Teacher Development and Evaluation Implementation Surveys for Local Use: Administration Guidance

Regional Educational Laboratory Midwest researchers assisted the Minnesota Department of Education with the development of the Teacher Development and Evaluation Implementation Surveys and helped prepare this guidance document about how to administer and use the surveys.
# Table of Contents

Purpose of Implementation Surveys and This Guidebook .......................................................... 3

Background ................................................................................................................................ 3

1. What is the state context for teacher development and evaluation? ............................... 3
2. Why did MDE develop the Teacher Development and Evaluation Implementation Surveys? ................................................................. 4
3. How were the surveys developed? .................................................................................. 4

Content of the Surveys ........................................................................................................... 5

4. What type of questions are included in the surveys? ....................................................... 5
5. What research questions can be answered using the survey data? ................................. 8

Survey Administration Considerations ........................................................................................ 8

6. Can the surveys be changed or adapted? ....................................................................... 8
7. What should be communicated to teachers and administrators? ................................. 9
8. What steps should be completed during survey planning and administration? ............ 9
9. What time of year should the survey be administered? ................................................ 11
10. How should the survey be administered? .................................................................. 11
11. Who should take the surveys? ........................................................................................ 12

Survey Data Analysis and Interpretation ................................................................................... 13

12. How can the survey data be prepared and analyzed? .................................................... 13
13. How can the survey findings be reported? ..................................................................... 14
14. How can the survey results be used? ............................................................................. 16

References .................................................................................................................................. 17

Appendix A. Teacher Development and Evaluation Implementation Teacher Survey ........... 18
Appendix B. Teacher Development and Evaluation Implementation School Administrator Survey ............................................................................................................. 47
Appendix C. Teacher Development and Evaluation Implementation District Administrator Survey ...................................................................................................................................... 71
Appendix D. Development of the Pilot Surveys .................................................................. 93
Appendix E: Communication Templates for Survey Respondents ..................................... 101
Purpose of Implementation Surveys and This Guidebook

When any organization is engaging in new or different ways of work (innovation)—such as implementing a new teacher development and evaluation model—success depends on four factors:

- Is the innovation well defined?
- Is it the right fit for the organization?
- Is there a dedicated team leading the innovation through each stage of implementation?
- Is there an established process for continuous improvement, focusing on both the design and the implementation of the innovation?

As local school districts and charters implement their teacher development and evaluation model, planning for these factors and identifying appropriate evidence sources will support leaders in making informed decisions that will promote its successful implementation.

One evidence source local leaders can use to evaluate the implementation of their teacher development and evaluation model is the set of surveys included in this guidebook (Appendices A through C). Data from the surveys can help local leaders understand key aspects of implementation, including:

- The level of educator understanding of (and support for) the teacher development and evaluation model.
- The fidelity of implementation.
- The impacts of the implementation, both intended and unintended.

With results from these surveys, local leadership can make informed decisions and take actionable steps to improve the local model, modify the implementation of the local model, or both.

This guidebook provides information to districts and schools about the Teacher Development and Evaluation Implementation Surveys. It describes why and how the surveys were developed and includes suggestions and considerations for using the surveys in the context of a local teacher development and evaluation process.

Background

1. What is the state context for teacher development and evaluation?

In 2011, Minnesota passed legislation requiring that districts design and implement systems for teacher development and evaluation that meet specific state-mandated criteria or implement a model evaluation system developed by a state task force (Minnesota Statutes 122A.40, Subd. 8, 2015; Minnesota Statutes 122A.41, Subd. 5, 2015). The state-mandated criteria for a teacher development and evaluation model include, among others, the use of professional teaching
standards in teacher observations, the use of state or local measures of student growth and literacy, the use of longitudinal data on student engagement, and the establishment of a three-year professional review cycle for each teacher (Minnesota Statutes 122A.40, Subd. 8, 2015; Minnesota Statutes 122A.41, Subd. 5, 2015).

2. Why did MDE develop the Teacher Development and Evaluation Implementation Surveys?

MDE seeks to provide local education agencies with tools and practices to build local capacity to implement their teacher development and evaluation models. Crucial to building capacity is a deeper understanding of what is working and what is not yet working in their teacher development and evaluation process. MDE partnered with Regional Educational Laboratory (REL) Midwest to develop and test three surveys that can be used to assess the perspectives and experiences of key stakeholder groups, including teachers, school administrators, and district administrators. Local leadership teams—composed of administrators and teacher leaders—can use these surveys to collect data on their teacher development and evaluation models throughout the implementation process.

3. How were the surveys developed?

MDE partnered with survey methodologists and teacher evaluation content staff at REL Midwest to develop the surveys. Between April 2015 and June 2016, the MDE–REL Midwest team used a four-stage process to develop and refine the survey (Figure 1).

Figure 1. Survey Development Process and Timeline

In Stage 1, the MDE–REL Midwest team developed a draft of the surveys by

- Conducting a literature scan of surveys focused on teacher evaluation system design and implementation
- Compiling an initial item bank of 650 survey items related to various aspects of teacher evaluation system implementation
- Revising the item bank to include questions that aligned to the core components and key processes of Minnesota’s teacher development and evaluation framework
- Identifying topics that were not addressed by existing survey items and drafting new questions
In Stage 2, REL Midwest researchers conducted cognitive interviews with six teachers, one principal, and one district administrator to assess the clarity and completeness of the survey questions and revised the questions in accordance with the results. The primary goal of the cognitive interviews was to investigate how well respondents understood the survey questions and whether the questions could produce accurate answers. Questions that were misunderstood or difficult to answer were revised or removed.

In Stage 3, the surveys were piloted through an online platform and 422 individuals provided responses to the surveys, including 363 teachers, 40 school administrators, and 19 district-level administrators. Forty-three schools and 18 districts were represented in the survey results. REL Midwest researchers evaluated the quality of the questions to provide preliminary evidence for the reliability and validity of the questions. Items that did not meet the predetermined quality criteria were flagged for further review.

In the final stage, the MDE–REL Midwest team reviewed findings from the pilot, including the survey items that were flagged for further review. The team then determined whether the question should be dropped or revised.

 Appendix D describes the questionnaire development steps in more detail as well as results from the pilot.

**Content of the Surveys**

**4. What type of questions are included in the surveys?**

The three surveys (teacher survey, school administrator survey, and district administrator survey) ask participants about specific elements of the teacher development and evaluation model and the implementation process. The three surveys consist of two types of questions:

- **Factual questions** ask respondents to report what they actually experienced by choosing one response option from a fixed set of options.

- **Perception questions** ask about respondents’ perceptions of the process by using Likert-type scales (e.g., a scale with the response options strongly disagree, disagree, neither disagree nor agree, agree, strongly agree).

Many of the questions in the three surveys ask about the same element, with slight variations in wording to address the target respondent (that is, teachers, school administrators, or district administrators). Table 1 provides a crosswalk of questions addressing each of the key component or process in each survey. The crosswalk can help users locate corresponding questions in the three surveys that address the same component or process so that responses can be compared across surveys.
Table 1. Crosswalk of Questions and Items Across the Three Surveys

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative Evaluation</td>
<td>Q1, Q2</td>
<td></td>
<td>Q1, Q2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator evaluator competency</td>
<td>Q3</td>
<td>Q4</td>
<td>Q3, Q4(a–d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer reviewer competency</td>
<td>Q5, Q7</td>
<td>Q6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures of Teacher Instructional Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of measures and rubric</td>
<td>Q8</td>
<td>Q9(a–b)</td>
<td>Q5</td>
<td>Q6(a–d)</td>
<td>Q1</td>
<td>Q2(a–d)</td>
</tr>
<tr>
<td>Quality of measures and implementation</td>
<td>Q9(c–i), Q10</td>
<td></td>
<td>Q6(e–k), Q7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom observation: administrator evaluator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal observation</td>
<td>Q11–Q14</td>
<td>Q15</td>
<td>Q8–Q14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal observation</td>
<td>Q17–Q18</td>
<td></td>
<td>Q15–Q19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of feedback</td>
<td>Q16, Q19</td>
<td>Q20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom observation: peer reviewer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal observation</td>
<td>Q21–Q24</td>
<td>Q25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal observation</td>
<td>Q27–Q28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of feedback</td>
<td>Q26, Q29</td>
<td>Q30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measures of Academic Growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of the measures and rubric</td>
<td>Q31</td>
<td>Q32(a–b)</td>
<td>Q21</td>
<td>Q22(a–d)</td>
<td>Q4</td>
<td>Q5(a–d)</td>
</tr>
<tr>
<td>Quality of the measures and implementation</td>
<td>Q32(c–h), Q33(a–c)</td>
<td></td>
<td>Q22(e–j), Q23(a–d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation of student learning goals</td>
<td>Q33(d–i)</td>
<td></td>
<td>Q23(e–j)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Minnesota Department of Education
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures of Student Engagement</td>
<td>Q34</td>
<td>Q35(a–c)</td>
<td>Q24</td>
<td>Q25(a–f)</td>
<td>Q7</td>
<td>Q8(a–f)</td>
</tr>
<tr>
<td>Understanding of the measures and rubric</td>
<td>Q35(d–i), Q36</td>
<td>Q25(g–k), Q26</td>
<td>Q8(g–k), Q9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of the measures and implementation</td>
<td>Q37–Q39</td>
<td>Q40</td>
<td>Q27–Q30</td>
<td>Q31</td>
<td>Q10</td>
<td>Q11</td>
</tr>
<tr>
<td>Individual Growth and Development Plan (IGDP)</td>
<td>Q41, Q42</td>
<td>Q43</td>
<td>Q32–Q34</td>
<td>Q35</td>
<td>Q12, Q13</td>
<td>Q14</td>
</tr>
<tr>
<td>Resources and Support for Implementation</td>
<td>Q44</td>
<td>Q36(a–d)</td>
<td>Q36(a–d)</td>
<td>Q15(a–e)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Process and Outcome</td>
<td>Q45(e–g)</td>
<td>Q36(e–g)</td>
<td>Q15(f–i)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective use of evaluation results and follow-up</td>
<td>Q45(h–j), Q46(b–d)</td>
<td>Q36(h), Q37(b–d)</td>
<td>Q16(b–d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiency and transparency of the process</td>
<td>Q46(a)</td>
<td>Q37(a)</td>
<td>Q16(a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation Impact</td>
<td>Q46(e, f)</td>
<td>Q37(e, f)</td>
<td>Q16(e, f)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On instruction</td>
<td>Q46(g)</td>
<td>Q37(g)</td>
<td>Q16(g)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On teachers’ overall professional practice and collaboration</td>
<td>Q47(a)</td>
<td>Q38(a)</td>
<td>Q17(a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On teacher–administrator interaction and collaboration</td>
<td>Q47(b)</td>
<td>Q38(b)</td>
<td>Q17(b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On students</td>
<td>Q47(c, d)</td>
<td>Q38(c, d)</td>
<td>Q17(c, d)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On continuous school improvement</td>
<td>Q47(e)</td>
<td>Q38(e)</td>
<td>Q17(e)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. See Appendices A through C for the survey questions.
5. **What research questions can be answered using the survey data?**

The surveys offer a breadth of information that can be used by district leadership teams to answer key research questions. Specifically, district teams can use the surveys to answer questions related to teacher development and evaluation model design, implementation, and perceived impact. Table 2 offers sample research questions that district teams may consider.

**Table 2. Potential Research Questions That Could Be Answered With Data From the Teacher Development and Evaluation Implementation Surveys**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Research Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher development and evaluation</td>
<td>• Do teachers understand how each component is defined and measured?</td>
</tr>
<tr>
<td>model design</td>
<td>• Do teachers understand how ratings for each component are determined?</td>
</tr>
<tr>
<td></td>
<td>• Do teachers perceive these measures as fair? How do their perceptions compare with the perceptions of school administrators?</td>
</tr>
<tr>
<td>Teacher development and evaluation</td>
<td>• Was each component of the model implemented as planned?</td>
</tr>
<tr>
<td>model implementation</td>
<td>• Did the district communicate the model sufficiently to teachers and principals?</td>
</tr>
<tr>
<td></td>
<td>• Do teachers and school administrators believe they have had adequate training and resources?</td>
</tr>
<tr>
<td></td>
<td>• Do teachers and school administrators view the implementation process as fair?</td>
</tr>
<tr>
<td>Perceived outcome and impact</td>
<td>• Do teachers and school administrators view the evaluation results as accurate pictures of teachers' strengths and opportunities for growth?</td>
</tr>
<tr>
<td></td>
<td>• To what extent do teachers and school administrators view the evaluation as having an impact on teacher practice?</td>
</tr>
</tbody>
</table>

**Survey Administration Considerations**

6. **Can the surveys be changed or adapted?**

To maintain the reliability of these surveys, districts should administer the survey items as they were tested in the pilot. MDE recognizes, however, that districts have designed and implemented their teacher development and evaluation model to fit their specific context. For that reason, districts may choose to administer the whole survey or only the sections that are relevant to their context. The district can add questions, such as the respondents' role in the school, but adding questions should be done carefully. The survey is meant to collect *confidential* feedback, and questions should not make specific individuals identifiable.
7. What should be communicated to teachers and administrators?

It is important to communicate with teachers and administrators early when planning to administer the surveys. Early planning, including deciding who will lead the administration of the surveys as well as timelines for administering, analyzing, and reporting the data, is a first step in developing a more comprehensive and strategic engagement and communication plan. It is likely that principals will play a crucial role in administering the teacher survey. Principals should have the most up-to-date information on timeline and administration options and also promote the survey with teachers. If possible, principals can be tasked with providing time and space for respondents to complete the survey and with sending follow-up communications and reminders. For district and school administrator surveys, additional points of contact will need to be determined.

The primary communication activities are listed in the administration and planning checklist (Table 3). In addition, some example messages for introducing the survey’s purpose and inviting teachers and administrators to take the survey, and for following up with teachers and administrators who have not yet completed the survey, are in Appendix E. Further, when administering the surveys, districts can develop a one-page “frequently asked questions” overview of the surveys that can be shared with principals and teachers to describe the surveys.

8. What steps should be completed during survey planning and administration?

Planning tasks are largely related to the overarching strategy of the surveys, including deciding who will administer the survey, defining the sample, creating a timeline, and determining how the results will be used. In addition, it is recommended that the leadership team develop a concrete plan that specifies the type of data to be collected, from what sources, by whom, and in what timeframe. A well-thought-out plan will ensure that data collection is efficient and cost-effective. Administration tasks address logistical considerations—for example, determining survey mode, communicating with principals and teachers, and planning for data collection.

If the surveys are to be administered districtwide, it may be necessary to appoint one or more persons to manage the survey process across all schools. For example, if appropriate for the structure and capacity of the district, it may make sense for the survey coordinator to manage only logistics while the superintendent or another senior administrator is in charge of communication with principals. Individual schools can set aside time at a faculty or staff meeting to allow teachers to complete the survey. Providing dedicated time likely will result in a higher response rate and more timely data collection.

The suggested steps for planning and administrating the survey are described in Table 3. This table also can be used as a checklist for administering the surveys, with the tasks listed in the order of suggested completion. If more than one person will be responsible for planning or administering the surveys, the district may want to include a column indicating who is responsible for each step.
### Table 3. Steps for Planning and Administering the Teacher Development and Evaluation Implementation Surveys

<table>
<thead>
<tr>
<th>Planning and Administration Step</th>
<th>Check when complete</th>
<th>To be done Before</th>
<th>To be done During</th>
<th>To be done After</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decide who in the district or school office will be in charge of survey administration and planning for each survey.</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Determine how the survey results will be used and disseminated.</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Determine the appropriate time of year to administer the surveys.</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Define target population and develop a sampling frame (if needed).</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Develop a data collection plan.</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Determine mode of survey administration: online or paper.</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. (If online) Determine which online survey tool will be used, and establish who will be tasked with loading the survey to the site and monitoring the survey site.</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Decide the length of time the surveys will be open and available.</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Refine samples and collect necessary information for administration of surveys (e.g., names, e-mail addresses).</td>
<td>☐</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Communicate purpose of survey to teachers and administrators and let them know the date of administration (if paper), or the length of time the surveys will be active (if online).</td>
<td>☐</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11. Write and deliver survey invitation (decide who will be the main point of contact for each school).</td>
<td>☐</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13. Prepare and send follow-up communications to survey respondents (multiple reminders can be sent if necessary).</td>
<td>☐</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>14. (If online) Work with Web administrator to close the surveys and collect the data.</td>
<td>☐</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15. (If paper) Work with the schools to collect the paper surveys and enter the responses into an electronic format.</td>
<td>☐</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16. Analyze the survey responses and determine actionable next steps.</td>
<td>☐</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17. Report the survey results and next steps the leadership team will take as a result of the survey.</td>
<td>☐</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
9. **What time of year should the survey be administered?**

There are many reasons to administer the surveys at specific points throughout the year. Districts may want to avoid major holidays, vacations, or important school events like spring testing or the return to school in the fall, to increase response rate. Alternatively, districts may want to stagger survey administration and focus on the sections of the survey that are most relevant at different points in time. The district also may want to administer the survey multiple times over the year to track changes in perception or the effectiveness of a particular outreach effort during the year. Table 4 describes considerations and both advantages and disadvantages of administering the survey at certain points in the school year.

**Table 4. Survey Timing Considerations**

<table>
<thead>
<tr>
<th>Time of Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
</table>
| **Advantages** | • Survey can be combined with other trainings and start-of-year activities.  
• Principals, teachers, and district administrators can use the data for goal setting. | • Teachers and administrators will have had more exposure to the teacher evaluation process.  
• Results can be used with other data during the midyear formative review for a progress check on goals and adjustments to practice. | • Teachers and administrators will have had more exposure to the teacher evaluation process.  
• Teachers and administrators can use the results for end-of-year reflection or for goal setting considerations for the following school year. |
| **Disadvantages** | • New teachers might not be adequately familiar with the development and evaluation model within their school or district.  
• The beginning of the school year can be a busy time for teachers; competing priorities may adversely affect response rate. | • Survey may coincide with finals or other end-of-semester activities.  
• It may be challenging to provide an uninterrupted survey window due to holiday breaks. | • Survey results may not be able to inform mid-course corrections  
• Survey may coincide with finals or other end-of-year activities. |

10. **How should the survey be administered?**

The most common way the surveys are administered is through paper surveys that are hand-delivered or mailed to a specific person or through online surveys that can be disseminated by e-mail. Both methods have benefits and drawbacks, and it is important to consider your district’s
context when choosing which to use. Table 5 describes some of the advantages and disadvantages of each survey administration method.

Table 5. Survey Mode Considerations

<table>
<thead>
<tr>
<th>Survey Mode</th>
<th>Paper</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td>• The survey document is quicker to prepare and administer.</td>
<td>• An analysis-ready data file is created much more quickly and with fewer errors than paper survey data entered by hand.</td>
</tr>
<tr>
<td></td>
<td>• A paper handout is easier to administer in a group setting (e.g., during a meeting).</td>
<td>• Administration can be automated (survey invitation delivered by e-mail) with fewer staff members needed to distribute the surveys and oversee the collection of responses.</td>
</tr>
<tr>
<td></td>
<td>• A paper document does not require technical staff to program or administer.</td>
<td></td>
</tr>
<tr>
<td>Disadvantages</td>
<td>• More time is needed to enter data into an analyzable data file unless forms can be scanned.</td>
<td>• More time is needed to prepare the survey instrument.</td>
</tr>
<tr>
<td></td>
<td>• Data entry can be time-consuming and costly in a large district.</td>
<td>• Some online survey tools require a fee.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• May need technical staff to prepare and administer survey using the selected online tool.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schools with limited access to technology may not be able to administer with ease.</td>
</tr>
</tbody>
</table>

11. Who should take the surveys?

The surveys were pilot-tested with teachers, school administrators, and district administrators. The survey worked well for most respondents, although the small sample size for the district administrator survey made it difficult to fully validate those results. In certain district contexts, it might make sense to administer only the teacher survey, if there are not enough respondents for an accurate and anonymous analysis of district and school administrator survey data.

It also is important that surveys be completed by as many of those invited to participate as possible to increase the likelihood that the data are representative of the entire group of intended participants. It is best to administer the survey to the entire target population (e.g., all teachers at a school). In some rare cases, however, where the school is too large and surveying everyone is burdensome, a probability sample of the target population can be surveyed instead. If the sample method is chosen, the school should consult with a sampling statistician to make sure the sample is designed properly.
Survey Data Analysis and Interpretation

12. How can the survey data be prepared and analyzed?

Once the survey window is closed and all responses are received, the next step is to assemble the data and prepare them for analysis. Basic analyses using Microsoft Excel or any standard statistical software (e.g., SPSS, SAS, STATA) would be sufficient for analyzing the survey data. Analyzing the data requires basic data manipulation, such as organizing, cleaning, and editing the data, and descriptive analysis techniques, such as calculating frequencies, means, and standard deviations. For districts without data analytic and interpretation capacity, there are organizations such as the University of Minnesota’s Center for Applied Research and Educational Improvement (CAREI) with evaluation services that can aid a district in analyzing and interpreting the survey data.

Examining response rate. The response rate of a survey is a measure of what proportion of people who were invited to participate actually completed the survey. Response rate is expressed as a percentage from 0 to 100; the higher the response rate, the more likely the resulting sample will be representative of the total population. Lower response rates may be problematic, especially if people who do not respond are different from those who do. The results will be misleading or biased if certain types of people are more likely to respond to surveys than others.

Calculating frequency. Calculating the frequency, or the percentages of responses in each response category, is done by counting the number of respondents who selected each response choice for an item and dividing these numbers by the total number of responses to the item. Response percentages can be combined across categories to more generally describe attitudes or perceptions. For example, the percentage of respondents who provided positive responses (for example, agree or strongly agree) can be calculated and presented.

Calculating means. For questions that use a Likert-type scale (e.g., strongly disagree, disagree, neither disagree nor agree, agree, strongly agree), another way to analyze the data is to assign numerical values (e.g., from 1 = strongly disagree to 5 = strongly agree) to responses so that a higher value is associated with a more positive rating. The responses of all survey respondents to a particular item can be aggregated to obtain a mean score for that item, thereby describing those items with high means as a strength and those with low means as a weakness.

Aggregating responses for multiple items. All three surveys contain multiple survey items that were designed to address a core component or key process of teacher development and evaluation. Those questions were classified into domains or subdomains (see Table 1). During the pilot phase, each collection of survey items showed acceptable internal consistency, thereby ensuring that the responses of the same respondents to all items within a domain or subdomain can be aggregated to obtain a mean score. Further the average score for each respondent group (teachers, school administrators, and district administrators) on a domain or subdomain can be calculated. Because ratings on a single item are more susceptible to erratic or random
fluctuations (thereby lowering reliability) than summed ratings obtained from multiple items
designed to measure the same underlying attribute, the domain and subdomain scores provide
a more reliable measurement of the attribute than a single item can. Alternatively, the average
percentage of respondents who provided positive responses (for example, agree or strongly
agree) for all items within a domain or subdomain can be calculated.

These two aggregated measures—mean score and average percentage of positive measures—
provide an immediate summary of how each teacher development and evaluation component
was implemented (as measured by perceptions of the respondents). These metrics can be
useful for leadership teams and school board members as a general measure of the quality of
implementation in the district and to identify general areas of strength or weakness. District
leaders also, however, should look at the distribution of responses to individual items within a
domain or subdomain to help them understand the potential cause for high or low averages and
to better target the improvement effort.

Analyzing responses by subgroup. The frequencies and means also can be calculated for
subgroups. Districts may be interested in understanding whether there are different responses
by type of respondents, such as teachers in elementary schools versus teachers in middle
schools, classroom teachers versus other licensed staff, or new teachers versus experienced
teachers. Districts should identify the subgroups that are likely to be most meaningful to the
district and hence include additional questions in the surveys that allow identification of such
subgroups.

13. How can the survey findings be reported?

The goal of reporting is to interpret the survey results and share the information in the most
appropriate format for the target user (e.g., staff, principals, district superintendents, school
board members). When planning for survey reporting, districts can consider two fundamental
questions, “To whom should the data be presented?” and “How much data should be
presented?” Depending on how the district respond to these questions, the format and delivery
of the findings may differ.

Simple tables, charts, and graphs are a couple of approaches for effectively displaying and
comparing data. A bar graph presenting sample data analysis showing the percentage of
teachers and school administrators responding to survey questions on the fairness of teacher
evaluation measures is presented in Figure 2. Table 6 shows a sample table that presents a
sample survey analysis for the perceived impact of teacher development and evaluation across
three teacher practice subdomains.
Figure 2. Sample bar graph displaying teachers’ and school administrators’ perceptions on the fairness of teacher evaluation measures

Table 6. Sample table summarizing teachers’ and school administrators’ perceptions on the impact of teacher development and evaluation on teacher practice

<table>
<thead>
<tr>
<th>Subdomains</th>
<th>Teacher survey</th>
<th>School Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on instruction&lt;sup&gt;a&lt;/sup&gt;</td>
<td>269</td>
<td>31</td>
</tr>
<tr>
<td>Impact on teachers’ overall professional practice and collaboration&lt;sup&gt;b&lt;/sup&gt;</td>
<td>272</td>
<td>31</td>
</tr>
<tr>
<td>Impact on teacher-administrator interaction and collaboration&lt;sup&gt;b&lt;/sup&gt;</td>
<td>268</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subdomains</th>
<th>Number of responses</th>
<th>Mean</th>
<th>SD</th>
<th>Number of responses</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on instruction&lt;sup&gt;a&lt;/sup&gt;</td>
<td>269</td>
<td>2.73</td>
<td>0.72</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Impact on teachers’ overall professional practice and collaboration&lt;sup&gt;b&lt;/sup&gt;</td>
<td>272</td>
<td>3.74</td>
<td>0.80</td>
<td>31</td>
<td>3.82</td>
<td>0.59</td>
</tr>
<tr>
<td>Impact on teacher-administrator interaction and collaboration&lt;sup&gt;b&lt;/sup&gt;</td>
<td>268</td>
<td>3.30</td>
<td>1.01</td>
<td>31</td>
<td>3.71</td>
<td>0.54</td>
</tr>
</tbody>
</table>

<sup>a</sup> A scale of 1 to 4 was used, where 1 = no impact; 2 = slight impact; 3 = moderate impact; 4 = extensive impact.

<sup>b</sup> A scale of 1 to 5 was used, where 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; and 5 = strongly agree.

Notes: The scores on all items within the subdomain were averaged to obtain the score for the domain or subdomain; SD is standard deviation; — indicates that similar questions were not asked in the survey.

Source: Authors’ compilation using sample data.
14. How can the survey results be used?

District leaders can use the survey results to inform reflections and conversations about the continuous improvement of their teacher development and evaluation model and process. Using the survey results to inform action requires districts to investigate patterns in the data, identify strengths and weaknesses, and reflect on how the data can guide future actions.

When interpreting data, users should keep in mind any factors that may influence the results, including low response rates or drawing conclusions based on small differences in item or domain average ratings. Other factors not explicitly related to the survey may also affect the survey results. For example, staff perceptions on the teacher development and evaluation process may be affected by leadership change or other change initiatives implemented in the district or school around the time of the survey.

Information from these surveys could be used to inform improvement activities such as:

- Identifying areas in the district’s teacher development and evaluation plan that may not be well “operationalized” (teachable, learnable, doable, and assessable).
- Identifying implementation strengths and opportunities to improve—such as areas where additional training or coaching is needed or whether the vision is being realized in practice.
- Reflecting, over time, on progress towards goals.
- Making data-based presentations to school boards, union memberships or both.
- Engaging in data-focused conversations.
- Determining whether emerging problems are due to how the plan was designed, how the plan was implemented, or both so that solutions are appropriately targeted (e.g., changing the design of your plan is not the right strategy if the problem is an implementation problem).
- Determining whether solutions are needed systemically or whether individual interventions are needed.

District leaders or the district leadership team can focus on identifying areas of strength and opportunities for improvement, however, the survey data should not be used in isolation. Combining the survey results with other data points will also provide a more complete picture of the districts strengths and weaknesses. **These surveys are not recommended for use in high-stakes contexts, such as personnel decisions or for accountability purposes.**
References


Appendix A. Teacher Development and Evaluation
Implementation Teacher Survey

Instructions

• If you work in more than one district, please answer the question on the basis of your experience in the district that invited you to participate in this survey (referred to as your current district in the survey).

• If you work in more than one school in your current district, please answer the questions on the basis of your experience in the school where you typically work the most hours per week.

Experience with Teacher Development and Evaluation

1. When did you or when are you scheduled to receive your summative evaluation?

A summative evaluation is performed by a qualified and trained evaluator(s) (this may include a school administrator and/or a teacher peer), who conduct(s) evaluation activities (e.g., conducting teaching observations and providing feedback) during the school year and determine(s) your final summative evaluation ratings as part of the teacher development and evaluation process used at your school.

☐ 2013–14 school year or before
☐ 2014–15 school year
☐ 2015–16 school year
☐ 2016–17 school year or after
☐ I did not receive a summative evaluation before, nor am I scheduled to receive one.

SKIP [If “I did not receive…”, skip the next question. ]

2. Who was (were) assigned to be your summative evaluator(s)? Select all that apply.

☐ The principal of my school
☐ An assistant principal at my school
☐ The head of my department
☐ An instructional coach
☐ A teacher peer (typically a senior teacher from the school, such as a mentor, master, or lead teacher)
☐ An external evaluator not working at my school or district
☐ A district administrator
☐ Other personnel (please describe) ________________________________

1 Red text indicates skip logic or possible adjustments by users (e.g., school years).
3. During the 2014–15 school year, did an administrator evaluator (principal, assistant principal, charter school director, or assistant director) work with you to assess your performance and provide feedback as part of the teacher development and evaluation process at your school?

☐ Yes
☐ No

SKIP [If “No,” skip the next question and questions 11–20.]

The next question and several other questions in the survey ask about your experience with your administrator evaluator during the 2014–15 school year. If you had more than one administrator evaluator, please base your responses on the one with whom you worked the most.

4. On the basis of your experience with your administrator evaluator during the 2014–15 school year, how strongly do you agree or disagree with the following statements?

Select one response in each row.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

a. My administrator evaluator had the appropriate knowledge of instructional practice to evaluate my performance.

| 1 | 2 | 3 | 4 | 5 |

b. My administrator evaluator had sufficient training on the evaluation system (e.g., standards of practice observations, student outcome measures) to evaluate my performance.

| 1 | 2 | 3 | 4 | 5 |

c. My administrator evaluator’s assessment of my practice was accurate.

| 1 | 2 | 3 | 4 | 5 |

d. My administrator evaluator was well prepared to have conversations with me about my performance.

| 1 | 2 | 3 | 4 | 5 |
4. On the basis of your experience with your administrator evaluator during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. I felt comfortable having conversations with my administrator evaluator about my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. My administrator evaluator considered evidence that had been gathered across time (e.g., multiple observations, multiple data points for student outcomes) when providing me with feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

5. During the 2014–15 school year, did you work with a peer reviewer as part of the teacher development and evaluation process at your school?

A peer reviewer (or a peer coach) is a colleague who conducts coaching, observations, or other peer assistance activities (e.g., reviews student data and individual growth and development plans) and provides feedback about your teaching as part of the teacher development and evaluation process used at your school.

In some local teacher development and evaluation models, peer review is conducted as part of a learning team or professional learning committee activity. If this is true of your model, check “Yes.”

☐ Yes
☐ No

SKIP [If “No,” Skip the next question and questions 21–30.]

The next question and several other questions in the survey ask about your experience with your peer reviewer during the 2014–15 school year. If you had more than one peer reviewer, please base your responses on the one with whom you worked the most.
6. On the basis of your experience with your peer reviewer during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My peer reviewer had the appropriate content knowledge to help me improve my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. My peer reviewer had sufficient training on the evaluation system (e.g., standards of practice observations, student outcome measures) to evaluate my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. My peer reviewer’s assessment of my practice was accurate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. My peer reviewer was well prepared to have conversations with me about my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. I felt comfortable having conversations with my peer reviewer about my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. My peer reviewer considered evidence that had been gathered across time (e.g., multiple observations, multiple data points for student outcomes) when providing me with feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

7. During the 2014-15 school year, did you serve as a peer reviewer for other teachers at your school?

- Yes
- No
Measures of Teacher Instructional Practice

Measures of teacher instructional practice assess how teacher practice (both in and outside of the classroom) aligns to professional teaching standards and best practices in various domains of teaching (e.g., planning, instruction, classroom environment, professionalism).

8. During the 2014–15 school year, which of the following methods was used to assess your instructional practice as part of your evaluation? Select all that apply.

- Formal classroom observations (a formal observation typically includes a preobservation conference, classroom observation period, and postobservation conference)
- Informal classroom observations, such as walk-throughs
- Teacher portfolio reviews (review of a collection of evidence demonstrating teaching practice, such as lesson plans, videos of lessons, or student work samples)
- Other methods (please specify) _____
- Not applicable: evidence of instructional practice was not collected for teachers at my school during the 2014–15 school year

SKIP [If “Not applicable,” go to question 31. Otherwise, go to the next question.]

9. How strongly do you agree or disagree with the following statements about the measures of teacher instructional practice at your school? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I understand how teacher instructional practice ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. I understand how teacher instructional practice is incorporated into my final summative rating.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. The teacher instructional practice measures used at my school are adequate to assess the quality of my teaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Our measures of teacher instructional practice clearly define high-quality instruction in the context of my professional role.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
9. How strongly do you agree or disagree with the following statements about the measures of teacher instructional practice at your school? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. The teacher instructional practice measures used in my district are fair to teachers in my content area and grade level.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. I received adequate training and coaching on teacher instructional practice measures used in my district.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Our process for measuring teacher instructional practice helps me reflect on my instructional practice.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Our process for measuring teacher instructional practice facilitates performance feedback and conversations between me and my school administrator(s).</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. My teacher instructional practice ratings for 2014–15 were accurate.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SKIP** [Skip the next question for those who did not select any of the observation categories (i.e. the first two response options) for Question 8.]

10. How strongly do you agree or disagree with the following statements about teacher observation at your school? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am informed adequately about the teacher observation rubrics.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. How strongly do you agree or disagree with the following statements about teacher observation at your school? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. The teacher observation rubrics clearly describe what I need to know and do to earn each rating score.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. The teacher observation rubrics are appropriate for my position.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. The number of observations required for evaluation is adequate to assess the quality of my teaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Classroom Observations—Administrator Evaluator

Formal Observations

11. During the 2014–15 school year, how many times were you observed FORMALLY in the classroom by your administrator evaluator? (A formal classroom observation typically takes a full period and includes a preobservation conference and a postobservation conference.)

☐ None
☐ 1 time
☐ 2 times
☐ 3 times
☐ 4 times
☐ 5 times
☐ 6 or more times

SKIP [If “None,” go to question 17. Otherwise, go to the next question.]

12. What was the length of a typical FORMAL observation with your administrator evaluator?

☐ 15 minutes or less
☐ 16–30 minutes
☐ 31–45 minutes
☐ 46–60 minutes
☐ More than 60 minutes
13. **Did you typically participate in a pre- and/or postobservation conference with your administrator evaluator?** Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preobservation conference</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Postobservation conference</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**SKIP** [Only have respondents answer question 14a, 15a, and 15b if their answer is “Yes” for 13a. Only have them answer 14b and 15c if the answer is “Yes” for 13b.]

14. **What was the length of your typical pre- and/or postobservation conference with your administrator evaluator?**

<table>
<thead>
<tr>
<th></th>
<th>15 Minutes or Less</th>
<th>16–30 Minutes</th>
<th>31–45 Minutes</th>
<th>46–60 Minutes</th>
<th>More Than 60 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preobservation conference</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Postobservation conference</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

15. **On the basis of your experience having your teaching observed by your administrator evaluator during the 2014–15 school year, how strongly do you agree or disagree with the following statements?**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The preobservation conference(s) included a discussion about my lesson planning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. The preobservation conference(s) fully prepared me for what to expect during the observation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. The postobservation conference(s) provided me with meaningful feedback on how to improve my instruction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
16. How long after your FORMAL observation did you typically receive oral or written feedback from your administrator evaluator?

- ☐ Within 1–2 days
- ☐ Within 1–2 weeks
- ☐ More than two weeks later
- ☐ Did not usually receive feedback

Informal Observations

17. During the 2014–15 school year, how many times were you observed INFORMALLY (walk-throughs) in the classroom by your administrator evaluator?

- ☐ None
- ☐ 1 time
- ☐ 2 times
- ☐ 3 times
- ☐ 4 times
- ☐ 5 times
- ☐ 6 or more times

SKIP [If “None,” go to question 20. Otherwise, go to the next question.]

18. What was the length of a typical INFORMAL observation with your administrator evaluator?

- ☐ 15 minutes or less
- ☐ 16–30 minutes
- ☐ 31–45 minutes
- ☐ 46–60 minutes
- ☐ More than 60 minutes

19. On average, how long after your INFORMAL observation did you typically receive oral or written feedback from your administrator evaluator?

- ☐ Within 1–2 days
- ☐ Within 1–2 weeks
- ☐ More than two weeks later
- ☐ Did not usually receive feedback

SKIP [If the response is “Did not usually….” for both question 16 and question 19, go to question 21. Otherwise, go to the next question.]
### 20. How strongly do you agree or disagree with the following statements about the feedback you received from your administrator evaluator during the 2014–15 school year? Select one response in each row.

<table>
<thead>
<tr>
<th>Feedback statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Feedback included in-depth information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Feedback covered a variety of topics related to my instructional practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Feedback identified areas of strength in my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Feedback identified areas in which I am expected to grow or improve.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Feedback included actionable next steps.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Feedback included areas that I targeted in my professional growth plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Classroom Observations—Peer Reviewer

**Formal Observations**

#### 21. During the 2014–15 school year, how many times were you observed FORMALLY in the classroom by your peer reviewer? (A formal classroom observation typically takes a full period and includes a preobservation conference and a postobservation conference.)

- None
- 1 time
- 2 times
- 3 times
- 4 times
- 5 times
- 6 or more times

**SKIP** [If “None,” go to question 27. Otherwise, go to the next question.]

#### 22. What was the length of your typical FORMAL observation with your peer reviewer?

- 15 minutes or less
- 16–30 minutes
- 31–45 minutes
- 46–60 minutes
- More than 60 minutes
23. Did you typically participate in a pre- and/or postobservation conference with your peer reviewer? Select one response in each row. 

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preobservation conference</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Postobservation conference</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

24. What was the length of your typical pre- and/or postobservation conference with your peer reviewer? 

<table>
<thead>
<tr>
<th></th>
<th>15 Minutes or Less</th>
<th>16–30 Minutes</th>
<th>31–45 Minutes</th>
<th>46–60 Minutes</th>
<th>More Than 60 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preobservation conference</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Postobservation conference</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

25. On the basis of your experience having your teaching observed by your peer reviewer during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row. 

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The preobservation conference(s) included a discussion about my lesson planning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. The preobservation conference(s) fully prepared me for what to expect during the observation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. The postobservation conference(s) provided me with meaningful</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
25. On the basis of your experience having your teaching observed by your peer reviewer during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>feedback on how to improve my instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. How long after your FORMAL observation did you typically receive oral or written feedback from your peer reviewer?

- [ ] Within 1–2 days
- [ ] Within 1–2 weeks
- [ ] More than two weeks later
- [ ] Did not usually receive feedback

Informal Observations

27. During the 2014–15 school year, how many times were you observed INFORMALLY (walk-throughs) in the classroom by your peer reviewer?

- [ ] None
- [ ] 1 time
- [ ] 2 times
- [ ] 3 times
- [ ] 4 times
- [ ] 5 times
- [ ] 6 or more times

**SKIP** [If “None,” go to question 30. Otherwise, go to the next question.]

28. What was the length of your typical INFORMAL observation with your peer reviewer?

- [ ] 15 minutes or less
- [ ] 16–30 minutes
- [ ] 31–45 minutes
- [ ] 46–60 minutes
- [ ] More than 60 minutes

29. On average, how long after your INFORMAL observation did you typically receive oral or written feedback from your peer reviewer?

- [ ] Within 1–2 days
- [ ] Within 1–2 weeks
- [ ] More than two weeks later
- [ ] Did not usually receive feedback
30. How strongly do you agree or disagree with the following statements about the feedback you received from your peer reviewer during the 2014–15 school year? Select one response in each row.

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Feedback included in-depth information.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Feedback covered a variety of topics related to my instructional practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Feedback identified areas of strength in my performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Feedback identified areas in which I am expected to grow or improve.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Feedback included actionable next steps.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Feedback included areas that I targeted in my professional growth plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Measures of Student Academic Growth

31. During the 2014–15 school year, which of the following measures was used to assess your impact on student academic growth as part of your evaluation? Select all that apply.

Student academic growth measures refer to the methods that your district uses for determining how much academic progress your students are making between two points in time (usually during the course of one school year).

- Student growth targets that I set at the beginning of the year for all students in my class or a subgroup of students (often referred to as student learning goals)
- Student scores on state-mandated assessment(s) (e.g., MCA, GRAD, MTAS, ACCESS)
- Student scores on district-required assessment(s) (e.g., NWEA MAP)
- Student scores on school-determined common assessment(s)
- Student scores on grade-level, learning team, or professional learning community common assessment(s)
- Student scores on classroom assessment(s) (used by a single teacher for a particular course)
My value-added scores (Teacher value-added scores are used to estimate or quantify how much of an effect individual teachers have on student learning, typically calculated by using statistical algorithms and standardized-test results.)

- My teacher portfolio
- Other measures (please describe)
- Not applicable: evidence of my impact on student academic growth was not collected during the 2014–15 school year

**SKIP** [If “Not applicable,” go to question 34. Otherwise, go to the next question.]

### 32. How strongly do you agree or disagree with the following statements?

**Select one response in each row.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I understand how student academic growth ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. I understand how student academic growth is incorporated into my final summative rating.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Our measures for student academic growth reflect teachers’ contributions to student learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. The student academic growth measures used in my school are fair to teachers in my content area and grade level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Our local teacher development and evaluation model allows me the flexibility to decide which assessments are best for my students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Our process for measuring student academic growth helps me reflect on my instruction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### 32. How strongly do you agree or disagree with the following statements? *Select one response in each row.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. Our process for measuring student academic growth encourages me to set high standards for student achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Our process for measuring student academic growth encourages me to take risks and try new teaching approaches.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 33. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? *Select one response in each row.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I received student assessment data in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. I received adequate coaching and training to interpret student growth data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. My student academic growth ratings were accurate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
33. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. I received adequate information about how to develop high-quality student learning goals (i.e., student growth objectives or targets).</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. My district provided adequate resources for selecting assessments for student learning goals.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. I used data effectively to develop my student learning goals.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. There were opportunities to collaborate with my peers in developing or revising student learning goals.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. The goals I set for student academic growth were rigorous.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
33. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. The goals I set for student academic growth were attainable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Measures of Student Engagement

34. During the 2014–15 school year, which of the following measures was used to assess your impact on student engagement as part of your evaluation? Select all that apply.

- Evidence gathered through classroom observations by my administrator evaluator or peer reviewer
- Student behavioral data, such as student attendance rates, tardiness rates, grades, and disciplinary referrals
- My teacher portfolio
- Student survey data (e.g., MDE Student Engagement Survey)
- Other evidence (please specify) ________________________________
- Not applicable: evidence of my impact on student engagement was not collected in my evaluation during the 2014–15 school year

SKIP [If “Not applicable,” go to question 37. Otherwise, go to the next question.]
35. How strongly do you agree or disagree with the following statements?  
*Select one response in each row.*

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
</table>
| a. I understand how student engagement is defined in our teacher development and evaluation model.  
1 | 2 | 3 | 4 | 5 | 6 |
| b. I understand how student engagement ratings are determined.  
1 | 2 | 3 | 4 | 5 | 6 |
| c. I understand how student engagement is incorporated into my final summative rating.  
1 | 2 | 3 | 4 | 5 | 6 |
| d. Our student engagement measures reflect teachers’ influence on student engagement.  
1 | 2 | 3 | 4 | 5 | 6 |
| e. The engagement measures used in my district are fair to teachers in my content area and grade level.  
1 | 2 | 3 | 4 | 5 | 6 |
35. How strongly do you agree or disagree with the following statements? *Select one response in each row.*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>f.</td>
<td>During the 2014–15 school year, I received adequate resources to help interpret student survey and/or other student engagement data.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Our process for measuring student engagement encourages my self-evaluation and reflection on student engagement.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>Our process for measuring student engagement encourages me to set high standards for student engagement.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 35. How strongly do you agree or disagree with the following statements?

**Select one response in each row.**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

i. Our process for measuring student engagement provides me with information for developing student engagement strategies.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>

### 36. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements?

**Select one response in each row.**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. The measure(s) of student engagement we used provided meaningful data.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
</table>
36. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. I received student engagement data in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. I received adequate training and coaching to help interpret student engagement data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. My student engagement ratings were accurate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. Student engagement data were used effectively to plan my professional development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Individual Development and Growth Plan

37. During the 2014–15 school year, did you create and/or refine your individual growth and development plan (a.k.a. professional learning plan, professional growth plan) as part of the teacher development and evaluation process?

☐ Yes
☐ No

SKIP [If “No,” go to question 41. Otherwise, go to the next question.]

38. Which of the following people did you consult with when formulating and/or refining your individual growth and development plan? Select all that apply.

☐ A peer reviewer
☐ An administrator evaluator
☐ A colleague (other than my peer reviewer or administrator evaluator) in my professional learning community
☐ Other individual(s) (please specify) _________________________________
☐ No one: I wrote it on my own

39. How much time did you spend on formulating and/or refining your individual growth and development plan (including time spent on consulting with others, reviewing data, writing the plan, and/or updating the plan)?

☐ 2 hours or less
☐ 3–5 hours
☐ 6–10 hours
☐ 11–15 hours
☐ More than 15 hours

40. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements about your individual growth and development plan (plan)? Select one response in each row.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

a. I was provided with adequate guidance to develop my plan.

| 1 | 2 | 3 | 4 | 5 |

b. I was well prepared to write my plan.

| 1 | 2 | 3 | 4 | 5 |
40. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements about your individual growth and development plan (plan)?

Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>c.</td>
<td>I updated my plan throughout the year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d.</td>
<td>I incorporated feedback from my administrator evaluator or peer reviewer into my plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e.</td>
<td>Writing and revising my plan helped me reflect on my instructional practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f.</td>
<td>Writing and revising my plan provided opportunities for conversations about instruction between my administrator evaluator and me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g.</td>
<td>Writing and revising my plan provided opportunities for conversations about instruction between my peer reviewer or learning teams and me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h.</td>
<td>My plan served to focus my development activities with my administrator evaluator.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i.</td>
<td>My plan served to focus my development activities with my peer reviewer or learning teams.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Resources, Support, and Training

41. During the 2014–15 school year, which types of training and information sessions related to the teacher development and evaluation system did you attend? (Check all that apply.)

☐ District-sponsored sessions
☐ Building-sponsored sessions
☐ Professional learning community and/or other grade-level meetings
☐ Off-site conferences, workshops, networking sessions
☐ MDE training sessions
☐ Other (please specify)
☐ Not applicable: I did not attend any training or information sessions related to the teacher development and evaluation system in 2014–15.

SKIP [If “Not applicable,” go to question 43. Otherwise, go to the next question.]

42. During the 2014–15 school year, how many hours of training or education did you receive that specifically were related to the teacher development and evaluation system? (If only a proportion of a training session was related to teacher development and evaluation, count that proportion only in your estimate.)

☐ 2 hours or less
☐ 3–5 hours
☐ 6–8 hours
☐ 9–12 hours
☐ 13–16 hours
☐ 17–20 hours
☐ More than 20 hours

43. How strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My district has provided adequate information about my role in the teacher development and evaluation system.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. I feel informed adequately about the teacher development and evaluation system.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Overall, I am satisfied with the communication I have had regarding the teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
### 43. How strongly do you agree or disagree with the following statements? **Select one response in each row.**

<table>
<thead>
<tr>
<th>Development and Evaluation System.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. I feel that I have received adequate training to participate in the teacher development and evaluation process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Implementation Outcome and Impact

#### 44. What impact did participating in teacher development and evaluation in 2014–15 have on your instructional practices? **Select one response in each row.**

<table>
<thead>
<tr>
<th>Impact</th>
<th>No Impact</th>
<th>Slight Impact</th>
<th>Moderate Impact</th>
<th>Extensive Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Increased alignment between my professional development and growth goals and classroom activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Increased my use of student data for progress monitoring</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Increased my knowledge of content areas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. Increased my use of multiple assessments to inform instruction and evaluate student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. Increased my use of differentiated instruction in classrooms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. Increased my use of reteaching for areas of weakness in student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. Increased my use of enrichment teaching for areas of strength in student learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. Increased active engaged learning among students in my classrooms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. Improved my skills of managing behavioral problems among learners in my classrooms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j. Increased the use of self-directed learning activities in my classrooms</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
45. How strongly do you agree or disagree with the following statements about teacher development and evaluation during the 2014–15 school year? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The evaluation results were used to recognize or reward effective teachers (this could include monetary or nonmonetary reward, public or private, formal or informal recognitions).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. The evaluation results were used to inform our comprehensive school improvement plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. The results of my evaluation were used to inform my professional development plan for this year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. Specific resources have been provided to help me learn and grow in the areas identified in my evaluation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. The teacher development and evaluation system was well integrated into the routines and activities of the school year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. The teacher development and evaluation system was implemented efficiently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
45. How strongly do you agree or disagree with the following statements about teacher development and evaluation during the 2014–15 school year? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. The teacher development and evaluation system created transparency in the evaluation process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>h. The teacher development and evaluation system has made me more aware of my strengths and weaknesses as a teacher.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>i. I have improved my practice as a result of the teacher development and evaluation system.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>j. The ratings I received likely will influence the way I teach this year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

46. How strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The teacher development and evaluation process has resulted in more collaboration between me and my school administrator.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
46. How strongly do you agree or disagree with the following statements? \textit{Select one response in each row.}

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. The teacher development and evaluation process has resulted in more collaboration between my teacher colleagues and me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. The teacher development and evaluation process has promoted a professional collaborative school culture at my school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. The teacher development and evaluation process has generated deeper and richer discussions about teacher effectiveness centered on evidence rather than opinions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. My participation in the teacher development and evaluation process has benefited my students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. The district’s teacher development and evaluation system has had a positive impact on student achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
46. How strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. The teacher development and evaluation process will lead to continuous school improvement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

[END OF SURVEY]
Appendix B. Teacher Development and Evaluation Implementation School Administrator Survey

Instructions

- If you work in more than one district, please answer the question on the basis of your experience in the district that invited you to participate in this survey (referred to as your current district in the survey).

- If you work in more than one school in your current district, please answer the questions on the basis of your experience in the one school where you typically work the most hours.

Experience With Teacher Development and Evaluation

1. During the 2014–15 school year, did you serve as a summative evaluator as part of the teacher development and evaluation process at your school?

   A summative evaluator is a qualified and trained evaluator such as a school administrator who conducts evaluation activities (e.g., conducting teaching observations and providing feedback) during the school year and determines teachers’ final summative evaluation ratings as part of the teacher development and evaluation process used at your school.

   - Yes, I served as the summative evaluator for at least one teacher.
   - No, I did not serve as a summative evaluator.

   SKIP [If “No,” go to question 5. Otherwise, go to the next question.]

2. During the 2014–15 school year, for how many teachers did you serve as a summative evaluator?

   - 1–5 teachers
   - 6–10 teachers
   - 11–15 teachers
   - 16–20 teachers
   - 21–30 teachers
   - More than 30 teachers

---

2 Red text indicates skip logic or possible adjustments by users (e.g., school years).
3. During the 2014–15 school year, how prepared did you feel to implement the following components of the teacher development and evaluation system?  
*Select one response in each row.*

<table>
<thead>
<tr>
<th>Component</th>
<th>Not Prepared at All</th>
<th>A Little Prepared</th>
<th>Somewhat Prepared</th>
<th>Very Prepared</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Conducting formal classroom observations (a formal observation typically includes a preobservation conference, classroom observation period, and postobservation conference)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Conducting informal classroom observations (e.g., walk-throughs)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Conducting preobservation conferences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Conducting postobservation conferences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Reviewing student academic growth data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Reviewing student engagement data</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Reviewing teachers’ individual growth and development plan (a.k.a. professional learning plan, professional growth plan)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Providing feedback to teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
4. **On the basis of your experience serving as a summative evaluator during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I had the appropriate knowledge of instructional practice to evaluate the performance of the teachers for whom I served as a summative evaluator.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. I had sufficient training on the evaluation system (e.g., the rubrics and standards of practice, student academic growth measures, student engagement measures).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. I had sufficient time to provide a thorough evaluation for every teacher I evaluated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. I considered information that I had gathered across time (e.g., multiple observations, multiple data points on student outcomes) when I evaluated teacher performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. My feedback to teachers identified areas of strength in their performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. My feedback to teachers identified areas in which I expected them to grow or improve.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. My feedback to teachers included actionable next steps.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. My feedback to teachers included areas that they should target in their professional growth plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Measures of Teacher Instructional Practice

Measures of teacher instructional practice assess how teacher practice (both in and outside of the classroom) aligns to professional teaching standards and best practices in various domains of teaching (e.g., planning, instruction, classroom environment, professionalism).

5. During the 2014–15 school year, which of the following methods was used AT YOUR SCHOOL to assess teacher instructional practice as part of the teacher development and evaluation process? Select all that apply.

- Formal classroom observations by a school administrator (a formal observation typically includes a preobservation conference, classroom observation period, and a postobservation conference)
- Formal classroom observations by a peer reviewer or coach
- Informal classroom observations by a school administrator, such as walk-throughs
- Informal classroom observations by a peer reviewer or coach, such as walk-throughs
- Teacher portfolio reviews (review of a collection of evidence demonstrating teaching practice, such as lesson plans, videos of lessons, or student work samples)
- Other methods (please specify)
- Not applicable: Evidence of teacher instructional practice was not collected for teachers at my school during the 2014–15 school year.

**SKIP** [If “Not applicable,” go to question 21. Otherwise, go to the next question.]

6. How strongly do you agree or disagree with the following statements about the measures of teacher instructional practice at your school? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I understand how teacher instructional practice ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. I understand how teacher instructional practice is incorporated into their final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Teachers at my school understand how teacher instructional practice ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
6. How strongly do you agree or disagree with the following statements about the measures of teacher instructional practice at your school?

<table>
<thead>
<tr>
<th>Select one response in each row.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Teachers at my school understand how teacher instructional practice is incorporated into teachers' final summative ratings.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The teacher instructional practice measures used at my school are adequate to assess the quality of teaching.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Our measures of teacher instructional practice clearly define high-quality instruction in the context of different teaching roles.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The teacher instructional practice measures used in my district are fair to teachers in different content areas and grade levels.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Teachers received adequate training and coaching on teacher instructional practice measures used in my district.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Our process for measuring teacher instructional practice helps teachers reflect on their instructional practice.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Our process for measuring teacher instructional practice facilitates performance feedback and conversations between teachers and school administrators.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. **How strongly do you agree or disagree with the following statements about the measures of teacher instructional practice at your school?**

   *Select one response in each row.*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>k. Our process for measuring teacher instructional practice in <strong>2014–15</strong> resulted in accurate ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**SKIP** [Skip the next question for those who did not select any of the observation categories (i.e. the first four response options) for Question 5.]
7. How strongly do you agree or disagree with the following statements about teacher observation at your school? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Formal Observations

8. During the 2014–15 school year, did you conduct FORMAL classroom observations as part of the teacher development and evaluation process at your school? (A formal classroom observation typically takes a full period and includes a preobservation conference and a postobservation conference.)

☐ Yes
☐ No

SKIP [If “No,” go to question 15. Otherwise, go to the next question.]
9. On average, how many FORMAL observations did you complete for each teacher you evaluated?

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>One Observation</th>
<th>Two Observations</th>
<th>Three Observations</th>
<th>Four Observations</th>
<th>Five Observations</th>
<th>Six Observations or More</th>
<th>Did Not Serve as Evaluator for This Type of Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nontenured (probationary teachers)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Tenured (continued-contract teachers)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

10. What was the length of your typical FORMAL observation?

- [ ] 15 minutes or less
- [ ] 16–30 minutes
- [ ] 31–45 minutes
- [ ] 46–60 minutes
- [ ] More than 60 minutes

11. Did you typically conduct a pre- and/or postobservation conference with the teacher you observed FORMALLY? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preobservation conference</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Postobservation conference</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

SKIP [Only have respondents answer question 18a if their answer is “Yes” for 17a. Only have them answer 18b if the answer is “Yes” for 17b.]
12. **What was the length of your typical pre- and/or postobservation conference?**

<table>
<thead>
<tr>
<th></th>
<th>15 Minutes or Less</th>
<th>16–30 Minutes</th>
<th>31–45 Minutes</th>
<th>46–60 Minutes</th>
<th>More Than 60 Minutes</th>
<th>Not Applicable or Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preobservation conference</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. Postobservation conference</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

13. **How long after completing a FORMAL observation did you typically provide oral or written feedback?**

- [ ] Within 1–2 days
- [ ] Within 1–2 weeks
- [ ] More than two weeks later
- [ ] Did not usually provide feedback

14. **On average, how many hours did you spend per FORMAL teacher observation, including pre- and postobservation meetings, the time to write up your observations, and any other tasks involved?**

- [ ] 2 hours or less
- [ ] 3–4 hours
- [ ] 5–6 hours
- [ ] More than 6 hours

Informal Observations

15. **During the 2014–15 school year, did you conduct INFORMAL classroom observations (walk-throughs) as part of the teacher development and evaluation process at your school?**

- [ ] Yes
- [ ] No

**SKIP** [If “No” to both question 15 and question 8, go to question 21. If “No” to question 15 but “Yes” to question 8, go to question 20. Otherwise, go to the next question.]
16. On average, how many INFORMAL observations did you complete for each teacher you evaluated during the 2014–15 school year?

<table>
<thead>
<tr>
<th>Nontenured (probationary teachers)</th>
<th>None</th>
<th>One Observation</th>
<th>Two Observations</th>
<th>Three Observations</th>
<th>Four Observations</th>
<th>Five Observations</th>
<th>Six Observations</th>
<th>Six or More</th>
<th>Did Not Serve as Evaluator for This Type of Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured (continued-contract teachers)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>Did Not Serve as Evaluator for This Type of Teacher</td>
</tr>
</tbody>
</table>

17. What was the length of your typical INFORMAL observation?

- [ ] 15 minutes or less
- [ ] 16–30 minutes
- [ ] 31–45 minutes
- [ ] 46–60 minutes
- [ ] More than 60 minutes

18. How long after completing an INFORMAL observation did you typically provide oral or written feedback?

- [ ] Within 1–2 days
- [ ] Within 1–2 weeks
- [ ] More than two weeks later
- [ ] Did not usually provide feedback

19. On average, how many hours did you spend per INFORMAL teacher observation, including the time to write up your observation and any other tasks involved?

- [ ] 2 hours or less
- [ ] 3–4 hours
- [ ] 5–6 hours
- [ ] More than 6 hours
20. During the 2014–15 school year, how often did you encounter the following challenges?  

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Difficulty scheduling classroom observations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Difficulty setting up sufficient time to complete classroom observations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Difficulty obtaining samples of classroom artifacts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. Too many distractions (e.g., off-task talking, students coming and going, outside noises) in or around the classroom during your observation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Measures of Student Academic Growth

21. During the 2014–15 school year, which of the following measures was used AT YOUR SCHOOL to assess teachers’ impact on student academic growth as part of the teacher development and evaluation process? Select all that apply.

Student academic growth measures refer to the methods that your district uses for determining how much academic progress your students are making between two points in time (usually during the course of one school year).

☐ Student growth targets that teachers set at the beginning of the year for all students in class or a subgroup of students (often referred to as student learning goals)
☐ Student scores on state-mandated assessment(s) (e.g., MCA, GRAD, MTAS, ACCESS)
☐ Student scores on district-required assessment(s) (e.g., NWEA MAP)
☐ Student scores on school-determined common assessment(s)
☐ Student scores on grade-level, learning team, or professional learning community common assessment(s)
☐ Student scores on classroom assessment(s) (used by a single teacher for a particular course)
☐ Teachers’ value-added scores (used to estimate or quantify how much of an effect individual teachers have on student learning, typically calculated by using statistical algorithms and standardized-test results)
☐ Teacher portfolios
☐ Other measures (please describe) _____________________________________________
☐ Not applicable: Evidence of teachers’ impact on student academic growth was not collected for teachers at my school during the 2014–15 school year.

SKIP [If “Not applicable,” go to question 24. Otherwise, go to the next question.]
22. How strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I understand how student academic growth ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. I understand how student academic growth is incorporated into teachers’ final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Teachers at my school understand how student academic growth ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Teachers at my school understand how student academic growth is incorporated into their final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Our measures for student academic growth reflect teachers’ contributions to student learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. The student academic growth measures used in my school are fair to teachers in different grades and subjects.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. Our local teacher development and evaluation model allows teachers the flexibility to decide which assessments are best for their students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Our process for measuring student academic growth helps teachers reflect on their instruction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Our process for measuring student academic growth encourages teachers to set high standards for student achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j. Our process for measuring student academic growth encourages teachers to take risks and try new teaching approaches.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
23. On the basis of your experience during the **2014–15** school year, how strongly do you agree or disagree with the following statements? *Select one response in each row.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I received student assessment data results in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. I received adequate coaching and training to interpret student growth data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. Teachers at my school received adequate coaching and training to interpret student growth data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. Our process for measuring student academic growth resulted in accurate ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. Teachers at my school received adequate information about how to develop high-quality student learning goals (i.e., student growth objectives or targets).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. My district provided adequate resources for selecting assessments for student learning goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>g. Teachers at my school used data effectively to develop student learning goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>h. There were opportunities for teachers at my school to collaborate with peers in developing or revising student learning goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>i. The goals teachers set for student academic growth were rigorous.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>j. The goals teachers set for student academic growth were attainable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
24. During the 2014–15 school year, which of the following measures was used AT YOUR SCHOOL to assess teachers’ impact on student engagement as part of the teacher development and evaluation process? **Select all that apply.**

- Student survey data (e.g., MDE Student Engagement Survey)
- Student behavioral data, such as student attendance rates, tardiness rates, grades, and disciplinary referrals
- Evidence gathered through classroom observations by summative evaluators or peer reviewer(s)
- Teacher portfolios
- Other evidence (please specify)
- Not applicable: Evidence of teachers’ impact on student engagement was not collected for teachers at my school during the 2014–15 school year.

**SKIP** [If “Not applicable,” go to question 27. Otherwise, go to the next question.]

25. How strongly do you agree or disagree with the following statements? **Select one response in each row.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I understand how student engagement is defined in our teacher development and evaluation model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. I understand how student engagement ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. I understand how student engagement is incorporated into teachers’ final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Teachers in my school understand how student engagement is defined in our teacher development and evaluation model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Teachers in my school understand how student engagement ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. Teachers in my school understand how student engagement is incorporated into their final summative rating.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### 25. How strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Response</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>g. The student engagement measures included in teacher development and evaluations at my school reflect teachers’ influence on student engagement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. The engagement measures used in my district are fair to teachers in different grades and subjects.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Our process for measuring student engagement encourages teacher self-evaluation and reflection on student engagement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j. Our process for measuring student engagement encourages teachers to set high standards for student engagement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k. Our process for measuring student engagement provides information for developing student engagement strategies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### 26. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Response</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The measure(s) of student engagement we used provided meaningful data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
26. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. I received student engagement data in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. I received adequate training and coaching to help interpret student engagement data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. Teachers at my school received adequate training and coaching to help interpret student engagement data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. Student engagement data were used effectively to plan my professional development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. Our process for measuring student engagement resulted in accurate ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

**Individual Development and Growth Plan**

27. During the 2014–15 school year, were teachers at your school required to create and/or refine their individual growth and development plans (a.k.a. professional learning plan, professional growth plan) as part of the teacher development and evaluation process?

☐ Yes
□ No

SKIP [If “No,” go to question 29. Otherwise, go to the next question.]

28. On average, how much time did teachers at your school spend on formulating and/or refining their individual growth and development plans (including time spent on consulting with others, reviewing data, writing the plan, and/or updating the plan)?

□ 5 hours or less
□ 6–10 hours
□ 11–15 hours
□ 16–20 hours
□ More than 20 hours
□ I do not know

29. During the 2014–15 school year, did you review and/or approve teachers’ individual growth and development plans as part of the teacher development and evaluation process at your school?

□ Yes
□ No

SKIP [If “No,” go to question 31. Otherwise, go to the next question.]

30. On average, how much time did you spend per individual growth and development plan that you reviewed or approved?

□ 30 minutes or less
□ Between 30 and 60 minutes
□ Between 60 and 90 minutes
□ Between 90 minutes and 2 hours
□ More than 2 hours
## 31. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements about teachers’ individual growth and development plans? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My district provided adequate guidance to teachers and educators for developing their plans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. Teachers updated their plans throughout the year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. Teachers incorporated feedback from their evaluations into their plans.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. Writing and revising plans helped teachers reflect on their instructional practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. Writing and revising plans provided opportunities for conversations about instruction between teachers and school administrators.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. Writing and revising plans provided opportunities for conversations about instruction between teachers and their peer reviewers or learning teams.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>g. Teachers’ plans served to focus their development activities with school administrators.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>h. Teachers’ plans served to focus their development activities with peer reviewers or learning teams.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Resources, Support, and Training

32. During the 2014–15 school year, which types of training and information sessions related to the teacher development and evaluation system did you attend? (Check all that apply.)

- District-sponsored sessions
- Building-sponsored sessions
- Professional learning community and/or other grade-level meetings
- Off-site conferences, workshops, networking sessions
- Minnesota Department of Education training sessions
- Other (please specify)
- Not applicable: I did not attend any training or information sessions related to the teacher development and evaluation system in 2014–15 school year.

**SKIP** [If “Not applicable,” go to question 34. Otherwise, go to the next question.]
33. During the 2014–15 school year, how many hours of training or education did you receive that specifically were related to the teacher development and evaluation system? (If only a proportion of a training session was related to teacher development and evaluation, count that proportion only in your estimate.)

- 4 hours or less
- 5–8 hours
- 9–12 hours
- 13–16 hours
- 17–20 hours
- More than 20 hours

34. During the 2014–15 school year, which of the following activities did your school and/or district do to support the implementation of the teacher development and evaluation process? Select all that apply.

- Held information sessions for teachers and school administrators about the new system
- Offered training on the new system to current teachers during the academic year
- Equipped evaluators with relevant classroom observation protocols during the academic year
- Provided evaluators with training on scoring and rating calibration
- Assessed observer interrater reliability during the academic year
- Verified and certified that evaluators applied the new system validly and reliably during the academic year
- Planned how to train new teachers on the observation system for the next school year
- Planned how to train observers for the next school year
- Other (please specify) ________________________________
- None of the above
35. How strongly do you agree or disagree with the following statements? *Select one response in each row.*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My district has provided adequate information about my role in the teacher development evaluation system.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. I feel adequately informed about the teacher development and evaluation system.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Overall, I am satisfied with the communication I have had regarding the teacher development and evaluation system.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I feel that I have received adequate training to perform my job.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Implementation Outcome and Impact**
36. How strongly do you agree or disagree with the following statements about teacher development and evaluation during the 2014–15 school year?

Select one response in each row.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The evaluation results were used to recognize or reward effective teachers (this could include monetary or nonmonetary reward, public or private, formal or informal recognitions).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. The evaluation results were used to inform our comprehensive school improvement plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. The evaluation results were used to inform decisions about providing targeted interventions or support (such as professional development and performance plans).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. Specific resources have been provided to help teachers learn and grow in the areas identified in their evaluations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>The teacher development and evaluation system was well integrated into the routines and activities of the school year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>f.</td>
<td>The teacher development and evaluation system was implemented efficiently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g.</td>
<td>The teacher development and evaluation system created transparency in the evaluation process.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h.</td>
<td>The ratings teachers received for the 2014–15 evaluation likely will influence the way they teach this year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
37. How strongly do you agree or disagree with the following statements? 
Select one response in each row.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The teacher development and evaluation process has resulted in more collaboration between teachers and school administrators.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. The teacher development and evaluation process has resulted in more collaboration among teachers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. The teacher development and evaluation process has promoted a professional, collaborative school culture at my school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. The teacher development and evaluation process has generated deeper and richer discussions about teacher effectiveness centered on evidence rather than opinions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
e. The teacher development and evaluation process has benefited the students in my school.

f. The district's teacher development and evaluation has had a positive impact on student achievement.

g. The teacher development and evaluation process will lead to continuous school improvement.
Appendix C. Teacher Development and Evaluation Implementation District Administrator Survey

Instructions

- If you work in more than one district, please answer the question on the basis of your experience in the district that invited you to participate in this survey (referred to as your current district in the survey).

Measures of Teacher Instructional Practice

Measures of teacher instructional practice assess how teacher practice (both in and outside of the classroom) aligns to professional teaching standards and best practices in various domains of teaching (e.g., planning, instruction, classroom environment, professionalism).

1. During the 2014–15 school year, which of the following methods was used IN YOUR DISTRICT to assess teacher instructional practice as part of the teacher development and evaluation process? Select all that apply.

- Formal classroom observations by a school administrator (a formal observation typically includes a preobservation conference, classroom observation period, and a postobservation conference)
- Formal classroom observations by a peer reviewer or coach
- Informal classroom observations by a school administrator, such as walk-throughs
- Informal classroom observations by a peer reviewer or coach, such as walk-throughs
- Teacher portfolio reviews (review of a collection of evidence demonstrating teaching practice, such as lesson plans, videos of lessons, or student work samples)
- Other methods (please specify)
- Not applicable: Evidence of teacher instructional practice was not collected for teachers in my district during the 2014–15 school year.

SKIP [If “Not applicable,” go to question 4. Otherwise, go to the next question.]

3 Red text indicates skip logic or possible adjustments by users (e.g., school years).
2. How strongly do you agree or disagree with the following statements about the measures of teacher instructional practice in your district? **Select one response in each row.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers in my district understand how teacher instructional practice ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Teachers in my district understand how teacher instructional practice is incorporated into their final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. School administrators in my district understand how teacher instructional practice ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. School administrators in my district understand how teacher instructional practice is incorporated into teachers' final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. The teacher instructional practice measures used in my district are adequate to assess the quality of teaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. The teacher instructional practice measures used in my district clearly define high-quality instruction in the context of different professional roles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. The teacher instructional practice measures used in my district are fair to teachers in all content areas and grade levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Our process for measuring teacher instructional practice helps teachers reflect on their instructional practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
i. Our process for measuring teacher instructional practice facilitates performance feedback and conversations between teachers and school administrators.  


**SKIP question 3 for those who did not select any of the “observation” responses (the first four response options) to question 4.**

### 3. How strongly do you agree or disagree with the following statements about teacher observation in your district? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in my district are adequately informed about the teacher observation rubrics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>School administrators in my district are adequately informed about the teacher observation rubrics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The teacher observation rubrics clearly describe what all teachers need to know or do to earn each rating score.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The teacher observation rubrics are fair to teachers in all classrooms, content areas, and grade levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>The number of observations required for evaluation is adequate to assess the quality of teaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Measures of Student Academic Growth**

4. During the 2014–15 school year, which of the following measures was used IN YOUR DISTRICT to assess teachers’ impact on student academic growth as part of the teacher development and evaluation process? Select all that apply.

*Student academic growth measures* refer to the methods that your district uses for determining how much academic progress your students are making between two points in time (usually during the course of one school year).
☐ Student growth targets that teachers set at the beginning of the year for all students in class or a subgroup of students (often referred to as student learning goals)
☐ Student scores on state-mandated assessment(s) (e.g., MCA, GRAD, MTAS, ACCESS)
☐ Student scores on required assessment(s) (e.g., NWEA MAP)
☐ Student scores on school-determined common assessment(s)
☐ Student scores on grade level, learning team, or professional learning community common assessment(s)
☐ Student scores on classroom assessment(s) (used by a single teacher for a particular course)
☐ Teachers’ value-added scores (used to estimate or quantify how much of an effect individual teachers have on student learning, typically calculated by using statistical algorithms and standardized-test results)
☐ Teacher portfolios
☐ Other measures (please describe)
☐ Not applicable: Evidence of teachers’ impact on student academic growth was not collected for teachers in my district during the 2014–15 school year.

SKIP [If “Not applicable,” go to question 7. Otherwise, go to the next question.]
5. How strongly do you agree or disagree with the following statements? *Select one response in each row.*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers in my district understand how student academic growth ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Teachers in my district understand how student academic growth is incorporated into their final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. School administrators in my district understand how student academic growth ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. School administrators in my district understand how student academic growth is incorporated into teachers’ final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. Our measures for student academic growth reflect teachers’ contributions to student learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. The student academic growth measures used in my district are fair to teachers in all content areas and grade levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. My district’s teacher development and evaluation model allows teachers the flexibility to decide which assessments are best for their students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. Our process for measuring student academic growth helps teachers reflect on their instruction.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Our process for measuring student academic growth encourages teachers to set high standards for student achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j.</td>
<td>Our process for measuring student academic growth encourages teachers to take risks and try new teaching approaches.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1  2  3  4  5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers in my district received student assessment data in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. School administrators in my district received student assessment data in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. Teachers in my district received adequate coaching and training to interpret student growth data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. School administrators in my district received adequate coaching and training to interpret student growth data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. Our process for measuring student academic growth resulted in accurate ratings for teachers in my district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. Teachers in my district received adequate information about how to develop high-quality student learning goals (i.e., student growth objectives or targets).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>g. My district provided adequate resources for selecting assessments for student learning goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>h.</td>
<td>Teachers in my district used data effectively to develop student learning goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i.</td>
<td>There were opportunities for teachers in my district to collaborate with peers in developing or revising student learning goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>j.</td>
<td>The goals teachers in my district set for student academic growth were rigorous.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>k.</td>
<td>The goals teachers in my district set for student academic growth were attainable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Measures of Student Engagement

7. During the 2014–15 school year, which of the following measures was used IN YOUR DISTRICT to assess teachers’ impact on student engagement as part of the teacher development and evaluation process? Select all that apply.

☐ Student behavioral data, such as student attendance rates, tardiness rates, grades, and disciplinary referrals
☐ Evidence gathered through classroom observations by summative evaluators or peer reviewer(s)
☐ Teacher portfolios
☐ Student survey data (e.g., MDE Student Engagement Survey)
☐ Other evidence (please specify)
☐ Not applicable; Evidence of teachers’ impact on student engagement was not collected for teachers in my district during the 2014–15 school year.

SKIP [If “Not applicable,” go to question 10. Otherwise, go to the next question.]
8. How strongly do you agree or disagree with the following statements? *Select one response in each row.*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers in my district understand how <em>student engagement</em> is defined in our teacher development and evaluation model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Teachers in my district understand how student engagement ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Teachers in my district understand how student engagement is incorporated into their final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d. School administrators in my district understand how <em>student engagement</em> is defined in our teacher development and evaluation model.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e. School administrators in my district understand how student engagement ratings are determined.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f. School administrators in my district understand how student engagement is incorporated into teachers’ final summative ratings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g. The student engagement measures used in teacher development and evaluations in my district reflect teachers’ influence on student engagement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h. The engagement measures used in my district are fair to teachers in all content areas and grade levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i. Our process for measuring student engagement encourages teacher self-evaluation and reflection on student engagement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Our process for measuring student engagement encourages teachers to set high standards for student engagement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Our process for measuring student engagement provides information for developing student engagement strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>k.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
9. **On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The measure(s) of student engagement used in my district provided meaningful data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. Teachers in my district received student engagement data in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. School administrators in my district received student engagement data in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. Teachers in my district received adequate training and coaching to help them interpret student engagement data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. School administrators in my district received adequate training and coaching to help them interpret student engagement data.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. Our process for measuring student engagement resulted in accurate ratings for teachers in my district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>g. Student engagement data were used effectively to plan professional development for teachers in my district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Individual Development and Growth Plan

10. During the 2014–15 school year, were teachers in your district required to create and/or refine their individual growth and development plan (a.k.a. professional learning plan, professional growth plan) as part of the teacher development and evaluation process?

☐ Yes
☐ No

SKIP [If “No,” go to question 12. Otherwise, go to the next question.]
11. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements about teachers’ individual growth and development plans (plan)?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My district provided adequate guidance to teachers and educators for developing their plans.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Teachers in my district updated their plans throughout the year.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Teachers in my district incorporated feedback from their evaluations into their plans.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Writing and revising plans helped teachers in my district reflect on their instructional practice.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Writing and revising plans provided opportunities for conversations about instruction between teachers and school administrators in my district.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Writing and revising plans provided opportunities for conversations about instruction between teachers in my district and their peer reviewers or learning teams.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. In my district, teachers’ plans served to focus their development activities with school administrators.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. In my district, teachers’ plans served to focus their development activities with peer reviewers or learning teams.</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources, Support, and Training

12. During the 2014–15 school year, which of the following activities did your district do to support the implementation of the teacher development and evaluation process? Select all that apply.

- Held information sessions for teachers and school administrators about the new system
- Offered training on the new system to current teachers during the academic year
- Equipped evaluators with relevant classroom observation protocols during the academic year
- Provided evaluators with training on scoring and rating calibration
- Assessed observer interrater reliability during the academic year
- Verified and certified that evaluators applied the new system validly and reliably during the academic year
- Planned how to train new teachers on the observation system for the next school year
- Planned how to train observers for the next school year
- Other (please specify) ________________________________
- None of the above

13. During the 2014–15 school year, which of the following strategies did your district use to provide staffing support for the implementation of the teacher development and evaluation system? Select all that apply.

- Compensated staff for additional duties
- Reassigned staff
- Entered into a shared service agreement with another entity
- Entered into a shared service agreement with another district
- Hired additional part-time staff
- Hired additional full-time staff
- Current or existing administrative or supervisory staff have absorbed the work.
- Other strategies (please specify) ________________________________
- None of the above
14. On the basis of your experience during the 2014–15 school year, how strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. My district had adequate administrative and supervisory staff to meet the requirements of the teacher development and evaluation plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. My district had adequate financial resources to meet the requirements of the teacher development and evaluation plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. My district provided adequate information about the roles of different stakeholders (e.g., teachers, principals) in the evaluation system.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. School administrators in my district were well prepared to implement the teacher development and evaluation plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. Teachers in my district were well prepared to implement the teacher development and evaluation plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
f. Parents and community members in my district were provided with information about the teacher development and evaluation plan.
Implementation Outcome and Impact
15. How strongly do you agree or disagree with the following statements about teacher development and evaluation during the 2014–15 school year? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The evaluation results were used to recognize or reward effective teachers (such as monetary or nonmonetary rewards, public or private, formal or informal recognitions).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b.</td>
<td>The results from the teacher development and evaluation system were used to inform district strategic planning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c.</td>
<td>The evaluation results were used to inform decisions on how to use highly effective teachers in my district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d.</td>
<td>The evaluation results were used to inform decisions about providing targeted interventions or support in my district (such as professional development and performance plans).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>e.</td>
<td>Specific resources were provided to help teachers in my district learn and grow in the areas identified in their evaluations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f.</td>
<td>The teacher development and evaluation system was well integrated into the routines and activities of the school year throughout my district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>g.</td>
<td>The teacher development and evaluation system was implemented efficiently throughout my district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>h.</td>
<td>The process for implementing the teacher development and evaluation system in my district was fair.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>i.</td>
<td>The teacher development and evaluation system created transparency in the evaluation process in my district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
16. How strongly do you agree or disagree with the following statements? Select one response in each row.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>development and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluation process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has resulted in more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>between teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>administrators in my</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>district.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>development and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluation process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has resulted in more</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaboration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>among teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>development and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluation process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has promoted a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collaborative school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>culture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>development and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluation process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has generated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>deeper and richer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussions in my</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>district about</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teacher effectiveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>centered on evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rather than opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The teacher</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>development and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>evaluation process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has benefited the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students in my</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>district.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>f.</strong> My district’s teacher development and evaluation system has had a positive impact on student achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>g.</strong> The teacher development and evaluation process will lead to continuous school improvement throughout my district.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

[END OF SURVEY]
Appendix D. Development of the Pilot Surveys

This appendix describes the steps MDE and REL Midwest used to develop the pilot surveys.

Defining the conceptual framework

Based on an understanding of Minnesota’s teacher development and evaluation framework and a preliminary review of relevant literature and instruments used in previous assessments of the implementation of teacher evaluation systems (e.g., Doyle & Han, 2012; Zoller, 2012), the REL Midwest project team developed an initial framework for the surveys and identified thematic domains and subdomains that were to be explored in the surveys. In early April, the REL Midwest team met with the MDE team to finalize the list of research questions and to refine the framework.

Constructing the item bank

REL Midwest conducted a review of the literature on teacher evaluation system design and implementation. The literature review served two purposes: to clearly define the constructs, ensuring that construct definition aligns with related theory and research in the field, and to identify survey scales or items that could be used or adapted for this project.

REL Midwest’s review focused on research and policy reports that examine the recently redesigned teacher evaluation systems. REL Midwest obtained literature through database and Internet searches, expert recommendations, and article reference lists. REL Midwest used several combinations of broad keywords, such as survey, implementation, teacher evaluation system, educator evaluation, and teacher performance evaluation.

The review of survey measures resulted in 650 survey items from 16 publicly available sources (see a list of these sources at the end of this appendix) related to implementation of teacher evaluation systems. REL Midwest compiled an item bank that documents those items, including the topic addressed, response scales, source, reliability, setting of administration, and sample. REL Midwest reviewed the items to ensure their alignment with the constructs in the conceptual framework; items that were not relevant to those constructs were eliminated. Items that were redundant with others or measured very similar concepts also were eliminated. This process produced a final item bank of 150 items, from which REL Midwest developed the initial draft surveys.

Creating initial draft of the surveys

REL Midwest prioritized the use of existing survey items and scales above developing new items and scales, unless a compelling reason existed to not use the existing items (e.g., if existing survey items had design deficiencies, such as double-barreled wording). However, since Minnesota’s teacher development and evaluation process has unique features and nomenclature, the wording of many of the existing items (60 percent) had to be changed slightly to fit the Minnesota context. About eight percent of the items in the draft surveys were
developed for the purposes of these surveys because no existing items addressed the topic. REL Midwest developed the new items relying on knowledge from the literature and input from the MDE team.

Two senior researchers at American Institutes for Research with expertise in teacher evaluation, along with one survey methodologist, reviewed the initial draft surveys and provided feedback on the items. REL Midwest revised the surveys based on expert comments. Two Educator Effectiveness Research Alliance members from MDE and one district-level administrator also reviewed the revised drafts. REL Midwest made additional revisions to the surveys to address reviewers’ feedback and prepared the next version of the surveys for pretesting (that is, cognitive interviews).

**Conducting cognitive interviews**

REL Midwest conducted cognitive interviews with six teachers, one principal, and one district administrator. MDE helped recruit cognitive interview participants from Minnesota districts and schools. All the interviews were conducted by phone and audiotaped with consent from the interviewees. Respondents were instructed to think aloud and explain their thinking as they constructed their responses to the survey questions (Ericsson & Simon, 1980; Willis, DeMaio, & Harris-Kojetin, 1999). Respondents also were asked to identify the following:

- Questions or response options that were difficult to understand.
- Questions for which none of the response options was an accurate description of a respondent’s circumstance.
- Questions that called for a single response, but more than one of the options were appropriate responses.
- Terms that were not defined that should be defined.
- Questions for which the information requested was unavailable or unknown.

In addition, general questions about overall questionnaire length, relevance, ease, and flow of the questionnaire were also asked of all interviewees.

REL Midwest researchers reviewed interview notes and transcripts, identifying respondent feedback with regard to comprehension of the questions, retrieval of information, judgment or estimation process, and selection from response options. REL Midwest synthesized the findings and made decisions about retaining, deleting, or revising individual items.

**Preparing surveys for the pilot**

REL Midwest researchers revised the surveys based on the cognitive interview results. The revised surveys were reviewed one more time by the same survey methodologist who had reviewed the initial draft of the surveys and also by the MDE team. REL Midwest then incorporated the reviewers’ feedback and prepared the final draft of the pilot surveys, which
were approved by a representative of the U.S. Department of Education’s Institute of Education Sciences.

Fielding of the pilot surveys

MDE administered the pilot surveys through an online platform in late October and early November 2015. MDE sent email invitations to districts and individuals who had previously agreed to participate in the pilot. Participants were given four weeks to complete the surveys. Reminder emails were sent in the middle of the four-week window and one week before the survey closed. A total of 422 individuals provided valid responses to the surveys, including 363 teachers, 40 school administrators, and 19 district-level administrators (table D1). Forty-three schools and 18 districts were represented in the survey results. The overall response rate was 42 percent for the teacher survey, 83 percent for the school administrator survey, and 57 percent for the district administrator survey. District-specific response rates ranged from 25 percent to 100 percent for the teacher survey, from 20 percent to 100 percent for the school administrator survey, and from 44 percent to 100 percent for the district administrator survey.

Table D1. Survey respondents, schools, and districts represented in the pilot surveys

<table>
<thead>
<tr>
<th></th>
<th>All</th>
<th>Teachers</th>
<th>School administrators</th>
<th>District administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of respondents</td>
<td>422</td>
<td>363</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>Total schools represented</td>
<td>43</td>
<td>32</td>
<td>27</td>
<td>na</td>
</tr>
<tr>
<td>Total districts represented</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>14</td>
</tr>
</tbody>
</table>

Note: na is not applicable.
Source: REL Midwest’s analysis of data from the pilot teacher, school administrator, and district administrator surveys.

Analyzing the pilot survey data

MDE transferred the pilot data to REL Midwest for analysis in November 2015. REL Midwest first conducted descriptive analysis of all individual items. The percentages of participants who responded in each response category were calculated for each item. The frequency of item nonresponse also was examined. Items with a nonresponse rate greater than 10 percent were flagged for further review. For questions that used Likert-type scales, numerical values also were assigned to the response categories so that means and standard deviations could be calculated. Each questionnaire also included one open-ended question at the end asking respondents to provide any additional comments on teacher development and evaluation that

---

4 Three districts participated in all three surveys; four districts participated in the teacher survey and the school administrator surveys; two districts participated in the teacher survey and the district administrator survey; and two districts participated in the school administrator survey and district administrator survey. The rest of the seven districts participated in only the district administrator survey.
they want to share. REL Midwest grouped respondents’ comments by theme and then tallied the number of respondents who made statements that were aligned to each theme.

All three surveys contained collections of multiple items (mostly perception questions) that were designed to address a core component or key process of the teacher development and evaluation. REL Midwest researchers classified those questions into 10 thematic domains, each addressing a core component or key process in teacher development and evaluation. REL Midwest conducted exploratory factor analysis (EFA) to investigate the dimensionality of those items, that is, whether and how the multiple items designed to address the same component or process clustered in ways that indicated the presence or absence of a domain or subdomain (or dimension). EFA is a statistical method often used to explore the relationships among a relatively large set of variables. EFA uncovers the underlying structure of the larger set of variables and identifies a small number of factors that can be used to represent the relationships among the original variables.

The EFA provided preliminary evidence of how well individual items represented the underlying construct (domain or subdomain) and identified items that were redundant (for example, items that were highly correlated with each other), unclear (for example, items that loaded to a substantial degree on more than one factor), or irrelevant (for example, items that had low factor loadings). These items were flagged for potential revision or removal.

For each domain or subdomain, REL Midwest calculated the coefficient of reliability (Cronbach’s alpha) to determine whether items measuring the same domain or subdomain have sufficient internal consistency to allow aggregation across items. Cronbach's alpha measures how closely related a set of items are as a group. For this study, an alpha of 0.7 was considered an acceptable reliability coefficient (Nunnally, 1978).

Findings on item properties

Item-level nonresponse. Item nonresponse (missing response) rates generally were low for all three surveys. One item in the teacher survey had a nonresponse rate of 26 percent and one item in the district administrator survey had a nonresponse rate of 27 percent. There were also a relatively high proportion of respondents that selected the “I do not know” option for one question (6 percent) in the teacher survey and for another question (29 percent) in the district administrator survey. These two items were flagged for further review. The nonresponse rate for other items ranged from 0 to 3 percent for the teacher survey, and from 0 to 7 percent for both the school administrator survey and the district administrator survey.

Response scales. Data on the distribution of responses were examined to evaluate the suitability of the response scales. The proportion of responses in each response category is an indicator of category utilization. A proportion of responses less than 0.01 indicates the category is under-utilized whereas a category is over-utilized when the proportion of responses is over 0.95. For the teacher survey, REL Midwest examined the proportion of responses in each response category and flagged items with less than one percent or greater than 95 percent of responses in at least one response category. Twenty-nine such items were identified, including
11 factual questions and 18 perception questions. For the majority (91 percent) of perception questions in the school administrator survey, however, REL Midwest found that no respondents used the lowest category of the Likert-type scales (for example, strongly disagree). This may suggest that the pilot of this survey experienced a common issue with behavior rating scales—the tendency of respondents to give high ratings overall. However, this also may be partly due to the lack of natural variation in the sample. Given the small sample sizes for the school administrator survey items (40 or fewer), REL Midwest combined the proportions of responses for the lowest two categories and applied the criteria (proportion of responses < 0.1 or > 0.95) to the combined category. A total of 33 items were flagged, including nine factual items and 24 perception items. This analysis was not conducted for the district administrator survey because of small sample size.

**EFA results.** The analyses confirmed the unidimensionality of six domains—meaning that one factor was extracted where all items loaded strongly (0.50 or higher) on that factor (table D2). The analyses identified subdomains (that is, extracted more than one factor) for the other four domains (see table D2). REL Midwest labeled each factor (subdomain) based on a review of the content of items that loaded highly on the factor (which indicate what the factor is) as well as items that loaded poorly on the factor (which indicate what the factor is not). The EFA also identified 16 items for further review.

**Reliability.** REL Midwest examined the internal-consistency reliability of the domains and subdomains derived from the factor analysis using Cronbach’s alpha. Reliabilities ranged from 0.75 to 0.95 (see table D2), all greater than the 0.70 threshold. The findings indicate that items in each domain and subdomain showed a satisfactory level of internal consistency. Eight of the scales had reliability higher than 0.90. REL Midwest suggest that items in those scales be reviewed further to see if some items are redundant.

**Revising and finalizing the surveys**

The findings on item statistics from the pilot data were used to improve individual items and to increase the quality of the surveys as a whole. The MDE-REL Midwest team reviewed the findings and evaluated the flagged items one by one, taking into account the item statistics as well as the face validity of items, the conceptual framework that guided the development of the surveys, the number of items within each domain or subdomain, and the overall length of the surveys.
<table>
<thead>
<tr>
<th>Thematic domains and subdomains</th>
<th>Number of items</th>
<th>Eigenvalue</th>
<th>Percent of variance explained</th>
<th>Reliability alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency of administrator evaluators</td>
<td>7</td>
<td>5.26</td>
<td>75.20</td>
<td>0.94</td>
</tr>
<tr>
<td>Competency of peer reviewers</td>
<td>7</td>
<td>4.99</td>
<td>71.20</td>
<td>0.93</td>
</tr>
<tr>
<td>Quality of feedback from administrator evaluators</td>
<td>7</td>
<td>5.04</td>
<td>71.94</td>
<td>0.94</td>
</tr>
<tr>
<td>Quality of feedback from peer reviewers</td>
<td>7</td>
<td>5.19</td>
<td>74.15</td>
<td>0.94</td>
</tr>
<tr>
<td>Implementation of teacher practice measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of the measures and rubric</td>
<td>4</td>
<td>1.03</td>
<td>9.32</td>
<td>0.88</td>
</tr>
<tr>
<td>Adequacy of the measures and process</td>
<td>7</td>
<td>6.45</td>
<td>58.65</td>
<td>0.90</td>
</tr>
<tr>
<td>Implementation of student academic growth measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of the measures and rubric</td>
<td>2</td>
<td>1.27</td>
<td>10.58</td>
<td>0.75</td>
</tr>
<tr>
<td>Adequacy of the measures and process</td>
<td>6</td>
<td>4.95</td>
<td>41.23</td>
<td>0.88</td>
</tr>
<tr>
<td>Teachers’ implementation of student learning goals</td>
<td>5</td>
<td>1.60</td>
<td>13.32</td>
<td>0.75</td>
</tr>
<tr>
<td>Implementation of student engagement measures</td>
<td>9</td>
<td>6.60</td>
<td>73.32</td>
<td>0.95</td>
</tr>
<tr>
<td>Implementation of the IDGP</td>
<td>5</td>
<td>3.43</td>
<td>68.63</td>
<td>0.88</td>
</tr>
<tr>
<td>Implementation process and outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiency and transparency of the process</td>
<td>3</td>
<td>3.78</td>
<td>54.04</td>
<td>0.77</td>
</tr>
<tr>
<td>Effective use of evaluation results and follow-up</td>
<td>4</td>
<td>1.07</td>
<td>15.28</td>
<td>0.85</td>
</tr>
<tr>
<td>Impact on teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact on instruction</td>
<td>10</td>
<td>9.82</td>
<td>51.68</td>
<td>0.94</td>
</tr>
<tr>
<td>Impact on teachers’ overall professional practice and collaboration</td>
<td>7</td>
<td>2.10</td>
<td>11.03</td>
<td>0.92</td>
</tr>
<tr>
<td>Impact on teacher-administrator interaction and collaboration</td>
<td>2</td>
<td>1.29</td>
<td>6.79</td>
<td>0.92</td>
</tr>
</tbody>
</table>
List of sources for the initial survey item bank


Appendix E: Communication Templates for Survey Respondents

E1. Advance Notice Letter

Coming Soon: The Teacher Development and Evaluation Implementation Survey

Dear [insert position or name]:

I am writing to request your participation in a survey on the implementation of teacher development and evaluation, which will be administered on [date]. The purpose of this survey is to incorporate teacher/administrator input as part of our teacher development and evaluation program. All responses to this survey will be used strictly for the purpose of improving teacher development and evaluation by the district office. Your feedback is very important to us; it will provide the district with actionable feedback, and will create a more insightful evaluation process.

Your responses are completely confidential. Only district leadership teams will have access to responses, and results will be shared only as summaries in which no individual’s answers can be identified. The questionnaire should take only about [XX] minutes to complete. In a few days, you will receive an e-mail request to fill out this survey, and it will be open for response between [date] and [date].

We know teachers/administrators are frequently asked to complete surveys and share their views. As a fellow educator, please consider the benefits this survey has in shaping the teacher development and evaluation process in your district. If you have questions or you are interested in more information about this opportunity, please contact [insert name] ([insert e-mail]), [insert phone number].

Thank you very much for helping with this important work.

Best regards,

[Insert signature]

[Insert name, affiliation, and contact information]

---

5 All templates in this appendix can be adapted for any schools or districts wishing to administer a paper survey on a specific date.
E2. Invitation With Survey Link (if online)

Dear Survey Participant,

Thank you for taking part in the Teacher Development and Evaluation Implementation Survey. The results of this survey will be used for the purposes of improving teacher development and evaluation process in your district. Your responses will be kept completely confidential. Individual responses will not be provided to any party. All survey results will be reported only in statistical summaries that ensure that individuals cannot be identified.

Your responses will be transferred to the district office. Your participation is completely voluntary and you can stop at any time.

Please complete the following survey at your earliest convenience. To begin, select the link below, and when prompted, enter the username and password provided below.

[Insert Link]

[Insert username and password]

The survey will remain open through [date]. You will be able to save your work and complete the survey in more than one session, if necessary.

Your district superintendent has been notified of this research. If you have any questions or would like more information about the survey, you may contact [insert name] by e-mail at [insert e-mail address] or by calling [insert phone number]. If you experience any technical difficulties with the survey, please contact [insert name] at [insert e-mail address].

Thank you! Your time and willingness to complete the survey are greatly appreciated.

Sincerely,

[Insert signature]

[Insert name, affiliation, and contact information]
E3. Follow-Up E-mail or Communication (if online)

Subject: Reminder: Please complete the Teacher Development and Evaluation Implementation Survey

Recently, I sent you an invitation to complete a survey on teacher development and evaluation conducted by the [district or school name]. If you have already completed the survey, thank you. Your opinion is very valuable to us, and your time will be greatly appreciated. If you have not completed the survey yet, please do so. The deadline of filling out and submitting the survey is [date].

Please follow the link below to complete the survey.

[Insert Link]

[Insert username and password]

If you have any questions or would like more information about the study, you may contact [insert district contact name and e-mail].

Sincerely,

[Insert signature]

[Insert name, affiliation, and contact information]