

May 19, 2010

Teacher/Principal Evaluation Survey, December 2009

STATE SUMMARY

Percentage of Districts Responding to Each Question

Which of the following are characteristics of the performance evaluation system?	All Beginning Teachers	Experienced Teachers New to District	Veteran Teachers	Principals
(check all that apply)				
The performance evaluation system is separate and distinct from the individual professional development process.	55%	54%	52%	61%
The only evaluation is compliance with the district's professional development requirements.	13%	13%	13%	7%
The evaluation system is essentially creating and reviewing goals through the professional development process.	18%	18%	21%	24%
Meeting(s) with supervisor	99%	98%	99%	96%
Peer Evaluation	15%	10%	15%	9%
Self-assessment/reflection	83%	83%	85%	85%
Scheduled classroom/building observation	94%	93%	86%	48%
Unannounced classroom/building observation or walkthrough	85%	85%	82%	60%
NECAP results if applicable to subjects taught	15%	15%	15%	21%
Other student assessment results	24%	24%	24%	25%
Student academic growth measure	12%	12%	12%	16%
Growth is a <u>significant</u> evaluation factor	2%	2%	2%	4%

Frequency of <u>scheduled</u> classroom/building observation.	All Beginning Teachers	Experienced Teachers New to District	Veteran Teachers	Principals
(check one per column)				
None	1%	1%	3%	29%
Regularly, but less than annually	0%	1%	43%	9%
Annually	4%	7%	42%	40%
2-3 times per year	76%	81%	10%	6%
4 or more times per year	20%	11%	2%	16%

Frequency of formal (i.e. retained in personnel file) evaluation.	All Beginning Teachers	Experienced Teachers New to District	Veteran Teachers	Principals
(check one per column)				
None	0%	0%	1%	1%
Once every 3 years	0%	0%	44%	4%
Once every 2 years	0%	4%	4%	2%
Annually	37%	39%	46%	83%
More than once per year	63%	57%	6%	10%

Format for the <u>majority</u> of the evaluation form.	All Beginning Teachers	Experienced Teachers New to District	Veteran Teachers	Principals
	(check one per column)			
Narrative	48%	48%	46%	46%
Goal setting and review of prior goals	15%	14%	20%	26%
Checklist	9%	9%	8%	2%
Rubric	18%	18%	16%	9%
Scale (low to high)	4%	4%	4%	6%
Other	9%	9%	10%	11%
If used, describe Other:	Please note that while only one format per column could be selected for this question, most districts use evaluation forms containing more than one format.			

What is the purpose of evaluations?	All Beginning Teachers	Experienced Teachers New to District	Veteran Teachers	Principals
	(check all that apply)			
Identify strengths/weaknesses	98%	98%	97%	98%
Identify need for remediation	85%	84%	81%	78%
Recertification recommendation	41%	41%	41%	37%
Contract renewal/non-renewal	87%	87%	70%	68%
Standard promotion/salary step	28%	28%	27%	27%
Merit promotion or bonus pay	2%	2%	2%	12%
Feedback from mentor	33%	30%	19%	21%
Determination of best fit for school/class assignment	41%	38%	31%	19%
Individual professional development planning	70%	70%	70%	64%
Tenure per union contract				
If used, describe union contract tenure:	Because there is no standard definition, tenure data has not been summarized.			

Describe the type of overall evaluation rating assigned to each teacher and principal.	All Beginning Teachers	Experienced Teachers New to District	Veteran Teachers	Principals
	(check one per column)			
All narrative or no overall rating	57%	57%	58%	66%
2 levels (e.g. satisfactory/not satisfactory)	6%	6%	7%	2%
3 levels (e.g. below average, average, above average)	9%	9%	9%	4%
4 levels	26%	26%	24%	22%
5 or more levels	1%	1%	1%	4%

Professional Development Models for Teachers	Danielson	Saphier	Other
	(check one if applicable)		
The teacher evaluation system is based on this model.	62%	19%	12%

Professional Standards Models for Teachers	INTASC	District Designed	Other
(INTASC = Interstate New Teacher Assessment and Support Consortium) (check one if applicable)			
The teacher evaluation criteria are based on Professional Standards.	10%	45%	9%

	Administrators	Principals	Teachers	Union
(check all that apply)				
This party played a significant role in the selection/development of the teacher evaluation system.	77%	87%	80%	56%
This party played a significant role in the selection/development of the principal evaluation system.	89%	62%	11%	8%

Teacher and Principal Evaluation Ratings by Level				
Number of teachers	15,050			
Number of principals	416			
For ALL full-time teachers and principals provide counts for each overall rating category based on the person's most recent evaluation. (Either 08-09 or 09-10 data may be reported.) Two-level ratings reported as Lowest/Middle or as Not Rated.	Lowest Evaluation Level	Sum of All Middle Levels	Highest (Best) Level	Not Rated
Number of teachers per rating level	216	2,527	1,531	10,776
Number of principals per rating level	6	38	63	309
Percent of teachers per rating level	1%	17%	10%	72%
Percent of principals per rating level	1%	9%	15%	74%