



The Impact of a Learning Centered Teacher Evaluation Approach on New Teacher Turnover in Wisconsin

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WEERP

Wisconsin Educator Effectiveness Research Partnership



Background

- Since the passage of Act 10 in 2011, which greatly diminished the collective bargaining rights and retirement benefits of teachers, Wisconsin districts have experienced increased teacher turnover through retirements and transfers, which has resulted in teacher shortages (Umhoeher, & Hauer, 2016).
- Fundamentally, more satisfied employees are more productive (Judge, Thoresen, Bono, & Patton, 2001) and more satisfied teachers are far more likely to stay in their schools and continue in the field of education (Borg & Riding, 1991; Johnson, Kraft, & Papay, 2012).
- Teacher turnover, especially in the case of early career teachers, is a problem that drains school resources and lowers the quality of teaching students experience, especially in urban and high-poverty schools (Lankford, Loeb, & Wychoff, 2002; Hanushek, Rivkin, & Schiman, 2016). Through these processes, teacher turnover has a negative impact on student achievement (Ronfeldt, Loeb, & Wyckoff, 2013).
- Given that new teachers, as a group, are at a greater risk of moving away from their school (Lankford, Loeb, & Wychoff, 2002), EE has the potential to either help or hurt the teacher turnover challenges facing Wisconsin schools.

In this study we explore how the implementation of the EE process relates to new teacher retention

- This study is part of the statewide evaluation of the Wisconsin Educator Effectiveness initiative led by the Office of Socially Responsible Evaluation in Education at the University of Wisconsin Milwaukee.
- A previous Wisconsin evaluation study found a strong connection between a district's implementation of EE and how teachers perceive the effectiveness of school leadership and their job satisfaction (presented at the 2019 meeting of the Association for Education Finance & Policy Presentation in Kansas City, MO).
- And that teachers who receive more useful and accurate feedback from their principal are more satisfied with their job (presented at the 2017 meeting of the Association for Education Finance & Policy in Washington DC).

What measures did we use?

- Teacher tenure was obtained from the state’s Educator Effectiveness data system. In it, districts identify teachers on a “new teacher” evaluation cycle.
- New teacher mobility was obtained from state data. Teachers who were in the same school between 2016-17 and 2018-19 were identified as retained.
- Teacher effectiveness ratings were obtained from the state’s Educator Effectiveness data system.
- We used data from the Wisconsin Educator Development Support and Retention Survey to measure teacher perceptions of:
 - The Feedback Process (Cherasaro, Brodersen, Yanoski, Welp, & Reale, 2015)
 - Usefulness of feedback
 - Accuracy of feedback
 - Opportunity to Use Feedback
 - Use of Feedback
 - How many times did teachers receive feedback?
 - Job Satisfaction
 - Brief Index of Affective Job Satisfaction (Thompson & Phua, 2012)
 - Teacher Commitment to School (5Essentials) (Klugman, Gordon, Sebring, & Spote, 2015)
 - Principal Effectiveness (5Essentials) (Klugman, Gordon, Sebring, & Spote, 2015)
 - Principal Trust
 - Principal Leadership

Sample

- 8,017 new teachers were identified in Educator Effectiveness data.
- 3,876 (48%) responded to a WEDSR survey.
- Of these, 3,335 were linked to an individual school (1,099) and were included in the analyses presented in this report.
- Teacher effectiveness ratings were available for 2,771 of the 3,335 teachers included in this study.
- Both ratings and survey data were standardized for ease of interpretation.

Correlations

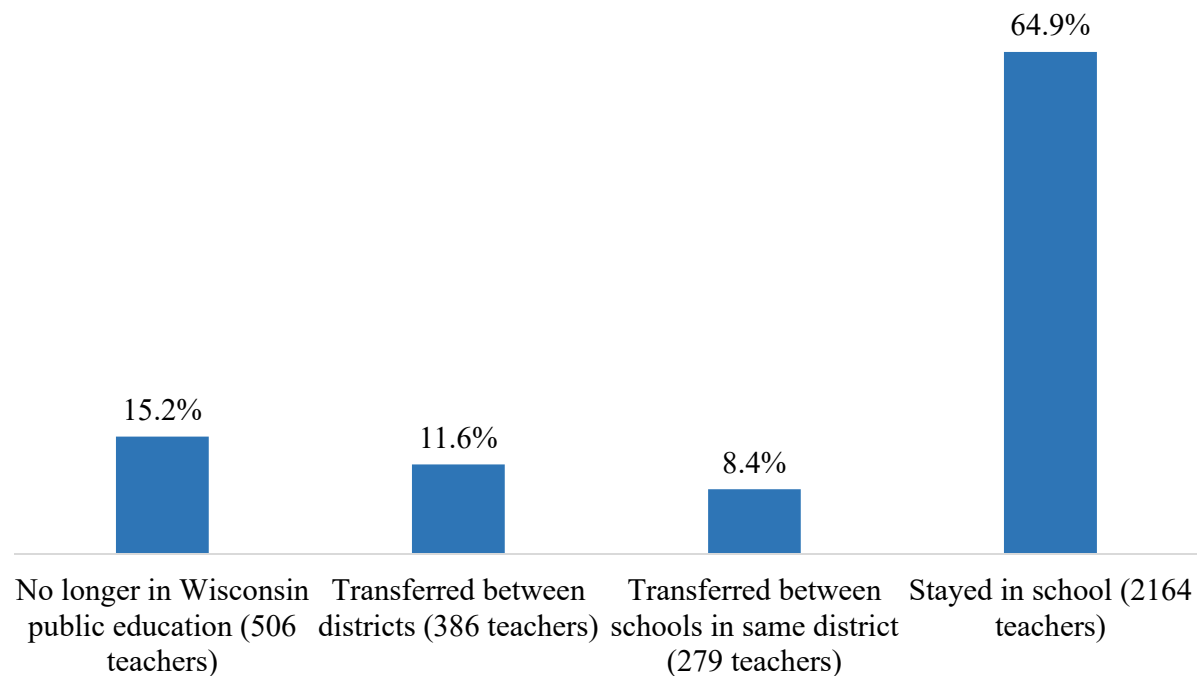
	1	2	3	4	5	6	7	8	9
1 Retention in school	1								
2 Usefulness of feedback	.100**	1							
3 Accuracy of feedback	.180**	.593**	1						
4 Opportunity to use feedback	.063*	.611**	.482**	1					
5 Use of feedback	-0.045*	.464**	.249**	.469**	1				
6 Trust between teachers and principals	.173**	.499**	.510**	.446**	.235**	1			
7 Principal leadership	.154**	.567**	.505**	.516**	.314**	.869**	1		
8 Job satisfaction	.210**	.363**	.372**	.344**	.192**	.437**	.440**	1	
9 Commitment to school	.291**	.449**	.458**	.399**	.199**	.627**	.616**	.712**	1

** Correlation is significant at the 0.01 level (2-tailed).

Listwise N=2646

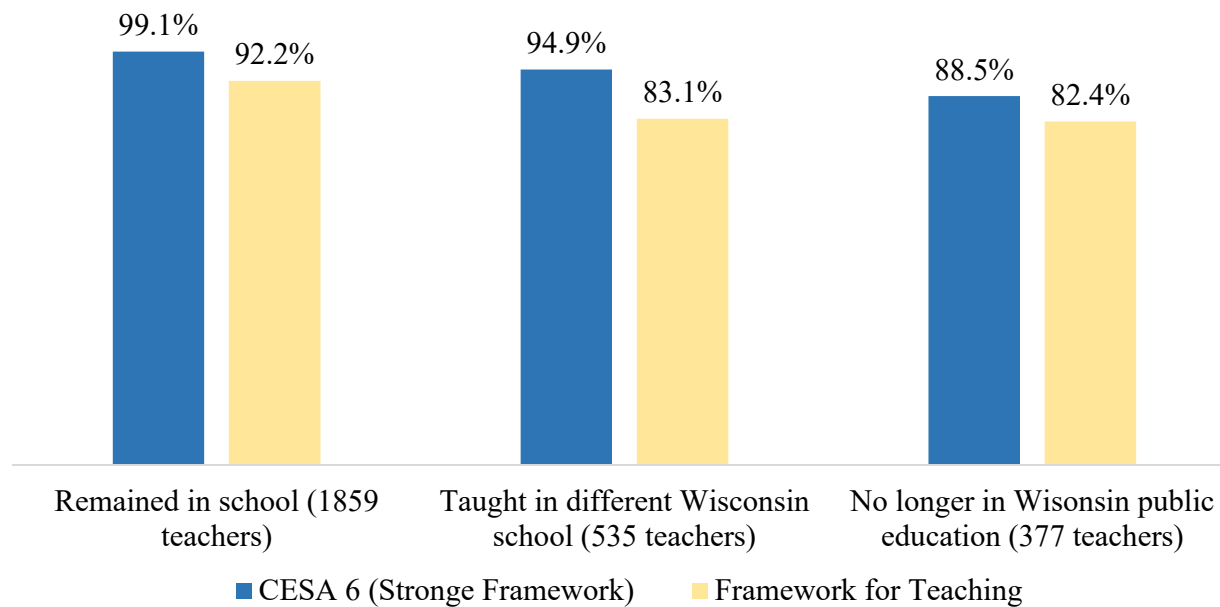
Findings

More than 1/3 of “New” teachers left their school within two years



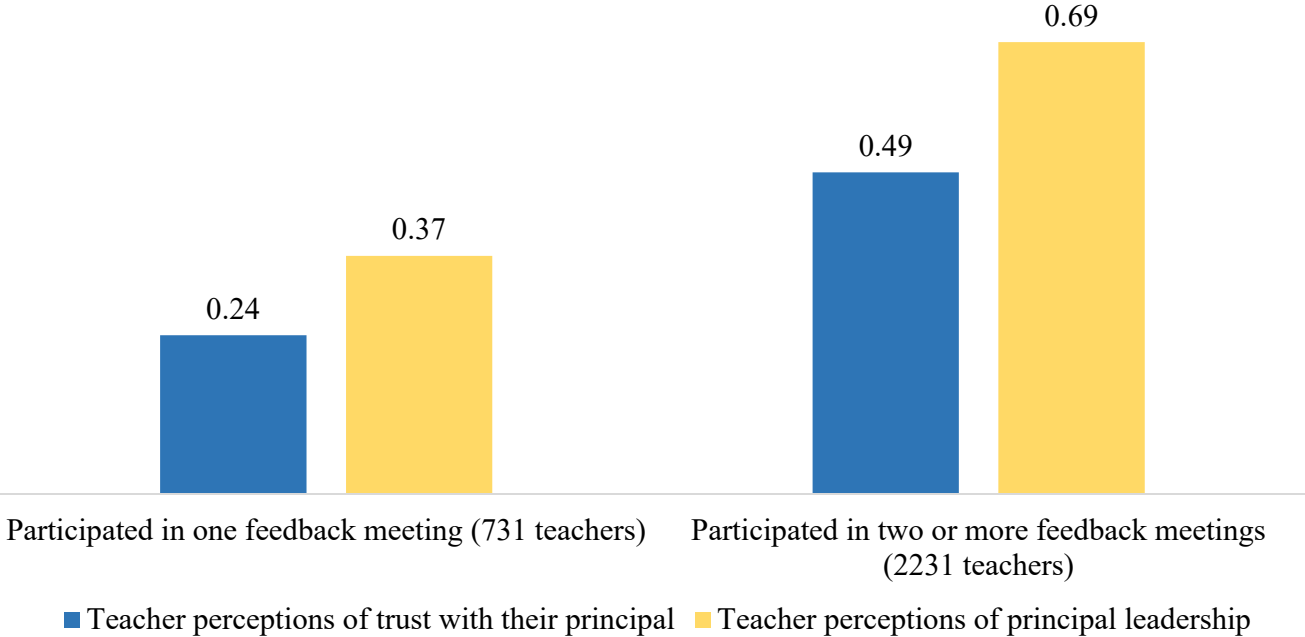
- Of the 3,335 teachers identified by their district as “New” in the 2016-17 school year who participated in the study, roughly 65% remained in their school at the start of the 2018-19 school year.
- Around 15% were no longer working in Wisconsin public education.

Most new teachers who left their school were rated as effective overall



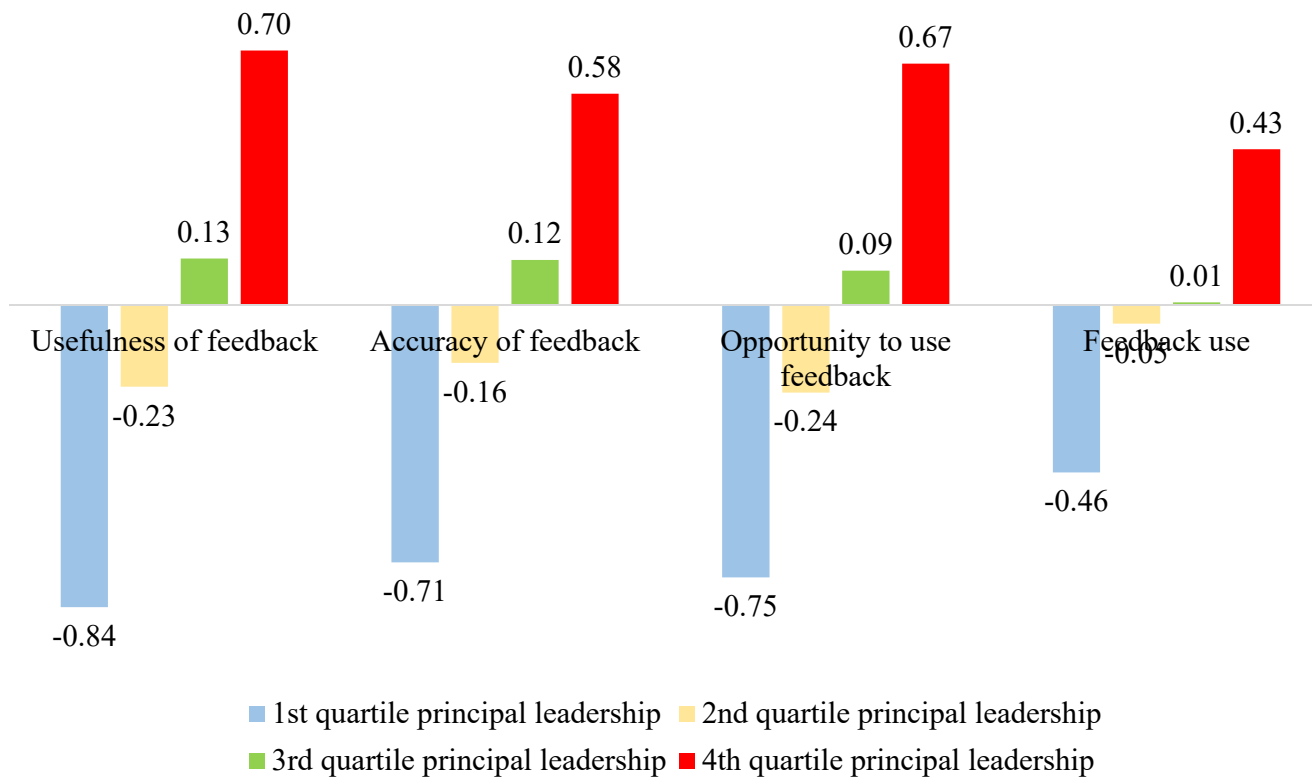
While fewer teachers who transferred or ceased to work in public education were rated as effective than those who remained in their school, the great majority of these teachers were rated as proficient or better on most aspects of professional practice, according to their local evaluation process.

New teachers who received verbal feedback from their principal or evaluator were more likely to view their principal as an effective leader



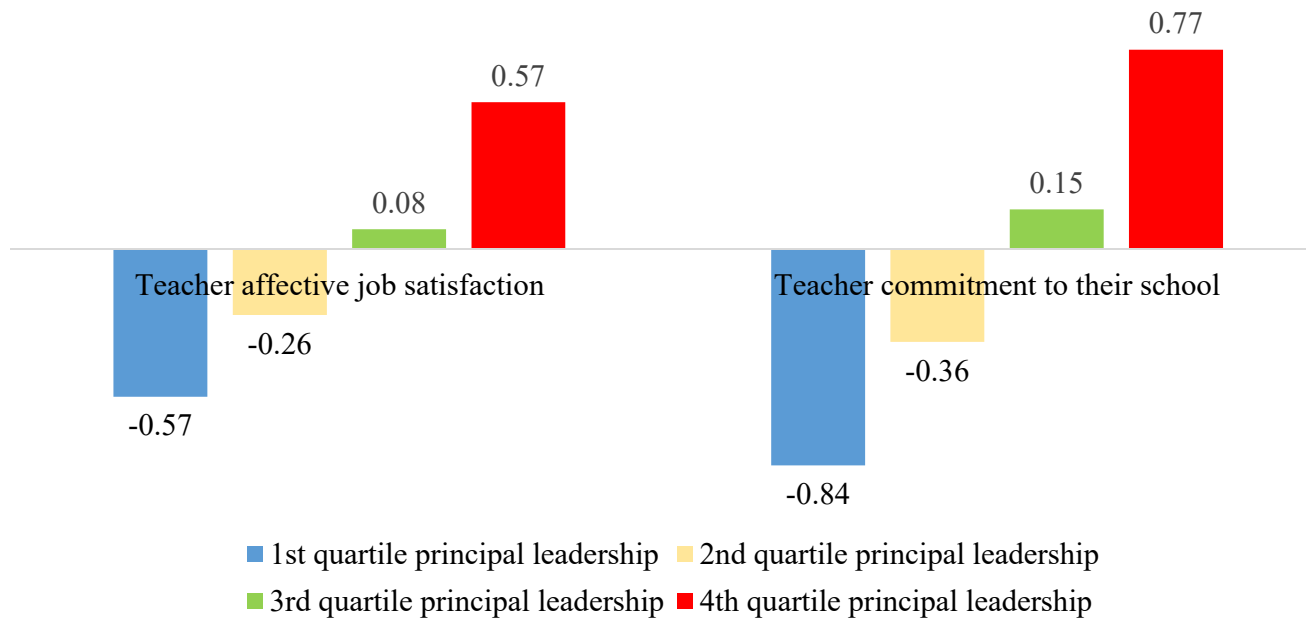
76% of teachers with two or more feedback meetings viewed their principal as a more effective leader than those who did not participate in any. Having just one feedback meeting had roughly half the effect on teacher perceptions of their principal.

New teachers who received useful and accurate feedback were more likely to view their principal as an effective leader



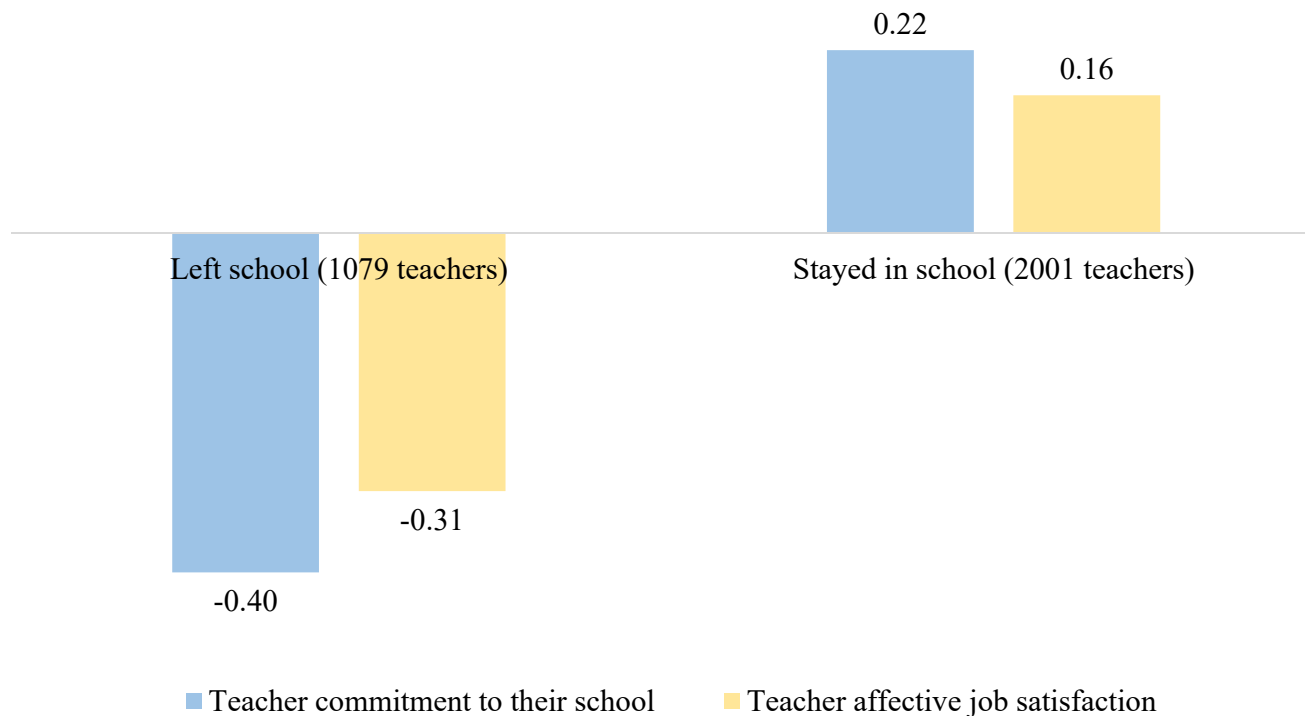
The Usefulness of feedback provided to new teachers who viewed their principal as a strong leader (4th quartile) was rated as over 1 and 1/2 standard deviations more useful and nearly 1 and 1/3 standard deviations more accurate than the feedback provided to teachers who viewed their principal as a less effective leader (1st quartile).

New teachers who viewed their principal as an effective leader were more committed to their school and satisfied with their job



New teachers who viewed their principal as a strong leader (4th quartile) were over 1 and 1/2 standard deviations more committed to their school (0.77 compared to -0.84) and over one standard deviation more satisfied with their job (0.57 compared to -0.57) than teachers who viewed their principal as a less effective leader (1st quartile).

New teachers more satisfied with their job and committed to their school were more likely to remain in their school



The .62 (.22 compared to -.40) effect size difference between the school commitment of those who remained in their school and those who left suggests 73% of new teachers who stayed reported being more committed to their school than the average teacher who left.

Modeling results predicting principal effectiveness, job satisfaction, and retention

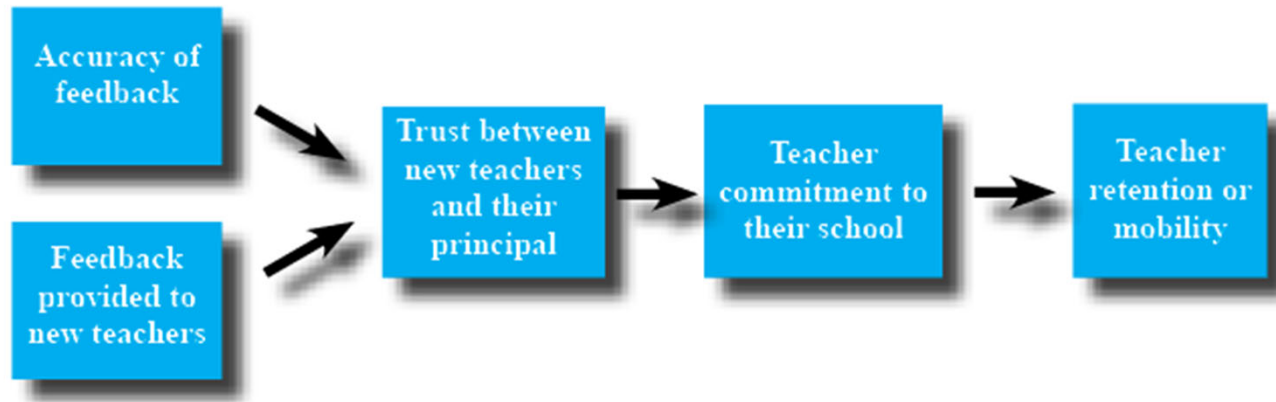
Generalized Linear Modeling with robust standard errors and binary logistic regression were used to test the relationship between aspects of the feedback process and teacher perceptions of their school climate, controlling for school characteristics, teacher education (Bachelors or Higher), race (White, Black, Latinx, Asian, Other), and gender

	B	Std. Error	sig	Exp(B)
Model 1: Feedback predicting principal trust				
Usefulness	0.234	0.065	< .001	
Accuracy	0.294	0.023	< .001	
Opportunity	0.179	0.022	< .001	
Use	-0.023	0.020	0.260	
Model 2: Principal effectiveness predicting school commitment				
Principal leadership	0.301	0.030	< .001	
Principal trust	0.362	0.030	< .001	
Model 3: School commitment predicting retention				
School commitment	0.601	0.059	< .001	1.825
Job satisfaction	0.057	0.057	0.314	1.059

Results

- More than 40% of new teachers transferred or left public education.
- Most teachers who transferred were rated as effective.
- Teachers who received verbal feedback from their principal or evaluator were more likely to view their principal as an effective leader.
- After controlling for school and teacher characteristics:
 - feedback accuracy was the best predictor of principal trust,
 - principal trust was the best predictor of school commitment, and
 - school commitment was the best predictor of teacher retention.
- All factors combined explained 11% of the variance in teacher retention, with feedback accuracy, use, and school commitment the only uniquely predictive factors explaining teacher retention

The EE process model for teacher retention



Ad hoc analyses in response to reviewers

- The primary concern of reviewers was one of endogeneity. It was recommended that we redo our analyses with survey responses from a different teacher group in the school. The results below reflect the relationship of the overall school's teacher perceptions of the feedback process (minus new teacher perceptions) with new teacher perceptions of principal trust and leadership.
- Only schools with at least 40% response rate are included in this analysis. This reduces the sample of 1,721 new teachers.

Ad hoc analyses in response to reviewers

The overall accuracy of feedback within a school has an impact of new teacher perceptions of principal trust and leadership.

	B	Std. Error	sig
Model 1: School level perceptions of feedback predicting new teacher perceptions of principal trust			
Usefulness	-0.040	0.0795	.619
Accuracy	0.629	0.0756	< .001
Opportunity	0.135	0.0826	0.103
Use	-0.097	0.0764	0.206
Model 2: School level perceptions of feedback predicting new teacher perceptions of principal leadership			
Usefulness	0.018	0.081	0.825
Accuracy	0.572	0.071	< .001
Opportunity	0.154	0.083	0.063
Use	-0.156	0.079	0.047

Discussion

- A school's implementation of their teacher evaluation and feedback process has a large effect on how teachers view their principal and to what extent they are committed to their school.
- Since new teacher turnover was found to be closely linked to their feelings of school commitment, the EE process done well, with teachers participating in at least two feedback meetings where accurate performance feedback is provided, can promote teacher retention.
- When not done well, more teachers will look for other opportunities.
- Given the higher teacher turnover seen in Wisconsin since Act 10, it is therefore critical that schools implement the EE process with a learning-centered approach that promotes educator growth.