

# **Appendix A: Evaluation Question Crosswalk with Data Collection Instruments**

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## Alignment of Evaluation Questions to Data Collection Instruments

Evaluation Question	Aligned sections of state instruments	Aligned sections of LEA instruments
<b>EQ 1. Analysis of data on equitable distribution.</b> What actions do states and LEAs report to analyze the distribution of teacher quality, and to plan and monitor progress?		
1.1 How are states and LEAs analyzing data to assess and understand the distribution of teacher quality? For example, what variables are included, and what breakdowns are included?	State data request form; State protocol 5-6	LEA data request form; LEA protocol 4-5
1.2 How do states and districts determine how large a difference is considered problematic across schools with different poverty or minority composition?	State protocol 26d	LEA protocol 25c
1.3 Are states and LEAs developing plans and monitoring plan implementation to ensure the equitable distribution of teachers? For example, how frequently are plans updated, how are states monitoring implementation of LEA plans?	State protocol 32-36	LEA protocol 31-32
<b>EQ 2. Development of new measures.</b> What actions do states and LEAs report to develop new measures of teacher quality, and do they use these measures to examine the distribution of teacher quality?		
2.1 What measures of teacher quality and breakdowns are states and LEAs examining?	State data request form; State protocol 5	LEA data request form; LEA protocol 4
2.2 Are states and LEAs considering or beginning to use teacher effectiveness measures that reflect student achievement and/or demonstration of instructional practice. If so, in these states and LEAs:	State protocol 6, 20-21	LEA protocol 5, 19-20
2.2.1 What are the measures of teacher effectiveness and what are their key features?	State protocol 6-18	LEA protocol 5-17
2.2.2 What motivated them to consider the measures?	State protocol 19, 22	LEA protocol 18, 21
2.2.3 Are they using the measures to examine the distribution of teacher quality?	State protocol 24-25	LEA protocol 24
2.2.4 What have they learned about using the measures? For example, what challenges have they encountered?	State protocol 23, 27	LEA protocol 22, 26
<b>EQ 3. Strategies for making distribution of effective teachers more equitable.</b> What strategies and actions do states and LEAs report to make the distribution of teachers more equitable across schools?		
3.1 What strategies and actions do states and LEAs report to ensure high-quality teachers for schools with high proportions of low-income or minority students? Have actions been taken in the areas of recruitment and retention, school conditions, or preparation and professional development?	State protocol 28	LEA protocol 27
3.2 On what basis do states and LEAs focus their actions? For example, do they target high-poverty schools or high-minority schools, and do they target teachers with particular qualifications?	State protocol 28b	LEA protocol 27b
3.3 To what extent do states and LEAs report using measures of teacher effectiveness in developing their strategies and actions to	State protocol 28c	LEA protocol 27c

Evaluation Question	Aligned sections of state instruments	Aligned sections of LEA instruments
ensure high-quality teachers for schools with high proportions of low-income or minority students?		
3.4 What evidence do states and LEAs have about the effect of their strategies and actions?	State protocol 28e-f	LEA protocol 27e-f
3.5 What challenges have states and LEAs encountered in actions to ensure high-quality teachers in schools with high proportions of low-income or minority students, and how have states and LEAs addressed those challenges?	State protocol 29	LEA protocol 28
<b>EQ 4. Role of federal programs.</b> What have been the perceived roles of federal programs (e.g., through formula programs like Title I and competitive grant programs, such as Race to the Top or Teacher Incentive Fund) in state and LEA actions related to the equitable distribution of teachers?		
4.1 What have been the perceived roles of federal equity plan requirements in state and LEA analysis, planning, and progress monitoring?	State protocol 32-36	LEA protocol 31-32
4.2 What have been the perceived roles of federal programs in state and LEA efforts to develop better measures of teacher quality and of the equitable distribution of teachers?	State protocol 30	LEA protocol 29
4.3 What have been the perceived roles of federal programs in state and LEA efforts to ensure high-quality teachers for schools with high proportions of low-income or minority students?	State protocol 30	LEA protocol 29
<b>EQ 5. Distribution of teacher quality and context for state and LEA strategies.</b> According to states and LEAs, what is the status of the distribution of teacher quality in states and LEAs, and what aspects of context shape the responses of states and LEAs to differences in teacher quality across schools?		
5.1 What do states and LEAs identify as the primary differences in teacher quality across schools? For example, by school poverty and minority composition, do states and LEAs collect, and use to gauge equitable distribution, differences in teacher experience? HQT status? Out-of-field status? Teacher scores on licensure tests? Time-to-passage on licensure tests? Other indicators? What comparisons do States and districts make (across high- and low-poverty schools? High- and low-minority schools? High-and-low-performing schools?)	State data request form; State protocol 26	LEA data request form; LEA protocol 25
5.1.1 Does the distribution of teacher quality look different when using teacher effectiveness measures?	State protocol 26e	LEA protocol 25d
5.2 What shapes the strategies and responses of states and LEAs to differences in teacher quality across schools? For example, do differences in fiscal capacity, restrictions in uses of student outcome measures, agreements with teacher organizations, or other factors affect state and LEA strategies and responses?	State protocol 26-32	LEA protocol 25-32