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## Memo

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**Date:** April 15, 2015  
**To:** Jeanne Harmon, Washington Office of Superintendent of Public Instruction (OSPI)  
**From:** Gretchen Weber, American Institutes for Research (AIR)  
**Re:** **Washington Educator Preparation Programs Survey of Faculty: Key Findings for Teacher Preparation Programs**

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The Washington Educator Preparation Programs Survey of Faculty was sent to 468 faculty members across the 21 educator preparation programs (i.e., teacher preparation, principal preparation, and superintendent preparation) in Washington.

- Of the 468 members, 47.4 percent ( $n = 222$ ) responded to the survey.
- Of the 222 respondents, 79.7 percent ( $n = 39$ ) were from teacher preparation programs.

### Survey Respondents' Work and Teaching Experiences

- Among the 177 respondents from teacher preparation, 62.71 percent have worked in the program for six years or more (56.31 percent), and 57.06 percent served as full-time faculty.
- Although the majority of respondents (79.66 percent) reported teaching courses in their programs, only 17.02 percent reported that their major responsibility was to focus on the Teacher/Principal Evaluation Project (TPEP).

### Faculty Reported Level of Understanding of Various Aspects of TPEP

- About two thirds of respondents reported they were *somewhat well* or *very well* familiar with (1) how the evaluation criteria connect to the frameworks; (2) the four-tiered performance rating system; and (3) how to set student growth goals and measure student progress toward goals (see Table 1).
- The majority of respondents reported that they were *not at all* or *not very well* familiar with the revised educator evaluation timeline, roles, and responsibilities (59.4 percent) and how other measures of educator effectiveness will be used in educator evaluations (61.3 percent).

### Usefulness of Activities and Resources for Respondents' Understanding of TPEP

- Overall, the majority of respondents from teacher preparation programs thought the most helpful activities and resources for their understanding of TPEP were (1) the partnerships with K–12 school districts (67.2 percent), and (2) the information on TPEP website (50.4 percent) (see Table 2).

- Respondents also found the district connection most helpful. For respondents, this meant having some connection to a district where they saw TPEP in action or learned about TPEP.
- Although there were nine references to using edTPA as an activity or resource in understanding TPEP, the responses split between respondents who noted a connection between edTPA and TPEP, and respondents who reported a lack of the alignment between the two.

## **Alignment Between Educator Preparation Programs and TPEP**

- More than two thirds of respondents stated that their programs required candidates *to a moderate extent* or *to a great extent* to demonstrate the given knowledge and skills in the teacher evaluation activities, including knowledge of teacher evaluation requirements and criteria and ability to self-assess, set goals, reflect on instructional practices, gather evidence over time, and establish student growth goals for individual student, subgroups of students, and a whole class (see Table 3).
- Survey respondents reported the following three activities as the most widely used to help candidates demonstrate the various knowledge and skills: fieldwork (e.g., practicum, internship), applied course assignment, and basic course assignment (see Figure 1).
- Using edTPA to help candidates demonstrate various TPEP knowledge and skills was reported most often (i.e., the ability to reflect on instructional practices, ability to gather evidence over time, understanding of how to use student growth data to evaluation instructional practices, knowledge of evaluation criteria and requirements, ability to self-assess instructional practices, ability to set goals, knowledge of the use of online tools to review observation notes and material submission, and the ability to establish student growth goals for individual or subgroups of students), but at a low frequency (ranging from  $n = 1$  to  $n = 4$ ) as an open-ended response.

## **Integration of TPEP Into Preparation Programs**

- Respondents from teacher preparation programs reported varying level of time allocation depending on knowledge or skill (see Table 4).
  - The majority of respondents reported that they spent less than two hours on preparing candidates for the following components: knowledge of teacher evaluation criteria, understanding of the four-tiered rating system, and knowledge of how to participate in an evaluation conference.
  - At least 40 percent of respondents stated that they spent more than four hours on preparing candidates for the ability for goal setting, for self-reflections, for evidence gathering, and understanding of using student growth and other measures in teacher evaluations.

## **Challenges**

- The three challenges most selected by respondents were (1) “do not have sufficient information on TPEP” (45.5 percent), (2) “there are so many frameworks in TPEP that it is

difficult to articulate all well” (46.5 percent), and (3) “not certain about how to prioritize different aspects of TPEP into my course and assignment” (32.3 percent) (see Table 5).

- Respondents also noted other challenges including that (1) TPEP is not part of their course and (2) that edTPA is the focus and is reportedly time-consuming. (It seems as though TPEP could be viewed as competing for time with edTPA.)

## Needs and Supports

- Twenty-five out of 85 respondents reported a need for more training, such as the training on use of student growth data and adapting instruction to meet individual and group needs, and on incorporating aspects of TPEP into programs.
- Respondents also requested resources and materials on student growth data and multiple measures of performance in teacher evaluations, including updated information on the TPEP website, webinars, videos, and written curriculum.
- A third of respondents ( $n = 24$ ) recommended facilitating the teaching and use of TPEP, including moving from three frameworks to one framework and clarifying expectations for the use of student growth to reduce the variability across districts of the use of student growth data in TPEP.
- In addition, respondents widely recommended connecting and aligning TPEP to edTPA.

## Washington Teacher/Principal Evaluation Project Faculty Survey: Key Tables and Figures for Teacher Preparation Programs

**Table 1. Respondents Reporting Their Level of Understanding of Various Aspects of TPEP**

<i>How well do you understand the following aspects of the Teacher and Principal Evaluation Project (TPEP)?</i>	<i>Not at All or Not Very Well</i>	<i>Somewhat Well or Very Well</i>
	<b>Teacher Prep Faculty % (n)</b>	<b>Teacher Prep Faculty % (n)</b>
How the evaluation criteria connect to the frameworks	37.3% (n = 62)	62.7% (n = 104)
The four-tiered performance rating system	37.7% (n = 61)	62.3% (n = 101)
The revised educator evaluation timeline, roles, and responsibilities	59.4% (n = 98)	40.6% (n = 67)
How to set student growth goals and measure student progress toward goals	33.7% (n = 55)	66.3% (n = 108)
How other measures of educator effectiveness (e.g., perception data) will be used in educator evaluations	61.3% (n = 100)	38.7% (n = 63)

**Table 2. Faculty' Perceptions on the Helpfulness of Various Activities and Resources for Their Understanding of TPEP**

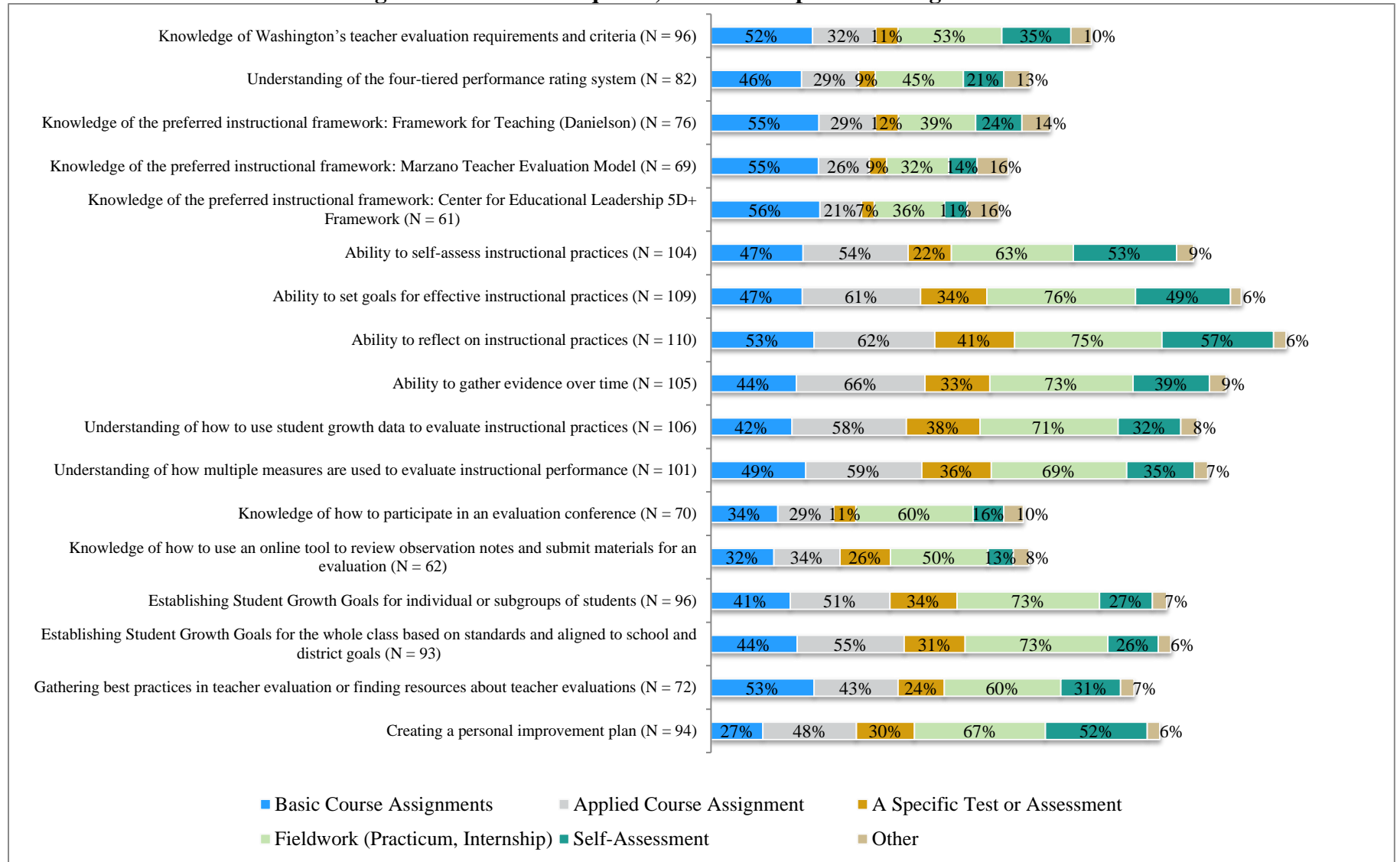
<i>To what extent has each of the following activities or resources been helpful for your understanding of TPEP?</i>	<i>Not at All or To a Limited Extent</i>	<i>To a Moderate Extent or To a Great Extent</i>
	<b>Teacher Prep Faculty % (n)</b>	<b>Teacher Prep Faculty % (n)</b>
Partnerships with K–12 school districts	32.8% (n = 43)	67.2% (n = 88)
Information on TPEP website	49.6% (n = 63)	50.4% (n = 64)

**Table 3. Skills and Knowledge Aligned to TPEP, Teacher Preparation Program**

<i>To what extent does your program require your candidates to demonstrate knowledge and skills in the following teacher evaluation activities?</i>	<i>Not at All or To a Limited Extent</i> % (n)	<i>To a Moderate Extent or To a Great Extent</i> % (n)	<i>Do Not Know</i> % (n)
Knowledge of Washington's teacher evaluation requirements and criteria	20.8% (n = 30)	64.6% (n = 93)	14.6% (n = 21)

<i>To what extent does your program require your candidates to demonstrate knowledge and skills in the following teacher evaluation activities?</i>	<i>Not at All or To a Limited Extent</i> % (n)	<i>To a Moderate Extent or To a Great Extent</i> % (n)	<i>Do Not Know</i> % (n)
Understanding of the four-tiered performance rating system	31.7% (n = 45)	50.7% (n = 72)	17.6% (n = 25)
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	30.3% (n = 43)	47.9% (n = 68)	21.8% (n = 31)
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	35.9% (n = 51)	42.3% (n = 60)	21.8% (n = 31)
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	43.3% (n = 61)	31.9% (n = 45)	24.8% (n = 35)
Ability to self-assess instructional practices	6.9% (n = 10)	86.1% (n = 124)	6.9% (n = 10)
Ability to set goals for effective instructional practices	4.2% (n = 6)	89.6% (n = 129)	6.3% (n = 9)
Ability to reflect on instructional practices	4.9% (n = 7)	89.6% (n = 129)	5.6% (n = 8)
Ability to gather evidence over time	8.4% (n = 12)	84.6% (n = 121)	7.0% (n = 10)
Understanding of how to use student growth data to evaluate instructional practices	7.7% (n = 11)	85.2% (n = 121)	7.0% (n = 10)
Understanding of how multiple measures are used to evaluate instructional performance	10.6% (n = 15)	81.0% (n = 115)	8.5% (n = 12)
Knowledge of how to participate in an evaluation conference	35.0% (n = 50)	46.9% (n = 67)	18.2% (n = 26)
Knowledge of how to use an online tool to review observation notes and submit materials for an evaluation	40.4% (n = 57)	40.4% (n = 57)	19.1% (n = 27)
Establishing Student Growth Goals for individual or subgroups of students	19.6% (n = 28)	69.2% (n = 99)	11.2% (n = 16)
Establishing Student Growth Goals for the whole class based on standards and aligned to school and district goals	19.7% (n = 28)	69.0% (n = 98)	11.3% (n = 16)
Gathering best practices in teacher evaluation or finding resources about teacher evaluations	26.1% (n = 37)	56.3% (n = 80)	17.6% (n = 25)
Creating a personal improvement plan	16.3% (n = 23)	68.8% (n = 97)	14.9% (n = 21)

**Figure 1. Activities Required, Teacher Preparation Program**



**Table 4. Time Allocation on Preparing Various Skills and Knowledge, Teacher Preparation Program**

<i>Please indicate how much time you spent on each of the following elements in your preparation of candidates.</i>	<b>0 hours</b>	<b>0–2 hours</b>	<b>2–4 hours</b>	<b>More than 4 hours</b>
Knowledge of Washington’s teacher evaluation requirements and criteria	21.1% (n = 24)	44.7% (n = 51)	14.9% (n = 17)	19.3% (n = 22)
Understanding of the four-tiered performance rating system	33.9% (n = 39)	43.5% (n = 50)	13.0% (n = 15)	9.6% (n = 11)
Knowledge of the preferred instructional framework: Framework for Teaching (Danielson)	40.0% (n = 46)	39.1% (n = 45)	8.7% (n = 10)	12.2% (n = 14)
Knowledge of the preferred instructional framework: Marzano Teacher Evaluation Model	47.3% (n = 53)	36.6% (n = 41)	8.0% (n = 9)	8.0% (n = 9)
Knowledge of the preferred instructional framework: Center for Educational Leadership 5D+ Framework	54.1% (n = 60)	36.0% (n = 40)	6.3% (n = 7)	3.6% (n = 4)
Ability to self-assess instructional practices	8.7% (n = 10)	27.8% (n = 32)	13.9% (n = 16)	49.6% (n = 57)
Ability to set goals for effective instructional practices	9.6% (n = 11)	19.1% (n = 22)	20.9% (n = 24)	50.4% (n = 58)
Ability to reflect on instructional practices	6.1% (n = 7)	17.4% (n = 20)	16.5% (n = 19)	60.0% (n = 69)
Ability to gather evidence over time	10.5% (n = 12)	24.6% (n = 28)	16.7% (n = 19)	48.2% (n = 55)
Understanding of how to use student growth data to evaluate instructional practices	14.8% (n = 17)	27.0% (n = 31)	14.8% (n = 17)	43.5% (n = 50)
Understanding of how multiple measures are used to evaluate instructional performance	10.5% (n = 12)	28.1% (n = 32)	19.3% (n = 22)	42.1% (n = 48)
Knowledge of how to participate in an evaluation conference	42.6% (n = 49)	31.3% (n = 36)	7.0% (n = 8)	19.1% (n = 22)
Knowledge of how to use an online tool to review observation notes and submit materials for an evaluation	50.4% (n = 57)	24.8% (n = 28)	6.2% (n = 7)	18.6% (n = 21)
Establishing Student Growth Goals for individual or subgroups of students	23.9% (n = 27)	31.0% (n = 35)	11.5% (n = 13)	33.6% (n = 38)
Establishing Student Growth Goals for the whole class based on standards and aligned to school and district goals	24.3% (n = 28)	26.1% (n = 30)	12.2% (n = 14)	37.4% (n = 43)
Gathering best practices in teacher evaluation or finding resources about teacher evaluations	33.9% (n = 39)	27.8% (n = 32)	13.0% (n = 15)	25.2% (n = 29)
Creating a personal improvement plan	22.6% (n = 26)	34.8% (n = 40)	17.4% (n = 20)	25.2% (n = 29)

**Table 5. Challenges in the Integration of TPEP Into Courses**

<i>Which of the following challenges have you encountered as you have integrated TPEP into your courses? (Check all that apply.)</i>	<b>Teacher Prep Faculty % (n)</b>
I do not have sufficient information on TPEP.	45.5% (n = 45)
There are so many frameworks in TPEP that it is difficult to articulate all well.	46.5% (n = 46)
I am not certain about how to prioritize different aspects of TPEP into my course and assignment.	32.3% (n = 32)
It is difficult to assess students' understanding of TPEP in my course.	28.3% (n = 28)
I have to make changes to course requirements and expectations, which is difficult.	19.2% (n = 19)
I do not have access to data from TPEP on my graduates that I can refer to as I integrate TPEP into my course.	26.3% (n = 26)
I do not intend to integrate TPEP into my course.	16.2% (n = 16)
Other (Please specify.)	18.2% (n = 18)
None of the above	8.1% (n = 8)

*Note:* There were 99 teacher preparation program faculty who responded to this question.