

Talent Ed 2018 User Survey Results

Summary:

292 teachers and administrators from all schools throughout the district participated in the Talent Ed user survey. This represented about 25% of the total people who use the system. Nearly 200 people provided comments. The following findings and recommendations were developed by analyzing the results and reviewing all of the comments provided.

Findings:

1) Teachers ranked Self-Reflection as the most valuable part of the evaluation process for impacting instruction followed by Formal and Informal Classroom Observations. They ranked the Summative Evaluation document as the least valuable component. This result emphasizes the role that reflection plays in feedback and the fact that summative rankings are not nearly as valuable in terms of feedback as on-going observations and conversations that go with those observations.

2) Administrators ranked Informal and Formal observations along with coaching conversations as the most important part of the process. They did see value in the SMART goal setting process, and they gave low rankings to the Summative Evaluation document as well.

3) 75% of staff have been using the system for over 3 years and feel they have enough training to use it effectively. Most people get training at their building location or by simply using the system.

4) 55% of principals spend 1 to 3 hours a week on the system and another 30% spend 3 to 5 hours a week.

5) 32% of staff rated the overall feedback they received as exceptional or good. 25% rated it as a waste of time. This data creates the benchmark for our work for the 18-19 school year. We would like to see at least 50% of staff rating the overall feedback as good or exceptional. It is important to remember that feedback isn't just the job of the principal. It also comes through the Goal Setting and Reflection process. TalentEd is only as good as the effort we put into it. It was clear from the feedback in the comment section that administrators who put more effort and attention at providing feedback through this tool had staff more engaged with the process.

6) Staff appreciate the fact that all documents are electronic, consistent, and can be worked on from home. They are frustrated by the amount of time it takes to manage all of the steps in the evaluation process and when it is clear that the system is just being used to track tasks as opposed to being used as a format to provide systemic, meaningful feedback.

Recommendations:

1) All employees need the benefit of structured, consistent feedback. A few buildings should be identified to pilot the design and implementation of placing the classified evaluation system into Talent Ed. A system also needs to be developed and implemented for non-school building administrators.

2) Three separate on-going workgroups should be developed to implement high quality, electronic feedback systems for all. These workgroups would be: Classified evaluation workgroup, Administrator workgroup, and Licensed staff work group. Workgroup membership should range between 10-15 people, and meet three times a year for 90 minutes.

3) The purpose of the workgroups would be to make improvements to the evaluation systems currently in place. Members would serve 1-3 year terms.

4) Continue to stress the priority of providing meaningful feedback and use Talent Ed to reinforce the instructional initiatives already in place throughout the district to reduce redundancy and focus our efforts on the implementation of best practices.

To review the entire results of the survey, please click on the link below:

<https://www.surveymonkey.com/results/SM-3BFYNF96L/>

If you would like to discuss any of the results please contact:

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