

Educational Effectiveness Survey™



9 Characteristics of High Performing Schools
State 8 Criteria for Evaluation of Teaching and Learning
Includes Certificated vs. Other Staff Comparison

Staff edition

V10.2

Walla Walla Public Schools

November 2017

N=465





The Center for Educational Effectiveness

The Center for Educational Effectiveness (CEE) is a service, consulting, and research organization dedicated to the mission of partnering with K-12 schools to improve student learning.

NOTICE

The Center for Educational Effectiveness, Inc. (CEE) makes substantial effort to ensure the accurate scoring, analysis, and reporting of the results of the Educational Effectiveness Survey. However, CEE makes no warranty of any kind with regard to this material, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. CEE shall not be liable for errors contained herein or for incidental or consequential damages in connection with the furnishing, performance, or use of this material.

No part of these materials may be copied, reproduced, republished, posted, modified, edited, transmitted, distributed, or used to create derivative works in any form or by any means without the prior written consent of Center for Educational Effectiveness, Inc. These materials are copyright protected under U.S. and international copyright laws and treaties. Violation of these laws will lead to prosecution.

Trademark notice: Center for Educational Effectiveness™ and affiliated logo, Better Data. Better Decisions. Better Schools.™ and affiliated logo, Educational Effectiveness Survey™, EES-Leadership 360™ are all trademarks of Center for Educational Effectiveness, Inc. All other trademarks cited here are the property of their respective owners.

Published by:

Center for Educational Effectiveness, Inc.

© 2003-2017 Center for Educational Effectiveness, Inc. All Rights Reserved.

Printed in the U.S.A.

Contact Information:

Phone: 425-283-0384

Fax: 425-947-0066

info@effectiveness.org

www.effectiveness.org



Better Data. Better Decisions. Better Schools.

Introduction

EES Staff Survey Research Framework

The Center for Educational Effectiveness brings together leading research to create the Educational Effectiveness Survey™ (EES)—a formative and diagnostic tool designed to stimulate and inform conversations for improvement within your organization. The research framework includes:

- Effective organizations
- Organizational trust
- Culturally responsive teaching
- District support for improvement
- Attributes of effective instructional practice

Structure of the EES Staff Report

This results document contains your data results from the survey you recently administered.

Readiness for Change

This is the starting point for interpreting your EES Staff data. CEE’s research into over 200,000 staff survey responses has shown these items or attributes to be foundational to organizational change. This section, with your unique charted data, is the first section in the report.

9 Characteristics of High-Performing Schools

While there is no single solution for all schools, research on effective schools identified common characteristics of high-performing schools. Successful schools engaged in improvement activities focus on these characteristics to create and improve the system(s) that ultimately increase student learning and achievement.

Comparison between certificated staff and non-certificated staff

This section allows the reader to understand the difference in perceptions between those responsible at the classroom level (certificated) for student learning and those responsible for the support mechanisms of the school (non-certificated).

State 8 Criteria for Evaluation of Teaching and Learning

The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the “State 8” and the district-selected instructional framework model that will be measured in the teacher evaluation process. Data shown are exclusively from certificated staff responses.

Demographics

Gender

- Male
- Female

Position

- Certificated Teacher
- Certificated Support Staff
- Classified Support Staff
- Para-professional/Instr Aid
- Administrator

Level

- Elementary
- MS or Jr. High
- High School
- K-12
- Other

Department

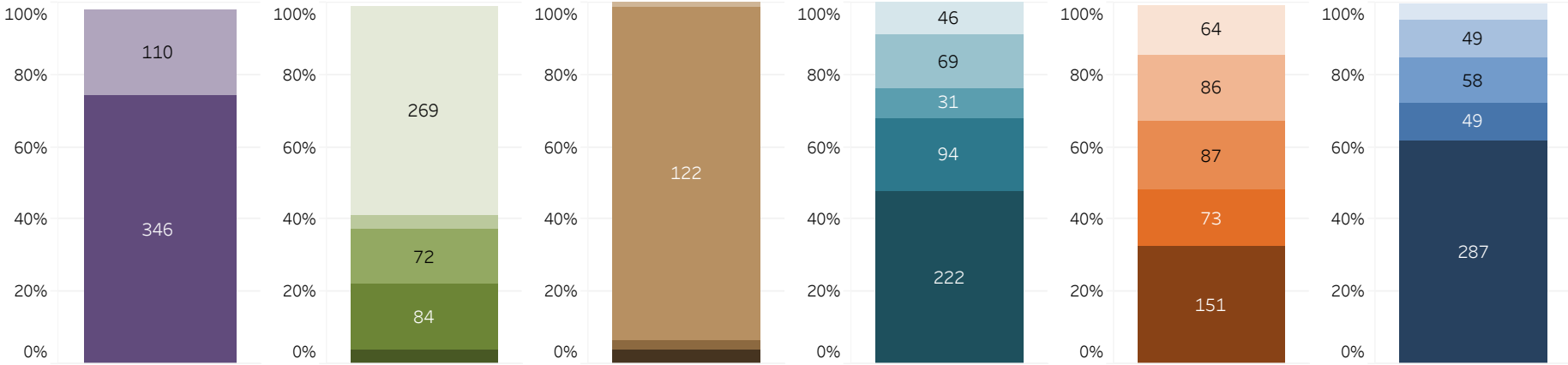
- Math/Science
- Lang. Arts / Soc Studies
- Electives
- Generalist
- Other

School- Yrs of Service

- < 1 year
- 1 to 3 years
- 4 to 7 years
- 8 to 11 years
- > 11 years

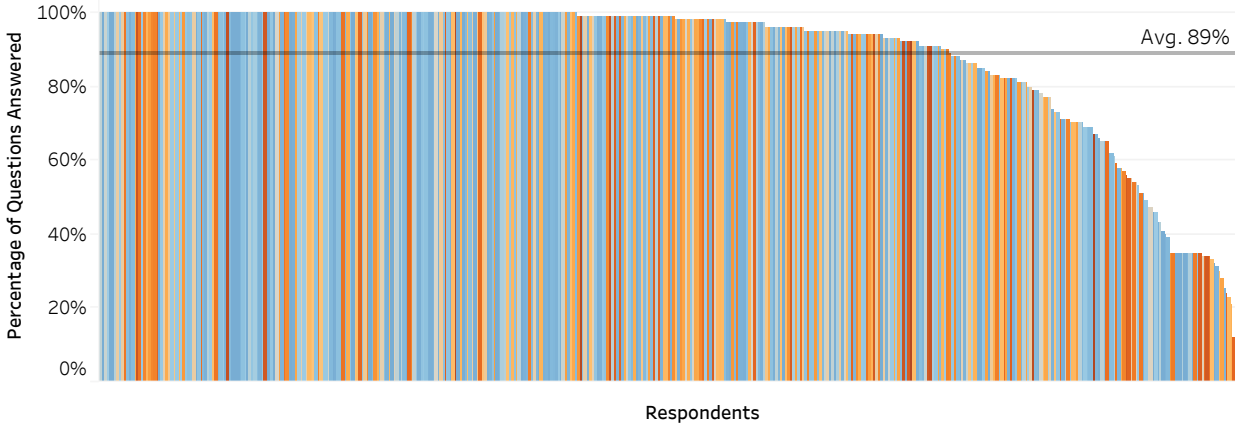
Education- Yrs of Service

- < 1 year
- 1 to 3 years
- 4 to 7 years
- 8 to 11 years
- > 11 years

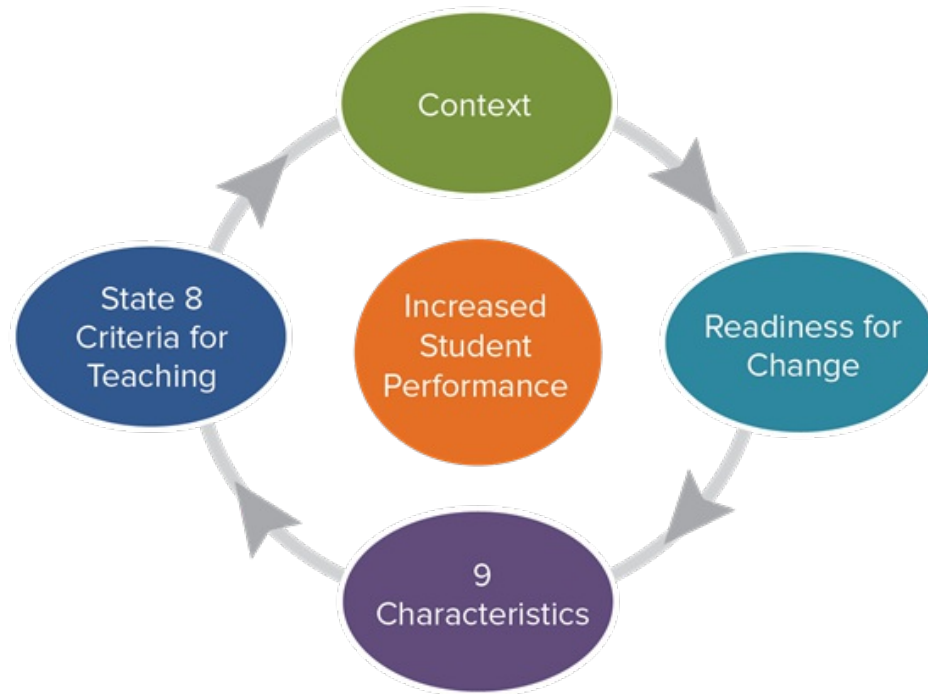


The height shows the percentage of items answered by respondent.

The color shows how positive each respondent was.



Capacity for Improvement

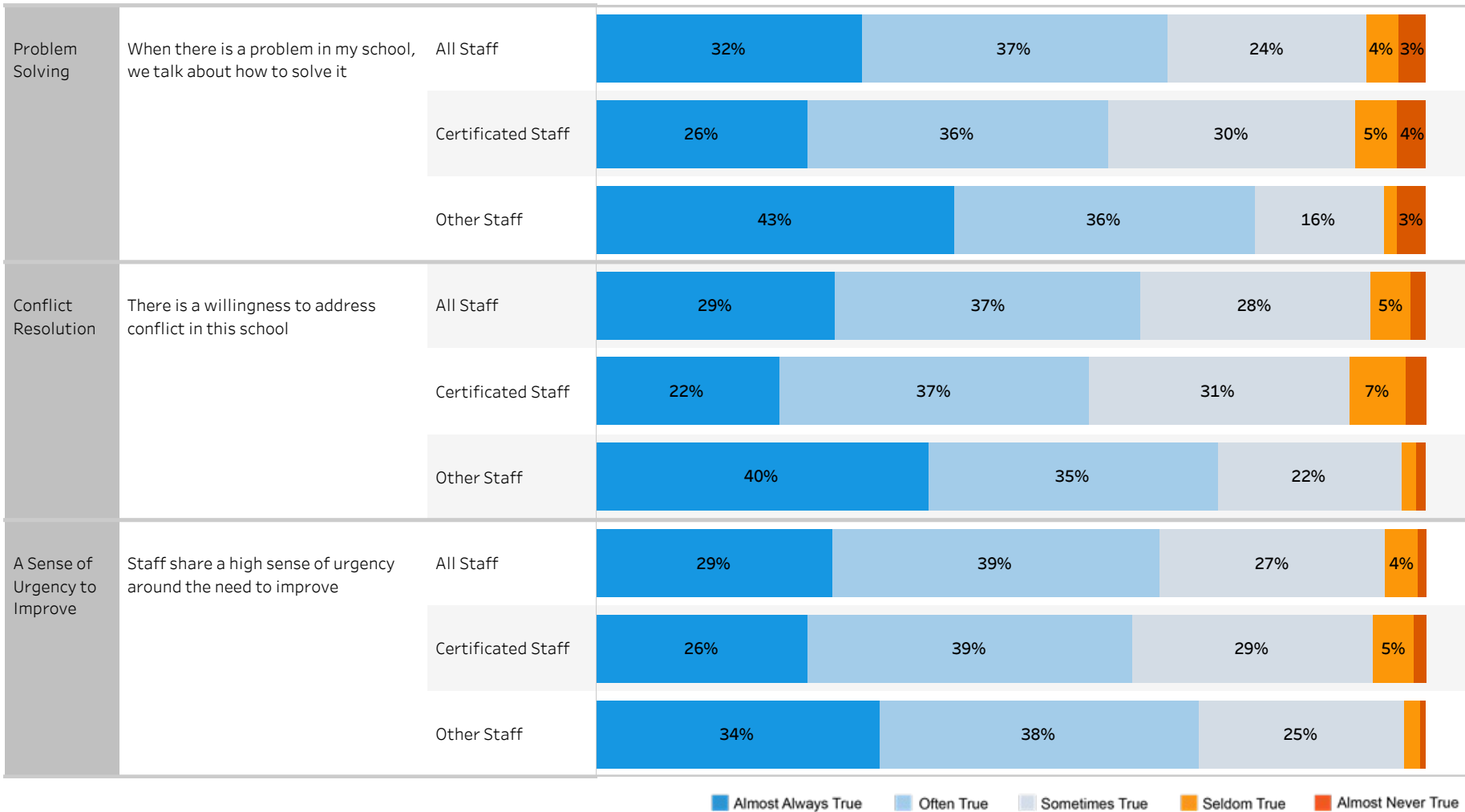


- “Context” defines the “current reality” of the student population, the school, and community.
- “Readiness for Change” defines the current capacity for change amongst the systems and adult culture of the school and district.
- 9 Characteristics define the strength and capacity of the adult systems and culture to have the difficult conversations, make decisions, and implement those changes necessary for improvement to happen.
- State 8 Criteria for Evaluation of Teaching and Learning define the specific skills necessary for effective instruction and learning.
- All four components impact the ability of the organization (school) to increase student learning and achievement.

Readiness for Change

The three charts below are data about your school staff, who must define, embrace, implement, and sustain change. If your professional staff believes there is a weakness in the problem-solving ability or in the ability to resolve conflict within this building, or does not see the urgency to improve, you must address those issues to successfully navigate and sustain change. The data contained within the EES will allow conversations about those and other issues to begin by using “the staff voice.”

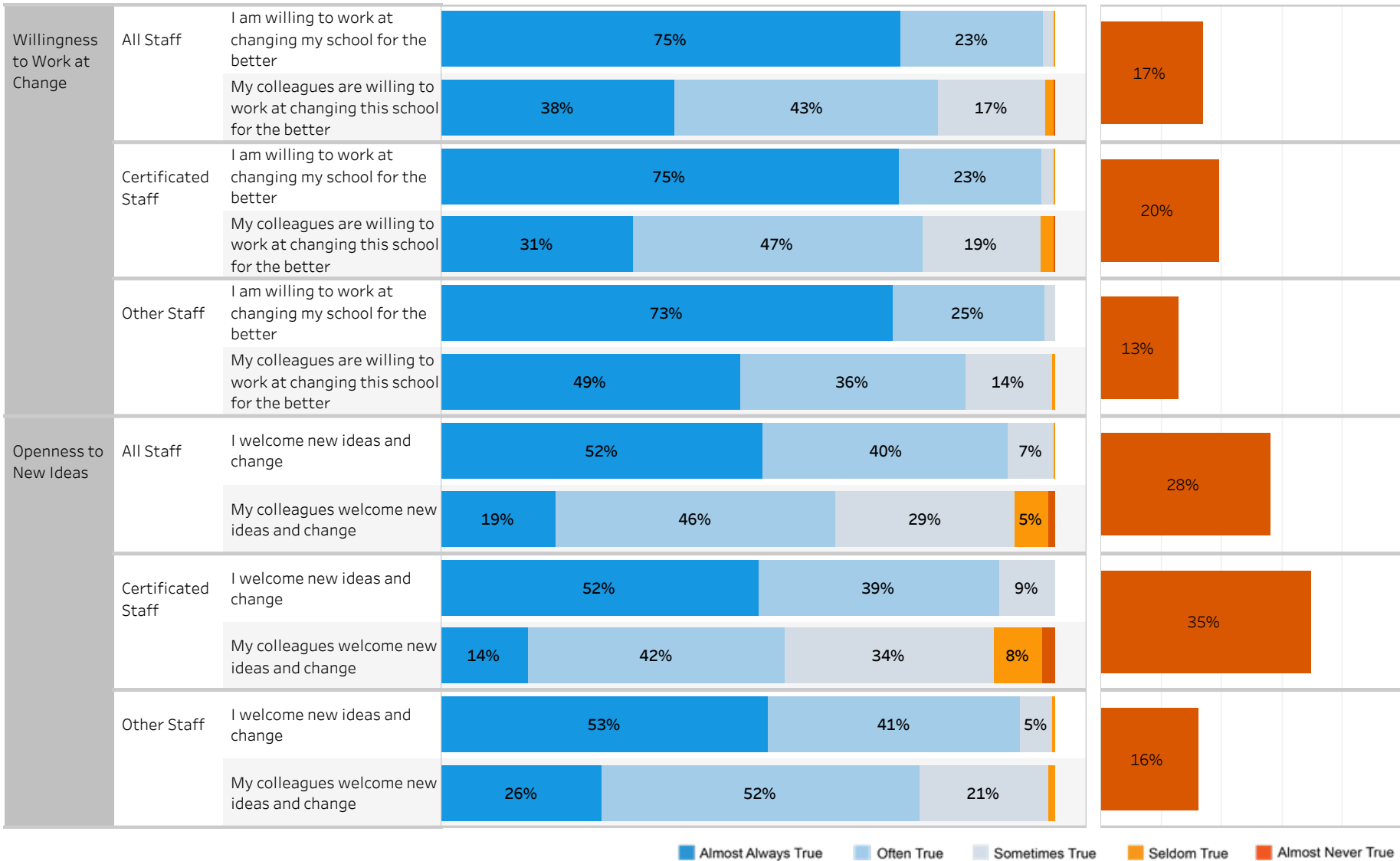
You will find these data and the rest of the “readiness for change” data in the following report section.



Readiness for Change—I vs. They Perspectives

Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

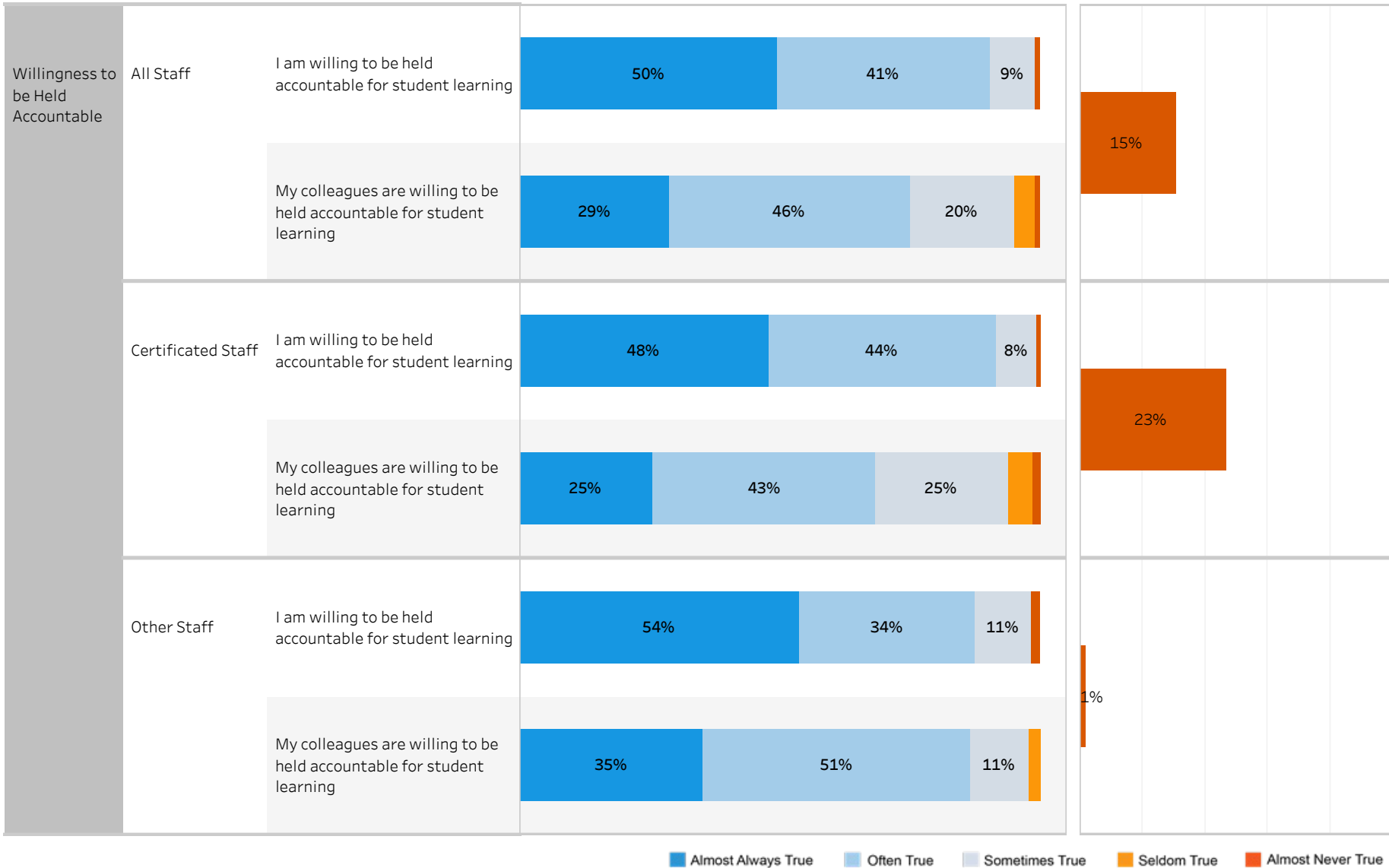
How large is the Gap between I vs. They?



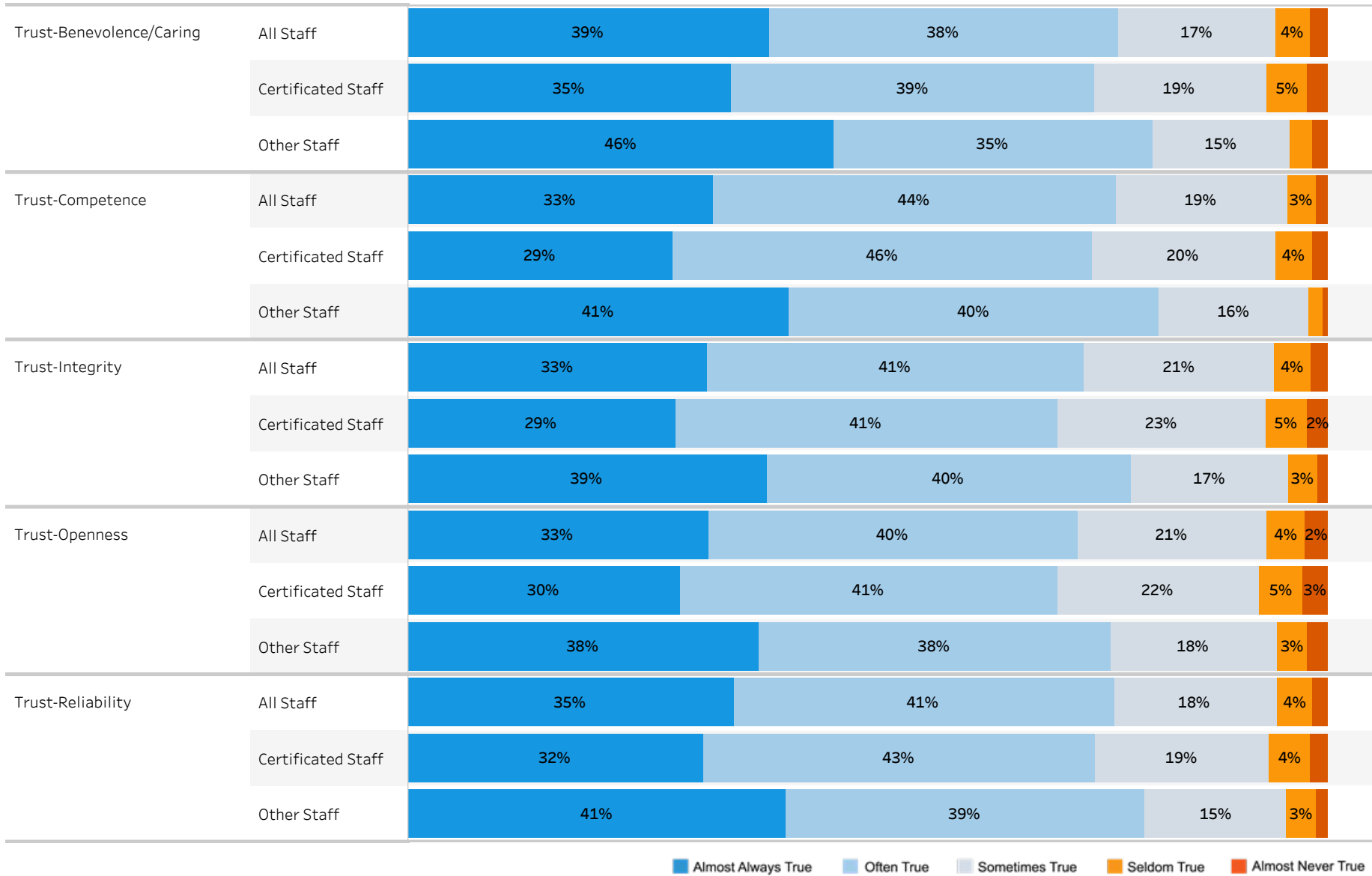
Readiness for Change—I vs. They Perspectives

Gaps over 20% in elementary and over 25% in secondary should be investigated. Why do staff see different attitudes in their colleagues?

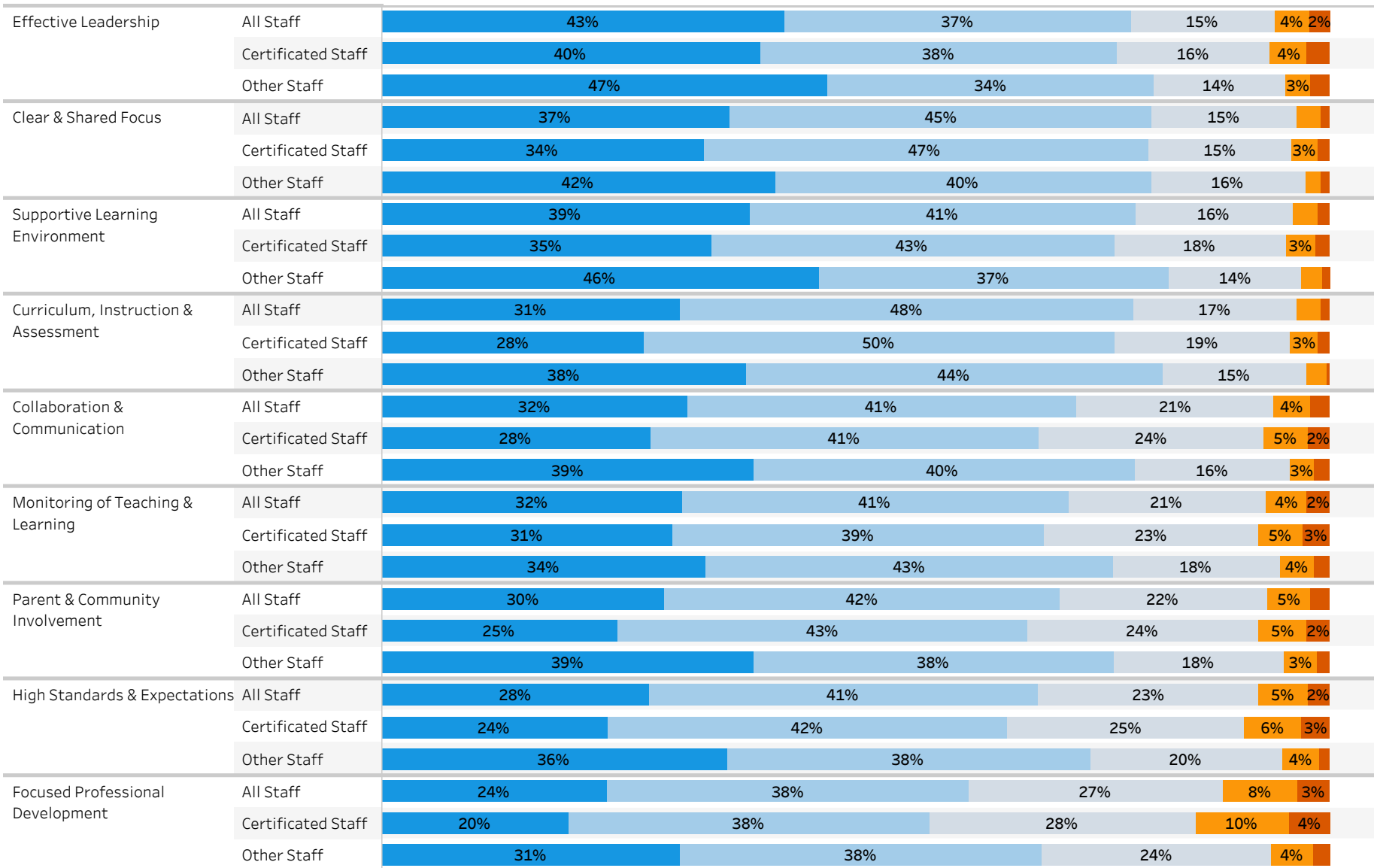
How large is the Gap between I vs. They?



Organizational Trust

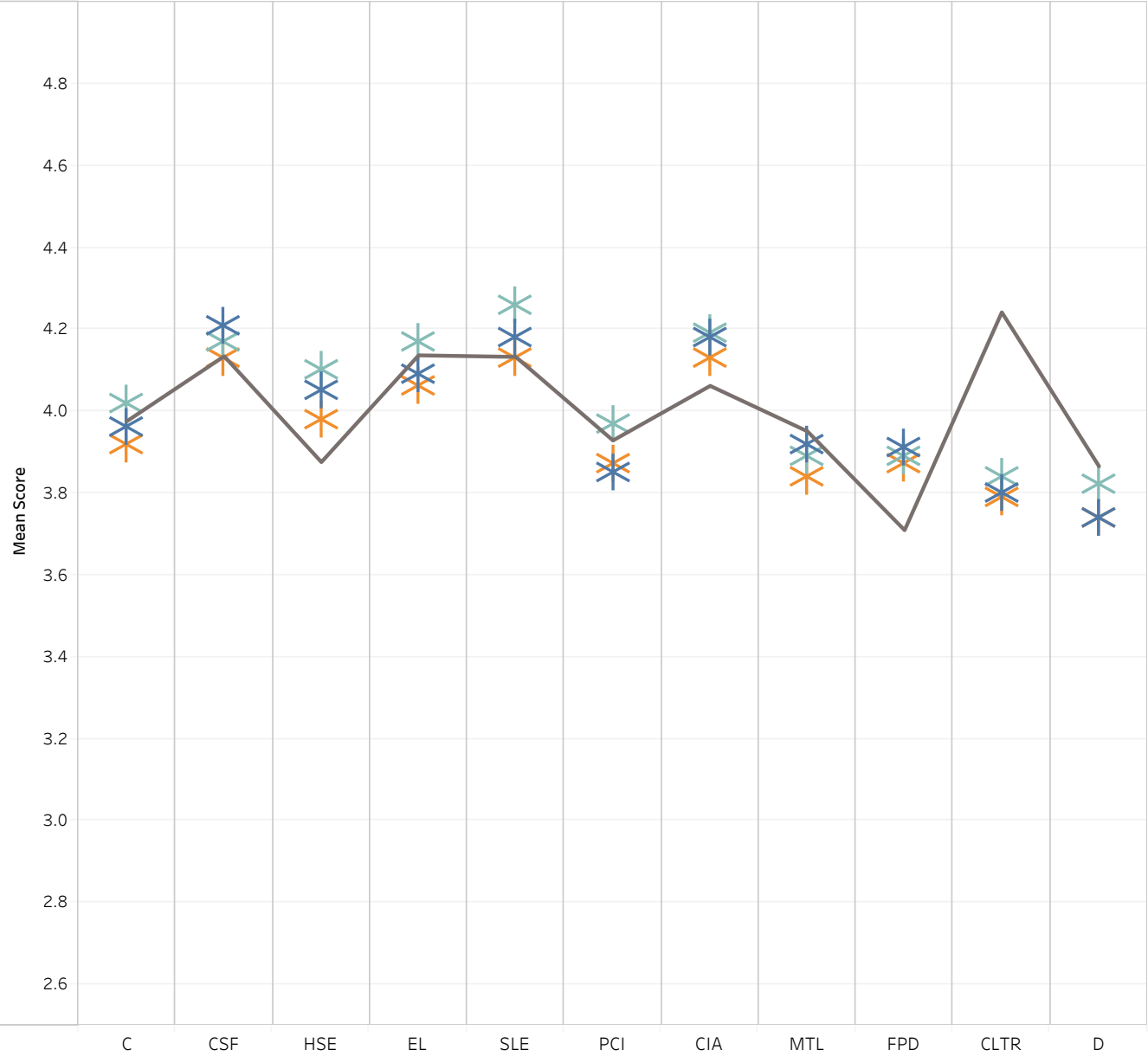


9 Characteristics of High-Performing Schools



■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Comparison - Mean Scores



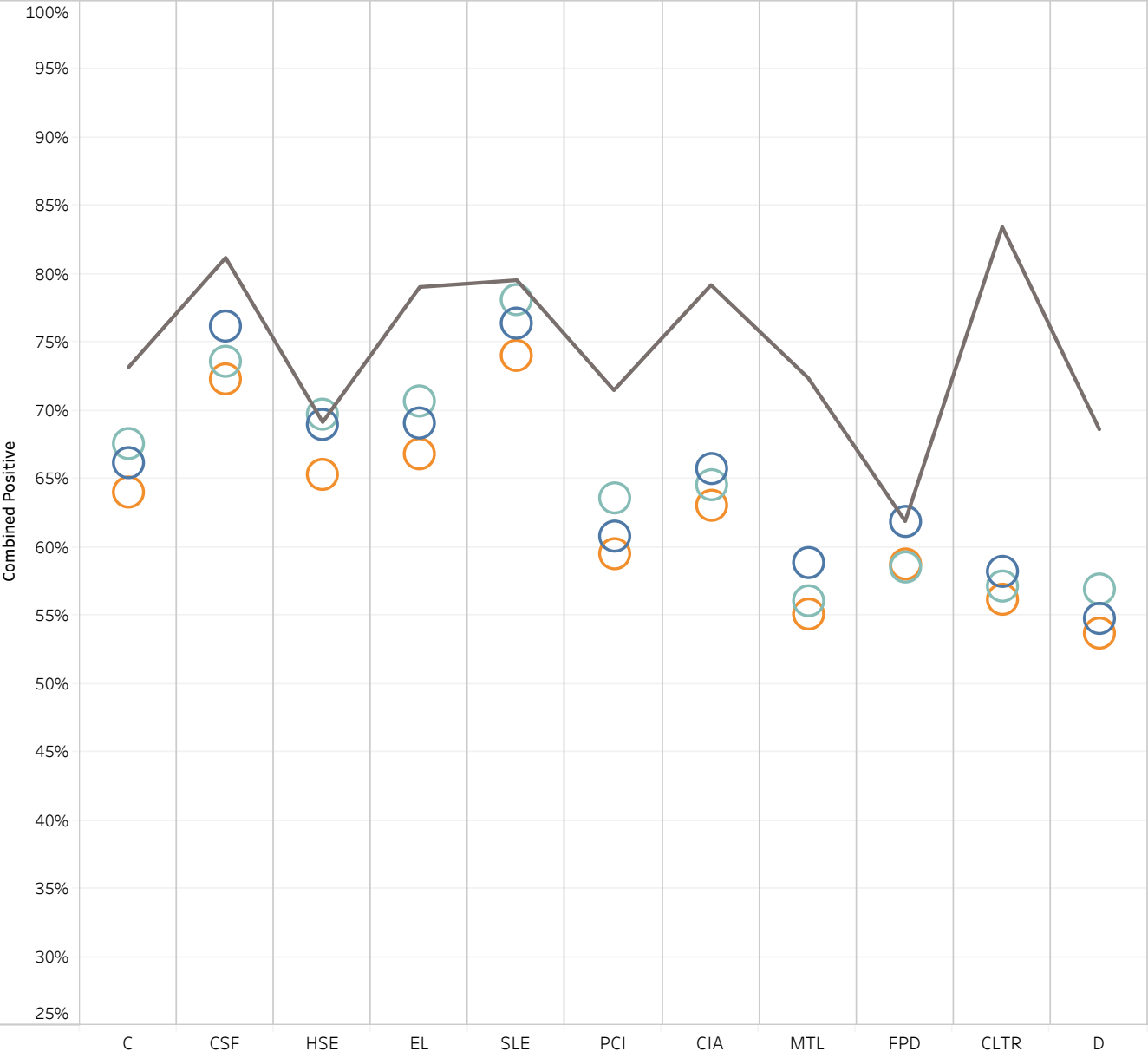
How does your school compare to:

- High Improving Schools
- High Performing Schools
- Nationwide Schools
- Your School or District (line)

Characteristics

- C — Collaboration & Communication
- CSF — Clear & Shared Focus
- HSE — High Standards & Expectations
- EL — Effective Leadership
- SLE — Supportive Learning Environment
- PCI — Parent & Community Involvement
- CIA — Curriculum, Instruction & Assessment
- MTL — Monitoring of Teaching & Learning
- FPD — Focused Professional Development
- CLTR — Cultural Responsiveness
- D — District Support for Improvement

Comparison - Percent Positive Scores



How does your school compare to:

- High Improving Schools
- High Performing Schools
- Nationwide Schools
- Your School or District (line)

Characteristics

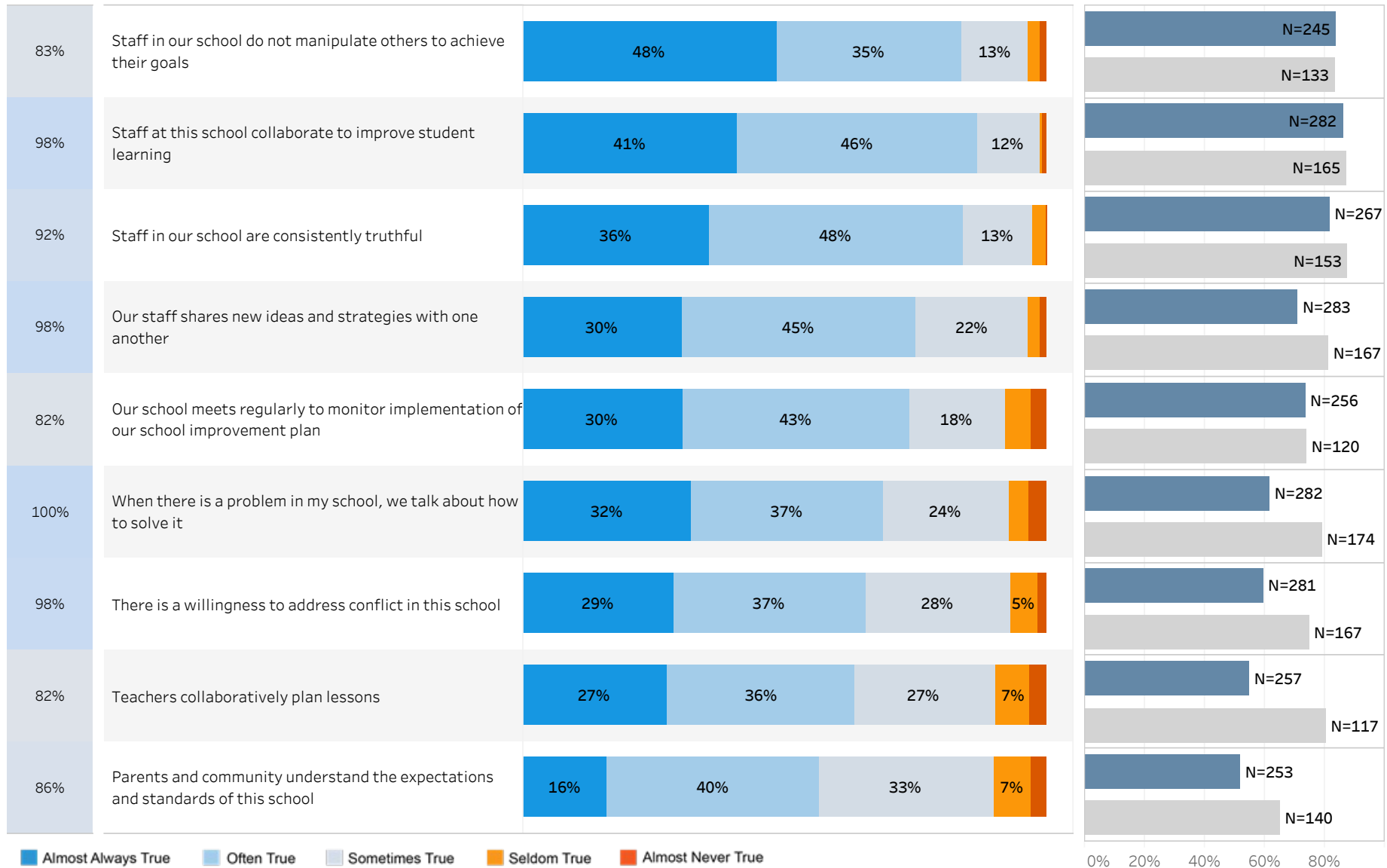
- C — Collaboration & Communication
- CSF — Clear & Shared Focus
- HSE — High Standards & Expectations
- EL — Effective Leadership
- SLE — Supportive Learning Environment
- PCI — Parent & Community Involvement
- CIA — Curriculum, Instruction & Assessment
- MTL — Monitoring of Teaching & Learning
- FPD — Focused Professional Development
- CLTR — Cultural Responsiveness
- D — District Support for Improvement

High Levels of Collaboration and Communication

Walla Walla Public Schools

% Answered 50% 100%

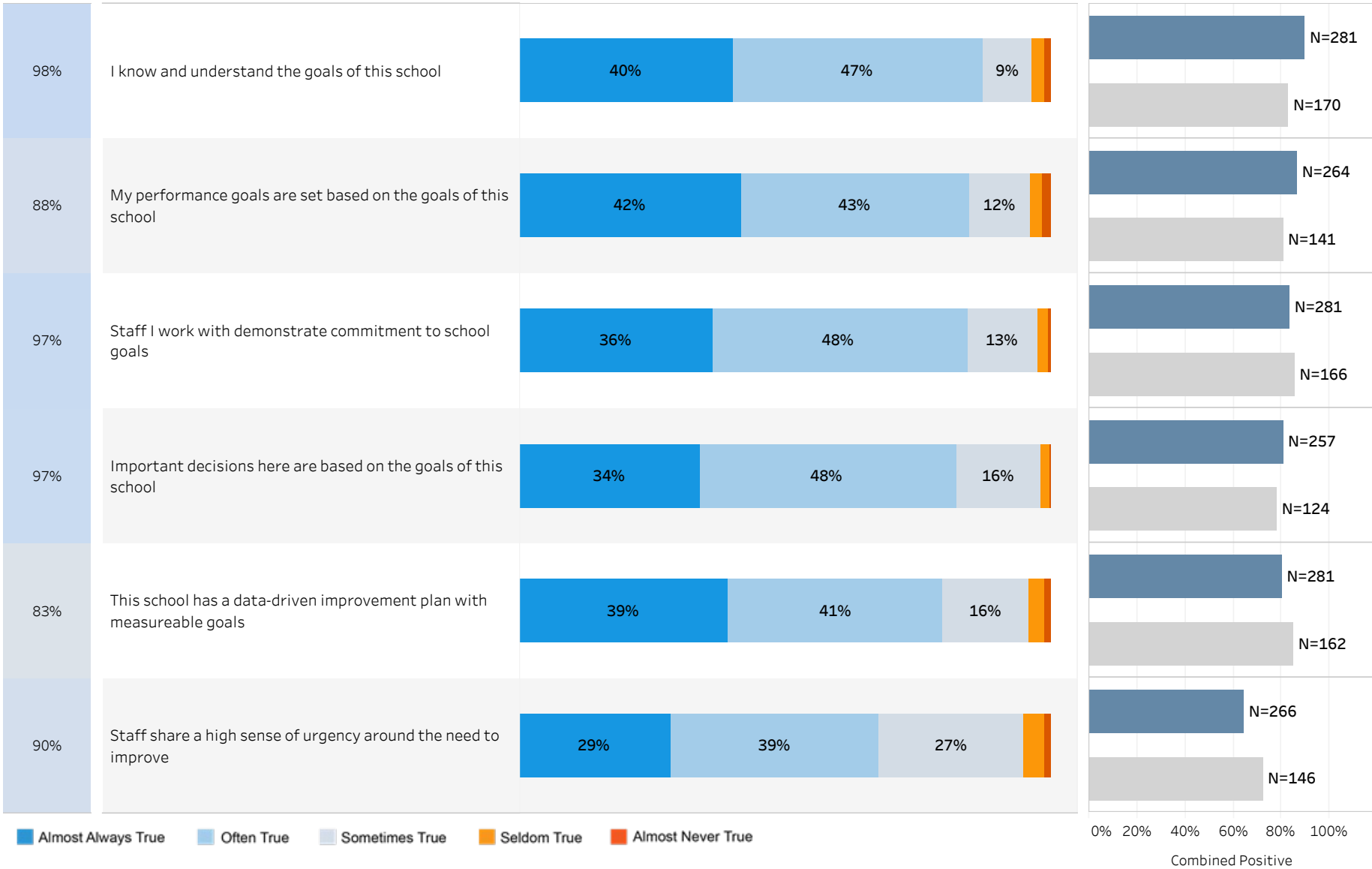
Certificated Staff Classified/Other Staff



Clear and Shared Focus

% Answered 50% 100%

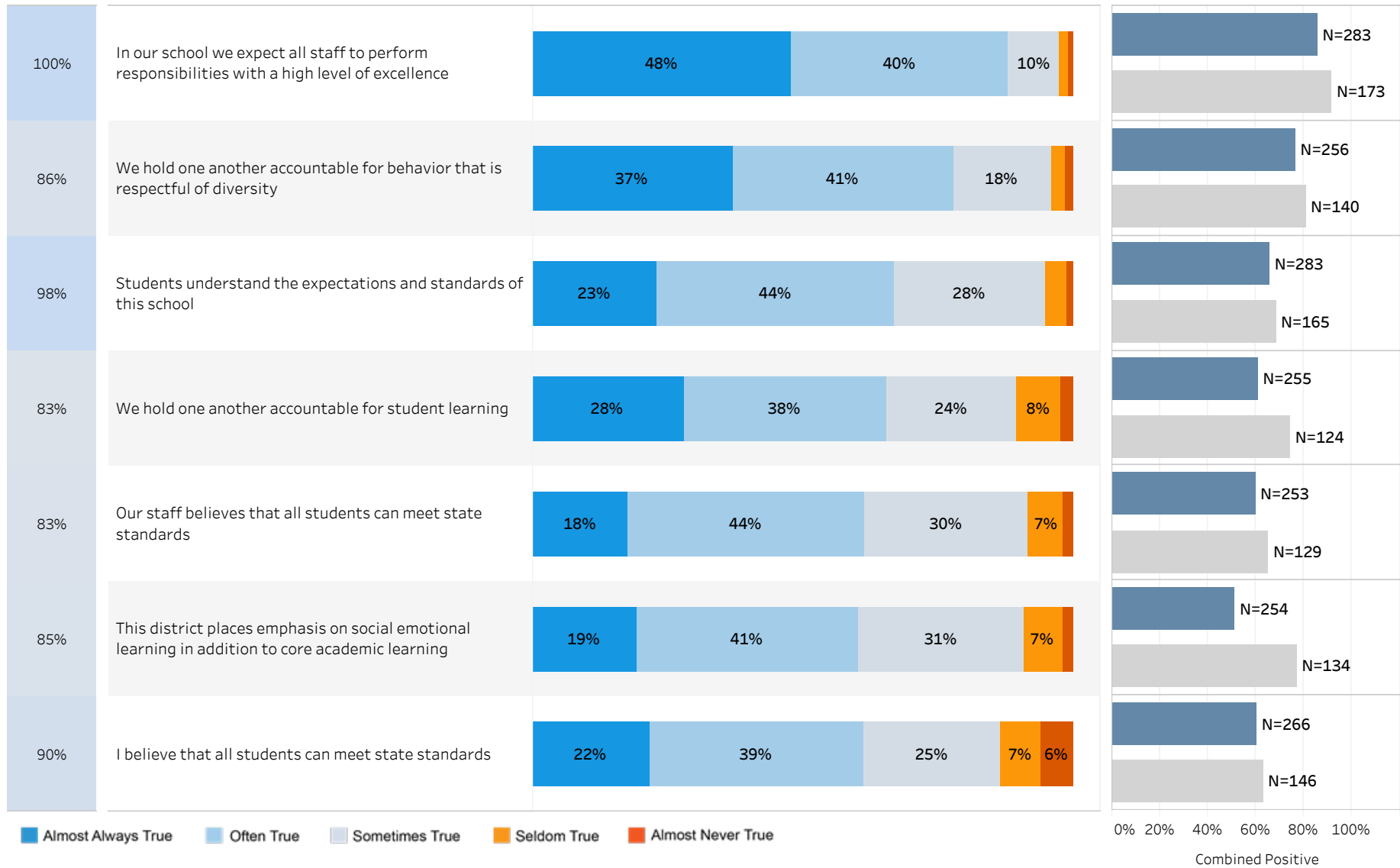
Certificated Staff Classified/Other Staff



High Standards and Expectations

% Answered 50% 100%

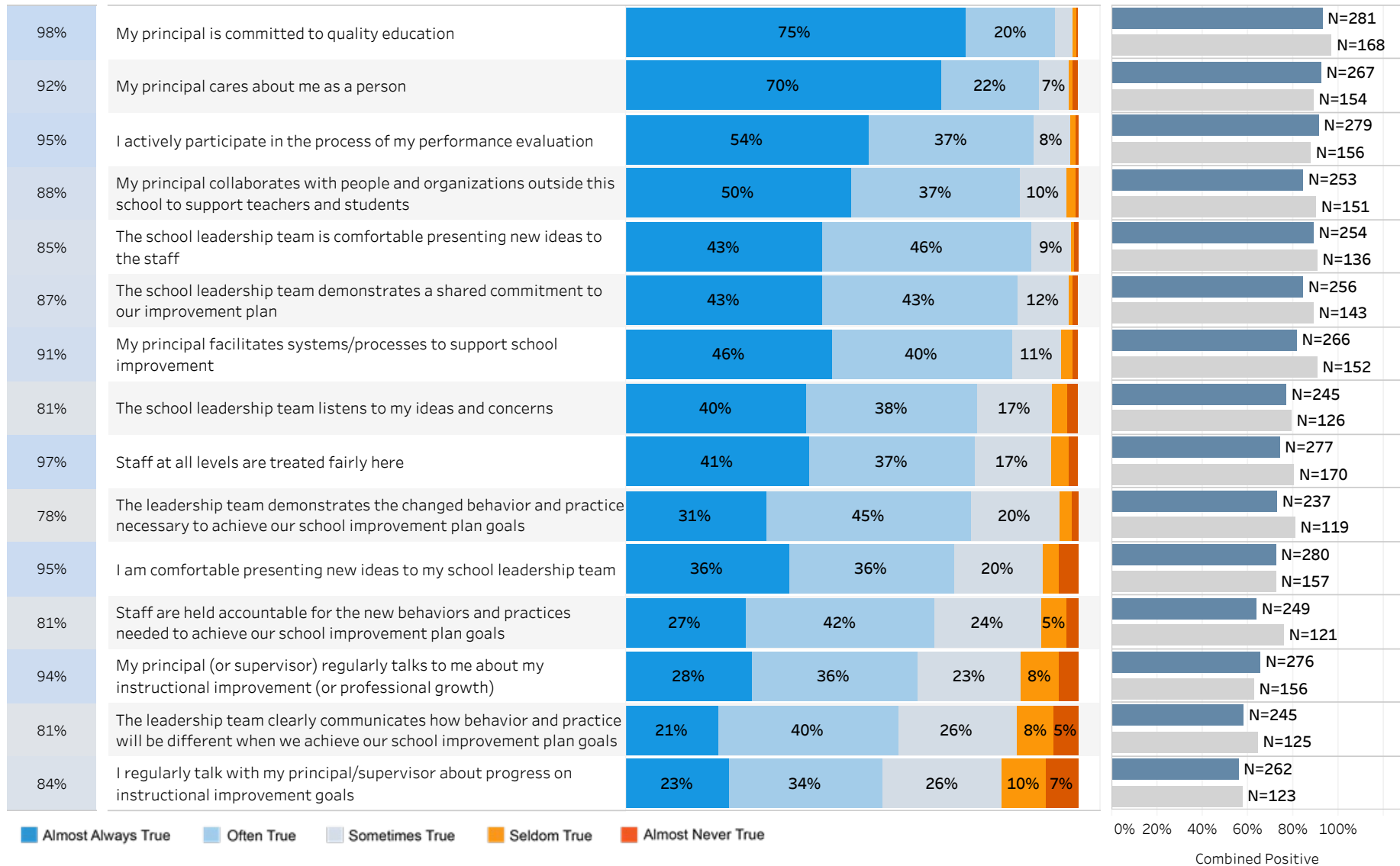
Certificated Staff Classified/Other Staff



Effective Leadership

% Answered 50% 100%

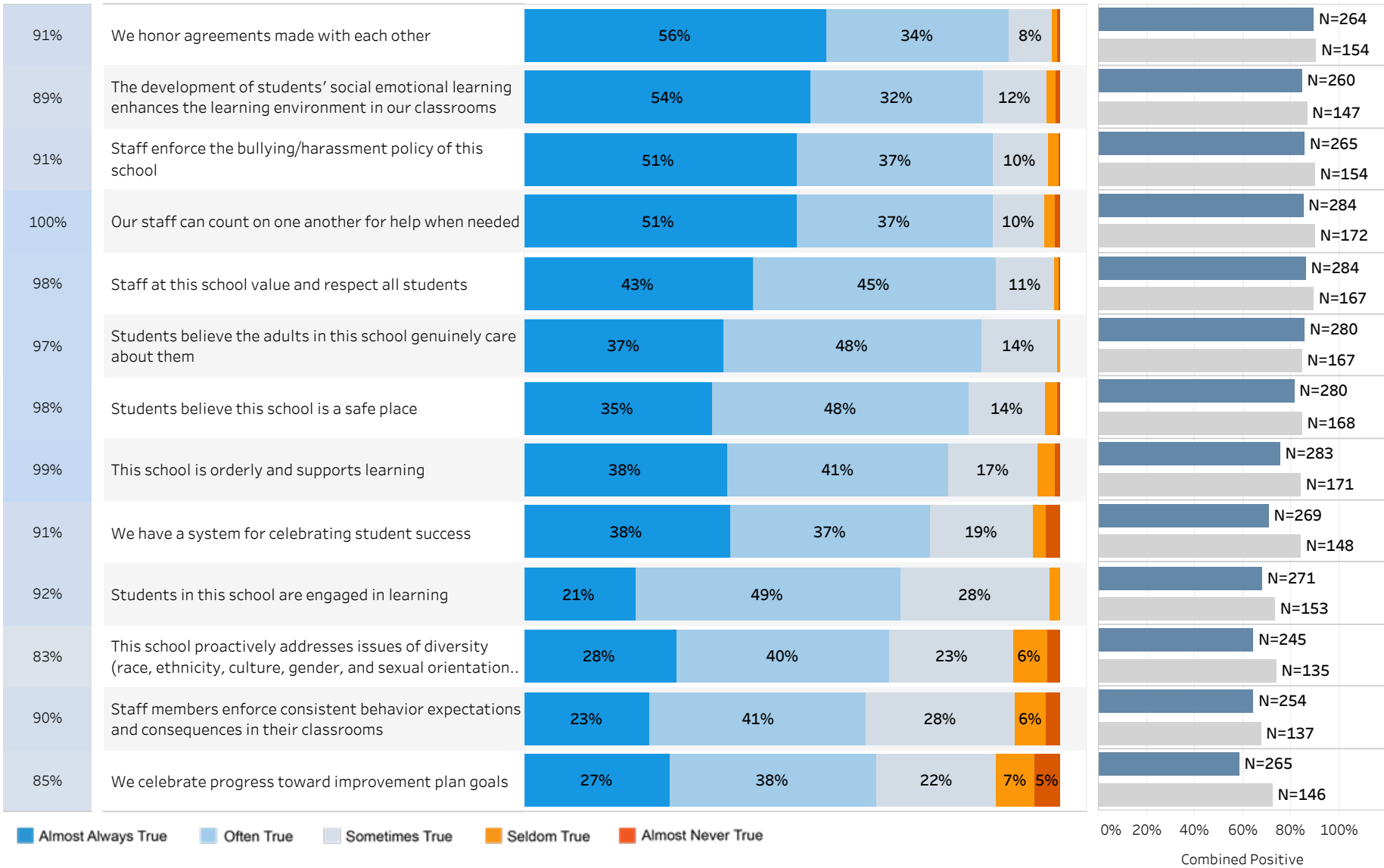
Certificated Staff Classified/Other Staff



Supportive Learning Environment

% Answered 50% 100%

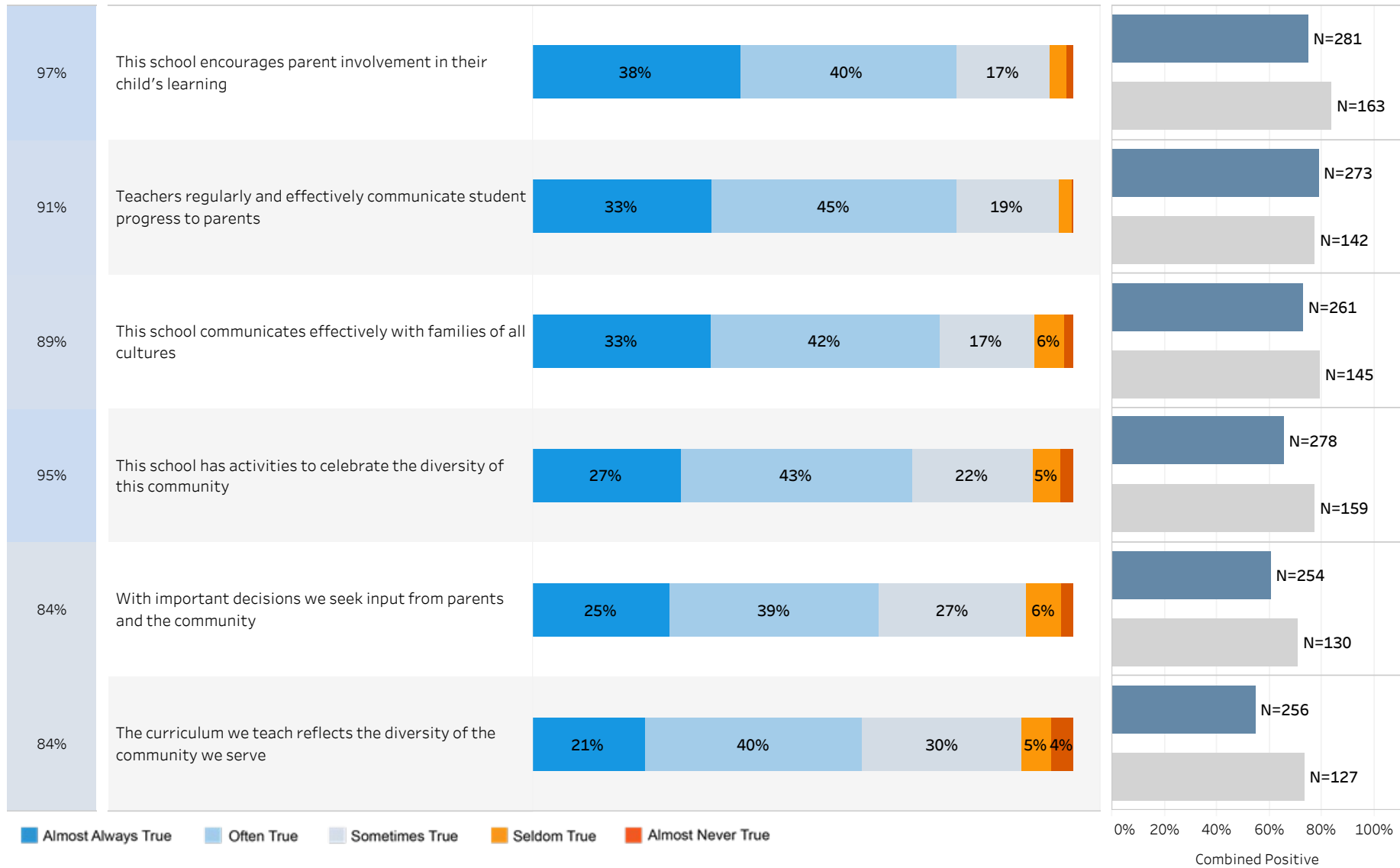
Certificated Staff Classified/Other Staff



Parent and Community Involvement

% Answered 50% 100%

Certificated Staff Classified/Other Staff

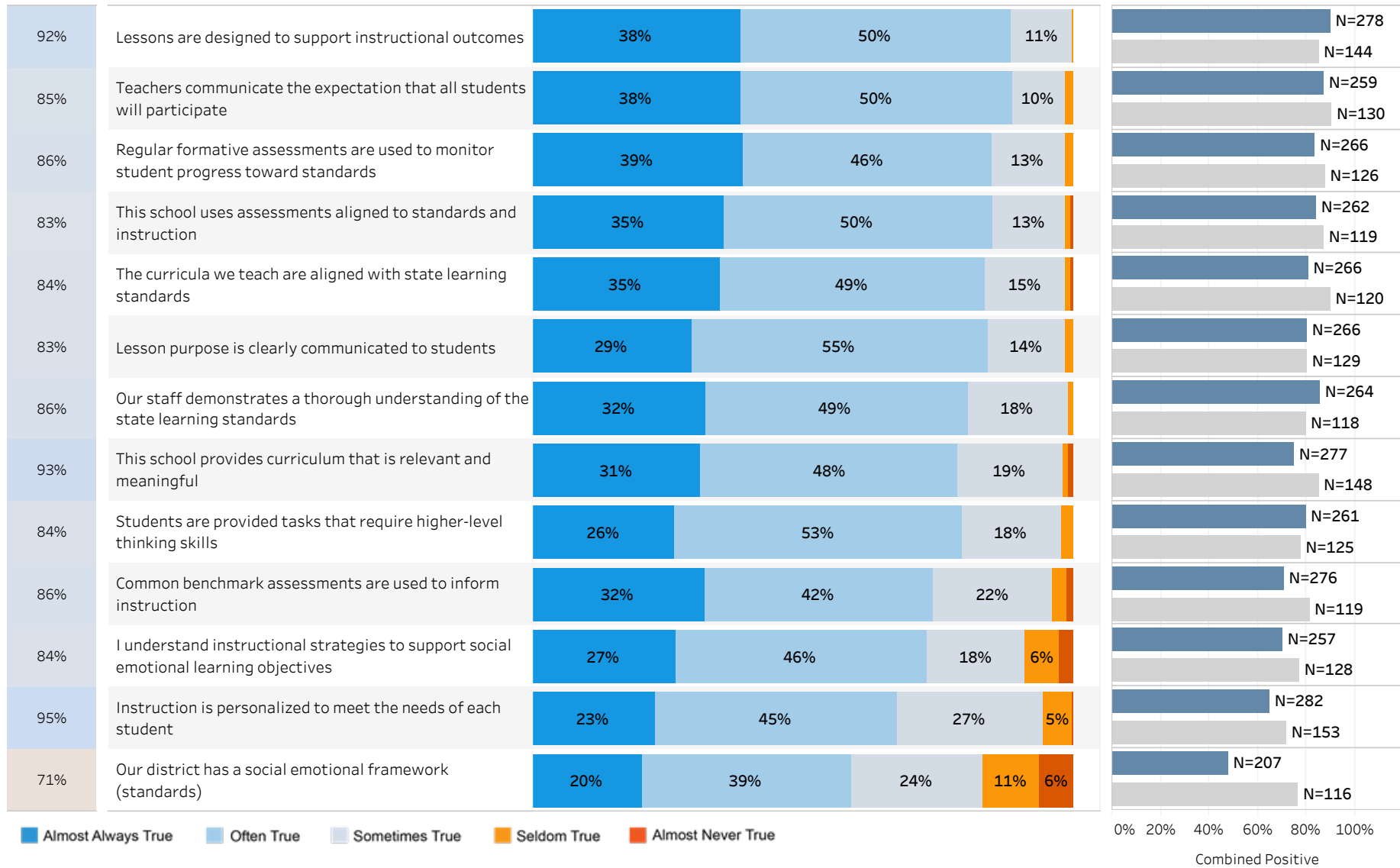


High Quality Curriculum, Instruction, and Assessment

Walla Walla Public Schools

% Answered 50% 100%

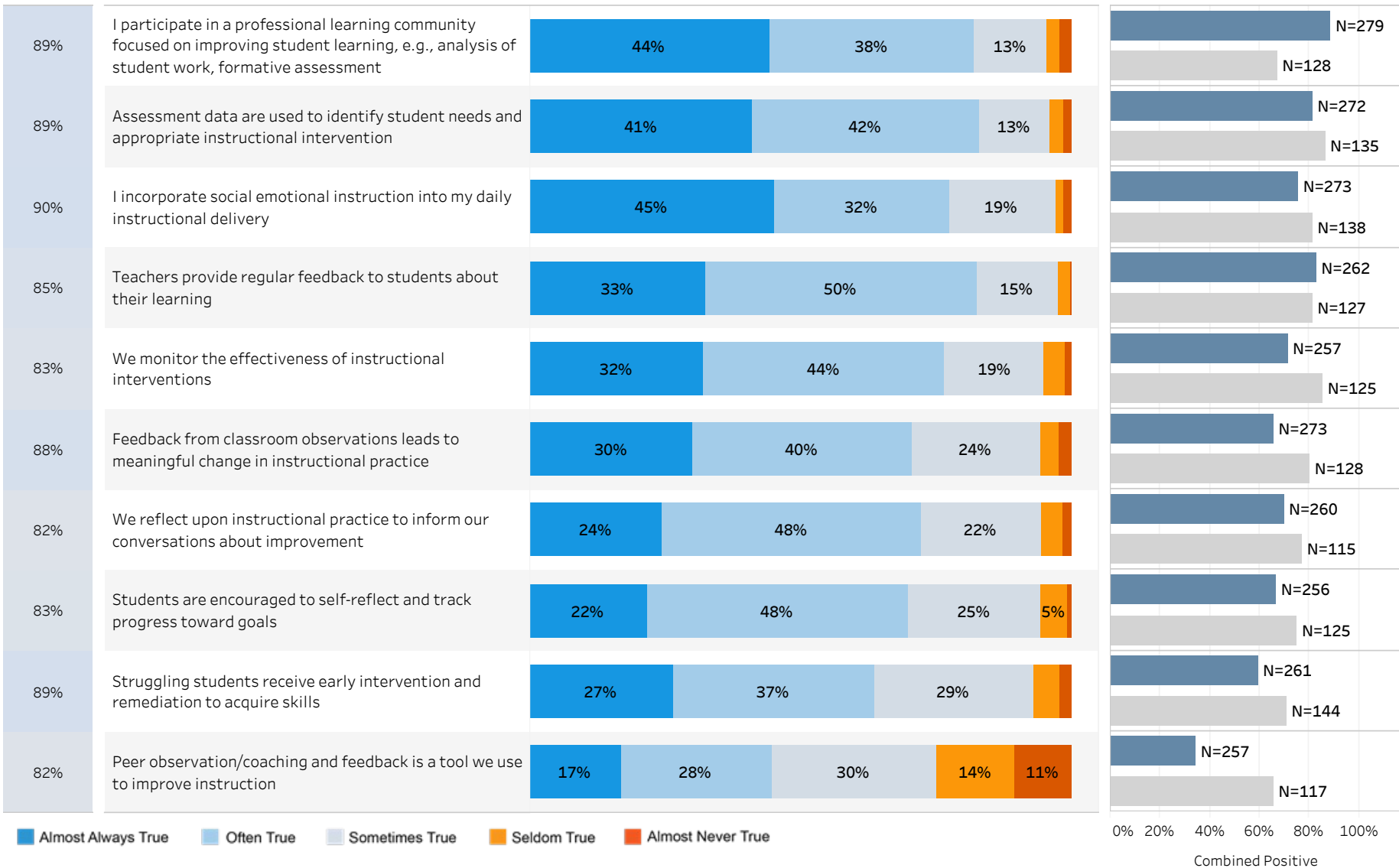
Certificated Staff Classified/Other Staff



Frequent Monitoring of Teaching and Learning

% Answered 50% 100%

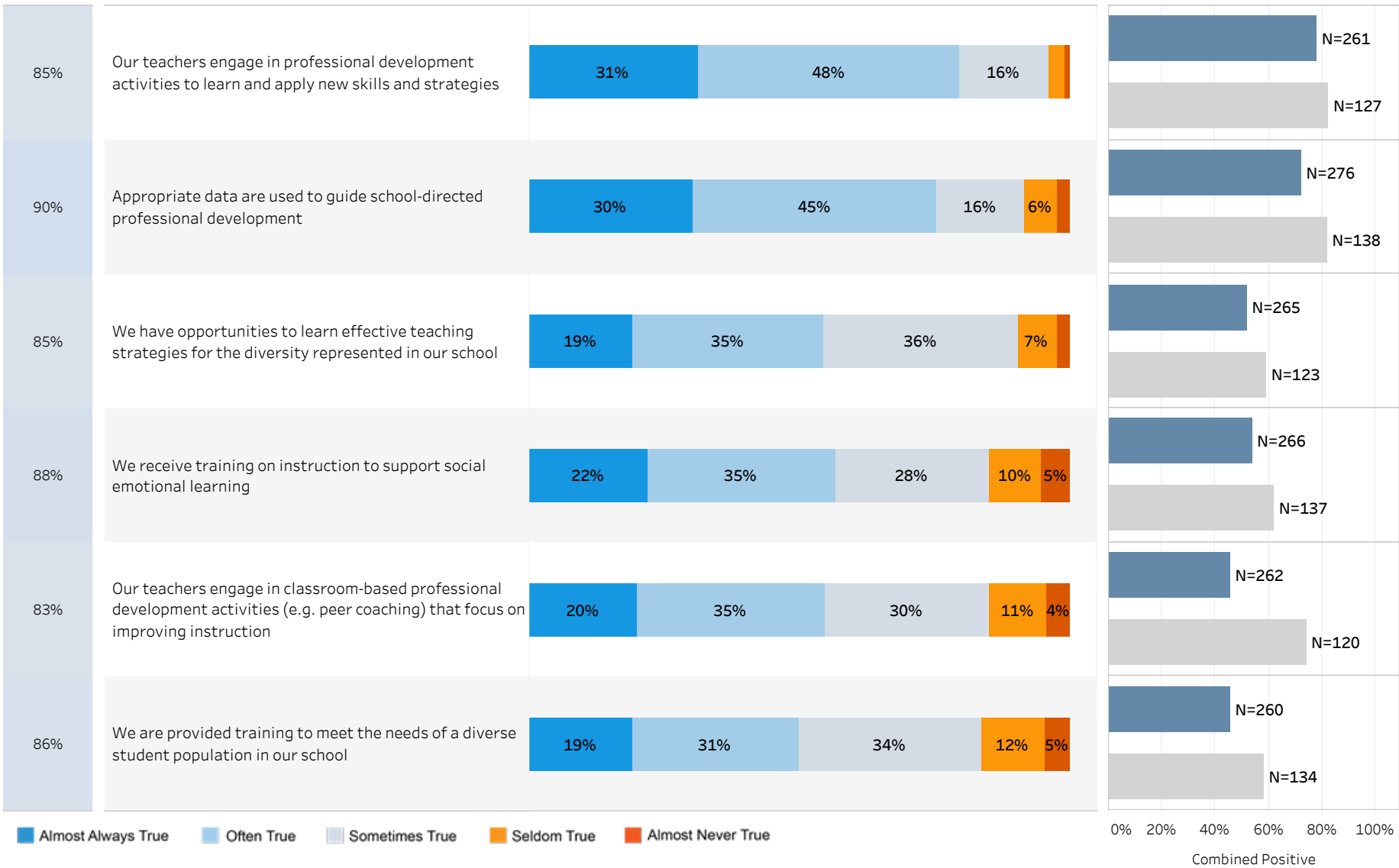
Certificated Staff Classified/Other Staff



Focused Professional Development

% Answered 50% 100%

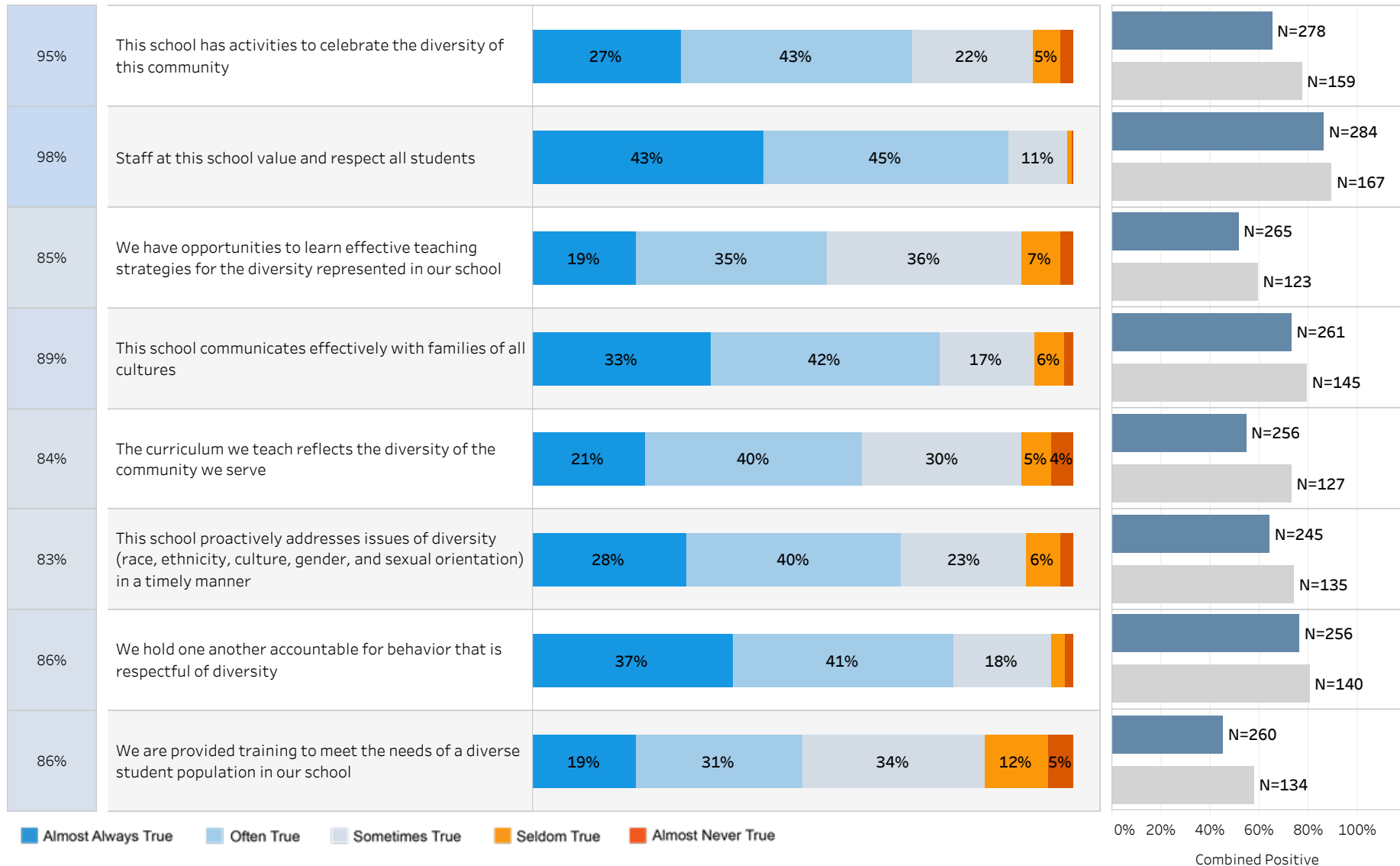
Certificated Staff Classified/Other Staff



Cultural Responsiveness

% Answered 50% 100%

Certificated Staff Classified/Other Staff

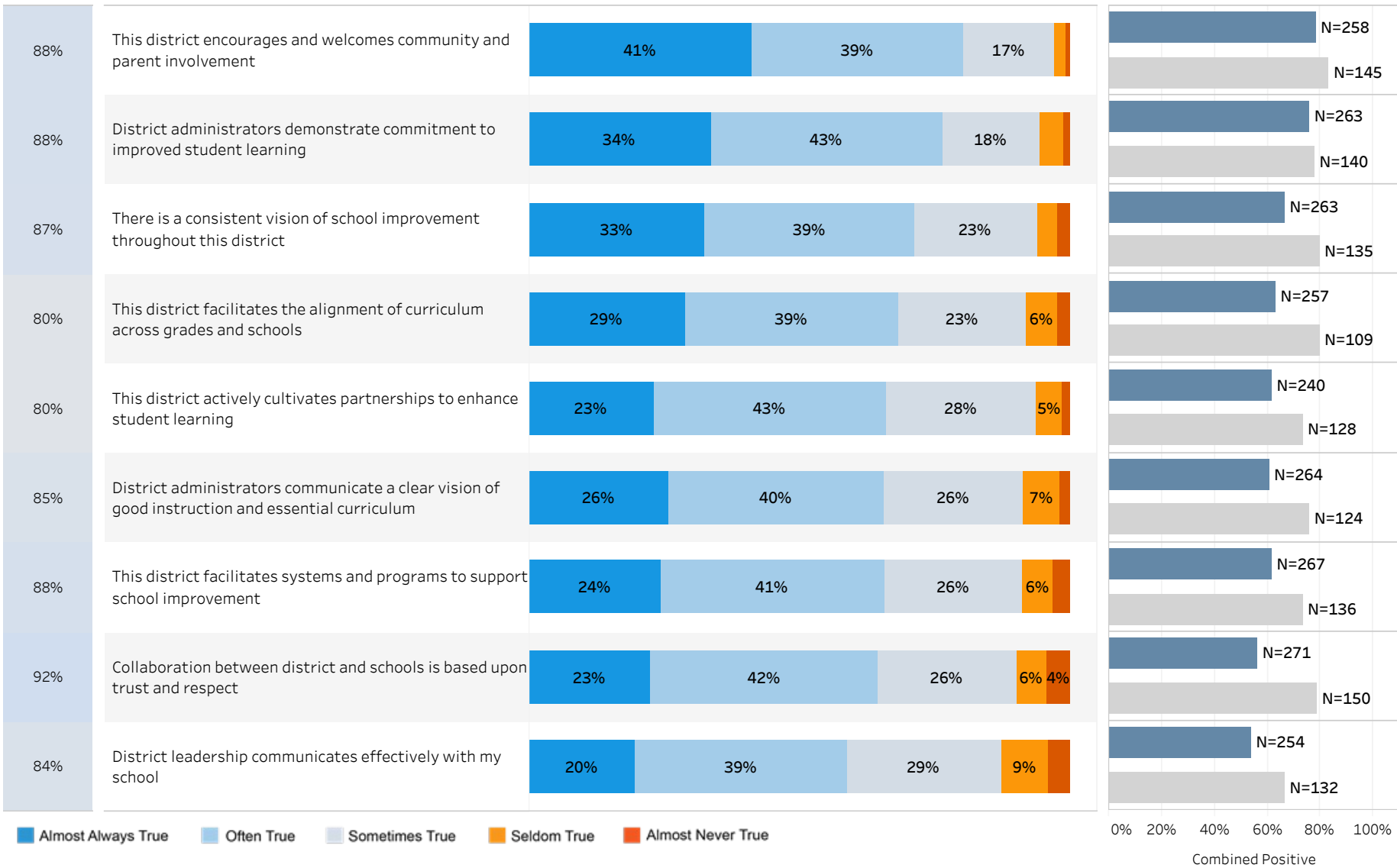


District Support for Improvement

Walla Walla Public Schools

% Answered 50% 100%

Certificated Staff Classified/Other Staff



State 8 Criteria for Evaluation of Teaching and Learning

September 2010—July 2011 Between August 2010 and June 2011, the TPEP districts defined the new teacher evaluation criteria (RCW28A.405.1002(b)). This work was published in the July 2011 TPEP legislative report (http://tpep.files.wordpress.com/2011/07/tpep_leg_report---july_2011_full.pdf).

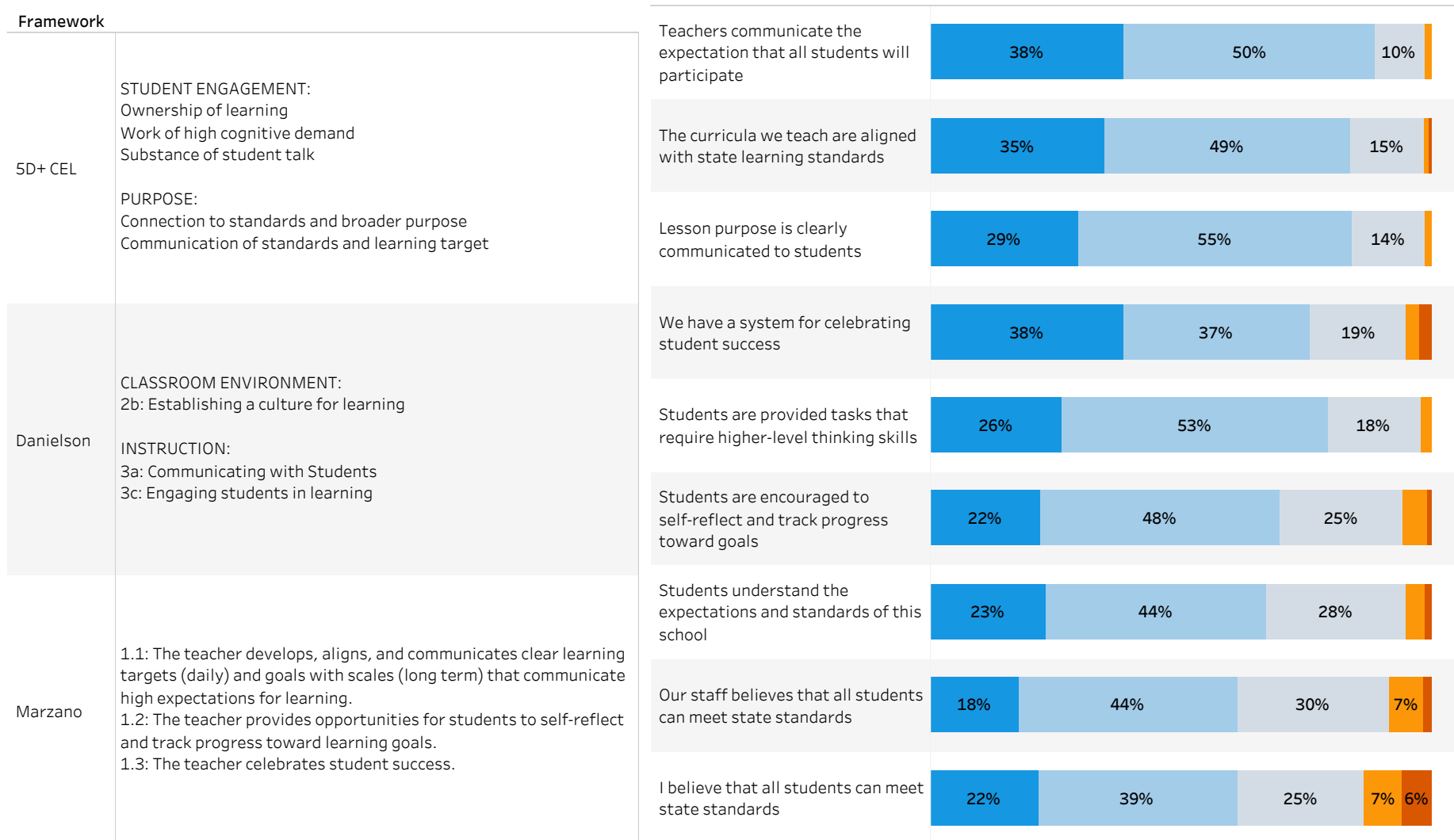
The TPEP districts continued to build their models by mapping their chosen instructional framework back to the 8 Washington State Criteria. This alignment of each framework back to the “State 8” was done with the input of the instructional framework authors and TPEP districts’ involvement.

The EES measures the presence of skills or systems in the “organization” as reported by the individuals within the organization. As such, the data contained within this report is not a part of the evaluation of individual teachers. The data in this report is a measure of the system of support within the school and district for development of effective instructional skills, as defined by the “State 8” and the district-selected instructional framework model that will be measured in the teacher evaluation process.

Washington State Teacher Criteria (RCW 28A.408.100 2(b))	Washington State Teacher Criteria Definitions
1. Centering instruction on high expectations for student achievement.	EXPECTATIONS The teacher communicates high expectations for student learning.
2. Demonstrating effective teaching practices.	INSTRUCTION The teacher uses research-based instructional practices to meet the needs of all students.
3. Recognizing individual student learning needs and developing strategies to address those needs.	DIFFERENTIATION The teacher acquires and uses specific knowledge about students’ cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.
4. Providing clear and intentional focus on subject matter content and curriculum.	CONTENT KNOWLEDGE The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.
5. Fostering and managing a safe, positive learning environment.	LEARNING ENVIRONMENT The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being.
6. Using multiple student data elements to modify instruction and improve student learning.	ASSESSMENT The teacher uses multiple data elements (both formative and summative) to plan, inform, and adjust instruction and evaluate student learning.
7. Communicating and collaborating with parents and school community.	FAMILIES AND COMMUNITY The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.
8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	PROFESSIONAL PRACTICE The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

Expectations

Criterion 1: Centering instruction on high expectations for student achievement.

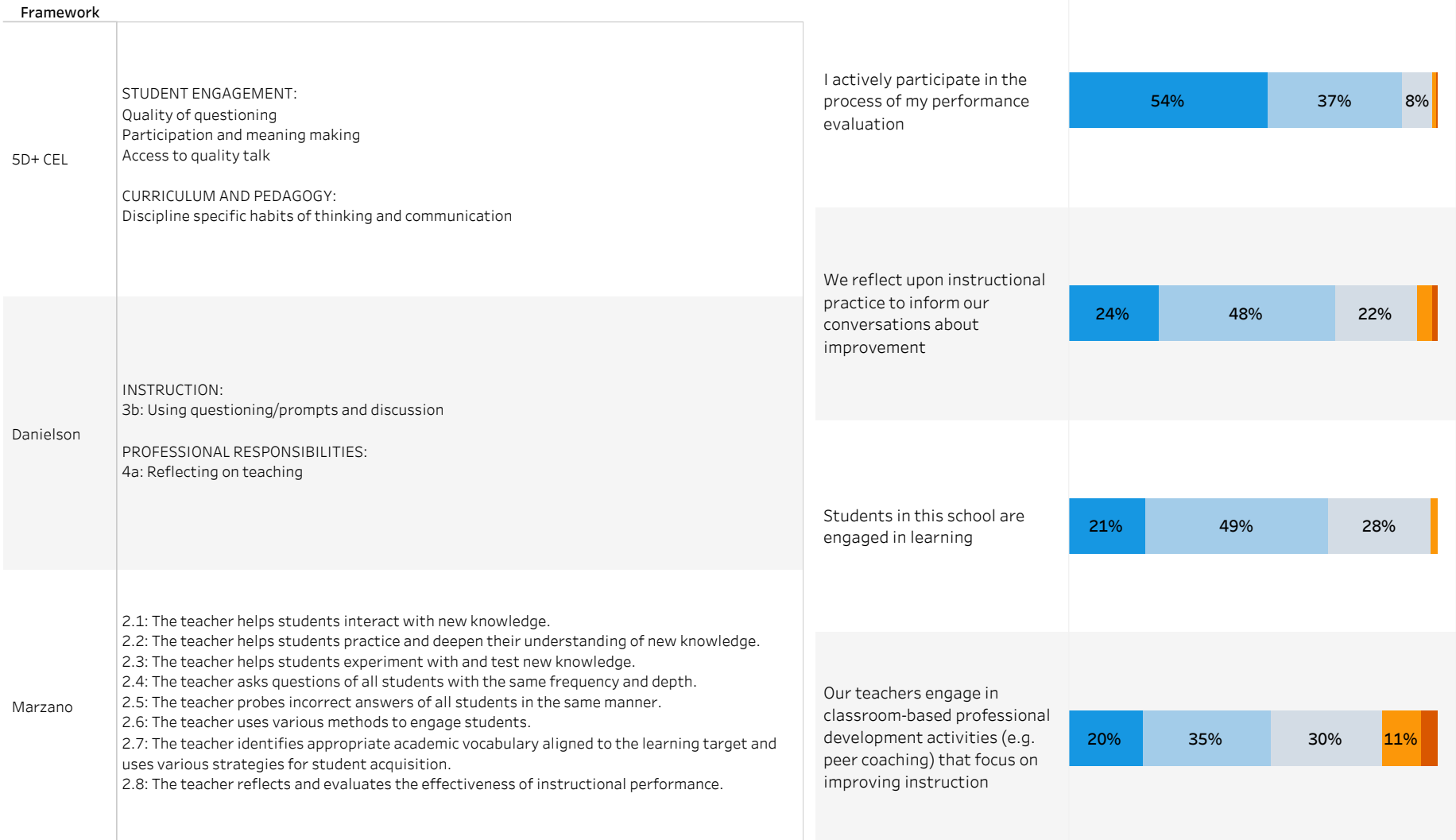


Certificated Staff Responses Only

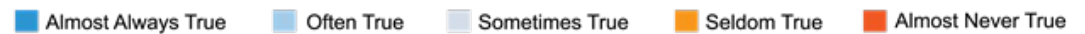


Instruction

Criterion 2: Demonstrating effective teaching practices.



Certificated Staff Responses Only

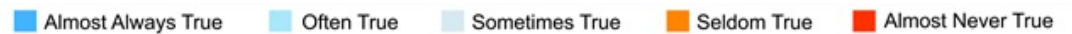


Differentiation

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.

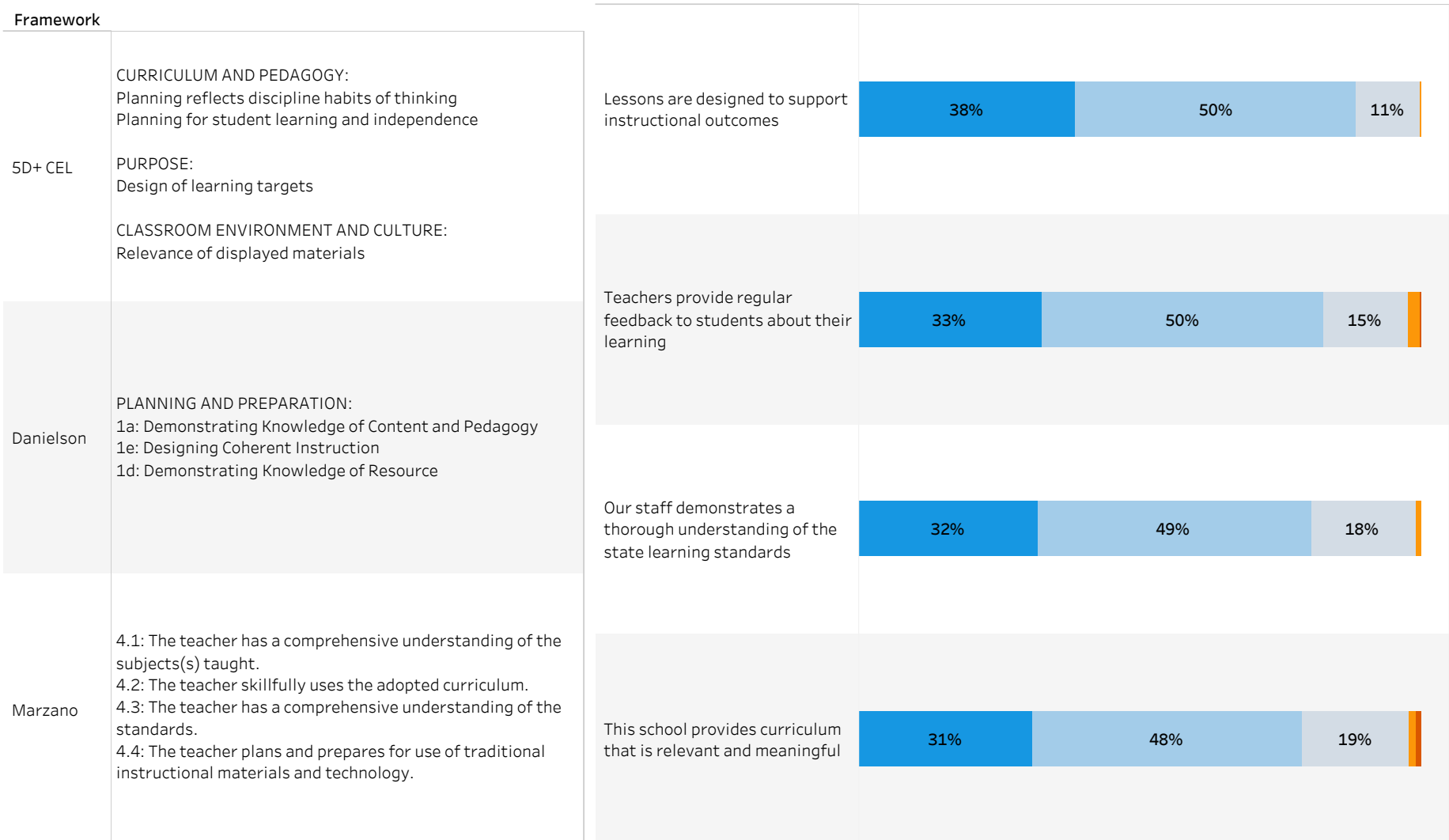
Framework			
5D+ CEL	STUDENT ENGAGEMENT: Use of student background to plan lessons and units	This school has activities to celebrate the diversity of this community	
	PURPOSE: Use of differentiated instructional approaches	Instruction is personalized to meet the needs of each student	
Danielson	CURRICULUM AND PEDAGOGY: Scaffolds for individual and group learning needs		
	PLANNING AND PREPARATION: 1b: Demonstrating knowledge of students	Struggling students receive early intervention and remediation to acquire skills	
Marzano	INSTRUCTION: 3e: Demonstrating flexibility and responsiveness	The curriculum we teach reflects the diversity of the community we serve	
	3.1: The teacher uses knowledge of individual student learning needs to design instruction. 3.2: The teacher meets individual student learning needs.	We have opportunities to learn effective teaching strategies for the diversity represented in our school	
		We are provided training to meet the needs of a diverse student population in our school	

Certificated Staff Responses Only



Content Knowledge

Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.

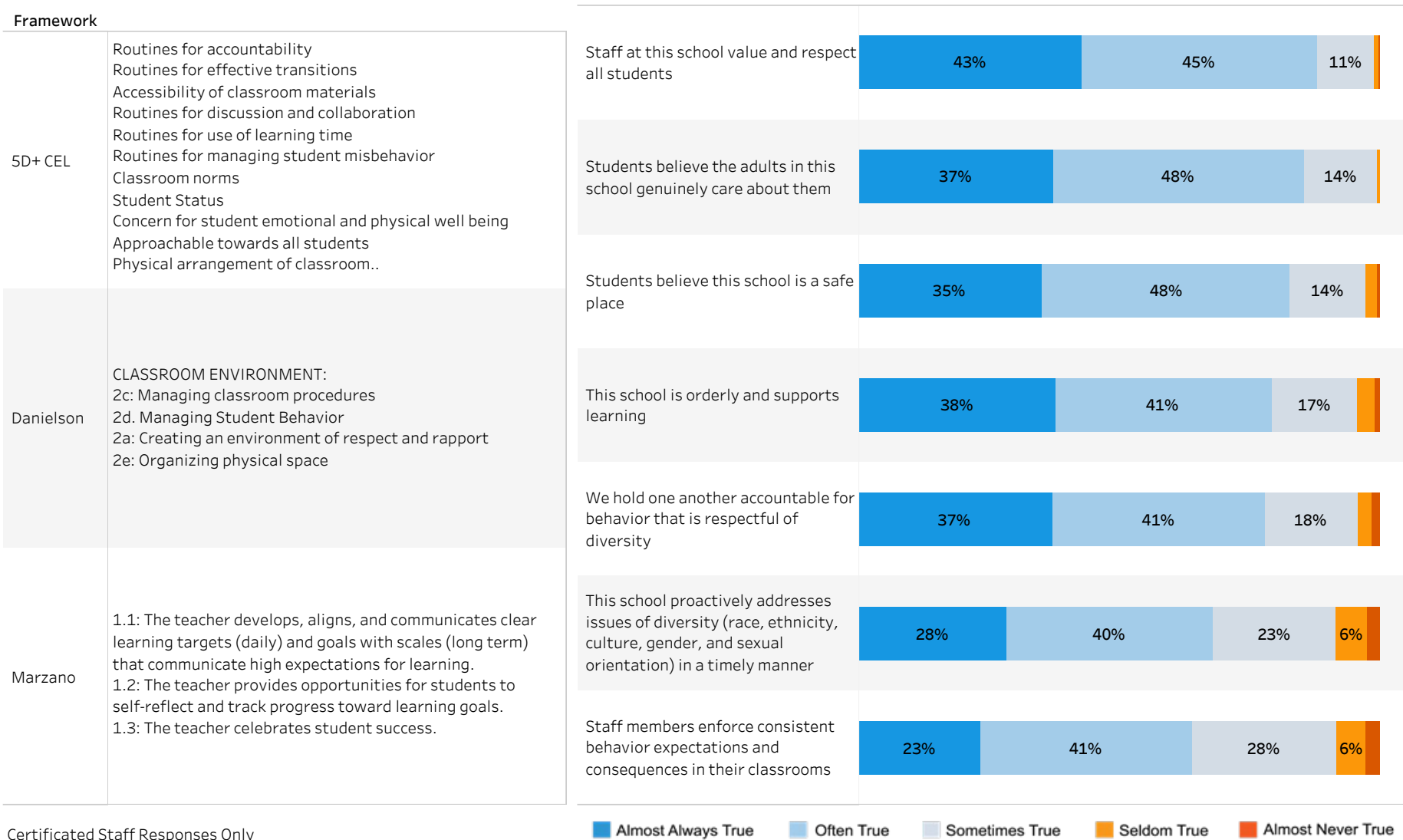


Certificated Staff Responses Only

■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Learning Environment

Criterion 5: Fostering and managing a safe, positive learning environment.



Certificated Staff Responses Only



Assessment

Criterion 6: Using multiple student data elements to modify instruction and improve student learning.



Certificated Staff Responses Only



Families and Community

Criterion 7: Communicating and collaborating with parents and school community.



Certificated Staff Responses Only

■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

Professional Practice

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Framework							
5D+ CEL	COLLABORATIVE AND COLLEGIAL PRACTICES: Collaboration with peers to improve student learning Collaboration with peers to improve instructional practice Professional and collegial relationships Supports school, district, or state initiatives	I am willing to work at changing my school for the better	75%	23%			
		I am willing to be held accountable for student learning	50%	41%	9%		
		Staff enforce the bullying/harassment policy of this school	51%	37%	10%		
		Our staff can count on one another for help when needed	51%	37%			
		In our school we expect all staff to perform responsibilities with a high level of excellence	48%	40%			
		Staff at this school collaborate to improve student learning	41%	46%	12%		
Danielson	PROFESSIONAL RESPONSIBILITIES: 4d: Participating in a professional community 4e: Growing and developing professionally 4f: Showing professionalism	I participate in a professional learning community focused on improving student learning, e.g., analysis of student work, formativ..	44%	38%	13%		
		Staff I work with demonstrate commitment to school goals	36%	48%	13%		
		My colleagues are willing to work at changing this school for the better	38%	43%	17%		
		Our teachers engage in professional development activities to learn and apply new skills and strategies	31%	48%	16%		
		Our staff shares new ideas and strategies with one another	30%	45%	22%		
		My colleagues are willing to be held accountable for student learning	29%	46%	20%		
Marzano	8.1: The teacher collaborates with colleagues about student learning and instructional practices. 8.2: The teacher displays dependability through active participation. 8.3: The teacher adheres to district and school rules and procedures. 8.4: The teacher participates in district and school initiatives. 8.5: The teacher pursues professional development. 8.6: The teacher meets growth targets as identified in annual professional goals.	We hold one another accountable for student learning	28%	38%	24%	8%	
		Teachers collaboratively plan lessons	27%	36%	27%		
		Peer observation/coaching and feedback is a tool we use to improve instruction	17%	28%	30%	14%	11%

Certificated Staff Responses Only

■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True