



Washington's 2014 State of the State Educator Survey Report: Summary of Key Findings

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Executive Summary

With the implementation of the new teacher and principal evaluation systems and the Common Core State Standards in 2013–14, educators in the state of Washington are experiencing significant change. These two new initiatives are spearheaded by the Washington Office of Superintendent of Public Instruction (OSPI) and supported by the Washington Teacher/Principal Evaluation Project (WA TPEP) steering committee¹ and the education service districts (ESDs) in the state. OSPI partnered with American Institutes for Research (AIR) to survey the readiness, supports, needs, expectations, and concerns of all educators in the state as they relate to the two initiatives. Survey results are intended to help Washington stakeholders better understand the current state of educator evaluation across Washington’s 295 districts and to strategize how best to support districts’ implementation of these new policies.

Between February and March 2014, teachers, principals, district leaders (i.e., superintendents, assistant superintendents, and central office staff), and school directors² were invited to complete a brief survey about their districts’ educator evaluation systems and Common Core State Standards implementation. A total of 7,051 responses were collected from educators on such topics as understanding, communication, supports needed, and results of the evaluation systems as well as the requirements of the new Common Core.

Key Findings

The following key findings emerged from the survey:

- The majority of responding teachers were very familiar or somewhat familiar with the state of Washington’s revised requirements for evaluating teachers (Senate Bill 5895).
 - Of the teachers surveyed, 21.9 percent still stated that they were vaguely familiar or not at all familiar with the revised requirements of evaluating teachers.
 - Teachers varied in their understanding of the components of the teacher evaluation system. For example, 75.9 percent of responding teachers understood the instructional framework; however, only 55.9 percent of responding teachers understood the revised summative rating process.
- The majority of responding principals and district leaders understood the various components of the teacher evaluation system but had varying levels of understanding of the principal evaluation system.
 - More than 80 percent of district leaders reported understanding the various components of the teacher evaluation. More than 90 percent of principals reported understanding the components of the teacher evaluation system with the exception of the summative rating process (74.3 percent) and student growth goals (70.6 percent).
 - Although the majority of principals (81.5 percent) and district leaders (88.4 percent) reported understanding the leadership framework, participants reported less familiarity with other components of the principal evaluation system, particularly the

¹ A list of organizations that compose the WA TPEP steering committee can be found in Appendix A.

² *School director* is the formal term used in Washington state for school board members.

- principals. For example, only 47.6 percent of responding principals reported understanding the summative rating process.
- Many district leaders and school directors overestimate their teachers’/principals’ understanding of the teacher/principal evaluation system.
 - District leaders and school directors were asked to rate how well they thought their teachers understood the various components of the evaluation system. Approximately one third of teachers did not agree with their district leaders and school directors about their level of understanding.
 - District leaders and school directors also were asked to rate how well they thought their principals understood the various components of the evaluation system. Of the responding principals, 83.4 percent agreed with their district leaders and school directors about how well they understood the leadership framework; however, only 37.3 percent of principals agreed with how other measures of principal effectiveness will be used.
 - Responding principals and district leaders agreed on the most important aspects of their role as evaluators.
 - Three fourths of principals reported that their primary role as a teacher evaluator was to communicate with teachers and develop relationships with them, and three fifths of principals agreed that their primary role was to provide instructional leadership.
 - Although not all district leaders served in the capacity of principal evaluator, those who did agreed with principals about the most important aspects of their role as evaluators. Three fourths of district leaders reported that their primary role as principal evaluators was to communicate with principals and develop relationships with them, and three fifths of district leaders agreed that their primary role was to provide coaching.
 - Participants reported on a wide range of perceived outcomes that could result from the implementation of the revised evaluation systems.
 - This survey was conducted half way through the first year of implementation, and approximately half of the teachers and half of the principals reported potential positive effects on their professional learning. For example, 45.5 percent of teachers and 44.5 percent of principals reported that they would receive more detailed feedback.
 - Evaluators (i.e., principals for teacher evaluation and district leaders for principal evaluation) were more optimistic about the potential effects of the revised educator evaluations. For example, the majority of responding principals and district leaders stated that the revised educator evaluation systems would have an impact on improving instructional practice and leadership practice, respectively.
 - Across respondent groups, receiving more training on how student growth will be used in educator evaluations was the most commonly cited support needed to implement the evaluation systems.

- The majority of survey respondents were familiar with the Common Core State Standards; however, participants within a district often did not agree with the level of Common Core implementation in their district.
- Across respondent groups, participants agreed that they did minimal outreach to parents and community members as they transitioned to the Common Core State Standards.
- Although a small majority of participants reported that they were not familiar with the integration of educator evaluations and the Common Core State Standards, 60.6 percent of teachers reported that their instruction incorporates the Common Core and expectations that align to evaluations.

Limitations

Due to low response rates, **results should be interpreted with caution**. Results do not necessarily reflect the conditions and perceptions of respondents across the state, nor do the views of educators within a district necessarily reflect the views of all educators within that district. Results reflect the thoughts and opinions of only those who opted to complete the survey. Nevertheless, they raise some interesting points for consideration.

Recommendations

Findings from this survey resulted in a series of eight recommendations for OSPI, the ESDs, and the state legislature:

- More training for teachers from OSPI and their district is needed.
- More training for principals on the principal evaluation is needed.
- More training for school directors is needed.
- Assessment of level of understanding of teachers and principals is needed.
- Better communication on teacher and principal evaluations is needed.
- There is a need to support the culture shift in the primary role of evaluators as instructional leaders or coaches.
- Further study on the effect and outcomes of the evaluation system is needed.
- There is a need to develop additional trainings and resources on the Common Core State Standards and on making connections between the Common Core and educator evaluations.

More detailed descriptions of each of these recommendations can be found on page 42.

Introduction

In March 2012, the Engrossed Substitute Senate Bill (ESSB) 5895 became law in the state of Washington. This bill requires the objective study of implementation of new principal and teacher evaluation systems and the identification of best practices that will inform scaled districtwide and statewide implementation as early as 2013–14 but no later than the 2015–16 academic school year (Washington State Teacher/Principal Evaluation Project, 2012).

To assess districts' understanding of and experience in implementation of the new state-mandated components of the evaluation systems as well as their readiness to implement the new Common Core State Standards, American Institutes for Research (AIR) in partnership with the Washington Office of Superintendent of Public Instruction (OSPI), surveyed approximately 7,000 teachers, principals, district leaders (i.e., superintendents, assistant superintendents, central office staff), and school directors³ between February and March 2014. Although AIR and OSPI reached out to each district superintendent on multiple occasions, only a small sample of Washington educators responded to the survey. As a result, survey findings should be interpreted with caution, as the sample does not necessarily represent the perspectives of all Washington educators.

This is the third survey of Washington educators conducted by AIR for OSPI. The first survey was conducted in the spring of 2011 (Stewart, 2011),⁴ and the second survey was conducted in the fall of 2012 (Brown-Sims, Clayton, Chen, & Brandt, 2013).⁵ The current 2014 survey was developed to do the following:

- Examine teachers' and principals' understanding of the new educator evaluation systems and the impact that the systems have on educators.
- Determine the extent of districts' communication with principals and teachers about the new evaluation systems and the expectations the systems place upon them.
- Identify additional supports, resources, and professional learning experiences that educators need in order to implement the new evaluation requirements.
- Examine districts' professional learning, resources and support, and impact of their implementation of the Common Core State Standards.
- Examine districts' integration of the Common Core and educator evaluations.

The study was designed to help policymakers and practitioners understand the implications of new system requirements and to help inform decisions about future directions and areas of support for districts as they begin to implement their new systems.

Although the study was designed to increase understanding of educator perceptions of the revised evaluation systems and the Common Core State Standards, the results do not necessarily reflect the perceptions of educators across the state nor the other nonrespondent educators within

³ *School director* is the formal term used in Washington state for school board members.

⁴ Findings from the 2011 report can be found at <http://tpep-wa.org/wp-content/uploads/washington-tpep-statewide-data-report.pdf>

⁵ Findings from the 2012 report can be found at http://tpep-wa.org/wp-content/uploads/TPEP_StatewideSurveyReport_2012.pdf

districts. Due to the low response rate of the survey, results only reflect the thoughts and opinions of those who completed the survey.

This report begins with an overview of the data collection methodology, analysis approach, and discussion of limitations. Survey findings from this small sample (due to low response rate) of Washington educators are then presented by topic area—educator evaluations and Common Core State Standards. The report concludes with key recommendations for OSPI, the ESDs, and other policymakers and practitioners across the state.

Methodology and Analysis

This section of the report summarizes AIR’s data collection methods and analysis approach.

Survey Development

Survey items were developed through a series of collaborative discussions with OSPI staff and the Washington Teacher/Principal Evaluation Project (WA TPEP) steering committee as well as a detailed review of the requirements of Senate Bill 5895. An initial draft of the survey, based on the 2013 statewide survey, was presented to OSPI and shared with the TPEP steering committee, whose feedback was incorporated into subsequent drafts of the survey. This process occurred twice, resulting in a final set of survey items tailored for each educator group: teachers, principals, district leaders, and school directors. The final approved survey was formatted for online administration to include branching and skip logic that allowed participants to answer subsequent questions based on their current position within their district. A copy of the survey can be found in Appendix B.

Survey Administration

Four separate surveys were created: one for teachers, one for school-level administrators (i.e., principals and assistant principals), one for district leaders (i.e., superintendents, assistant superintendents, and central office staff), and one for school directors. AIR administered the surveys between February and March 2014 using a three-pronged approach to ensure that all educators in the state had an opportunity to complete the surveys. First, AIR received a list of e-mail addresses for all the superintendents in the state from OSPI. AIR e-mailed the state’s superintendents in February, asking them to complete the survey and to forward an invitation to take the survey to their teachers, principals, and relevant district staff. The superintendents’ messages included e-mail templates to send the survey invitation to their staff and a generic link to the survey. This approach was developed in collaboration with OSPI as the best approach given resources available (e.g., time, capacity). In total, district superintendents received one initial invitation letter and five follow-up e-mails requesting that they complete the survey and encourage their staff to do the same (see Appendix C). AIR staff also followed up via phone with 80 superintendents who completed the survey but had no other responses from their districts and requested that the superintendents forward the survey invitation to their staff.

For the second approach, AIR created a generic survey link that was sent to educators via the state’s various professional organizations: Washington Education Association, Association of Washington School Principals, and the Washington State School Directors Association. These associations and Washington OSPI also posted the link on their website. Other statewide organizations, such as the Center for Strengthening the Teaching Profession (CSTP), were used to disseminate the survey link to educators. OSPI also sent the survey link directly to all of the 7,259 state’s National Board Certified Teachers (NBCTs) and requested that they share the link with their teaching colleagues.

Third, AIR used a list of e-mail addresses for all educators in the state (i.e., teachers, principals, district leaders, and school directors) that was created to administer the survey in 2013. A total of 49,367 educators received an e-mail from AIR summarizing the purpose of the survey and how

results would be used and a request to complete the 15-minute survey. Educators on this list received two e-mail notices from AIR between February and March 2014. No financial incentives were offered to complete the survey.

Sample

Upon closing the survey, the research team employed a three-step process to clean and exclude certain responses before analysis began. A description of each step is provided in this section. Table 1 provides an overview of the impact of each exclusion step on the sample size.

Step 1. The research team removed respondents who did not identify their positions. Those respondents did not respond to any question except for the one regarding which district they were from. As a result, 25 respondents were removed from the original sample ($n = 7,102$).

Step 2. Respondents were removed from the remaining sample if they did not respond to any question except for the two regarding their positions and districts. As a result, an additional 12 respondents were removed.

Step 3. Respondents were removed from the remaining sample if their positions were not included in the original sample frame (e.g., coach, librarian). Another 14 respondents⁶ were dropped for this reason, leaving a sample of 7,051 respondents for the item-response analyses.

Table 1. Respondents Removed From the Analytic Samples

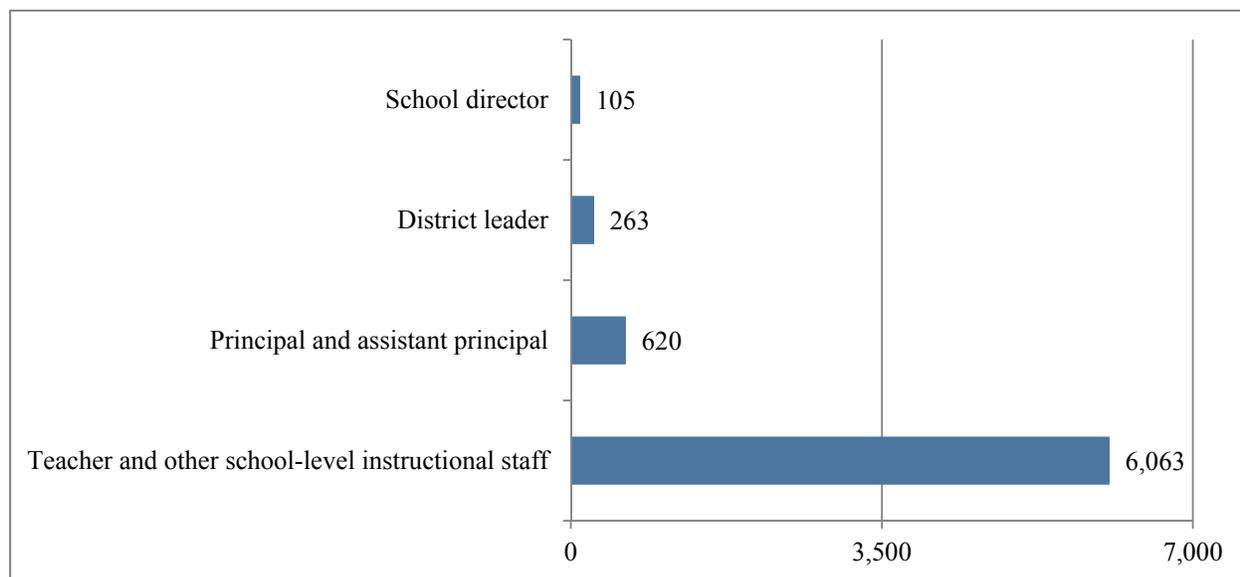
Exclusion Steps		Sample Size
Total Number of Respondents Who Initially Responded to the Survey		7,102
Step 1	Remove respondents who did not identify positions.	25
Step 2	Remove remaining respondents who did not respond to questions except for positions and districts.	12
Step 3	Remove remaining respondents whose positions were not aligned with the interest of research.	14
Number of Respondents Included in Item Response Analyses		7,051

A total of 7,051 responses (approximately 10.9 percent⁷) were collected from more than 64,000 potential respondents. Figure 1 provides a breakdown of response estimate by educator position.

⁶ The 14 respondents identified their positions as external positive behavioral interventions and supports/response to intervention coach, LAC director, librarian, library media specialist, magnet program coordinator, occupational therapist, paraeducator, speech-language pathologist, Teacher on Special Assignment/Title 1 coordinator, or former school director.

⁷ The response rate is an estimate given that (1) the population of district staff who could have completed the survey is unknown, and (2) it is possible that the same people completed the survey multiple times.

Figure 1. Educator Positions



In total, 263 district leaders, 105 school directors, 620 principals and assistant principals, and 6,063 teachers and school-level instructional staff⁸ representing 275 of 295 (93.2 percent) public school districts in Washington responded to the survey.

The research team used data from the 2013–14 Washington district-level enrollment report and 2011–12 National Center for Education Statistics Common Core of Data from 295 public school districts in Washington to compare the characteristics of districts with survey respondents to the known characteristics of all districts, including nonrespondents. Appendix D shows the percentage distribution of some defining characteristics of responding and nonresponding districts. The sample of districts that responded to the survey is quite similar to all Washington public school districts in terms of student composition (i.e., percentage of female students, minority students, students eligible for free or reduced-price lunch, and English language learners [ELLs]). However, educators in rural districts, districts with smaller enrollment size, and districts with a lower percentage of students in individualized education programs are slightly underrepresented in this survey. For instance, 59.3 percent of all Washington districts are located in rural areas, while a slightly lower percentage of the survey respondents (56.4 percent) are from rural districts. See Appendix D for more details about the respondents and nonrespondents of this survey.

Data Analysis

Data were analyzed descriptively to present educators’ responses to each item. The survey was designed so that none of the questions were deemed “required,” meaning participants could choose to answer some questions and not others. This approach provided participants with the ability to complete the survey while still being able to opt out of certain questions. Consequently, there are varying sample sizes for each question. The majority of items included rating scale

⁸ Surveys also were completed by 155 instructional coaches or coordinators, 113 instructional support personnel, and 18 other school-level instructional staff.

items (e.g., *not at all to very well*) or check-all-that-apply responses. The results of these analyses are most informative at the subgroup levels (e.g., by position, by district).

The research team employed a weighting adjustment (see Appendix E) to correct for the potential lack of representativeness that resulted from low response rates within some subgroups who participated in the survey. Subgroups were identified based on respondent ESD, and teacher and other school-level instructional staff were grouped based on ESD as well as teaching grade level. Researchers assigned an adjustment weight to each survey respondent. Respondents in underrepresented subgroups get a weight larger than 1, and those in overrepresented subgroups get a weight smaller than 1. This report is focused on presenting the percentage of weighted responses (weighted %) as well as the actual number of respondents who selected a certain response category (*n*).

The weighted data were analyzed and compared by positions. The following eight educator groups were surveyed: teachers, instructional coordinators or coaches, principals or assistant principals, superintendents or assistant superintendents, central office staff, school directors, instructional support personnel, and other school personnel. For the purpose of this report, groups were collapsed and are reported in the following four categories: **teachers** (which also includes instructional coordinators or coaches, instructional support personnel, and other school personnel), **principals** (which also includes assistant principals), **district leaders** (which also includes assistant superintendents and central office staff), and **school directors**. Findings in the tables represent those individuals who provided a response to a given survey item; missing or nonresponses are not included in the tables.

District-level responses also were analyzed and reported. Of the 275 responding districts, only 161 districts had responses from district leaders. However, of the 114 districts that did not have district leader responses, 33 had school directors complete the survey. In order to maximize the number of districts whose responses could be reflected, school directors' responses are also included in district-level responses. Thus, the district-level response represents the view of either the superintendent, school director, and/or other district-level administrators from a school district who responded to a survey item. In cases in which more than one district leader or school director from the same district responded to a survey item, the research team recorded the majority response. For example, if two out of three district-level respondents (i.e., district leaders, school directors) selected the Marzano Leadership Framework as their leadership framework, then the overall response for the district for the item was reported as the Marzano Leadership Framework. The tables provide the actual counts and percentage of districts in which a majority of district-level responses fall into a certain category. In addition, corresponding teacher and principal response rates within the same tables reflect the level or percentage of agreement within those districts who selected the same answer to the larger question. It is noted that the weighted teachers' and principals' responses are used for percentage computation. For instance, if the majority of the district-level respondents reported the Marzano Leadership Framework as their leadership framework, the table then shows the weighted percentage of principals within the same district who agreed with the same statement.

Limitations

Respondents were not randomly selected on specific criteria, and due to low response rates in the survey, **AIR recommends that these results be interpreted with caution.** Results do not necessarily reflect the conditions and perceptions of respondents across the state, nor do the views of educators within a district necessarily reflect the views of all educators within that district. Results reflect the perceptions and opinions of only those who opted to complete the survey.

In addition, due to the use of a generic link rather than a unique survey link sent to individual educators in the state, the research team cannot provide the exact population targeted in the survey. Furthermore, all weights used to calculate results were estimated due to limited availability of state-level subgroup population data.

Key Findings: Educator Evaluations

This section of the report highlights key findings from AIR’s 2014 third annual survey of Washington educators. Findings are organized by the following five topic areas: (1) General Understanding, (2) Training and Communication, (3) Instructional and Leadership Frameworks, (4) Perceived Effects and Outcomes, and (5) Additional Supports.

General Understanding

Stakeholders were asked about their level of familiarity, the hours of training received, their understanding of the various components of the revised requirements for evaluating teachers and principals, and the most important role as an evaluator (for principals and district leaders). All stakeholders were asked about their understanding of the teacher evaluation system, and principals, district leaders, and school directors were asked about their understanding of the principal evaluation system.

Familiarity

Teachers, specifically, were asked about their level of familiarity with the new Senate Bill 5895 legislative requirements for evaluating teachers. The majority of teachers from the small sample of Washington teachers reported that they were familiar with the new teacher evaluation system (see Table 2). However, one fifth of responding teachers reported that they were only *vaguely familiar* or *not at all familiar* with the revised requirements.

Table 2. Teachers’ Familiarity With Senate Bill 5895

How familiar are you with Washington State’s revised requirements for evaluating teachers (Senate Bill 5895)?	
Level of Familiarity	Teacher Weighted % (n)
Not at all familiar	3.8% (n = 232)
Vaguely familiar	18.1% (n = 1,064)
Somewhat familiar	55.8% (n = 3,245)
Very familiar	22.2% (n = 1,300)

Of those teachers who reported that they were only *vaguely familiar* or *not at all familiar* with Senate Bill 5895, the majority came from larger districts (69.2 percent), with lower percentages of minority students and between one fourth and three fourths of students who were eligible for free or reduced-priced lunch (see Table 3).

Table 3. Characteristics of Districts Whose Teachers Were Vaguely Familiar or Not At All Familiar With Senate Bill 5895

Enrollment		Minority Students		Students Eligible for Free or Reduced-Price Lunch	
Enrollment Size	% (n) of Teachers	Percentage of Minority Students	% (n) of Teachers	Percentage of Students Eligible for Free or Reduced-Price Lunch	% (n) of Teachers
0–499	4.0% (n = 50)	0–24%	23.0% (n = 288)	0–24%	18.6% (n = 233)
500–1,000	5.1% (n = 64)	25%–49%	47.6% (n = 596)	25%–49%	34.0% (n = 426)
1,001–5,000	21.7% (n = 272)	50%–74%	23.9% (n = 299)	50%–74%	41.5% (n = 520)
5,000+	69.2% (n = 866)	75%+	5.5% (n = 69)	75%+	4.3% (n = 54)

Note. 44 teachers were removed from this analysis because they did not identify their district.

Understanding of the Revised Teacher Evaluation System

All participants also were asked about their level of understanding of the various components of the revised teacher evaluation system, including the instructional framework, the roles and timelines, the observation process, the summative rating process, and the student growth goal setting process and measurement of progress toward student growth goals. Participants were asked to indicate their level of understanding of the teacher evaluation system on a 4-point, Likert-type scale, where 1 = *not at all* and 4 = *very well*.

As shown in Table 4, more than half of survey participants stated that they understood *somewhat well* or *very well* the various components of the teacher evaluation system. Understanding of the teacher evaluation system, however, did vary depending on the respondent group and component of the teacher evaluation system, and there were some significant gaps in educators' understanding of the new system. For example, a large majority of responding principals and district leaders reported that they understood the instructional framework, the revised evaluation timeline and responsibilities, and the revised classroom observation process. Yet, approximately one third of teachers did not understand these components *very well* (or *at all*). In addition, participants across respondent groups reported a lack of understanding of (1) the revised summative rating process and (2) how to set student growth goals and measure progress toward student growth goals. The results displayed in Table 4 demonstrate that there is an inconsistent understanding of the various components of the teacher evaluation system by respondent group. Note that these findings are not necessarily representative of all educators or stakeholders in the state of Washington.

Table 4. Respondents Reporting Their Level of Understanding of the Revised Teacher Evaluation System

How well do you understand the following aspects of the revised teacher evaluation system?	<i>Not at All or Not Very Well</i>				<i>Somewhat Well or Very Well</i>			
	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
The instructional framework	24.1% (n = 1,340)	2.3% (n = 12)	5.0% (n = 12)	31.7% (n = 28)	75.9% (n = 4,251)	97.7% (n = 546)	95.0% (n = 221)	68.3% (n = 63)
The revised evaluation timeline, roles, and responsibilities	38.5% (n = 2,172)	7.9% (n = 47)	7.6% (n = 18)	27.6% (n = 28)	61.5% (n = 3,415)	92.1% (n = 508)	92.4% (n = 212)	72.4% (n = 63)
The revised process for classroom observations	32.8% (n = 1,815)	7.6% (n = 41)	6.7% (n = 16)	24.6% (n = 25)	67.4% (n = 3,746)	92.3% (n = 516)	93.3% (n = 215)	75.4% (n = 66)
The revised summative rating processes	44.1% (n = 2,459)	25.7% (n = 150)	13.1% (n = 33)	43.8% (n = 39)	55.9% (n = 3,078)	74.3% (n = 401)	86.9% (n = 196)	56.2% (n = 51)
How to set student growth goals and measure student progress toward goals	36.2% (n = 2,020)	29.4% (n = 173)	20.7% (n = 50)	45.3% (n = 41)	63.8% (n = 3,537)	70.6% (n = 382)	79.3% (n = 179)	54.7% (n = 50)

In addition to rating their own level of understanding of the teacher evaluation system (reviewed in Table 4), district leaders and school directors also rated how well they thought teachers understood the components of the teacher evaluation system. Participants responded to what they thought teachers’ understanding of the teacher evaluation system was on a 4-point, Likert-type scale, where 1 = *not at all* and 4 = *very well*. Table 5 demonstrates the agreement between district-level perceptions of teachers’ understanding (as rated by district leaders and school directors) and how teachers within the same district reported their understanding of the teacher evaluation system. For example, 163 out of 177 districts that responded to this question reported that their teachers understood the instructional framework. Of the teachers within those 163 districts, 76.3 percent of the teachers agreed that they understood the instructional framework *well* or *somewhat well*. Of the remaining components of the revised teacher evaluation system, less than two thirds of the teachers agreed with their districts about their level of understanding. In other words, 20 to 40 percent of teachers reported that they did not understand various components of the teacher evaluation system in districts where the district leaders and school directors thought that the teachers did understand the teacher evaluation system. Note that only a small percentage of teachers within each district responded; thus, this may not be an accurate representation of the level of agreement across all districts in Washington.

Table 5. Alignment Between District-Level Perception of Teachers’ Understanding of Different Aspects of the Revised Teacher Evaluation System and Within-District Teacher Self-Reported Understanding

How well do [you/do you think teachers] understand the following aspects of the revised teacher evaluation system?	Total Number of Districts That Responded to This Question	% (n) of Districts That Selected <i>Somewhat Well</i> or <i>Very Well</i>	Teacher Response Agreement Weighted % (n)
Instructional framework	177	92.1% (n = 163)	76.3% (n = 3,207)
The revised evaluation timeline, roles, and responsibilities	178	86.6% (n = 156)	62.7% (n = 2,645)
The revised process for classroom observations	177	88.1% (n = 156)	68.7% (n = 2,863)
The revised summative rating processes	178	74.2% (n = 132)	58.7% (n = 1,933)
How to set student growth goals and measure student progress toward goals	173	70.5% (n = 122)	64.0% (n = 2,013)

Understanding of the Revised Principal Evaluation System

Principals, district leaders, and school directors also reported their level of understanding of the various components of the principal evaluation system. Participants were asked their understanding

of the principal evaluation system on a 4-point, Likert-type scale, where 1 = *not at all* and 4 = *very well*.

Table 6. Respondents Reporting Their Level of Understanding of the Revised Principal Evaluation System

How well do you understand the following aspects of the revised principal evaluation system?	<i>Not at All or Not Very Well</i>			<i>Somewhat Well or Very Well</i>		
	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
The leadership framework	18.5% (n = 110)	11.6% (n = 30)	69.7% (n = 51)	81.5% (n = 460)	88.4% (n = 210)	30.3% (n = 23)
The revised evaluation timeline, roles, and responsibilities	42.2% (n = 243)	18.9% (n = 48)	67.0% (n = 47)	57.8% (n = 322)	81.1% (n = 190)	33.0% (n = 27)
The revised summative rating processes	52.4% (n = 297)	25.7% (n = 66)	68.9% (n = 49)	47.6% (n = 267)	74.3% (n = 172)	31.1% (n = 24)
How to set student growth goals and measure student progress toward goals	45.9% (n = 273)	32.2% (n = 80)	72.9% (n = 50)	54.1% (n = 292)	67.8% (n = 159)	27.1% (n = 22)
How other measures of principal effectiveness* will be used in principal evaluations	64.5% (n = 369)	30.9% (n = 78)	79.1% (n = 55)	35.5% (n = 191)	69.1% (n = 160)	20.9% (n = 17)

*Examples of other measures of principal effectiveness include input from building staff, and observations.

As shown in Table 6, respondent groups had varying levels of understanding of the various components of the principal evaluation system. Overall, responding district leaders reported the greatest level of understanding compared to the other respondent groups across the various components of the principal evaluation system. The majority of responding district leaders understood the leadership framework (88.4 percent); however, only 67.8 percent reported understanding how student growth will be used in principal evaluation. Similarly, the majority of responding principals understood the leadership framework (81.5 percent); however, approximately half stated that they understood the other components of the principal evaluation system, with only 35.5 percent of principals reporting that they understood other measures to be used in principal evaluations. More than two thirds of the school directors revealed low levels of understanding across all components of the system.

In addition to indicating their own level of understanding of the principal evaluation system (reviewed in Table 6), district leaders and school directors rated how well they thought principals understood the components of the principal evaluation system (see Table 7). Participants were asked what they thought principals' understanding of the principal evaluation system was on a 4-point, Likert-type scale, where 1 = *not at all* and 4 = *very well*.

Table 7 demonstrates the level of agreement between district-level perceptions of their principals' understanding (as rated by district leaders and school directors) and how principals within the same district reported their understanding of the principal evaluation system. As was the case for teachers, there were some gaps between how well principals reported they understood the new system and how well the district leaders and school directors believed principals understood the new system.

Table 7. Alignment Between District-Level Perception of Principals' Understanding of Different Aspects of the Revised Principal Evaluation System and Within-District Principal Self-Reported Understanding

How well do [you/do you think principals] understand the following aspects of the revised principal evaluation system?	Total Number of Districts That Responded to This Question	% (n) of Districts That Selected <i>Somewhat Well</i> or <i>Very Well</i>	Principal Response Agreement Weighted % (n)
Leadership framework	169	92.9% (n = 157)	83.4% (n = 343)
The revised evaluation timeline, roles, and responsibilities	165	89.1% (n = 147)	59.9% (n = 231)
The revised summative rating processes	166	83.1% (n = 138)	48.6% (n = 163)
How to set student growth goals and measure student progress toward goals	168	74.4% (n = 125)	56.7% (n = 178)
How other measures of principal effectiveness will be used in principal evaluations	167	79.6% (n = 133)	37.3% (n = 123)

For example, 157 out of 169 district leaders who responded to this question reported that their principals understood the leadership framework. Of the principals within those 157 districts, 83.4 percent agreed with their districts that they understood the leadership framework *well* or *somewhat well*. Of the remaining components of the revised principal evaluation system, approximately one half of the principals agreed with their district leaders and school directors about their level of understanding, and only 37.3 of responding principals agreed that they understood how other measures of effectiveness will be used in principal evaluation. In other words, in approximately one half of the responding districts, district leaders and school directors overestimate or do not have an accurate interpretation of principals' levels of understanding of the principal evaluation system.

Role as an Evaluator

In addition to asking principals and district leaders about their own and their staff's understanding of the educator evaluation systems, principals and district leaders also were asked to select the three most important aspects of their role as evaluators. Response options included the following:

- Communicate with teachers/principals and develop a relationship of mutual trust and understanding with them prior to the evaluation.
- Ensure that teachers/principals know what will be assessed and how evaluation data will be collected.
- Identify relevant professional development opportunities.
- Provide instructional leadership and coaching to principals.
- Ensure that educators balance their time between evaluation activities and teaching/leadership activities.
- Help teachers/principals understand data about their performance.
- Ensure that evaluation scoring is accurate (e.g., avoiding the general tendency to be too generous or too severe or to be influenced by general impressions, previous ratings, or teaching style attributes).
- Ensure validity of evaluation scores by using and comparing multiple measures of performance.

Table 8 summarizes the three most important aspects of the role of evaluator as cited by both principals and district leaders. The majority of responding principals and district leaders stated that communication and developing a relationship of mutual trust was a key aspect of their role as evaluators. Responding principals and district leaders also identified coaching and ensuring that staff members know what they will be assessed on and how they will be assessed as top priorities.

Table 8. The Three Most Important Aspects of the Evaluator Role

Which of the following aspects of your role as an evaluator are the most important to you? (Select up to three.)		
Response Options	Teacher Evaluation	Principal Evaluation
	Principal Weighted % (n)	District Leader Weighted % (n)
Communicate with teachers/principals and develop a relationship of mutual trust and understanding with them prior to the evaluation.	73.1% (n = 384)	73.4% (n = 78)
Provide instructional leadership and coaching to principals.	60.4% (n = 313)	63.8% (n = 66)
Ensure teachers/principals know what will be assessed and how evaluation data will be collected.	55.1% (n = 294)	49.8% (n = 54)

Note. Principals play the role of evaluator in teacher evaluation; district leaders play the role of evaluator in principal evaluation.

Training and Communication

Training

Teachers and principals were asked about the number of hours of training that they have attended on the revised teacher evaluation system, and principals and district leaders were asked about the number of hours of training they attended on the revised principal evaluation system (see Table 9). More than 50 percent of the teachers who responded to the survey reported that they had more than four hours of training on the teacher evaluation system, and the majority (87.5 percent) of the responding principals reported that they attended more than six hours of training. Responding principals, however, had less training on the principal evaluation system; 47.2 percent of the responding principals stated that they had more than four hours of training. Although the number of hours that district leaders spent in training is unknown, the majority of them who responded reported that they received “some” training on the principal evaluation system (83.4 percent).

Table 9. Hours of Training on the Revised Educator Evaluation System

How many hours of training have you attended on the revised teacher/principal evaluation system?				
Hours of Training	Teacher Evaluation		Principal Evaluation	
	Teacher Weighted % (n)	Principal Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)*
Did not participate in any training	3.9% (n = 217)	0.5% (n = 3)	9.1% (n = 56)	16.6% (n = 43)
1–2 hours	16.2% (n = 925)	1.0% (n = 5)	24.4% (n = 147)	83.4% (n = 203)
3–4 hours	21.1% (n = 1,239)	3.9% (n = 18)	19.4% (n = 110)	
4–6 hours	18.8% (n = 1,105)	7.1% (n = 40)	11.6% (n = 65)	
More than 6 hours	40.0% (n = 2,359)	87.5% (n = 498)	35.6% (n = 217)	

* District leaders were asked, “Have you attended training on the leadership framework that will be used for principal evaluations?” Response options were “yes” and “no.”

Communication

Next, educators were asked to indicate whether their district communicated information about the evaluation systems, including the following: *the instructional/leadership framework; the revised evaluation timeline, roles, and responsibilities; the revised process for classroom observations* (teachers only); *the revised summative rating processes; how to set student growth goals and measure student progress toward goals; and how other measures of principal effectiveness will be used in principals’ evaluations* (principals only). Teachers were surveyed about the teacher evaluation system, and principals were surveyed about the principal evaluation system, while district leaders and school directors were asked about how the district communicated about both. Overall, results were similar to levels of teacher, principal, district leader, and school director agreement on the level of understanding of the teacher and principal evaluation. Responses to these questions are summarized in Table 10.

As Table 10 indicates, district-level respondents (reported by district leaders and school directors) stated that the district communicated the majority of the components of the teacher evaluation system *somewhat well* or *very well*. Of the 180 districts that responded to this survey question, almost all reported that they communicated about the instructional framework (97.8 percent), and 84.7 percent reported that they communicated *well* or *very well* about how to set student growth goals and measures of student progress.

Table 10 also indicates the percentage of teachers who agree with their districts that reported communicating the teacher evaluation system *well*. Although a majority of responding teachers agreed with the district leaders and school directors about how well they communicated the teacher evaluation system, nearly 30 percent of responding teachers did not agree that the district

provided sufficient communication about the summative rating process or setting and measuring student growth goals.

Table 10. Communication About the Revised Evaluation Systems and Expectations

To what extent has your district communicated the following revised educator evaluation requirements?	Teacher Evaluation			Principal Evaluation		
	Total Number of Districts That Responded to This Question	% (n) of Districts That Selected To a Moderate Extent or To a Great Extent	Teacher Response Agreement Weighted % (n)	Total Number of Districts That Responded to This Question	% (n) of Districts That Selected To a Moderate Extent or To a Great Extent	Principal Response Agreement Weighted % (n)
The instructional/ leadership framework	180	97.8% (n = 176)	87.2% (n = 3,943)	170	95.9% (n = 163)	83.2% (n = 361)
The revised evaluation timeline, roles, and responsibilities	180	96.7% (n = 174)	77.7% (n = 3,480)	170	91.8% (n = 156)	72.4% (n = 300)
The revised process for classroom observations	178	95.5% (n = 170)	78.7% (n = 3,439)		–	–
The revised summative rating processes	178	87.1% (n = 155)	72.1% (n = 3,010)	169	84.6% (n = 143)	61.0% (n = 238)
How to set student growth goals and measure student progress toward goals	176	84.7% (n = 149)	71.2% (n = 2,618)	167	81.4% (n = 136)	60.5% (n = 232)
How other measures of principal effectiveness will be used in principal evaluations		–	–	167	77.8% (n = 130)	41.0% (n = 149)

Similar to their reported communication about the teacher evaluation system, the responding district leaders and school directors also reported that they communicated the components of the principal evaluation system well. For example, 91.8 percent of 170 districts reported that they communicated the revised evaluation timeline, roles, and responsibilities, and 81.4 percent of 167 districts reported that they communicated how to set student growth goals and measure student progress toward goals.

Table 10 also indicates the percentage of principals who agree with their district leaders and school directors who stated that they communicated the principal evaluation system well.

Compared to the percentage of teacher agreement, a greater percentage of reporting principals did not agree with their districts about the levels of communication. For example, 143 districts reported that they communicated the summative rating well, but only 61 percent of the principals agreed. In addition, among responding districts that stated they communicated other measures of principal effectiveness, only 41 percent of principals agreed. These results are in line with those of teachers' and principals' understanding of the new evaluation systems (see pages 12–16).

Instructional and Leadership Frameworks

Senate Bill 5895 requires districts to choose a framework against which educators will be evaluated. For teachers, there are three possible instructional frameworks: Danielson's Framework for Teaching, Marzano's Teacher Evaluation Model, or the University of Washington Center for Education Leadership's (CEL's) 5 Dimensions of Teaching and Learning. Principals can be evaluated using one of two possible frameworks: the Association of Washington School Principals (AWSP) Leadership Framework or Marzano's Leadership Framework. Alternatively, districts have the option of using a district-developed framework to evaluate their teachers and principals as long as the framework meets the minimum requirements set forth by the state.

Respondents were asked to identify whether their district had chosen one of the recommended frameworks for each of their respective evaluation systems. Of the 179 districts that responded to the instructional framework question, approximately one third indicated that they have chosen each of the instructional frameworks. These data are consistent with results previously reported to OSPI. The overwhelming majority of teachers agreed with the instructional framework that their districts reported:

- 96.1 percent of teachers agreed with their districts that selected Danielson.
- 98.9 percent of teachers agreed with their districts that selected Marzano.
- 95.4 percent of teachers agreed with their districts that selected CEL.

As reported by district leaders and school directors, 166 districts reported their chosen leadership frameworks. Eighty-eight percent of school districts that reported on this item stated they chose the AWSP framework. These data are consistent with results previously reported to OSPI. The majority of principals (93.2 percent) whose district reported AWSP agreed with their district; however, only 52.5 percent of principals whose district stated that they used Marzano's framework agreed with their district. It is important to note that this finding represents the views of only 24 principals and should be interpreted with extreme caution.

Table 11. Instructional/Leadership Framework Selection

Which instructional/leadership framework has your district selected?					
Teacher Evaluation*			Principal Evaluation**		
Instructional Framework	% (n) of Districts	Teacher Response Agreement Weighted % (n)	Leadership Framework	% (n) of Districts	Principal Response Agreement Weighted % (n)
Framework for Teaching (Danielson)	34.6% (n = 62)	96.1% (n = 2,257)	Association of Washington School Principals Leadership Framework	88.0% (n = 146)	93.2% (n = 357)
Teacher Evaluation Model (Marzano)	29.1% (n = 52)	98.9% (n = 736)	Marzano Leadership Framework	12.0% (n = 20)	52.5% (n = 24)
CEL 5D+ (University of Washington)	36.9% (n = 66)	95.4% (n = 1,289)			

* There were a total of 179 districts whose district leaders or school directors responded to this question and selected one of the three frameworks. In some districts, however, district leaders and/or school directors did not agree on the selected framework and there was an even number of district leaders and/or school directors who selected a different framework; thus, the district was counted multiple times.

** There were a total of 166 districts whose district leaders or school directors responded to this question and selected one of the two frameworks.

Perceived Effects and Outcomes

Educator evaluation systems in the state of Washington were designed to assess the quality of teaching and leadership as well as inform the professional learning and growth of Washington educators. Because educator evaluations were designed to impact teaching and learning in the state of Washington, the perceived effects and outcomes of the revised educator evaluation systems also were of interest. The perceptions of the effects and outcomes include the preliminary impact on professional learning experiences, the likelihood they will improve the quality of instruction or leadership, and educator retention.

The context of the evaluation system also is important to consider when interpreting the following results and could potentially impact participants' perceptions of the revised educator evaluation systems. This was the first year of statewide implementation, and the survey was given halfway through the year. In addition, this was the first year that training support was available from the state. Research shows that it could take two to four years to see the impact of initiatives such as teacher evaluations (Fixen, Blase, Naom, & Wallace, 2009). Along with implementing educator evaluations, this was also the first year of Common Core State Standards implementation, and educators' attention was split between implementing these two new initiatives and attempting to understand the connections between them (this factor is discussed in

more detail later in the report). Washington educators are thus in the preliminary stages of implementation and understanding the impacts that the evaluation system may have on their professional learning and practice.

Perceived Professional Learning Experiences

Table 12 displays the results of all responding participants' thoughts about the impact of the teacher evaluation system, and Table 13 displays the results of all responding participants' thoughts about the impact of principal evaluation system. Participants used a 4-point, Likert-type scale, where 1 = *not at all* and 4 = *to a great extent*, to respond to these survey questions about the perceived impact of educator evaluations on their professional learning experiences.

As displayed in Table 12, more than half of responding teachers reported that the teacher evaluation system had limited or no impact on a variety of professional learning outcomes for teachers thus far; whereas principals, district leaders, and school directors were more optimistic about the effects of the teacher evaluation process. For example, 52.1 percent of responding teachers perceived that the evaluation system had limited or no impact on improving the assessment of teacher practice, whereas approximately three fourths of responding principals, district leaders, and school directors reported that teacher evaluations had an impact on the assessment of teacher practice.

Similarly, 58.6 percent of responding teachers reported that the teacher evaluation system had limited or no impact on creating opportunities for collaboration with colleagues, whereas 66.4 percent of principals, 76.4 percent of district leaders, and 64.2 percent of school directors reported that the teacher evaluation system created more opportunities for collaboration with colleagues. In contrast, 74.1 percent of responding teachers reported that the teacher evaluation required teachers to spend too much time in evaluation meetings and other activities rather than time with students. Although there was a limited sample due to the low response rate, teachers were fairly evenly split about the impact of the teacher evaluation system on a variety of outcomes; whereas principals, district leaders, and school directors were more optimistic about the impact the teacher evaluation system had on teachers and their professional learning.

Through open-ended response, many teachers and some principals also reported the perceived “other” effects of the teacher evaluation process. Examples of these responses include the following:

- Lack of human capital
- Time consuming
- Increased workload
- Wasted time
- Increased stress
- Uncertainty about the expectations
- More training
- More conversations among educators
- Reduced confidence in educators

- Raised awareness about areas in which to improve

From the principals' perspectives, other effects include the following:

- Time consuming
- Reduced time in conversations with teachers
- Changed how teachers prepare for classes
- More opportunities for teachers to engage in purposeful academic rigor
- Increased workload

As displayed in Table 13, the responding district leaders and school directors reported similar levels of agreement about the impact of the principal evaluation system as they did for the teacher evaluation system. Conversely, principals were slightly more optimistic about the effects of the principal evaluation process than teachers were about the effects of the teacher evaluation process. They were also more optimistic about some of the professional learning outcomes of the principal evaluation system. For example, 54.3 percent of responding principals, 83.0 percent of district leaders, and 65.5 percent of school directors perceived that the assessment of principal practice improved. Similarly, 57.3 percent of responding principals, 75.2 percent of district leaders, and 59.7 percent of school members perceived that the revised principal evaluation system held principals accountable for their performance.

Although principals were optimistic about some of the professional learning outcomes of the principal evaluation system, they were less optimistic about other outcomes. For example, 60.1 percent of responding principals perceived that the principal evaluation system had limited or no impact on the relevant professional development opportunities available to principals thus far; whereas 62.2 percent of district leaders and 49.9 percent of school directors perceived that the new principal evaluation system in fact had a positive impact on professional development opportunities. Similarly, 55.5 percent of responding principals perceived that the new principal evaluation system had limited to no impact on the feedback principals received to improve effectiveness, whereas 89.0 percent of district leaders and 72.1 percent of school directors reported that principal evaluation had a positive impact on the feedback principals received.

Although participants were not overly optimistic about the effects that the revised educator evaluation systems had on teacher and principal professional learning thus far, educators in the state of Washington were in their first year of implementation and were only halfway through implementation when the survey was administered. Educators were thus still understanding how to implement the system in the 2013–14 academic year.

Table 12. Respondents Reporting the Preliminary Perceived Outcomes of the Revised Teacher Evaluation System

To what extent has your district’s revised teacher evaluation system resulted in the following?	<i>Not at All or to a Limited Extent</i>				<i>To a Moderate Extent or to a Great Extent</i>			
	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
The assessment of teachers’ practice has improved.	52.1% (n=1,987)	25.1% (n=117)	22.5% (n=46)	22.0% (n=12)	47.9% (n=1,819)	74.9% (n=344)	77.5% (n=159)	78.0% (n=35)
More relevant professional development opportunities are available to teachers.	68.1% (n=2,661)	47.0% (n=223)	32.4% (n=72)	20.4% (n=16)	31.9% (n=1,235)	53.0% (n=261)	67.6% (n=148)	79.6% (n=44)
Teachers receive more detailed feedback to improve instruction.	54.5% (n=2,142)	17.4% (n=86)	12.4% (n=27)	10.4% (n=7)	45.5% (n=1,775)	82.6% (n=407)	87.6% (n=194)	89.6% (n=51)
More teachers are held accountable for their performance.	47.6% (n=1,613)	33.7% (n=163)	31.7% (n=68)	25.2% (n=14)	52.4% (n=1,776)	66.3% (n=309)	68.3% (n=152)	74.8% (n=45)
More opportunities for collaboration with colleagues are available.	58.6% (n=2,324)	33.6% (n=167)	23.6% (n=51)	35.8% (n=21)	41.4% (n=1,642)	66.4% (n=327)	76.4% (n=169)	64.2% (n=42)
The professional conversation that takes place in my district has been elevated.	54.8% (n=2,144)	22.2% (n=108)	12.8% (n=30)	30.7% (n=14)	45.2% (n=1,758)	77.8% (n=383)	87.2% (n=191)	69.3% (n=45)
Too much of teachers’ time is spent in evaluation meetings and other activities rather than on their students.	25.9% (n=1,008)	53.4% (n=260)	52.2% (n=108)	41.7% (n=25)	74.1% (n=2,968)	46.6% (n=230)	47.8% (n=106)	58.3% (n=32)
Other	23.3% (n=188)	34.2% (n=16)	24.6% (n=3)	9.8% (n=1)	76.7% (n=596)	65.8% (n=30)	75.4% (n=9)	90.2% (n=5)

Table 13. Respondents Reporting the Preliminary Outcomes of Implementing the Revised Principal Evaluation System

To what extent has your district’s revised principal evaluation system resulted in the following?	<i>Not at All or To a Limited Extent</i>			<i>To a Moderate Extent or To a Great Extent</i>		
	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
The assessment of principals’ practice has improved.	45.7% (n = 140)	17.0% (n = 18)	34.5% (n = 13)	54.3% (n = 174)	83.0% (n = 86)	65.5% (n = 22)
More relevant professional development opportunities are available to principals.	60.1% (n = 201)	37.8% (n = 39)	50.1% (n = 18)	39.9% (n = 129)	62.2% (n = 66)	49.9% (n = 23)
Principals receive more detailed feedback to improve their effectiveness.	55.5% (n = 182)	11.0% (n = 10)	27.9% (n = 11)	44.5% (n = 145)	89.0% (n = 94)	72.1% (n = 32)
More principals are held accountable for their performance.	42.7% (n = 118)	24.8% (n = 28)	40.3% (n = 16)	57.3% (n = 157)	75.2% (n = 77)	59.7% (n = 26)
More opportunities for collaboration with colleagues are available.	53.8% (n = 182)	20.0% (n = 21)	48.1% (n = 19)	46.2% (n = 152)	80.0% (n = 81)	51.9% (n = 22)
The professional conversation that takes place in my district has been elevated.	42.3% (n = 142)	5.2% (n = 5)	21.2% (n = 12)	57.7% (n = 194)	94.8% (n = 98)	78.8% (n = 40)
Too much of principals’ time is spent in evaluation meetings and other principal evaluation activities rather than on their other duties as principal.	46.3% (n = 156)	40.3% (n = 39)	47.4% (n = 19)	53.7% (n = 178)	59.7% (n = 63)	52.6% (n = 29)
Other	37.7% (n = 13)	7.1% (n = 1)	30.6% (n = 2)	62.3% (n = 24)	92.9% (n = 13)	69.4% (n = 5)

Potential Instructional/Leadership Improvement

Participants from the small sample (due to the low response rate) of Washington educators also were asked to respond to how well they thought evaluations would result in improved instruction and leadership. Specifically, principals reported how likely they thought the various components of the teacher evaluation system were to improve instructional practice in their schools (Table 14), and district leaders and school directors indicated how likely they thought the various components of the principal evaluation were to improve leadership within schools (Table 15).

Table 14. Principals’ Perception on Potential Effects of Implementing the Revised Teacher Evaluation System on Improving Instructional Practice

How likely is it that implementing the following aspects of your district’s revised teacher evaluation system will improve instructional practice in your school?	<i>Not at All Likely or Not Very Likely</i> Weighted % (n)	<i>Somewhat Likely or Very Likely</i> Weighted % (n)
Overall implementation	13.4% (n = 73)	86.6% (n = 486)
Instructional framework	6.4% (n = 20)	93.6% (n = 304)
Revised evaluation process	28.6% (n = 90)	71.4% (n = 237)
Classroom observations	5.7% (n = 19)	94.3% (n = 307)
Student growth goal setting and assessment	12.8% (n = 41)	87.2% (n = 285)

Overall, responding principals reported that the various components of the revised teacher evaluation were *somewhat likely* or *very likely* to improve instructional practice in their school (see Table 14). In particular, the instructional framework and classroom observations were seen as *very likely* to improve instructional practice. For the remainder of the components, responding principals stated that it was *very likely* or *somewhat likely* for the teacher evaluation system to improve instructional practice.

Table 15. Potential Effects of Implementing the Revised Principal Evaluation System on Improving Leadership

How likely is it that implementing the following aspects of your district’s revised principal evaluation system will improve leadership in your district?	Response Options			
	<i>Not at All Likely or Not Very Likely</i>		<i>Somewhat Likely or Very Likely</i>	
	District Leader Weighted % (n)	School Director Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
Overall implementation	19.4% (n = 47)	18.7% (n = 16)	80.6% (n = 188)	81.3% (n = 56)
The leadership framework	1.8% (n = 3)	2.3% (n = 2)	98.2% (n = 161)	97.7% (n = 52)
The principal evaluation process	21.3% (n = 33)	5.9% (n = 5)	78.7% (n = 132)	94.1% (n = 48)
How to set student growth goals and measure student progress toward goals for principals’ evaluations	8.2% (n = 14)	7.9% (n = 4)	91.8% (n = 149)	92.1% (n = 49)
How other measures of principal effectiveness will be used in principals’ evaluations	9.7% (n = 16)	5.6% (n = 4)	90.3% (n = 149)	94.4% (n = 49)

Similar to principal reports of the impact teacher evaluation will have on instruction, responding district leaders and school directors were optimistic about the impact of principal evaluation on principal leadership. As detailed in Table 15, the majority of responding district leaders and school directors reported that the components of the principal evaluation system will *somewhat likely* or *very likely* impact the leadership of principals within their district.

Educator Retention

Finally, district leaders were asked whether they believed the new teacher or principal evaluation system impacted attrition. The majority of responding district leaders (63.3 percent, $n = 128$) reported that the revised evaluation system did not influence teachers leaving the profession, and the overwhelming majority of responding district leaders (90.2 percent, $n = 94$) reported that the revised evaluation system did not influence principals leaving the profession.

For those district leaders who responded that the new system was causing educators to leave the profession, they were asked to select the reasons why (i.e., *low morale or stress; fearful of being rated poorly; educators who received low ratings retired or exited*, and *other*). As shown in Table 16, among the 36.7 percent of district leaders who stated that the teacher evaluation system did seem to have an impact on teachers leaving the profession, approximately half of them stated that it was due to *low morale and stress* (47.6 percent) as well as the teachers being *fearful that they would be rated poorly under the revised system* (45.1 percent). Note that only a small number of district leaders reported on each of the reasons why teachers left the profession.

Table 16. District Leaders’ Perception on the Influence of Implementing the Revised Evaluation System on Educators Leaving Positions

What reasons did those educators give for their decisions to resign? (Check all that apply.)	Effects on Teachers Leaving Positions Weighted % (n)	Effects on Principals Leaving Positions Weighted % (n)
Educators leaving position due to low morale and/or more stress among educators	47.6% (n = 33)	26.5% (n = 3)
Educators leaving position because they feel fearful of being rated poorly under the revised system	45.1% (n = 30)	5.1% (n = 1)
Educators leaving position because they received low ratings under the revised system and have exited and/or retired	18.8% (n = 13)	33.7% (n = 4)
Others	40.2% (n = 25)	49.9% (n = 6)

Although approximately half of the responding district leaders stated that the teacher evaluation system impacted teacher retention, few responding district leaders stated that principals left the profession due to the new principal evaluation system. The results about why district leaders thought that principals left should then be interpreted with extreme caution, given that few district leaders thought principals left due to the principal evaluation system.

Additional Supports

Participants also were asked about the additional supports outside of time and resources that were needed to most improve the implementation of the revised educator evaluation systems. Participants had 10 options from which to choose, and they were asked to select up to three. Table 17 lists all options the participants could select for both the teacher and principal evaluations.

An overwhelming majority of teachers did not agree on any of the supports that they needed in order to implement the evaluation system. Approximately half of responding teachers reported that they needed more training on the types of evidence to collect (47.1 percent), and 51.9 percent of teachers reported that they needed more training on how student growth will be used in teacher evaluations. For the other support options, teachers varied in their need for additional training and supports to implement the teacher evaluation systems.

This pattern was consistent for other respondent groups for teacher and principal evaluations. A small majority of principals, district leaders, and school directors also stated that they needed additional training on how student growth would be used in teacher evaluations as well as principal evaluations. The second most commonly stated support needed for principals, district leaders, and school directors was more training on how the Common Core State Standards will be incorporated into the revised teacher and principal evaluations (see Table 17).

Table 17. Perceived Need for Additional Supports to Improve the Implementation of the Revised Educator Evaluation Systems

Aside from time and resources, what additional supports might most improve the implementation of the revised teacher/principal evaluation system in your district? (Select up to three.)	Teacher Evaluation				Principal Evaluation		
	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
Additional general districtwide training on the revised educator evaluation system	–	11.7% (n = 70)	19.0% (n = 43)	12.9% (n = 10)	23.4% (n = 135)	14.3% (n = 32)	8.8% (n = 8)
Additional training specifically on the new frameworks, rubrics, and state criteria that will be used in evaluations	23.5% (n = 1,285)	29.9% (n = 164)	35.6% (n = 82)	30.6% (n = 24)	35.5% (n = 213)	30.8% (n = 75)	22.7% (n = 17)
Additional training specifically on the type of evidence to be selected in evaluations	47.1% (n = 2,601)	–	–	–	–	–	–
Additional training specifically on how student growth will be used in educator evaluations	51.9% (n = 2,869)	69.2% (n = 381)	77.1% (n = 175)	52.1% (n = 42)	73.7% (n = 415)	78.2% (n = 182)	35.0% (n = 26)
Additional training for evaluators to ensure that evaluations are accurate and consistent across schools in my district	27.1% (n = 1,509)	26.4% (n = 153)	33.6% (n = 76)	33.5% (n = 23)	28.8% (n = 166)	28.1% (n = 64)	45.7% (n = 23)
More opportunities for one-on-one conversations with my evaluator	18.7% (n = 1,029)	27.0% (n = 144)	39.4% (n = 87)	21.6% (n = 19)	19.5% (n = 107)	34.1% (n = 79)	35.1% (n = 25)

Aside from time and resources, what additional supports might most improve the implementation of the revised teacher/principal evaluation system in your district? (Select up to three.)	Teacher Evaluation				Principal Evaluation		
	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
Information about the successes and challenges of other districts	16.3% (n = 906)	18.3% (n = 100)	14.2% (n = 33)	14.4% (n = 14)	19.9% (n = 111)	18.4% (n = 45)	23.8% (n = 18)
Information about how the new Common Core State Standards will be incorporated into the revised educator evaluation systems	38.3% (n = 2,121)	53.3% (n = 283)	43.1% (n = 98)	44.5% (n = 37)	47.5% (n = 266)	48.9% (n = 112)	29.8% (n = 26)
Additional information on OSPI's website	4.0% (n = 217)	2.1% (n = 12)	1.7% (n = 4)	4.0% (n = 2)	3.5% (n = 19)	5.0% (n = 11)	—
No additional supports are necessary.	5.8% (n = 320)	4.4% (n = 20)	1.9% (n = 4)	5.4% (n = 4)	3.9% (n = 19)	2.9% (n = 6)	8.9% (n = 5)
Other	16.3% (n = 904)	11.3% (n = 55)	8.0% (n = 20)	19.2% (n = 13)	9.8% (n = 54)	8.6% (n = 20)	20.1% (n = 14)

Key Findings: Common Core State Standards

The state of Washington adopted the Common Core State Standards in July of 2011. These standards are designed to be strong, clear, and consistent across states and are used to “describe the knowledge and skills in English language arts and mathematics that students will need when they graduate, whatever their choice of college or career” (Washington State Office of Superintendent of Public Instruction, 2012). To date, 43 states (including Washington) and the District of Columbia have adopted the Common Core. Although full implementation of the Common Core will begin in 2014–15 nationwide, Washington has begun implementation in 2013–14 (Common Core State Standards Initiative, 2014).

Findings in this section are organized by the following four topic areas: (1) General Awareness and Readiness; (2) Implementation and Supports; (3) Connection Between Common Core State Standards and the Revised Educator Evaluation Systems; and (4) Effects and Outcomes.

General Awareness and Readiness

To assess districts’ level of familiarity and preparedness to implement the new English language arts and mathematics standards, educators were asked two questions:

- How familiar are you with Washington State’s new Common Core State Standards?
- How ready do you feel to hold students, teachers, and administrators accountable when new assessments are implemented in the spring of 2015?

First, responding participants reported how familiar they were with the Common Core State Standards. As displayed in Table 18, the majority of participants across responding groups stated that they were *somewhat familiar* or *very familiar* with the Common Core. Responding teachers reported being the most familiar with the Common Core compared to other responding groups; however, only 29.6 percent of teachers reported being *very familiar* with standards, and only 21.5 percent of principals reported being *very familiar* with the standards. Thus, most responding participants (from this small sample of Washington educators due to the low response rate) were *somewhat familiar* with the standards.

Familiarity

Table 18. Familiarity With the Common Core State Standards

How familiar are you with Washington State’s new Common Core State Standards?	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
Not at all familiar	3.1% (n = 175)	0.4% (n = 3)	1.2% (n = 4)	0.0% (n = 0)
Vaguely familiar	17.6% (n = 954)	11.4% (n = 66)	11.6% (n = 27)	13.8% (n = 10)
Somewhat familiar	49.7%	66.6%	61.9%	67.4%

How familiar are you with Washington State's new Common Core State Standards?	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
	(n = 2,740)	(n = 358)	(n = 136)	(n = 53)
Very familiar	29.6% (n = 1,624)	21.5% (n = 119)	25.3% (n = 61)	18.7% (n = 12)

Readiness

Principals, district leaders, and school directors also were asked about their readiness to hold students, teachers, and administrators accountable to the new assessments related to the Common Core State Standards⁹ when they are implemented in the 2014–15 school year. As shown in Table 19, the majority of principals stated that they were *slightly ready* (44.2 percent) or *not at all ready* (28.9 percent) to hold others accountable for the new assessments. The majority of responding district leaders stated that they were *slightly ready* (52.6 percent) or *moderately ready* (32.1 percent) to hold students, teachers, and administrators accountable for new assessments. School directors, on the other hand, had the largest percentage who reported that they were *moderately ready* (55.2 percent; please note the small number of reporting school directors). Overall, few of the responding participants stated that they were *very ready* to hold others accountable to the new assessments related to the Common Core.

Table 19. Respondents' Perception on Readiness

How ready do you feel to hold students, teachers, and administrators accountable when new assessments are implemented in the spring of 2015?	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
Not at all ready	28.9% (n = 163)	14.9% (n = 34)	17% (n = 11)
Slightly ready	44.2% (n = 233)	52.6% (n = 118)	18.4% (n = 16)
Moderately ready	25.5% (n = 135)	32.1% (n = 70)	55.2% (n = 41)
Very ready	1.4% (n = 8)	0.3% (n = 1)	9.5% (n = 6)

⁹ The state of Washington will be implementing the Smarter Balanced assessment.

Implementation and Supports

Respondents were asked about the level of implementation, professional learning opportunities, and resources provided by the district that focused on Common Core State Standards implementation, outreach and communication to parents and community members about implementation, and the supports and collaboration with universities and colleges on implementation.

Implementation

Table 20 shows the level of implementation of the Common Core State Standards as reported by district leaders (i.e., district leaders, district staff, or school directors), and the teachers' and principals' levels of agreement with their district leaders and school directors. The majority of participating districts (55.9 percent) reported that they were *implementing with a few grades or students*, and 33.7 percent of teachers and 46.3 percent of principals agreed with their districts that they were *implementing with a few grades or students*. In addition, 28.8 percent of participating districts reported that they were *fully implementing* the Common Core; 43.6 percent of participating teachers and 48.1 percent of participating principals agreed with their district leaders and school directors. These results indicate wide disagreement among survey respondents within a district about their level of implementation of the Common Core.

Table 20. Districts' Level of Implementation and Percentage of Within-District Agreement From Teacher and Principal Perspectives

Level of Implementation	% (n) of Districts That Selected This Level of Implementation	Teacher Response Agreement Weighted % (n)	Principal Response Agreement Weighted % (n)
Minimally implementing	18.1% (n = 32)	35.6% (n = 164)	29.5% (n = 16)
Implementing with a few grades or students	55.9% (n = 99)	33.7% (n = 726)	46.3% (n = 100)
Fully implementing	28.8% (n = 51)	43.6% (n = 711)	48.1% (n = 71)

Note. There were a total of 177 districts whose district leaders or school directors responded to this question. Some districts had majority responses that were evenly distributed among different implementation levels; therefore, they are counted multiple times.

Common Core State Standards Professional Learning and Supports

Participants also were asked about the professional learning resources and opportunities provided to staff to implement the Common Core State Standards, communicate with families and communities about the Common Core, and collaborate with universities and colleges.

Table 21 provides the percentage of participating districts that reported whether various professional learning experiences occurred within their district as well as the percentage of

teachers and principals who indicated that they participated in the professional learning experience if their districts stated that they provided it.

The majority of responding districts (79.4 percent) reported that they provided learning opportunities specific to the shift to the Common Core State Standards. Of the responding teachers and principals, 54.2 percent and 79.6 percent, respectively, indicated participating in the learning opportunities specific to the shifts. Similarly, the majority of participating districts (65.7 percent) reported that they provided awareness-building opportunities including the vision for career and college readiness. Of the responding teachers, 45 percent indicated participating in the awareness-building opportunities, and 58.9 percent of principals indicated participation. Fewer participating districts (32 percent) reported providing resources and professional learning geared toward English language learners (ELLs). Only 18 percent of teachers and 26.5 of principals reported participating in these professional learning opportunities geared toward ELLs. Taken together, the results from this underrepresentative sample of stakeholders demonstrated that district leaders and school directors believed their districts were providing professional learning and resources on the Common Core. Nonetheless, many teachers and principals did not state that they were participating in many of the professional learning experiences when their district leaders and school directors reported that they were offering them. A greater percentage of principals reported participating in the professional learning experiences than teachers; however, this finding was primarily within the awareness-building activities and professional learning specifically tied to the shifts.

Table 21. Professional Learning Resources and/or Opportunities That Districts Provided to Support Implementation and Within-District Teachers’ and Principals’ Self-Reported Participation

What types of professional learning resources and/or opportunities has your district provided (have you participated in) to support your implementation of the Common Core State Standards? (Check all that apply.)	% (n) of Districts Providing the Resource or Opportunity	Teacher Response Indicating Participation	Principal Response Indicating Participation
Awareness-building opportunities including the vision for career and college readiness and transition plan for implementation	65.7% (n = 115)	45.0% (n = 1,479)	58.9% (n = 203)
Learning opportunities specific to the shifts	79.4% (n = 139)	54.2% (n = 1,982)	79.6% (n = 290)
Resources and professional learning geared toward supporting struggling students	52.6% (n = 92)	32.9% (n = 809)	38.9% (n = 102)
Resources and professional learning geared specifically toward supporting English language learners	32.0% (n = 56)	18.0% (n = 384)	26.5% (n = 61)

What types of professional learning resources and/or opportunities has your district provided (have you participated in) to support your implementation of the Common Core State Standards? (Check all that apply.)	% (n) of Districts Providing the Resource or Opportunity	Teacher Response Indicating Participation	Principal Response Indicating Participation
Resources and professional learning geared specifically toward supporting special education students	34.3% (n = 60)	14.7% (n = 250)	21.6% (n = 38)
Learning opportunities that connect the Common Core State Standards with the revised educator evaluation systems	44.6% (n = 78)	22.7% (n = 538)	23.9% (n = 56)
Communication resources for working and communicating with families and communities	23.4% (n = 41)	10.4% (n = 154)	18.4% (n = 26)
Opportunities to collaborate regarding standards and connections to educator effectiveness criteria	62.9% (n = 110)	41.5% (n = 1,122)	27.5% (n = 77)
Others	7.4% (n = 13)	10.2% (n = 23)	4.9% (n = 1)
My district or building has not begun offering opportunities focused on the Common Core State Standards.	4.6% (n = 8)	12.5% (n = 9)	26.4% (n = 2)

Note. There were a total of 175 districts whose district leaders or school directors responded to this question.

Outreach and Communication

Participants also were asked about their level of outreach to families and community members about the district’s transition to the Common Core State Standards and the new assessments associated with the Common Core in the 2014–15 school year. As seen in Table 22, participating teachers were fairly evenly split between reporting that *minimal outreach* had occurred (42.3 percent) and reporting that they *did not know* (43.1 percent). Conversely, the majority of principals (70.0 percent), district leaders (66.5 percent), and school directors (57.7 percent) stated that they had *minimal outreach* to families and community members. Taken together, few respondent groups stated that they had provided even a fair amount of outreach to parents and community members about the Common Core.

Table 22. Level of Outreach With Families and Communities

How much outreach has occurred with families and community members in your district about the transition to the Common Core State Standards and the new assessments in 2014–15?	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
Minimal outreach	42.3% (n = 2,246)	70.0% (n = 381)	66.5% (n = 148)	57.7% (n = 46)
A fair amount of outreach	13.4% (n = 732)	17.3% (n = 93)	26.6% (n = 59)	37.3% (n = 26)
Extensive outreach	1.2% (n = 62)	1.2% (n = 6)	1.2% (n = 3)	0.0% (n = 0)
I do not know.	43.1% (n = 2,327)	11.5% (n = 62)	5.7% (n = 15)	5.0% (n = 4)

Collaboration With Colleges and Universities

Participants also were asked about the ways in which their district collaborated with colleges and universities in supporting their transition to the Common Core State Standards. Table 23 presents results from the responding Washington stakeholders. Almost half of the responding districts (40.3 percent) reported that they did not collaborate with colleges or universities; 20.3 percent of teachers, and 38.9 percent of principals agreed that they did not collaborate. In other words, a large percentage of teachers and principals did not agree with their district leaders and school directors who stated that they did not collaborate with colleges and universities.

In addition, approximately one quarter of districts stated that they shared professional learning opportunities focused on instructional shifts and content shifts related to the Common Core State Standards with faculty in addition to having articulation agreements between high schools and colleges. Few principals and teachers agreed with their district leaders and school directors who stated that their district had these sorts of collaborative relationships. Taken together, the results from the responding Washington stakeholders demonstrated that there was an inconsistent understanding about the role that colleges and universities take in supporting educators’ implementation of the Common Core.

Table 23. Districts’ Collaboration With Colleges and Universities to Support Transition and Within-District Agreement From Teacher and Principal Perspectives

In what ways does your district or school collaborate with colleges and universities related to supporting the transition to the Common Core State Standards and/or the revised educator evaluation system? (Check all that apply.)	% (n) of Districts Collaborating in This Way	Teacher Response Agreement Weighted % (n)	Principal Response Agreement Weighted % (n)
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Share professional learning opportunities focused on instructional shifts related to the Common Core State Standards with faculty.	20.1% (n = 30)	13.1% (n = 75)	20.9% (n = 11)
Share professional learning opportunities focused on content shifts related to the Common Core State Standards with faculty.	20.1% (n = 30)	10.6% (n = 63)	23.3% (n = 12)
Have existing articulation agreements between high schools and two- and four-year colleges and universities.	21.5% (n = 32)	3.7% (n = 33)	13.0% (n = 10)
Have collaborated with preservice institutions to support faculty learning about the revised teacher evaluation criteria.	6.0% (n = 9)	4.2% (n = 15)	10.2% (n = 3)
Have collaborated regarding the alignment of exit and entrance expectations between high schools and colleges and universities.	11.4% (n = 17)	2.5% (n = 15)	8.9% (n = 5)
I do not know.	18.8% (n = 28)	67.6% (n = 672)	49.5% (n = 37)
We do not collaborate with colleges and universities.	40.3% (n = 60)	20.3% (n = 204)	38.9% (n = 39)
Other	6.0% (n = 9)	0.9% (n = 2)	0.0% (n = 0)

Note. The district-level response for this question only includes district leaders. There were a total of 149 districts whose superintendents or school directors responded to this question.

Connection Between Common Core State Standards and the Revised Educator Evaluation Systems

Because the Common Core State Standards and the revised educator evaluation systems were being implemented concurrently, stakeholders' understanding about how these two initiatives connect also was assessed. Participants were asked about their understanding of the connection between evaluation and the Common Core as well as the professional learning that connects these two initiatives.

Understanding the Connection

Stakeholders from this small sample of Washington educators (due to the low response rate) reported the extent to which they understood the connection between the Common Core State Standards and the revised educator evaluation systems. As demonstrated in Table 24, the majority of participants stated that they *somewhat* understood or understood *to a minimal degree* the connection between the Common Core and evaluations. Approximately one third of responding teachers and principals reported that they understood the connection *to a minimal degree* or *somewhat*, whereas almost half of district leaders and school directors stated that they *somewhat* understood the connection.

Table 24. Respondents’ Level of Understanding on the Connection Between the Common Core State Standards and Revised Educator Evaluation Systems

To what extent do you understand how the Common Core Standards are connected to your district’s revised educator evaluations?	Teacher Weighted % (n)	Principal Weighted % (n)	District Leader Weighted % (n)	School Director Weighted % (n)
Not at all	19.6% (n = 1,055)	14.8% (n = 80)	7.1% (n = 17)	15.5% (n = 12)
To a minimal degree	35.5% (n = 1,896)	40.1% (n = 219)	25.6% (n = 57)	26.3% (n = 20)
Somewhat	35.7% (n = 1,916)	35.6% (n = 190)	48.3% (n = 109)	49.9% (n = 37)
To a great extent	9.2% (n = 488)	9.5% (n = 52)	19.0% (n = 44)	8.3% (n = 5)

Professional Learning and Time to Collaborate

Stakeholders also were asked whether or not the district provided professional learning resources and/or opportunities that connect the Common Core State Standards and educator effectiveness criteria. Of the districts that participated, 72.7 percent reported that they provided professional learning experiences on the connection between the Common Core and teacher evaluations (see Table 25). Of those districts that stated they provided professional learning, 58 percent of teachers and 49.5 percent of principals agreed with their district leaders and school directors. In other words, approximately one half of teachers and principals agreed with their district leaders and school directors that professional learning related to the connections between these two initiatives occurred within their district. This result implies that in the districts that offer these professional learning experiences, many teachers and principals are not aware of them or are not attending them.

Table 25. Districts Reporting Professional Learning Resources and Opportunities on the Connection With the Common Core State Standards and the Percentage of Within-District Agreement From Teacher and Principal Perspectives

Has your district (or building) provided any professional learning resources and/or opportunities that connect the Common Core State Standards and educator effectiveness criteria?	% (n) of Districts	Teacher Response Agreement Weighted % (n)	Principal Response Agreement Weighted % (n)
Yes	72.7% (n = 117)	58.0% (n = 1,786)	49.5% (n = 141)

Note. There were a total of 161 districts whose district leaders or school directors responded to this question and selected *Yes* or *No*.

In addition, stakeholders reported how the following have changed over the past 12 months: (1) the time to collaborate with colleagues on the Common Core State Standards and the revised educator evaluations and (2) professional learning opportunities that connect the Common Core and the revised educator evaluation systems. Stakeholders had three response options for these two questions: *increased*, *decreased*, or *stayed the same*.

Table 26. District-Reported Changes and the Percentage of Within-District Agreement From Teacher and Principal Perspectives

Response	Time to Collaborate			Professional Learning Opportunities		
	% (n) of Districts Collaborating in This Way	Teacher Response Agreement Weighted % (n)	Principal Response Agreement Weighted % (n)	% (n) of Districts Collaborating in This Way	Teacher Response Agreement Weighted % (n)	Principal Response Agreement Weighted % (n)
Increased	57.4% (n = 97)	42.2% (n = 797)	57.1% (n = 109)	59.4% (n = 95)	41.5% (n = 863)	49.0% (n = 97)
Decreased	4.7% (n = 8)	7.9% (n = 15)	3.3% (n = 1)	5.0% (n = 8)	3.6% (n = 7)	4.0% (n = 1)
Stayed the same	40.8% (n = 69)	50.1% (n = 745)	46.3% (n = 76)	40.0% (n = 64)	50.9% (n = 516)	56.2% (n = 66)

Note. There were a total of 169 districts whose district leaders or school directors responded to the question regarding changes in time for collaboration and selected *increased*, *decreased*, or *stayed the same*; a total of 160 districts responded to the question regarding changes in professional learning opportunities.

Of responding districts, 57.4 percent stated that the system *increased* time to collaborate, and 40.8 percent stated that it *stayed the same* (see Table 26). Only 42.2 percent of teachers and 57.1 percent of principals agreed with their districts that the time to collaborate *increased*; and 50.1 percent of teachers and 46.3 percent of principals agreed that it *stayed the same*. Teachers and principals, thus, do not substantially agree with their district leaders and school directors about the amount of time provided to collaborate on the Common Core State Standards and educator evaluations.

Similar to the responses about time to collaborate, 59.4 percent of districts reported that professional learning opportunities on the connection between the Common Core State Standards and educator evaluations *increased* in the past year, and 40.0 percent stated that they *stayed the same*. Only 41.5 percent of teachers and 49 percent of principals agreed with their district leader and school director that professional learning opportunities *increased*, and 50.9 percent of teachers and 56.2 percent of principals agreed with their district leader and school director that professional learning opportunities *stayed the same*. According to this small sample of educators, teachers and principals do not substantially agree with their districts about the amount of professional learning opportunities that connect education evaluations and the Common Core.

Effects and Outcomes

Finally, teachers reported the effect of Common Core State Standards implementation on their instructional practice. The majority of teachers who responded to this survey (60.6 percent) stated that their instruction incorporates Common Core and expectations that align to instructional frameworks. Of responding teachers, 28.4 percent stated that their TPEP student growth goal was linked to one or more Common Core. Of responding teachers, 11.5 percent stated that they did not know how the Common Core impacted their instruction.

Table 27. Effects of Common Core State Standards Implementation on Instructional Practice

How have the Common Core State Standards affected your instructional practice? (Check all that apply.)	Teacher Weighted % (n)
I do not know.	11.5% (n = 635)
My instruction has not changed to reflect the Common Core State Standards.	17.9% (n = 955)
My instruction incorporates Common Core State Standards practices and expectations that align to the instructional framework.	60.6% (n = 3,281)
My TPEP professional goals are aimed at improving my ability to help students meet the Common Core State Standards.	26.3% (n = 1,418)
My TPEP student growth goal is linked to one or more Common Core State Standards.	28.4% (n = 1,548)

Recommendations

A total of 275 Washington districts and more than 7,000 staff representing various school- and district-level positions took part in AIR's 2014 State of the State Educator Survey in winter 2014. Findings from this survey reveal that participants had varying levels of understanding of the components of the educator evaluation systems and of the Common Core State Standards as well as the connection between the two. The following recommendations are designed to help OSPI, the ESDs, and the state legislature in their efforts to better understand district needs and provide strategic support to districts:

- **More training for teachers from OSPI and their district is needed.** Although the majority of teachers stated that they were familiar with the new requirements for evaluating teachers, one fifth stated that they were only *vaguely familiar* with the new requirements. In addition, a large minority of teachers (between 24 percent and 44 percent) stated that they did not understand various components of the teacher evaluation system. In order to effectively implement the evaluations, a large minority of teachers also reported that they needed additional training on how other evidence and student growth will be used in evaluations. Teachers should be provided additional training on the summative rating, student growth goals, and the evaluation timeline as well the district-selected instructional framework, observations, and how other evidence will be used in evaluations.
- **More training for principals on the principal evaluation is needed.** The majority of principals reported receiving six or more hours of training on the teacher evaluation systems; however, only one third reported receiving similar levels of training on their own evaluation system. Similarly, many principals stated that they did not have a good understanding of the principal evaluation system. More training should be provided to principals on the various components of the principal evaluation system.
- **More training for school directors is needed.** School directors reported varying levels of understanding of the components of the educator evaluation systems as well as the Common Core State Standards implementation. School directors should receive more training from their districts to build their knowledge base on the various initiatives that are occurring within their districts.
- **Assessment of level of understanding of teachers and principals is needed.** District leaders and school directors reported what they thought their teachers' and principals' level of understanding was on their respective evaluation systems. A large percentage of teachers and principals did not agree with their districts' perceptions of their own understanding. Districts may want to assess the level of understanding of teachers and principals to determine the extent of the knowledge and communications gap in an effort to help guide the professional learning and supports that teachers and principals need to implement these new initiatives.
- **Better communication on teacher and principal evaluation is needed.** Principals and teachers reported varying levels of communication by their districts, which was discrepant from what district leaders and school directors perceived they were communicating to educators. Districts may consider reevaluating their communication efforts and determining which ones are more effective, which new strategies could be

employed, and which strategies are ineffective. In addition, although not explicitly revealed from this study, teachers and principals may benefit from further communication on the connections between teacher and principal evaluation systems. Finally, more communication to families and community members about the implementation of these two initiatives and the important connection between these initiatives may be warranted.

- **There is a need to support the culture shift in the primary role of evaluators as instructional leaders or coaches.** Three fifths of principals and district leaders stated that providing instructional leadership or coaching to principals was one of their most important roles as evaluators. This role is a key supervisory function within the revised evaluation systems to promote professional growth. Many principals and district leaders need support from OSPI in making this cultural shift to their role as coach. Promoting these cultural shifts is particularly important given that the majority of respondents did not agree that the level of feedback or professional conversations would improve with the implementation of the revised educator evaluation systems.
- **Further study on the effect and outcomes of the evaluation systems is needed.** Given that this was the first year of implementation, and educators were still learning the system, many of the responding teachers and principals did not perceive that this evaluation system would have a positive impact on professional learning or practice. Future research is needed to determine perceived impacts of the evaluation systems during each year of implementation as well as the potential impact of system changes on educator practice (e.g., teachers, principals) and student performance.
- **There is a need to develop additional trainings and resources on the Common Core State Standards and making connections between the Common Core and educator evaluations.** District leaders and school directors reported providing training on the Common Core State Standards; however, a majority of teachers and principals did not report attending professional learning experiences provided by the district. Furthermore, developing trainings on the connections between the Common Core and teacher/principal evaluations was one of the most agreed upon supports across participant groups, as many participants reported that they did not fully understand the connections between the Common Core and educator evaluations. The district should further promote professional learning related to the Common Core and ensure that their communications about professional learning are being received by teachers and principals.

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Appendix A. Washington State Teacher/Principal Evaluation Project Steering Committee

Created by the passage of Washington State Bill E2SSB 6696 (2010), the Washington State Teacher/Principal Evaluation Project (WA TPEP) steering committee has been involved in selecting and providing guidance to the TPEP pilot districts. As stated in Section 107 of Washington State Bill E2SSB 6696, committee members should be considered “experts in the school improvement, school and district restructuring, or parent and community involvement in schools.” Table C-1 provides a summary of the groups and the number of committee members from each group.

Table A-1. WA TPEP Steering Committee Composition

Stakeholder Group	Number of Committee Members
Association of Washington School Principals	2
Governor’s Office	1
Office of Superintendent of Public Instruction	3
Washington Association – School Administrators	1
Washington Education Association	3
Washington State Parent Teacher Association	2
Washington State School Directors Association	1
Total	13

The steering committee comprises a total of 13 individuals representing teachers, principals, superintendents, parents, and state government representatives from six different stakeholder groups.

According to Subsection 7a of Washington State Bill ESSB 5895 (2012), the purpose of the steering committee—under the guidance of human resources specialists, professional development experts, and assessment experts—is to “create models for implementing the evaluation system criteria, student growth tools, professional development programs, and evaluator training for certificated classroom teachers and principals.” In addition, the committee is charged with “examining implementation issues and refining tools for the teacher evaluation system and the principal evaluation system during the 2013–14 through 2015–16 implementation phase.”

Appendix B. State of the State Survey Protocol: Winter 2014

Welcome and Informed Consent Page

Dear Washington State Educator:

Thank you for participating in our survey on Washington's new educator evaluation system. Please help OSPI and the TPEP Steering Committee better understand your views on Washington's new educator evaluation system. We have created a short, easy-to-complete survey (approximately 15 minutes). This survey covers implementation of the system, your understanding of how the system works, and your opinion of the training on the evaluation you have received so far. Because Washington educators are also beginning to implement instructional strategies aligned to the Common Core State Standards for English language arts and mathematics, this survey also asks questions about your preparedness to implement the Common Core State Standards. Please complete this survey before **February 28, 2014**.

This survey is being administered by American Institutes for Research (AIR) for the Office of Superintendent of Public Instruction (OSPI) and the Teacher and Principal Evaluation Project (TPEP) steering committee. Results will be used for research purposes only.

The survey should take only about 15 minutes to complete. Your responses are voluntary and confidential. You may discontinue your participation at any time without penalty. Your responses will not be reported. There are no known risks to participating in this survey.

If you have any questions regarding this survey, please contact Ellen Sherratt, Ph.D., at OSPI_statesurvey@air.org or 312-288-7623. If you have concerns or questions about your rights as a participant, you may contact the chair of AIR's institutional review board (which is responsible for the protection of study participants) at IRBChair@air.org, toll free at 1-800-634-0797 or c/o AIR, 1000 Thomas Jefferson Street NW, Washington, DC 20007.

Thank you for your participation! Your support and feedback will help ensure that educator evaluation in Washington is successful.

Key:

Response Options: **RED**

Skip Logic: **BLUE (Unless noted otherwise, proceed to next question.)**

All Participants

1. What is the name of your district? **(Choose one from pull-down menu of 295 districts plus ESDs in list.)**

2. Which of the following best describes your role? **(Choose one.)**
 - a. Teacher **(If selected, skip to Q3.)**
 - b. Instructional coordinator or coach **(If selected, skip to Q3.)**
 - c. Principal or assistant principal **(If selected, skip to Q7.)**
 - d. Superintendent or assistant superintendent **(If selected, skip to Q9.)**
 - e. Central office staff **(If selected, skip to Q9.)**
 - f. School board member **(If selected, skip to SCHOOL BOARD MEMBERS ONLY Q1 p. x.)**
 - g. Instructional Support Personnel (counselor, psychologist, social worker, etc.) **(If selected, skip to Q3.)**
 - h. **Other school personnel.** Please specify: **(Textbox)** **(If selected, skip to Q3.)**

3. [For Teachers only] What grades do you teach? **(Check all that apply.)**
 - a. K–2 **(If selected, skip to Q5.)**
 - b. 3–5 **(If selected, skip to Q5.)**
 - c. 6–8
 - d. 9–12
 - e. Pre-K **(If selected, skip to Q5.)**
 - f. Not Applicable

4. [For Teachers in Grades 6–12 only] What subjects do you teach? **(Check all that apply.)**
 - a. Elementary General Education
 - b. Mathematics
 - c. Science
 - d. English
 - e. Social Studies
 - f. World Language
 - g. English as a Second Language
 - h. Special Education
 - i. Reading/Language Arts
 - j. Early Education
 - k. Physical Education
 - l. Fine Arts (Music, Drama, Art)
 - m. Family and Consumer Science

- n. Library Media Specialist
 - o. School Guidance Counselor
 - p. Career Education
 - q. Technology Literacy
 - r. Other (Please specify.): **(Textbox)**
5. [For Teachers only] Which of the following best describes your current contract status? **(Choose one.)**
- a. Provisional contract
 - b. Continuing contract
6. [For teachers only] Which best describes your personal evaluation for 2013–14? **(Choose one.)**
- a. Revised comprehensive
 - b. Revised focused
 - c. Former long form
 - d. Former short form
7. [For Principals Only] Have you conducted teacher evaluations under the revised system? **(Choose one.)**
- a. Yes
 - b. No
8. [For Principals Only] Have you been evaluated under the revised system? **(Choose one.)**
- a. Yes
 - b. No
9. [For Superintendents/Central Office Staff Only] Have you conducted principal evaluations under the revised system? **(Choose one.)**
- a. Yes
 - b. No
10. [For Superintendents/Central Office Staff Only] How many years were you a principal? **(Choose one.)**
- a. 0 years **(If selected, skip to SUPERINTENDENTS/CENTRAL OFFICE STAFF ONLY Q1)**
 - b. 1 year
 - c. 2 years
 - d. 3–5 years
 - e. 6+ years

11. [If choose b, c, d or e to Q10] With which education level did you have experience as a principal? **(Choose one.)**
- a. Elementary
 - b. Secondary
 - c. Both elementary and secondary
 - d. Other (Please specify.): **(Textbox)**

Teachers Only

(If select Q2a)

Teacher Evaluation

1. How familiar are you with Washington state's revised requirements for evaluating teachers (Senate Bill 5895)? **(Choose one: Not at all familiar, Vaguely familiar, Somewhat familiar, Very familiar.)**
2. Which framework has your district selected? **(Choose one.)**
 - a. Framework for Teaching (Danielson)
 - b. Teacher Evaluation Model (Marzano)
 - c. CEL 5D+ (University of Washington)
 - d. I do not know.
3. To what extent has your district communicated to teachers the following revised teacher evaluation requirements? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
 - a. The instructional framework
 - b. The revised evaluation timeline, roles, and responsibilities
 - c. The revised process for classroom observations
 - d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals
4. How many hours of training have you attended on the revised teacher evaluation system? **(Choose one.)**
 - a. 0 hours
 - b. 1–2 hours
 - c. 3–4 hours
 - d. 4–6 hours
 - e. More than 6 hours
5. How well do you understand the following aspects of the revised teacher evaluation system? **(Choose one: Not at all, Not very well, Somewhat well, Very well.)**
 - a. The instructional framework
 - b. The revised evaluation timeline, roles, and responsibilities
 - c. The revised process for classroom observations
 - d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals
6. [For respondents who have been evaluated under the revised system (focused or comprehensive) already] To what extent has your district's revised teacher evaluation system resulted in the following? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
 - a. The assessment of my practice has improved.
 - b. More relevant professional development opportunities are available to me.

- c. I receive more detailed feedback to improve my instruction.
 - d. More teachers are held accountable for their performance.
 - e. More opportunities for collaboration with colleagues are available.
 - f. The professional conversation that takes place in my school and district has been elevated.
 - g. Too much of my time is spent in evaluation meetings and other activities rather than on my students.
 - h. Other (Please describe.): **(Textbox)**
7. Aside from time and resources, what additional supports might most improve the implementation of the revised teacher evaluation system in your district? **(Select up to three.)**
- a. Additional training specifically on the new frameworks, rubrics, and state criteria that will be used in evaluations
 - b. Additional training specifically on the type of evidence to be selected in evaluations
 - c. Additional training specifically on how student growth will be used in teacher evaluations
 - d. Additional training for evaluators to ensure evaluations are accurate and consistent across schools in my district
 - e. More opportunities for one-on-one conversations with my evaluator
 - f. Information about the successes and challenges of other districts
 - g. Information about how the new Common Core State Standards for English language arts and mathematics will be incorporated into the revised teacher evaluation system
 - h. Additional information on OSPI's website
 - i. No additional supports are necessary.
 - j. Other (Please list.): **(Textbox)**

Principals Only (If select Q2b)

Principal Evaluation

1. Which leadership framework for principal evaluation has your district selected? **(Choose one.)**
 - a. Association of Washington School Principals Leadership Framework
 - b. Marzano Leadership Framework
 - c. I do not know.

2. To what extent has your district communicated to you the following revised principal evaluation requirements? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
 - a. The leadership framework
 - b. The revised principal evaluation timeline, roles, and responsibilities
 - c. The revised summative rating processes
 - d. How to set student growth goals and measure student progress toward goals
 - e. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations

3. How many hours of training have you attended on the revised principal evaluation system? **(Choose one.)**
 - a. 0 hours
 - b. 1–2 hours
 - c. 3–4 hours
 - d. 4–6 hours
 - e. More than 6 hours

4. How well do you understand the following aspects of the revised principal evaluation system? **(Choose one: Not at all, Not very well, Somewhat well, Very well.)**
 - a. The leadership framework
 - b. The revised principal evaluation timeline, roles, and responsibilities
 - c. The revised summative rating processes
 - d. How to set student growth goals and measure student progress toward goals
 - e. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations

5. [For respondents who have been evaluated under the revised system already] To what extent has your district's revised principal evaluation system resulted in the following? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
 - a. The assessment of my practice has improved.
 - b. More relevant professional development opportunities are available to me.
 - c. I receive more detailed feedback to improve my effectiveness as a principal.
 - d. More principals are held accountable for their performance.

- e. More opportunities for collaboration with colleagues are available.
 - f. The professional conversation that takes place in my district has been elevated.
 - g. Too much of my time is spent in evaluation meetings and other activities rather than on my other duties as principal.
 - h. Other (Please describe.): **(Textbox)**
6. Aside from time and resources, what additional supports might most improve the implementation of the revised principal evaluation system in your district? **(Please select up to three.)**
- a. Additional general districtwide training on the revised principal evaluation system
 - b. Additional training specifically on the new leadership frameworks, rubrics, and state criteria that will be used in principal evaluations
 - c. Additional training on how student growth will be used in principals' evaluations
 - d. Additional training for evaluators to ensure principal evaluations are accurate and consistent across schools in my district
 - e. More opportunities for one-on-one conversations with my evaluator
 - f. Information about the successes and challenges of other districts
 - g. Information about how the new Common Core State Standards for English language arts and mathematics will be incorporated into the revised principal evaluation systems
 - h. Additional information on OSPI's website
 - i. No additional supports are necessary.
 - j. Other (Please list.): **(Textbox)**

Teacher Evaluation

(Note: The following questions ask about teacher evaluation. Principals play the role of evaluator in teacher evaluations.)

7. To what extent has your district communicated to teachers the following revised teacher evaluation requirements? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
- a. The instructional framework
 - b. The revised evaluation timeline, roles, and responsibilities
 - c. The revised process for classroom observations
 - d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals
8. How many hours of training have you attended on the revised teacher evaluation system? **(Choose one: Yes, No.)**
- a. 0 hours
 - b. 1–2 hours
 - c. 3–4 hours
 - d. 4–6 hours
 - e. More than 6 hours

9. How well do you understand the following aspects of the teacher evaluation system?
(Choose one: Not at all, Not very well, Somewhat well, Very well.)
- The instructional framework
 - The revised evaluation timeline, roles, and responsibilities
 - The revised process for classroom observations
 - The revised summative rating processes
 - How to set student growth goals and measure student progress toward goals
 - My role versus the teachers' role in the evaluation process
10. [For respondents who have evaluated teachers under the revised system already] Which of the following aspects of your role as an evaluator are the most important to you?
(Please select up to three.)
- Communicate with teachers and develop a relationship of mutual trust and understanding with them prior to the evaluation.
 - Ensure teachers know what will be assessed and how evaluation data will be collected.
 - Identify relevant professional development opportunities.
 - Provide instructional leadership.
 - Ensure teachers balance their time between evaluation activities and teaching activities.
 - Help teachers understand data about their performance.
 - Ensure that evaluation scoring is accurate (e.g., avoiding the general tendency to be too generous or too severe or to be influenced by general impressions, previous ratings, or teaching style attributes).
 - Ensure validity of evaluation scores by using and comparing multiple measures of performance.
11. In your opinion, how likely is it that implementing your district's revised teacher evaluation system will improve instructional practice in your school? **(Choose one: Not at all likely, Not very likely, Somewhat likely, Very likely.)**
- [If choose Somewhat likely or Very likely, proceed to Q11.]** How likely is it that implementing the following aspects of your district's revised teacher evaluation system will improve instructional practice in your school? **(Choose one: Not at all likely, Not very likely, Somewhat likely, Very likely.)**
 - The instructional framework
 - The revised evaluation process (i.e., timelines, summative rating processes) for teachers
 - Classroom observations
 - Student growth goal setting and assessment
12. [For respondents who have evaluated teachers under the revised system already] To what extent has your district's revised teacher evaluation system resulted in the following?
(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)
- The assessment of teachers' practice has improved.
 - More relevant professional development opportunities are available to teachers.

- c. Teachers receive more detailed feedback to improve instruction.
 - d. More teachers are held accountable for their performance.
 - e. More opportunities for collaboration with colleagues are available.
 - f. The professional conversation that takes place in my school and district has been elevated.
 - g. Too much of teachers' time is spent in evaluation meetings and other activities rather than on their students.
 - h. Other (Please describe.): **(Textbox)**
13. Aside from time and resources, what additional supports might most improve the implementation of the revised teacher evaluation system in your district? **(Please select up to three.)**
- a. Additional general districtwide training on the revised teacher evaluation system
 - b. Additional training specifically on the new instructional frameworks, rubrics, and state criteria that will be used in teacher evaluations
 - c. Additional training on how student growth will be used in teachers' evaluations
 - d. Additional training for evaluators to ensure teacher evaluations are accurate and consistent across schools in my district
 - e. Additional training for principal evaluators to ensure evaluations are accurate and consistent across schools in my district
 - f. Information about the successes and challenges of other districts
 - g. Information about how the new Common Core State Standards for English language arts and mathematics will be incorporated into the revised teacher evaluation systems
 - h. Additional information on OSPI's website
 - i. No additional supports are necessary.
 - j. Other (Please list.): **(Textbox)**

Superintendents and Central Office Staff Only

(If select Q2c or Q2d)

Principal Evaluation

(Note: The following questions ask about principal evaluation. Superintendents play the role of evaluator in principal evaluations.)

1. Which leadership framework for principal evaluation has your district selected? **(Choose one.)**
 - a. Association of Washington School Principals Leadership Framework
 - b. Marzano Leadership Framework
 - c. I do not know.
2. Have you attended training on the leadership framework that will be used for principal evaluations? **(Choose one: Yes, No.)**
3. How well do you understand the following aspects of the revised principal evaluation system? **(Choose one: Not at all, Not very well, Somewhat well, Very well.)**
 - a. The leadership framework
 - b. The revised principal evaluation timeline, roles, and responsibilities
 - c. The revised summative rating processes
 - d. How to set student growth goals and measure student progress toward goals
 - e. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations
4. How well do you think *principals* understand the following? **(Choose one: Not at all, Not very well, Somewhat well, Very well, Do not know.)**
 - a. The leadership framework
 - b. The revised principal evaluation timeline, roles, and responsibilities
 - c. The revised summative rating processes
 - d. How to set student growth goals and measure student progress toward goals
 - e. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations
5. To what extent has your district communicated to principals the following revised principal evaluation requirements? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
 - a. The leadership framework
 - b. The revised principal evaluation timeline, roles, and responsibilities
 - c. The revised summative rating processes
 - d. How to set student growth goals and measure student progress toward goals
 - e. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations

6. In your opinion, how likely is it that implementing your district's revised principal evaluation system will improve leadership in your district? **(Choose one: Not at all likely, Not very likely, Somewhat likely, Very likely.)**
- a. **[If choose Somewhat likely or Very likely, proceed to Q13]** How likely is it that implementing the following aspects of your district's revised principal evaluation system will improve leadership in your district? **(Choose one: Not at all likely, Not very likely, Somewhat likely, Very likely.)**
- i. The leadership framework
 - ii. The principal evaluation process (e.g., timeline, summative rating processes)
 - iii. How to set student growth goals and measure student progress toward goals for principals' evaluations
 - iv. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations
7. [For respondents who have evaluated principals under the revised system already] Which of the following aspects of your role as an evaluator are the most important to you? **(Please select up to three.)**
- a. Communicate with principals and develop a relationship of mutual trust and understanding with them prior to the evaluation.
 - b. Ensure principals know what will be assessed and how evaluation data will be collected.
 - c. Identify relevant professional development opportunities.
 - d. Provide coaching to principals.
 - e. Ensure principals balance their time between evaluation activities and school administration activities.
 - f. Help principals understand data about their performance.
 - g. Ensure that evaluation scoring is accurate (e.g., avoiding the general tendency to be too generous or too severe or to be influenced by general impressions, previous ratings, or leadership style attributes).
 - h. Ensure validity of evaluation scores by using and comparing multiple measures of performance.
8. [For respondents who have evaluated principals under the revised system already] To what extent has your district's revised principal evaluation system resulted in the following? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
- a. The assessment of principals' practice has improved.
 - b. More relevant professional development opportunities are available to principals.
 - c. Principals receive more detailed feedback to improve their effectiveness.
 - d. More principals are held accountable for their performance.
 - e. More opportunities for collaboration with colleagues are available.
 - f. The professional conversation that takes place in my district has been elevated.
 - g. Too much of principals' time is spent in evaluation meetings and other principal evaluation activities rather than on their other duties as principal.
 - h. Other (Please describe.): **(Textbox)**

9. [For respondents who have evaluated principals under the revised system already] Has your district's revised principal evaluation system influenced any principals leaving their positions (e.g., resigning or retiring) since it was implemented? **(Choose one: Yes, No.)**
- a. **[If choose Yes to Q16]** What reasons did those principals give for their decisions to resign? **(Check all that apply.)**
- Low morale and/or more stress among principals
 - Principals feeling fearful of being rated poorly under the revised system
 - Principals who received low ratings under the revised system have exited and/or retired
 - Other (Please specify.): **(Textbox)**
10. Aside from time and resources, what additional supports might most improve the implementation of the revised principal evaluation system in your district? **(Please select up to three.)**
- Additional general districtwide training on the revised principal evaluation system
 - Additional training specifically on the new leadership frameworks, rubrics, and state criteria that will be used in principal evaluations
 - Additional training on how student growth will be used in principals' evaluations
 - Additional training for evaluators to ensure principal evaluations are accurate and consistent across schools in my district
 - More opportunities for one-on-one conversations between principals and their evaluators
 - Information about the successes and challenges of other districts related to principal evaluation
 - Information about how the new Common Core State Standards for English language arts and mathematics will be incorporated into the revised principal evaluation systems
 - Additional information on OSPI's website about principal evaluation
 - No additional supports are necessary.
 - Other (Please list.): **(Textbox)**

Teacher Evaluation

11. Which instructional framework has your district selected for its teacher evaluation? **(Choose one.)**
- Framework for Teaching (Danielson)
 - Teacher Evaluation Model (Marzano)
 - CEL 5D+ (University of Washington)
 - I do not know.
12. How well do you understand the following aspects of your district's revised teacher evaluation system? **(Choose one: Not at all, Not very well, Somewhat well, Very well.)**
- The instructional framework
 - The revised evaluation timeline, roles, and responsibilities
 - The revised process for classroom observations

- d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals
13. How well do you think *teachers* understand the following? **(Choose one: Not at all, Not very well, Somewhat, Very well, Do not know.)**
- a. The instructional framework
 - b. The revised evaluation timeline, roles, and responsibilities
 - c. The revised process for classroom observations
 - d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals
14. To what extent has your district communicated to teachers the following revised teacher evaluation requirements? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
- a. The instructional framework
 - b. The revised evaluation timeline, roles, and responsibilities
 - c. The revised process for classroom observations
 - d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals
15. To what extent has your district’s revised teacher evaluation system resulted in the following? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know, Not applicable.)**
- a. The assessment of teachers’ practice has improved.
 - b. More relevant professional development opportunities are available to teachers.
 - c. Teachers receive more detailed feedback to improve instruction.
 - d. More teachers are held accountable for their performance.
 - e. More opportunities for collaboration with colleagues are available.
 - f. The professional conversation that takes place in my district has been elevated.
 - g. Too much of teachers’ time is spent in evaluation meetings and other activities rather than on their students.
 - h. Other (Please describe.): **(Textbox)**
16. Has your district’s revised teacher evaluation system influenced any teachers leaving their positions (e.g., resigning or retiring) since it was implemented? **(Choose one: Yes, No, Not applicable.)**
- a. **[If choose Yes to, proceed to Q6]** What reasons did those teachers give for their decision to resign? **(Check all that apply.)**
 - i. Low morale and/or more stress among teachers
 - ii. Teachers feeling fearful of being rated poorly under the revised system
 - iii. Teachers who received low ratings under the revised system have exited and/or retired
 - iv. Other (Please specify.): **(Textbox)**

17. Aside from time and resources, what additional supports might most improve the implementation of the revised teacher evaluation system in your district? **(Please select up to three.)**
- a. Additional general districtwide training on the revised teacher evaluation system
 - b. Additional training specifically on the new instructional frameworks, rubrics, and state criteria that will be used in teacher evaluations
 - c. Additional training on how student growth will be used in teachers' evaluations
 - d. Additional training for evaluators to ensure teacher evaluations are accurate and consistent across schools in my district
 - e. More opportunities for one-on-one conversations between teachers and their evaluators
 - f. Information about the successes and challenges of other districts related to teacher evaluation
 - g. Information about how the new Common Core State Standards for English language arts and mathematics will be incorporated into the revised teacher evaluation system
 - h. Additional information on OSPI's website about teacher evaluation
 - i. No additional supports are necessary.
 - j. Other (Please list.): **(Textbox)**

School Board Members Only

(If select Q2e)

Teacher Evaluation

1. Which instructional framework has your district selected for its teacher evaluation?
(Choose one.)
 - a. Framework for Teaching (Danielson)
 - b. Teacher Evaluation Model (Marzano)
 - c. CEL 5D+ (University of Washington)
 - d. I do not know.

2. How well do you understand the following aspects of your district's revised teacher evaluation system? **(Choose one: Not at all, Not very well, Somewhat well, Very well.)**
 - a. The instructional framework
 - b. The revised evaluation timeline, roles, and responsibilities
 - c. The revised process for classroom observations
 - d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals

3. How well do you think *teachers* understand the following? **(Choose one: Not at all, Not very well, Somewhat well, Very well, Do not know.)**
 - a. The instructional framework
 - b. The revised evaluation timeline, roles, and responsibilities
 - c. The revised process for classroom observations
 - d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals

4. To what extent has your district communicated to teachers the following revised teacher evaluation requirements? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
 - a. The instructional framework
 - b. The revised evaluation timeline, roles, and responsibilities
 - c. The revised process for classroom observations
 - d. The revised summative rating processes
 - e. How to set student growth goals and measure student progress toward goals
 - f. I do not know.

5. To what extent has your district's revised teacher evaluation system resulted in the following? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know, Not applicable.)**
 - a. The assessment of teachers' practice has improved.
 - b. More relevant professional development opportunities are available to teachers.
 - c. Teachers receive more detailed feedback to improve instruction.
 - d. More teachers are held accountable for their performance.
 - e. More opportunities for collaboration with colleagues are available.

- f. The professional conversation that takes place in my district has been elevated.
 - g. Too much of teachers' time is spent in evaluation meetings and other activities rather than on their students.
 - h. Other (Please describe.): **(Textbox)**
6. Aside from time and resources, what additional supports might most improve the implementation of the revised teacher evaluation system in your district? **(Please select up to three.)**
- a. Additional general districtwide training on the revised teacher evaluation system
 - b. Additional training specifically on the new instructional frameworks, rubrics, and state criteria that will be used in teacher evaluations
 - c. Additional training on how student growth will be used in teachers' evaluations
 - d. Additional training for evaluators to ensure teacher evaluations are accurate and consistent across schools in my district
 - e. More opportunities for one-on-one conversations between teachers and their evaluators
 - f. Information about the successes and challenges of other districts related to teacher evaluation
 - g. Information about how the new Common Core State Standards for English language arts and mathematics will be incorporated into the revised teacher evaluation system
 - h. Additional information on OSPI's website about teacher evaluation
 - i. No additional supports are necessary.
 - j. Other (Please list.): **(Textbox)**

Principal Evaluation

7. Which leadership framework for principal evaluation has your district selected? **(Choose one.)**
- a. Association of Washington School Principals Leadership Framework
 - b. Marzano Leadership Framework
 - c. I do not know.
8. How well do you understand the following aspects of the revised principal evaluation system? **(Choose one: Not at all, Not very well, Somewhat well, Very well.)**
- a. The leadership framework
 - b. The revised principal evaluation timeline, roles, and responsibilities
 - c. The revised summative rating processes
 - d. How to set student growth goals and measure student progress toward goals
 - e. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations
9. How well do you think *principals* understand the following? **(Choose one: Not at all, Not very well, Somewhat well, Very well, Do not know.)**
- a. The leadership framework
 - b. The revised principal evaluation timeline, roles, and responsibilities
 - c. The revised summative rating processes

- d. How to set student growth goals and measure student progress toward goals
 - e. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations
10. To what extent has your district communicated to principals the following revised principal evaluation requirements? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know.)**
- a. The leadership framework
 - b. The revised principal evaluation timeline, roles, and responsibilities
 - c. The revised summative rating processes
 - d. How to set student growth goals and measure student progress toward goals
 - e. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations
11. In your opinion, how likely is it that implementing your district's revised principal evaluation system will improve principal leadership in your district? **(Choose one: Not at all likely, Not very likely, Somewhat likely, Very likely.)**
- a. **[If choose Somewhat likely or Very likely, proceed to Q12]** How likely is it that implementing the following aspects of your district's revised principal evaluation system will improve principal leadership in your district? **(Choose one: Not at all likely, Not very likely, Somewhat likely, Very likely.)**
 - i. The leadership framework
 - ii. The principal evaluation process (e.g., timeline, summative rating processes)
 - iii. How to set student growth goals and measure student progress toward goals for principals' evaluations
 - iv. How other measures of principal effectiveness (e.g., input from building staff, observations) will be used in principals' evaluations
12. To what extent has your district's revised principal evaluation system resulted in the following? **(Choose one: Not at all, To a limited extent, To a moderate extent, To a great extent, Do not know, Not applicable.)**
- a. The assessment of principals' practice has improved.
 - b. More relevant professional development opportunities are available to principals.
 - c. Principals receive more detailed feedback to improve their effectiveness.
 - d. More principals are held accountable for their performance.
 - e. More opportunities for collaboration with colleagues are available.
 - f. The professional conversation that takes place in my district has been elevated.
 - g. Too much of principals' time is spent in evaluation meetings and other principal evaluation activities rather than on their other duties as principals.
 - h. Other (Please describe.): **(Textbox)**
13. Aside from time and resources, what additional supports might most improve the implementation of the revised principal evaluation system in your district? **(Please select up to three.)**
- a. Additional general districtwide training on the revised principal evaluation system

- b. Additional training specifically on the new leadership frameworks, rubrics, and state criteria that will be used in principal evaluations
- c. Additional training on how student growth will be used in principals' evaluations
- d. Additional training for evaluators to ensure principal evaluations are accurate and consistent across schools in my district
- e. More opportunities for one-on-one conversations between principals and their evaluators
- f. Information about the successes and challenges of other districts related to principal evaluation
- g. Information about how the new Common Core State Standards for English language arts and mathematics will be incorporated into the revised principal evaluation systems
- h. Additional information on OSPI's website about principal evaluation
- i. No additional supports are necessary.
- j. Other (Please list.): **(Textbox)**

Connecting Common Core State Standards and TPEP

(Note: The following questions ask about Common Core State Standards.)

Teachers and Principals Only

1. How familiar are you with Washington State’s new Common Core State Standards?
(Choose one: Not at all familiar, Vaguely familiar, Somewhat familiar, Very familiar.)
2. To what extent are you using the Common Core State Standards this school year?
(Choose one.)
 - a. Minimally implementing
 - b. Implementing with a few grades or students
 - c. Fully implementing
3. [For Teachers only] In what types of professional learning resources and/or opportunities have you participated? **(Check all that apply.)**
 - a. Awareness-building opportunities that include the district’s or building’s vision for career and college readiness and its transition plan for implementing the Common Core State Standards
 - b. Learning opportunities specific to the shifts involved with implementing Common Core State Standards for English language arts and mathematics
 - c. Resources and professional learning geared toward supporting struggling students
 - d. Resources and professional learning geared specifically toward supporting English language learners
 - e. Resources and professional learning geared specifically toward supporting special education students
 - f. Learning opportunities that connect the Common Core State Standards with the revised educator evaluation system
 - g. Common Core State Standards communication resources for working and communicating with families and communities
 - h. Opportunities for teachers to collaborate regarding the learning and teaching of the standards and connections to educator effectiveness criteria
 - i. Other (Please specify.): **(Textbox)**
 - j. My building has not begun offering opportunities focused on the Common Core State Standards to teachers.
4. [For Teachers only] How have the Common Core State Standards affected your instructional practice? **(Check all that apply.)**
 - a. I do not know.
 - b. My instruction has not changed to reflect the Common Core State Standards.
 - c. My instruction incorporates Common Core State Standards practices and expectations that align to the instructional framework.

- d. My TPEP professional goals are aimed at improving my ability to help students meet the Common Core State Standards.
 - e. My TPEP student growth goal is linked to one or more Common Core State Standards.
5. [For Principals only] In what types of professional learning resources and/or opportunities have you participated? **(Check all that apply.)**
- a. Awareness-building opportunities that include the district’s or building’s vision for career and college readiness and its transition plan for implementing the Common Core State Standards
 - b. Learning opportunities specific to the shifts involved with implementing Common Core State Standards for English language arts and mathematics
 - c. Resources and professional learning geared toward supporting struggling students
 - d. Resources and professional learning geared specifically toward supporting English language learners
 - e. Resources and professional learning geared specifically toward supporting special education students
 - f. Learning opportunities that connect the Common Core State Standards with your district’s revised educator evaluation system
 - g. Common Core State Standards communication resources for working and communicating with families and communities
 - h. Opportunities for principals to collaborate regarding the implementation of standards and connections to educator effectiveness criteria
 - i. Other (Please specify.): **(Textbox)**
 - j. My district has not begun offering opportunities focused on the Common Core State Standards to principals.
6. Has your district or building provided any professional learning resources and/or opportunities that connect the Common Core State Standards and educator effectiveness criteria? **(Choose one: Yes, No.)**
7. To what extent do you understand how Common Core State Standards are connected to your district’s revised educator evaluation system? **(Choose one.)**
- a. Not at all
 - b. To a minimal degree
 - c. Somewhat
 - d. To a great extent
8. In the past 12 months, how has each of the following changed in your building? **(Choose one: Increased, Decreased, Stayed the same, Do not know, Not applicable.)**
- a. Time to collaborate with other educators regarding Common Core State Standards (English language arts and/or mathematics) and the revised educator evaluation system
 - b. Professional learning opportunities that connect Common Core State Standards and the revised educator evaluation system

9. How much outreach has occurred with families and community members in your district about the transition to the Common Core State Standards and new assessment system in 2014–15? **(Choose one.)**
- Minimal outreach
 - A fair amount of outreach
 - Extensive outreach
 - I do not know.
10. In what ways does your district or building collaborate with colleges and universities related to supporting the transition to the Common Core State Standards and/or the revised educator evaluation system? **(Check all that apply.)**
- We offer shared professional learning opportunities focused on instructional shifts related to Common Core State Standards among faculty.
 - We offer shared professional learning opportunities focused on content shifts related to Common Core State Standards among faculty.
 - We have existing articulation agreements between high schools and two- and four-year colleges and universities.
 - We have collaborated with preservice institutions to support faculty learning about the revised teacher evaluation criteria.
 - We have collaborated regarding the alignment of exit and entrance expectations between high school and colleges and universities.
 - I do not know.
 - We do not collaborate with colleges and universities.
 - Other (Please specify.): **(Textbox)**
11. [For Principals Only] How ready do you feel to hold students, teachers, and administrators accountable when new assessments are implemented in the spring of 2015? **(Choose one.)**
- Not at all ready
 - Slightly ready
 - Moderately ready
 - Very ready

Connecting Common Core State Standards and TPEP

(Note: The following questions ask about Common Core State Standards.)

Superintendents, Central Office Staff, and School Board Members Only

1. How familiar are you with Washington State's new Common Core State Standards?
(Choose one.)
 - a. Not at all familiar
 - b. Vaguely familiar
 - c. Somewhat familiar
 - d. Very familiar

2. To what extent are you using the Common Core State Standards this school year? **(Choose one.)**
 - a. Minimally implementing
 - b. Implementing with a few grades or students
 - c. Fully implementing

3. What types of professional learning resources and/or opportunities has your district provided to support your implementation of the Common Core State Standards? **(Check all that apply.)**
 - a. Awareness-building opportunities that include the district's or building's vision for career and college readiness and transition plan for implementing the Common Core State Standards
 - b. Learning opportunities specific to the shifts involved with implementing Common Core State Standards for English language arts and mathematics
 - c. Resources and professional learning geared toward supporting struggling students
 - d. Resources and professional learning geared specifically toward supporting English language learners
 - e. Resources and professional learning geared specifically toward supporting special education students
 - f. Learning opportunities that connect Common Core State Standards shifts with the revised educator evaluation system
 - g. Common Core State Standards communication resources for working and communicating with families and communities
 - h. Opportunities for educators to collaborate regarding the implementation of the standards and connections to educator effectiveness criteria
 - i. Other (Please specify.): **(Textbox)**
 - j. My district has not begun offering opportunities focused on the Common Core State Standards to educators.

4. Has your district provided any professional learning resources and/or opportunities that connect the Common Core State Standards and educator effectiveness criteria? **(Choose one: Yes, No, Do not know.)**
5. To what extent do you understand how Common Core State Standards are connected to your district's revised educator evaluation system? **(Choose one.)**
 - a. Not at all
 - b. To a minimal degree
 - c. Somewhat
 - d. To a great extent
6. In the past 12 months, how has each of the following changed in your district? **(Choose one: Increased, Decreased, Stayed the same, Do not know, Not applicable.)**
 - a. Time to collaborate with other educators regarding Common Core State Standards (English language arts and/or mathematics) and the revised educator evaluation system
 - b. Professional learning opportunities that connect the Common Core State Standards and the revised educator evaluation system
7. How much outreach has occurred with families and community members in your district about the transition to the Common Core State Standards and new assessment system in 2014–15? **(Choose one.)**
 - a. Minimal outreach
 - b. A fair amount of outreach
 - c. Extensive outreach
 - d. I do not know.
8. [For superintendents/central office staff only] In what ways does your district collaborate with colleges and universities related to supporting the transition to the Common Core State Standards and/or the revised educator evaluation system? **(Check all that apply.)**
 - a. We offer shared professional learning opportunities focused on instructional shifts related to Common Core State Standards among faculty.
 - b. We offer shared professional learning opportunities focused on content shifts related to Common Core State Standards among faculty.
 - a. We have existing articulation agreements between high schools and two- and four-year colleges and universities.
 - b. We have collaborated with preservice institutions to support faculty learning about the revised teacher evaluation criteria.
 - c. We have collaborated regarding the alignment of exit and entrance expectations between high school and colleges and universities.
 - d. I do not know.
 - e. We do not collaborate with colleges and universities.
 - f. Other (Please specify.): **(Textbox)**

9. How ready do you feel to hold students, teachers, and administrators accountable when new assessments are implemented in the spring of 2015? **(Choose one.)**
- a. Not at all ready
 - b. Slightly ready
 - c. Moderately ready
 - d. Very ready

Appendix C. Initial Survey Invitation Letters

Dear Washington State Superintendent:

American Institutes for Research is administering an important survey on behalf of the Washington Office of Superintendent of Public Instruction (OSPI) and the Washington Teacher/Principal Evaluation Project (WA TPEP) steering committee. The purpose of the survey is to understand how superintendents, central office staff, school directors, principals, and teachers view TPEP and the Common Core State Standards.

We are writing with two requests. First, we are writing to request your completion of this survey. The survey takes only about 15 minutes for superintendents to complete, and the information will be used to inform statewide policy. Your participation helps to ensure that accurate district-level data and superintendents' views and experiences are represented in decisions about the resources and supports districts and educators need to implement these initiatives.

Second, we are writing to ask that you encourage your staff to complete the survey as well. We have included below sample e-mails that we request you send to the following: (a) teachers, (b) principals, and (c) central office administrators (including assistant superintendents, human resources directors, and other district staff who are involved with teacher and principal evaluation and Common Core State Standards) in your district. Please send these requests as soon as possible so that staff have ample time to complete the survey and ensure their perspectives are included as OSPI considers future policy directions.

Please note that your honest answers are important. All of your answers will be confidential, and neither your name nor individual results will appear in any report.

The link to the survey can be found here:

<http://survey.airprojects.org/WATPEPStatewide2/District.aspx>

Please forward the following e-mails to your staff as soon as possible, and please complete this survey yourself no later than **February 28, 2014**, so that all of Washington districts' and all of Washington's superintendents' voices can be represented.

If you have any questions regarding this survey, please contact me at OSPI_statesurvey@air.org or 312-288-7623.

Best regards,
Ellen Sherratt, Ph.D.
American Institutes for Research

E-Mail to Forward to Teachers

Subject Line: Share Your Views on TPEP and Common Core

Dear [Insert District Name] Teacher:

I am writing to request your completion of an important statewide survey that is being administered by American Institutes for Research on behalf of the Washington Office of Superintendent of Public Instruction and the Washington Teacher/Principal Evaluation Project (WA TPEP) steering committee.

The survey takes only 5–10 minutes to complete, and the information will be used to inform statewide policy. The survey includes questions about teacher evaluation and the Common Core State Standards. Your participation helps to ensure that teachers' views are represented in decisions about the resources and supports districts and educators need to implement these initiatives.

Please note that your honest answers are important. All of your answers will be confidential, and neither your name nor individual results will appear in any report.

The link to the survey can be found here:

<http://survey.airprojects.org/WATPEPStatewide2/District.aspx>

Please complete this survey no later than **February 28, 2014**, so that [name of district] teachers' voices can be represented.

If you have any questions regarding this survey, please contact Dr. Ellen Sherratt at OSPI_statesurvey@air.org or 312-288-7623.

Best regards,

[Insert Name]

[Insert School District Name]

E-Mail to Forward to Principals

Subject Line: Share Your Views on TPEP and Common Core

Dear [Insert Name of District] Principal:

I am writing to request your completion of an important statewide survey that is being administered by American Institutes for Research on behalf of the Washington Office of Superintendent of Public Instruction and the Washington Teacher/Principal Evaluation Project (WA TPEP) steering committee.

The survey takes only about 15 minutes to complete, and the information will be used to inform statewide policy. The survey includes questions about teacher and principal evaluation and the Common Core State Standards. Your participation helps to ensure that principals' views are represented in decisions about the resources and supports districts and educators need to implement these initiatives.

Please note that your honest answers are important. All of your answers will be confidential, and neither your name nor individual results will appear in any report.

The link to the survey can be found here:

<http://survey.airprojects.org/WATPEPStatewide2/District.aspx>

Please complete this survey no later than **February 28, 2014**, so that [name of district] principals' voices can be represented.

If you have any questions regarding this survey, please contact Dr. Ellen Sherratt at OSPI_statesurvey@air.org or 312-288-7623.

Best regards,

[Insert Name]

[Insert School District Name]

E-Mail to Forward to Relevant Central Office Administrators

Subject Line: Share Your Views on TPEP and Common Core

Dear [Insert Name of District] Administrator:

I am writing to request your completion of an important statewide survey that is being administered by American Institutes for Research on behalf of the Washington Office of Superintendent of Public Instruction and the Washington Teacher/Principal Evaluation Project (WA TPEP) steering committee.

The survey takes only about 15 minutes to complete, and the information will be used to inform statewide policy direction. The survey includes questions about teacher and principal evaluation and the Common Core State Standards; I am asking all central office staff that are involved with these two initiatives to complete the survey. Your participation helps to ensure that accurate district-level data and central office administrators' views and experiences are considered in decisions about the resources and supports districts and educators need to implement these initiatives.

Please note that your honest answers are important. All of your answers will be confidential, and neither your name nor individual results will appear in any report.

The link to the survey can be found here:

<http://survey.airprojects.org/WATPEPStatewide2/District.aspx>

Please complete this survey no later than **February 28, 2014**, so that [name of district] central office administrators' voices can be represented.

If you have any questions regarding this survey, please contact Dr. Ellen Sherratt at OSPI_statesurvey@air.org or 312-288-7623.

Best regards,

[Insert Name]

[Insert Name of District]

Appendix D. Survey Respondents

Table D-1. Number and Percentage of Washington Public School Districts Participating and Not Participating in the Survey, by District Characteristics

		All Districts		Responding Districts		Nonresponding Districts		Percentage Difference Between Responding Districts and All Districts
		(N = 295)		(N = 275)		(N = 20)		
		n	%	n	%	n	%	
Locale	City	21	7.1%	21	7.7%	0	0%	0.6%
	Suburb	49	16.6%	49	17.8%	0	0%	1.2%
	Town	50	17.0%	50	18.2%	0	0%	1.2%
	Rural	175	59.3%	155	56.4%	20	100%	-2.9%
Enrollment Size	0–499	103	34.9%	85	30.9%	18	17.5%	-4.0%
	500–1,000	49	16.6%	47	17.1%	2	4.1%	0.5%
	1,001–5,000	84	28.5%	84	30.5%	0	0%	2%
	5,000+	59	20.0%	59	21.5%	0	0%	1.5%
Percent LEP	0–24%	272	92.2%	253	92.0%	19	95.0%	-0.2%
	25%+	23	7.8%	22	8.0%	1	5.0%	0.2%
Percent IEP	0–9%	55	18.6%	45	16.4%	10	50.0%	-2.2%
	10%+	240	81.4%	230	83.6%	10	50.0%	2.2%
Percent Free or Reduced-Price Lunch	0–24%	47	15.9%	38	13.8%	9	45.0%	-2.1%
	25%–49%	103	34.9%	98	35.6%	5	25.0%	0.7%
	50%–74%	108	36.6%	104	37.8%	4	20.0%	1.2%
	75%+	37	12.5%	35	12.7%	2	10.0%	0.2%
Percent Minority	0–24%	149	50.5%	135	49.1%	14	9.4%	-1.4%
	25%–49%	93	31.5%	89	32.4%	4	4.3%	0.9%
	50%–74%	25	8.5%	25	9.1%	0	0%	0.6%
	75%+	28	9.5%	26	9.5%	2	7.1%	0%
Percent Female	0–49%	236	80.0%	222	80.7%	14	70.0%	0.7%
	50%+	59	20.0%	53	19.3%	6	30.0%	-0.7%

Appendix E. Weighting Adjustment Approach

The nonresponse in the survey poses threat to the accuracy of the survey estimate. The response rates may vary across subgroups in the survey. Without an adjustment, the survey scale scores will favor the subgroups with the higher response rate. To adjust for this, the research team employed a weighting adjustment technique to correct for the potential lack of representativeness that resulted from low response rates within some subgroups as well as for the potential overrepresentativeness resulting from higher response rates within other subgroups.

Researchers first identified subgroups among respondents based on certain characteristics. Subgroups were identified based on which educational service district (ESD) each respondent was from and what position the respondent was holding. In particular, teachers and other school-level instructional staff were grouped based on the combination of ESDs and grade levels (i.e., elementary only, middle only, and both elementary and secondary) the respondents teach. Thus, within each group of principals (which also includes assistant principals), superintendents (which also includes other district-level administrators, such as assistant superintendents and central office staff) and school directors, there are nine subgroups identified by ESDs; within the group of teachers, there are 27 subgroups identified by the combination of ESDs and teaching grade levels.

Then, researchers calculated sample weights within each subgroup. The formula for a weight assigned to data for a given subgroup divides the percentage of the target population by the percentage in the sample. For instance, principals from ESD 101 account for 5 percent of the total initial population in the state but for 8 percent total responding sample. This subgroup is overrepresented in the survey. In this case, the weight assigned to the data for any respondent in the subgroup of ESD 101 principals would be represented as follows:

$$w_{principal / ESD101} = .05 / .08 = 0.625$$

By applying the weight to the corresponding respondents, researchers can adjust for the overrepresentation.

Once the weights were constructed and assigned to each individual respondent, researchers used the weighted response to calculate the percentage of respondents selecting certain responses to a given item. For example, of n people responding to item K, m selected response A, and then the estimated percentage would be represented as follows:

$$A\% = \frac{\sum_{i=1}^m w_i A_i}{\sum_{i=1}^n w_i} \text{ (} w_i \text{ is the sampling weight for the } i^{\text{th}} \text{ respondent.)}$$

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