5.4. Besides completing an evidence form, 18 of 51 (35.3%) indicated that they presented additional evidence during the conference with their principal/assistant principal. On

Table 5. How long did it take you to complete the self-assessment?	
Answer options	Response
Less than 15 minutes	10.2%
16–30 minutes	38.0%
31–45 minutes	24.6%
46–60 minutes	15.5%
61–90 minutes	7.5%
91–120 minutes	2.7%
121–150 minutes	0.0%
151–180 minutes	0.0%
More than 3 hours	1.6%
Note: The category with the highest percent of responses is shaded.	

average, it took respondents 61.5 minutes to compile the evidence they presented during the conference. (Note: the average is skewed due to one respondent who indicated that he or she spent 5 hours and 15 minutes compiling evidence. Excluding that respondent, the average number of minutes drops down to 49. The median [the middle] value is 45 minutes.)

Student learning goals

5.5. Of 202 respondents, 198 or 98.0% indicated that they had established student learning goals.

5.6. Approximately 68.2% of respondents (135 of 198) indicated that it took them 60 minutes or less to complete the student learning goal document (Table 6).

5.7. Of 196 respondents, 126 or 64.3% indicated that they had a conference with their principal/assistant principal about their self-assessment and student learning goals.

5.8. Of those who had a conference with their school leaders, 107 of 126 or 84.9% indicated that the conference took 30 minutes or less.

Table 6. How much time did it take to complete the Student Learning Goal document, e.g., establishing goals and identifying strategies, measures, and evidence?	
Answer options	Response
Less than 15 minutes	2.5%
16–30 minutes	15.2%
31–45 minutes	22.2%
46–60 minutes	28.3%
61–90 minutes	14.1%
91–120 minutes	6.6%
121–150 minutes	3.5%
151–180 minutes	0.5%
More than 3 hours	7.1%
Note: The category with the highest percent of responses is shaded.	

Impact of System Components on Professional Growth for Teachers on the Advanced Progression

Respondents were asked to indicate the degree to which various evaluation components had contributed to their professional growth thus far. Approximately 198 teachers responded to five items in this section of the survey. Results are summarized below (see Table

7 for a further breakdown of percentages in all response categories excluding *not applicable* responses).

6.1. Overall, 154 or 78.6% of respondents indicated that the process of developing *student learning goals* had contributed to their professional growth at least *moderately*. Of these respondents, 82 or 41.8% indicated that the process had contributed to their professional growth *very much* or *extremely*.

6.2. Approximately two thirds (n= 98, 64.1%) of respondents, indicated that the *conference with principal/assistant principal to discuss learning goals* had contributed to their professional growth at least *moderately*; with 46 or 30.1% of respondents indicating that the process had contributed to their professional growth *very much* or *extremely*.

6.3. Most respondents (n= 86, 62.5%) indicated that the process of completing a *self-assessment* had contributed to their professional growth at least *moderately*; with 51 or 26.6% of respondents indicating that the process had contributed to their professional growth *very much* or *extremely*.

Table 7. To what degree have the following evaluation components contributed to your professional growth thus far? (Select "not applicable" if tasks are not applicable to you.)

Item	Not at all	Slightly	Moderately	Very	Extremely	Too early to tell
Self-assessment	12.0%	10.4%	35.9%	21.9%	4.7%	15.1%
Conference with principal/assistant principal regarding self-assessment	18.7%	12.0%	30.7%	21.3%	4.7%	12.7%
The process of compiling additional evidence for conference regarding self-assessment	19.2%	14.5%	27.9%	14.0%	4.7%	19.8%
Developing student learning goals	6.6%	9.2%	36.7%	31.6%	10.2%	5.6%
Conference with principal/assistant principal regarding student learning goals	11.8%	11.8%	34.0%	22.9%	7.2%	12.4%

Note: The answer option with the highest percent of responses is shaded for each item.

6.4 A little over half (n= 85, 56.7% of respondents indicated that the *conference with principal/assistant principal to discuss self-assessment* had contributed to their professional growth at least *moderately*; with 39 or 26.0% of respondents indicating that the process had contributed to their professional growth *very much* or *extremely*.

6.5 A little under half (n= 80, 46.5% of respondents indicated that the *process of compiling additional evidence* had contributed to their professional growth at least *moder-*

ately; with 32 or 18.6% of respondents indicating that the process had contributed to their professional growth *very much* or *extremely*.

Perceptions and Attitude about the Pilot: All Teachers

Respondents were asked to indicate the degree to which they agreed or disagreed with nine statements designed to gather data on their perceptions and attitudes about the new educator evaluation system. Approximately 412 teachers responded to the nine survey items. Results are summarized below (see Table 8 for a further breakdown of percentages in all response categories).

7.1. More than 60% of respondents either *strongly agreed* or *agreed* with the following four statements: "Under the new evaluation system, I feel I play an active role in my own evaluation" (n= 293, 71.1%); "The new evaluation system promotes professional growth" (n= 257, 62.7%); "The new evaluation system clarifies what is expected from teachers" (n= 278, 67.8%); and "My district/school has provided enough time for me to collaborate with other teachers in my school" (n= 264, 64.5%). It is worth mentioning here that 118 or 28.9% of respondents either *strongly disagreed* or *disagreed* with the last statement.

7.2. Approximately half or more of respondents either *strongly agreed* or *agreed* with the following two statements: "The new evaluation system is empowering to teachers" (n= 205, 49.8%) and "The new evaluation system is fair to all teachers regardless of tenure, role, etc…" (n= 225, 54.7%). Approximately a third of respondents indicated that it was either *too early to tell* or that they *don't know* in regards to these two survey items (n= 141, 34.2% and n= 122, 29.7%, respectively).

7.3. Of 411 respondents, 167 or 40.6% *strongly agreed* or *agreed* that "The new evaluation system is better than the previous one." A similar percentage of respondents (n= 165, 40.1%) indicated that it was either *too early to tell* or that they *don't know*. The remaining 79 or 19.2% either *strongly disagreed* or *disagreed* with the statement.

7.4. Approximately half of respondents (n= 208, 50.7%) indicated that it was either *too early to tell* or that they *don't know* whether "The new evaluation system has had a positive impact on student performance." However, 139 or 33.9% of respondents either *strongly agreed* or *agreed* with the statement.

7.5. In response to whether "faculty members at [their] school generally have a positive attitude about the new evaluation system," 156 or 37.9% indicated that it was either *too early to tell* or that they *don't know*. A slightly lower percentage of respondents (33.7%, n= 139) either *strongly agreed* or *agreed* with the statement and 117 or 28.4% of respondents either *strongly disagreed* or *disagreed* with the statement.

Table 8. Respondent's Perceptions and Attitude about the Pilot

Answer options	Strongly Agree	Agree	Disagree	Strongly disagree	Too early to tell	I don't know
Under the new evaluation system, I feel I play an active role in my own evaluation.	11.7%	59.5%	6.3%	1.9%	16.7%	3.9%
The new evaluation system is empowering to teachers.	7.3%	42.5%	12.4%	3.6%	26.9%	7.3%
The new evaluation system is better than the previous one.	8.0%	32.6%	14.4%	4.9%	26.3%	13.9%
The new evaluation system promotes professional growth.	8.8%	53.9%	8.5%	3.2%	20.2%	5.4%
The new evaluation system is fair to all teachers regardless of tenure, role, etc…	7.3%	47.4%	10.7%	4.9%	19.0%	10.7%
The new evaluation system has had a positive impact on student performance.	6.1%	27.8%	12.4%	2.9%	43.9%	6.8%
Faculty members at my school generally have a positive attitude about the new evaluation system.	2.4%	31.3%	22.3%	6.1%	15.5%	22.3%
The new evaluation system clarifies what is expected from teachers.	7.8%	60.0%	12.4%	3.9%	9.3%	6.6%
My district/school has provided enough time for me to collaborate with other teachers in my school.	9.3%	55.3%	18.8%	10.0%	4.6%	2.0%

Note: The category with the highest percent of responses is shaded.

Support

8.1. Slightly over two thirds of all respondents *strongly agreed* or *agreed* that "[They] have received adequate professional development to enable [them] to participate in the new evaluation system" (275 of 411 or 67.1%).

8.2. Almost three quarters of all respondents *strongly agreed* or *agreed* that "[They] have received adequate evaluation-related support from school administrators" (302 of 407 or 74.2%) and slightly over two thirds of respondents *strongly agreed* or *agreed* that "The evaluation-related feedback [they] have received from school administrators has been constructive and beneficial" (272 of 405 or 67.2%).

8.3. Of 410 respondents, 243 or 59.3% *strongly agreed* or *agreed* that "Overall, the new evaluation system has been well implemented in [their] school." A little over a quarter of respondents indicated that they *don't know* or that it was *too early to tell* (n= 123, 27.6%).

8.4. When asked which components of the pilot need further clarification, 165 of 371 or 44.5% indicated that all components of the pilot had been well explained and they did not need further clarification. However, there seems to be a need for clarification with regard to the process for compiling additional evidence for self-assessment (142 of 371 or 38.3%) and postobservation conference (136 of 371 or 36.7%) and, to a lesser extent, the student learning goal-setting process (92 of 371 or 24.8%).

Open-Ended Responses

Respondents were asked to comment on what they believed were the most positive and challenging aspects of the evaluation system. Of the 421 teachers who completed the survey, 179 or 42.5% provided comments regarding the most positive aspects of the system while 205 teachers or 48.7% provided comments regarding what they believe to be the most challenging aspects of the new evaluation system.

Most positive aspects of the system

9.1. Three dominant themes emerged from respondent comments regarding the most positive aspects of the new evaluation system. Over half of all responses to this survey item fall under one of these three themes: *self-reflection*, *empowerment*, and *goal-setting*.

9.2. Comments indicate that the new system provides opportunities for teachers to *self-reflect* and examine closely their own strengths and weakness so that they can work toward becoming more effective educators. The vast majority of those who commented on this positive aspect of the system were teachers in the advanced progression, who are required to complete a self-assessment as part of their evaluation.

9.3. Another positive aspect of the new evaluation system identified by respondents was the sense of ownership that participants have about the evaluation process. Respondents believe they play an active role in their own evaluation. To some extent the process is self-guided because they can set goals for student learning that are specific to their content areas, as well as present evidence to demonstrate their effectiveness as educators. Overall, comments indicated that teachers seem to appreciate the fact that they have some level of *ownership* in the process and they believe the system is *empowering* to teachers.

9.4. Another feature of the new evaluation system identified by respondents as among its most positive aspects was the process of *establishing student learning goals*. The majority of respondents simply identified this process as positive without any further elaboration. However, based on comments from those who did elaborate, it appears some teachers believe the process helps them approach their teaching more systematically, at the same time it holds them accountable to the goals they have set for themselves and their students. Respondents commented that they are now more focused on areas of needed improvement for their students.

9.5. In addition to the three aspects of the system discussed above, respondents also identified other positives, albeit less frequently, including opportunities for conferences with administrators, clearly stated expectations for teachers, teacher accountability, and a paperless evaluation process.

Most challenging aspects of the system

9.6. Three dominant themes emerged from respondent comments regarding the most challenging aspects of the new evaluation system. Approximately two thirds of all teachers who responded to this survey item identified one or more of the following three aspects as challenges they have faced thus far: *time*, *the student learning goal process*, and *technical issues*.

9.7. Close to one third of respondents commented that finding the *time* to complete everything that is required under the new system has been very challenging. Comments from respondents regarding the time issue generally fall into three categories: (a) respondents feeling they already have "a lot on [our] plates"; (b) time issues directly related to technical glitches they have encountered, which have made the process take longer than expected; and (c) the inability of teachers to access the online system outside of the school building. In other words, teachers believe they do not have sufficient free time at school to be able to access WVEIS on the Web and complete the various requirements of the system online.

9.8. The second challenge most frequently mentioned by respondents was participation in the student learning goal process. Although most respondents did not elaborate further, comments from those who did take the opportunity to explain their views of this issue indicate that this component of the evaluation system still needs further clarification. This may be due to the number of teachers who did not attend any of the professional development sessions provided in July and August.

9.9. The third most frequently mentioned barrier to effective implementation according to respondents is online technical issues, which have been adequately covered elsewhere in this report.

9.10. Other less frequently mentioned challenges include the process of compiling additional evidence and completing the self-assessment, learning a new system and lack of adequate guidance, and lack of adequate training.

Recommendations

It is worth noting here that feedback from participants is gathered at the halfway point of the first year implementation of the pilot project. Therefore, data from this interim evaluation report should not be taken to pass judgment on the merit of the system but rather to identify the strengths and weakness of the system during the early phases of implementation. The information should be used diagnostically as a "temperature check" to provide additional clarifications and support to schools participating in the pilot project. The feedback from the experiences of pilot schools could also be utilized to better inform the scaling-up process in coming years. With this caveat in mind, the following recommendations are provided:

- Consider establishing an ongoing monitoring protocol to identify the number of teachers from each school who may not be able to attend training sessions in the be-

ginning of the school year and encourage RESA staff and/or school leadership teams to provide supplemental training on an ongoing basis.

- The 25 pilot schools would have benefited greatly if a single individual had been designated from the Office of Information Systems at the WVDE to serve as a contact person and resolve technical issues in a timely manner for schools and districts. Going forward, and with the addition of more than 100 schools in the pilot, the same option is not possible. Consider providing extensive training, specifically on the online system, to individuals either at the RESA or district level to serve as contact persons for their schools.
- Consider making WVEIS on the Web accessible to educators outside of the school building. This may allow teachers to devote more time to various components of the system outside of the school day and avoid some technical difficulties resulting from limited bandwidth at the school level and, in the long-term, may lead to better overall quality implementation.
- Consider making the self-assessment instrument available for the less experienced teachers and encouraging them to utilize the process for their own purposes. One of the most beneficial components of the system identified by respondents in the advanced progression is the process of completing a self-assessment.
- Consider providing onsite technical assistance to provide clarification on the process of setting student learning goals. All respondents identified this component as the most beneficial part of the system. Educators believe the process helps them approach their teaching more systematically by helping them focus on areas of needed improvement for their students while it holds them accountable to the goals they have set for themselves and their students. At the same time, however, feedback from respondents indicates that participants still consider this process to be the most challenging part of the pilot project.
- Consider elucidating further the process for compiling additional evidence. Over a third of respondents indicated that they need additional clarification on this aspect of the pilot project.

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