

APPENDIX B
PRINCIPAL SURVEY

- 1. Principal Letter**
- 2. Principal Questionnaire**

PRINCIPAL SURVEY COVER LETTER

Dear [PRINCIPAL NAME]:

Your school is participating in the national Evaluation of the Teacher Incentive Fund (TIF) conducted by <TBD> for the U.S. Department of Education. This important study will produce valuable information on the impact of performance-based incentive programs on student achievement, the career paths of principals and teachers, and the ability of schools to retain high-quality staff.

As part of the study, school principals are being asked to complete a Web-based survey this spring 2015. The survey will take about 30 minutes of your time. The survey is designed to learn about the hiring practices of school administrators, understand how principals and teachers are evaluated and compensated for their performance, and assess principals' understanding of the TIF program. The survey also collects information on principals' demographic characteristics, educational background, and professional experiences.

While your participation is voluntary, the information collected from principals like you will be extremely important to the study's findings. We will mail you a check for \$20 in appreciation of your participation upon receipt of the completed questionnaire this year and each subsequent year.

The information you provide in this survey will be kept strictly confidential and will not be shared with anyone outside the study team. District officials, principals, and school staff will not have access to the survey data. Responses will be presented only in aggregate form and will not identify any individual or school.

Please use the information below to access the TIF principal survey.

Go to <https://www.xxxxxxx.org/>

At the login screen, enter the following:

Login ID: [username]

Password: [password]

If you have any questions, please contact xxxxxxx, the deputy survey director, toll free at 866-xxx-xxxx or xxxx.

Thank you for your cooperation and participation in this important study.

Sincerely,

xxxxxxxxxxxxxx

Survey Director

OMB Control No.:
Expiration Date:

[Program Name]

U.S. DEPARTMENT OF EDUCATION NATIONAL TEACHER INCENTIVE FUND EVALUATION

PRINCIPAL SURVEY SPRING 2015



This survey is part of the evaluation of the Teacher Incentive Fund (TIF), a federally funded initiative on performance pay for educators. The survey includes questions about your background, your school's hiring practices, classroom assignments, and knowledge and perceptions of the TIF funded program.

Please return the completed form to:	If you have questions, please contact:
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This survey is authorized by law: The ARRA, Division A, Title VIII, Pub. L. 111–5 and Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2010, Division D, Title III, Pub. L. 111–117.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0876**. Public reporting burden for this collection is estimated to average 30 minutes per respondent, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is voluntary. If you have any comments or concerns regarding the status of your individual submission of this survey, please contact (U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Ave, NW, Washington, DC 20208) directly. (Note: Please do not return the completed survey to this address).

This survey is part of the national evaluation of the Teacher Incentive Fund (TIF), a federally funded initiative that will provide valuable information on the potential impact of performance-based incentive programs on student achievement and educator mobility. The survey includes questions about your background, your school's hiring practices, classroom assignments, and knowledge and perceptions of the TIF funded program.

We would like you to know that:

- This survey is voluntary, but your response is critical for producing valid and reliable data about your district's TIF funded program. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can.
- The survey takes about 30 minutes to complete, and once you have completed it, we will send you \$20 to compensate you for your time.
- Refusal to participate in the principal survey will not affect your employment, or relationship with your school or the evaluation partners, including the U.S. Department of Education, in any way.
- The study will provide important information that can be used by principals and other educators. Specifically, we will learn whether incentive programs may have a positive impact on student achievement and teacher and principal retention.
- Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific school or individual. We will not provide information that identifies you or your school to anyone outside the study team, except as required by law. Additionally, no one in your school or district will see your responses.
- Participation in the principal survey does not impose any special risks to you as a respondent other than accidental disclosure of information. Safeguards are in place to ensure individual respondent's confidentiality including restricted access to questionnaire data and separating identifying information such as name and school from survey responses. All contractor staff sign a confidentiality pledge and all staff with access to study data have received clearance from the U.S. Department of Education and are subject to severe legal consequences for any breach of confidentiality.
- An IRB has reviewed and approved this study. If you have any questions about your rights as a research participant, you can contact IRB at 1-800-xxx-xxxx.

I have read and I understand the above statements and agree to participate in the survey.

A. PERSONAL AND PROFESSIONAL BACKGROUND

A1. What position do you currently hold at this school?

MARK ONE ONLY

¹ Principal

² Assistant or vice principal

³ Other (*Specify*):

A2. How long have you served in your current position at this school?

MARK ONE ONLY

1 Less than one year.

In what month did you begin serving in your current position?

2 One year or more.

How many years have you served in your current position? |__|__| year(s)

A3. Including this school year, how many years have you served in any administrative position in this school?

|__|__| YEARS

A4. Including this school year, how many years have you served in any administrative position in any school?

Include all schools in this or any other district.

|__|__| YEARS

A5. How satisfied are you with each of the following aspects of your school this year?

MARK ONE BOX IN EACH ROW

	VERY DISSATISFI ED	SOMEWHAT DISSATISFI ED	SOMEWH AT SATISFIE D	VERY SATISFIE D
a. Opportunities for professional advancement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Opportunities to enhance my skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Opportunities to earn extra pay	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Use of observations to assess my skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Use of student achievement scores to assess my effectiveness	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Feedback on my performance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Recognition of accomplishments	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Quality of interaction with colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Efforts of my colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Morale in the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Overall job satisfaction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A6. What is the highest level of education you have completed?

MARK ONE ONLY

¹ Bachelor's degree

² Master's degree

³ Doctoral degree (Ph. D., Ed. D.)

⁴ Other (Specify):

A7. What is your year of birth?

| 1 | 9 | | |

A8. Are you of Hispanic or Latino origin?

¹ Yes

⁰ No

A9. What is your race?

SELECT ALL THAT APPLY

¹ White

² Black or African American

³ Asian

⁴ Native Hawaiian or other Pacific Islander

⁵ American Indian or Alaska Native

A10. Are you male or female?

MARK ONE ONLY

¹ Male

² Female

B1. Which of the following statements best describes the principal's role in hiring teachers for this school?

MARK ONE ONLY

- ¹ Principal has complete autonomy over teacher hiring
 - ² Principal is part of a school-level team responsible for teacher hiring
 - ³ Principal receives a set of prescreened candidates from the district office as the pool from which he or she (or a school team) can interview and hire teachers
 - ⁴ Principal has little or no input in hiring teachers at this school
 - ⁵ Other (*Specify*)
-

B2. In filling teacher vacancies for the 2014-2015 school year, when did your school FIRST begin interviewing potential teachers?

MARK ONE ONLY

- ¹ December 2013 or earlier
- ² January 2014
- ³ February 2014
- ⁴ March 2014
- ⁵ April 2014
- ⁶ May 2014
- ⁷ June 2014
- ⁸ July 2014
- ⁹ August 2014
- ¹⁰ September 2014 or later
- ^d Don't know
- ¹¹ No vacancies to fill → GO TO QUESTION B5

B3. During which period did your school conduct the MOST interviews with potential hires?

Write the number or letter from the list in B2 above (1 through 10 or d) that corresponds to that period.

|_|_|

B4. Please provide the information requested below about teaching positions for the 2012-2013 school year, including activities before the start of the school year.

NUMBER

- a. Total number of classroom teacher vacancies.....|__|__|
- b. Number of applications your school reviewed for the position(s)...|__|__|
- c. Number of applicants your school interviewed.....|__|__|
- d. Number of offers your school made.....|__|__|
- e. Number of offers that were accepted.....|__|__|

B5. How frequently were the following factors about your school used as incentives or benefits when recruiting or interviewing teachers for your school?

MARK ONE BOX IN EACH ROW

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
a. Salary.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Opportunities to earn performance-based pay.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Opportunities for career advancement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Opportunities for professional development.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. The level of teacher involvement in school decision making.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Collegiality of teaching staff.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. The school culture and/or educational philosophy.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. The school's reputation.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. The school's location or neighborhood.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. The level of student achievement at the school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
k. The [Program Name]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Other factor 1 (<i>Specify</i>).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

m. Other factor 2 (<i>Specify</i>).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

B6. Of the factors in Question B5, please indicate, in order of importance, the THREE that you feel are the most compelling reasons for teachers to accept a position at your school.

a. Most important factor.....|___|

b. Second most important...|___|

c. Third most important|___|

B7. Of the applicants who DID NOT ACCEPT the offer of a teaching position, do you think any of the factors listed in Question B5 contributed to that decision?

¹ Yes. If yes, in the space below, use the list in Question B5 (a-m) above to write those that apply, or write any other factor(s) not on the list.

a. Factor one.....|___|

b. Factor two.....|___|

c. Factor three.....|___|

d. _____ Other (Specify)

⁰ No factors apply; personal circumstances unrelated to school or position

^d Don't know

ⁿ Not applicable

B8. How frequently did your school use the following criteria when assigning teachers to grade levels or subject areas?

MARK ONE BOX IN EACH ROW

	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
a. The teacher's experience in a grade level or subject area.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. The teacher's seniority.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. The teacher's content knowledge.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. The teacher's ability to produce high test scores in grades/classes in which state or federal assessments are	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. The teacher's ability to work with certain student populations (e.g., ESL, special needs).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. To balance teacher experience and expertise in a grade level or subject.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Other (Specify)..... _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

B9. From the list of criteria in Question B8 above (a-g), please list the top three criteria your school uses when assigning teachers to tested grade levels or subject areas (grades/subject areas annually assessed by district and/or state achievement testing).

a. Criterion one.....|__|

b. Criterion two.....|__|

c. Criterion three.....|__|

C. TEACHER EVALUATION AND COMPENSATION AT YOUR SCHOOL

For questions in this section, please think about all policies and programs in effect at your school, and not just the [Program Name]. NOTE: For questions C1 to C5, please consider only instances of formal observations conducted in a classroom. Formal observations are standardized by using a rubric or checklist and are usually given at regular intervals. (Informal observations do not use a standardized rubric or checklist and are not conducted on any set schedule.)

C1. Are formal classroom observations being conducted or planned to evaluate teacher performance in your school?

¹ Yes

⁰ No **GO TO QUESTION C6**

C2. For each type of school staff listed below, mark Yes or No to indicate if someone in that position conducts formal classroom observations to evaluate teacher performance this year.

If a listed position is not relevant to your school, mark 'not applicable'.

MARK ONE BOX IN EACH ROW

	YES	NO	NOT APPLICABLE
a. Principal.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
b. Other administrator (e.g., assistant or vice principal, department head).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
c. Mentor, master, or lead teacher at your school.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
d. Mentor, master, or lead teacher from a different school.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
e. Content specialist.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
f. Other (<i>Specify</i>)..... _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>

C3. How often are formal observations conducted for classroom teachers during the school year?

A classroom teacher is typically observed |__| |__| TIMES DURING THE SCHOOL YEAR.

C4. Do teachers have the opportunity to review the instrument or rubric so that they can be informed about the criteria on which they are being assessed?

¹ Yes

⁰ No

C5. Is each teacher shown his or her ratings after the classroom observation?

¹ Yes

°[] No

C6. For which of the following roles or activities can teachers at your school earn additional pay this school year?

FOR EACH YES ANSWER, INDICATE IN COLUMN B THE MAXIMUM AMOUNT THAT A TEACHER COULD RECEIVE.

Roles and Responsibilities	A. CAN EARN ADDITIONAL PAY?	B. MAXIMUM AMOUNT POSSIBLE
a. Mentor teacher.....	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
b. Master or lead teacher.....	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
c. Department chair or head.....	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
d. Lead curriculum specialist	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
e. Serving on a school-wide committee or task force.....	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
f. Serving on a leadership team in some capacity (<i>Specify</i>).....	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
Other Activities		
g. Teaching in a hard-to-staff school (e.g., schools serving large proportions of economically disadvantaged or low-performing	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
h. Teaching high-need subjects (e.g., math, science, or special education).....	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
i. Attending professional development activities or enrolling in graduate-level courses (exclude tuition).....	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __
i. An automatic bonus (e.g. 1% of salary) for participating in [Program Name].....	1 <input type="checkbox"/> Yes 0 <input type="checkbox"/> No	\$ __ __ , __ __ __

The next series of questions focuses on criteria used to measure the performance of teachers (in tested grades and subjects) at your school and to determine performance-based bonuses. Performance-based bonuses refer to bonuses based on measured effectiveness and do not include additional pay for roles/responsibilities and activities (such as those listed in Question C6).

C7. Is it possible for teachers in tested grades and subjects at your school to earn a bonus based *solely* on their performance for the 2014-2015 school year?

¹ Yes → **GO TO C8**

⁰ No → **GO TO C9**

C8. What is the maximum possible performance-based bonus amount that a teacher in a tested grade and subject at your school can earn this school year? (If you are not sure, please provide your best estimate.)

Round to the nearest \$100.

\$ |__|__|, |__|__|__|

C9. Which of the following performance criteria are used to evaluate teachers in tested grades and subjects at your school or to determine their performance-based bonus?

In column A, indicate whether the performance criterion is used to evaluate teachers' performance at your school.

In column B, indicate whether the performance criterion helps determine whether teachers at your school may receive a performance-based bonus or the amount of the bonus they may receive. If it is not possible for teachers at your school to earn performance-based bonuses, please mark "N/A" for not applicable.

	FOR EACH CRITERION, MARK ONE BOX IN COLUMN A AND ONE BOX IN COLUMN B				
	A. IS CRITERION USED TO EVALUATE TEACHERS' PERFORMANCE?		B. DOES CRITERION AFFECT TEACHERS' PERFORMANCE-BASED BONUSES?		
	YES	NO	YES	NO	N/A
STUDENT ACHIEVEMENT					
a. Student test scores at a point in time (e.g., average scores, proficiency rates, or Adequate Yearly Progress – AYP based on 2014-2015 scores only)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
b. Growth in student test scores between the current and prior school year(s) at the <u>school level</u> (e.g., value-added, average gains).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
c. Growth in student test scores between the current and prior school year(s) in <u>certain student groups</u> (e.g., grade level, team, subject area).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
d. Growth in student test scores between the current and prior school year(s) in <u>teachers' individual classes</u>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
DIRECT OBSERVATION					
e. Classroom observations.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
f. Professional judgment of principal or other administrator, other than classroom observations.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
ATTENDANCE					
g. Teacher attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
h. Student attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
STAKEHOLDER INPUT					
i. Reviews from other teachers.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
j. Parent input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
k. Student input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
l. OTHER (Specify).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>

C10. Are teachers at your school eligible for non-monetary benefits in recognition of their performance or added responsibilities?

Yes

No → **GO TO SECTION D**

C11. Which of the following non-monetary benefits are available to teachers at your school?

MARK ONE BOX IN EACH ROW

	YES	NO
a. Release from classroom teaching for mentoring or other leadership activities	<input type="checkbox"/>	<input type="checkbox"/>
b. Decision making authority on issues such as hiring staff or adopting curriculum	<input type="checkbox"/>	<input type="checkbox"/>
c. Priority in teaching assignments (e.g., grade level or subject area).....	<input type="checkbox"/>	<input type="checkbox"/>
d. Priority in student assignment.....	<input type="checkbox"/>	<input type="checkbox"/>
e. Other (<i>Specify</i>)..... _____	<input type="checkbox"/>	<input type="checkbox"/>

C12. How much do you agree or disagree with each of the following statements?

MARK ONE BOX IN EACH ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. The district's teacher performance measures are an accurate measure of individual teacher performance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I use the district's performance measures to inform decisions about staffing and providing additional support to teachers (e.g., staff assignments and professional development needs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. ADMINISTRATOR EVALUATION AND COMPENSATION AT YOUR SCHOOL

NOTE: For the questions in this section, please think about all policies and programs in effect at your school, and not just the [Program Name].

D1. Have you been (or expect to be) observed by a trained observer this year?

Yes → **GO TO D2**

No → **GO TO D3**

D2. How many times during this school year have you been (or expect to be) observed by a trained observer to evaluate your performance?

|_|_| OBSERVATION(S) THIS SCHOOL YEAR TO DATE

|_|_| MORE OBSERVATION(S) EXPECTED BY THE END OF THE SCHOOL YEAR

D3. For which of the following roles or activities can you earn additional pay this school year?

FOR EACH YES ANSWER, INDICATE IN COLUMN B THE MAXIMUM AMOUNT THAT YOU COULD RECEIVE, AND IN COLUMN C, THE AMOUNT YOU EXPECT TO RECEIVE.

Roles and Responsibilities	A. CAN EARN ADDITIONAL PAY?	B. MAXIMUM AMOUNT POSSIBLE	C. AMOUNT YOU EXPECT TO RECEIVE
a. Additional roles or responsibilities in the school or district.....	<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ _ _ , _ _ _ 	\$ _ _ , _ _ _
Other Activities			
b. Working in a hard-to-staff school (e.g., schools serving large proportions of economically disadvantaged or low-performing.....)	<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ _ _ , _ _ _ 	\$ _ _ , _ _ _
c. Attending professional development activities or enrolling in graduate level courses (exclude tuition).....	<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ _ _ , _ _ _ 	\$ _ _ , _ _ _
d. An automatic bonus (e.g. 1% of salary) for participating in [Program Name].....	<input type="checkbox"/> Yes <input type="checkbox"/> No	\$ _ _ , _ _ _ 	\$ _ _ , _ _ _

The next series of questions focuses on criteria used to measure your performance and to determine performance-based bonuses. Performance-based bonuses refer to bonuses based on measured effectiveness and do not include additional pay for roles/responsibilities and activities (such as those listed in Question D3).

D4. Is it possible for you to earn a bonus based *solely* on your performance for the 2014-2015 school year?

¹ Yes → GO TO D5

⁰ No → GO TO D7

D5. What do you think is the maximum performance-based bonus that someone in your position could possibly earn for this school year?

Round to the nearest \$100.

\$ |__|__| , |__|__|__|

D6. What is your best estimate of the actual amount of performance-based bonus that you will receive?

Round to the nearest \$100.

\$ |__|__| , |__|__|__|

D7. Did you receive a bonus based *solely* on your performance last year?

¹ Yes

⁰ No

D8. How much do you agree or disagree with the following statements about the performance-based bonuses that were distributed based on measured performance last year?

MARK ONE BOX IN EACH ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. It was explained why I did (or did not) receive a performance-based bonus.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. I understand how the amounts of the performance-based bonuses were determined.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I received information about the performance-based bonus in a timely manner.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I feel the performance-based bonus payouts were fair.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. I understand how I can adjust my practices this year to try to earn a bonus or larger bonus	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

D9. Which of the following performance criteria are used to evaluate your performance or to determine your performance-based bonus?

In column A, indicate whether the performance criterion is used to evaluate your performance.

In column B, indicate whether the performance criterion helps determine whether you may receive a performance-based bonus or the amount of the bonus you may receive. If you are not eligible for a performance-based bonus, please mark "N/A" for not applicable.

	FOR EACH CRITERION, MARK ONE BOX IN COLUMN A AND ONE BOX IN COLUMN B				
	A. IS CRITERION USED TO EVALUATE YOUR PERFORMANCE?		B. DOES CRITERION AFFECT YOUR PERFORMANCE-BASED BONUS?		
	YES	NO	YES	NO	N/A
STUDENT ACHIEVEMENT					
a. Student test scores at a point in time (e.g., average scores, proficiency rates, or Adequate Yearly Progress – AYP based on 2014-2015 scores only)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
b. Growth in student test scores between the current and prior school year(s) at the <u>school level</u> (e.g., value-added, average gains).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
c. Growth in student test scores between the current and prior school year(s) in <u>certain student groups</u> (e.g., grade level, team, subject area).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
DIRECT OBSERVATION					
d. Observations by trained observers.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
INPUT FROM STAKEHOLDERS					
e. Teacher assessments.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
f. Parent input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
OTHER MEASURES					
g. Other measure 1 (<i>Specify</i>)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>
h. Other measure 2 (<i>Specify</i>)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	9 <input type="checkbox"/>

D10. What is your academic-year base administrative salary for the current school year?

Do not include the value of potential performance-based bonuses. Please report your before-tax earnings from July 1, 2014 to June 30, 2015.

Round to the nearest \$100.

\$ |__|__|__| , |__|_0|_0|

D11. Does your base administrative salary include additional pay for any roles or activities you may have performed this year?

-
- ¹ Yes **GO TO D10**
-
- ⁰ No **GO TO Section E**

D12. Please indicate the amount of your base administrative salary that is due to additional pay for performing roles or activities.

Round to the nearest \$100.

\$ |__|__| , |__|__|__|

D13. How much do you agree or disagree with each of the following statements?

MARK ONE BOX IN EACH ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. The district's principal performance measures are an accurate measure of my performance.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. The district's principal performance measures are fair.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. The district's principal performance measures are used to support principal improvement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

E. THE [PROGRAM NAME]

E1. Has the [Program Name] affected your choice of where to work as a school administrator?

Yes

No **GO TO QUESTION E3**

E2. How has the [Program Name] affected your choice of where to work as a school administrator?

MARK ONE ONLY

I stayed at my school because of the [Program Name]

I came to my school to get into the [Program Name]

E3. Tell us about the professional development activities in which teachers at your school participated during the 2014-2015 school year.

For each topic listed, indicate the following:

A: Was the topic the focus of professional development (PD) in which teachers participated?

B: If yes, approximately what percentage of teachers at your school received PD in the topic?

C: In general, to what extent do you feel the PD was beneficial to the participants?

IN EACH ROW, MARK ONE BOX IN COLUMN A. IF YES, COMPLETE COLUMNS B AND C.

	A. FOCUS OF PD?		B. PERCENT OF TEACHERS	C. PERCEIVED BENEFIT OF THE PD			
	YES	NO		NOT AT ALL	SLIGHTLY	SOME - WHAT	HIGHLY
a. Understanding components of the [Program Name].....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	_ _ _	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Understanding performance measure used as part of the [Program Name].....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	_ _ _	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Direct feedback based upon individual performance ratings as measured by the [Program Name].....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	_ _ _	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Differentiated instructional strategies based on student assessments.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	_ _ _	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Instructional techniques and strategies.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	_ _ _	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Aligning curricula to state or district standards.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	_ _ _	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

E4. Please indicate the extent to which you agree or disagree with each statement about the [Program Name] at your school.

MARK ONE BOX IN EACH ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. The [Program Name] has been clearly communicated to me.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. This school has less chance of earning a bonus because of the characteristics of our student	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. The evaluation system omits important aspects of school administration that should be considered.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. The [Program Name] contributes to greater collegiality and professionalism among the staff at	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Teachers at this school are more comfortable with formal observations of their teaching because of the [Program Name].....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Parents and the school community believe the [Program Name] is important.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. The [Program Name] is likely to continue for the foreseeable future.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. I played an important role in implementing the [Program Name] at my school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

F. THE [PROGRAM NAME]/ PERFORMANCE EVALUATION in 2015-16

F1. In 2015-16, I have the potential to earn additional pay

MARK ONE PER ROW

	YES	NO
a. Based <i>solely</i> on performance (e.g., measured by student achievement growth, observations, or a combination of measures)..... ₁	<input type="checkbox"/>	₀ <input type="checkbox"/>
b. Based on performance measured by student achievement growth..... ₁	<input type="checkbox"/>	₀ <input type="checkbox"/>
c. Based on performance measured by observations..... ₁	<input type="checkbox"/>	₀ <input type="checkbox"/>
d. Based on my school's characteristics (e.g., schools serving large proportions of economically disadvantaged or low-performing students)..... ₁	<input type="checkbox"/>	₀ <input type="checkbox"/>
e. For taking on additional roles or responsibilities in the school or district..... ₁	<input type="checkbox"/>	₀ <input type="checkbox"/>

F2. How much do you agree or disagree with each of the following statements?

MARK ONE BOX IN EACH ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. The district should provide additional pay based on <u>principal</u> performance in 2015-16.....	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>
b. The district should use student achievement growth to measure <u>principal</u> performance in 2015-16.....	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>
c. The district should use multiple observations to measure <u>principal</u> performance in 2015-16.....	₁ <input type="checkbox"/>	₂ <input type="checkbox"/>	₃ <input type="checkbox"/>	₄ <input type="checkbox"/>

F3. How much do you agree or disagree with each of the following statements?

MARK ONE BOX IN EACH ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
a. The district should provide additional pay based on <u>teacher</u> performance in 2015-16.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. The district should use student achievement growth to measure <u>teacher</u> performance in 2015-16.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. The district should use multiple observations to measure <u>teacher</u> performance in 2015-16.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

F4. If you have any additional thoughts you would like to share about the [Program Name] or clarifications on your responses, please use the space below.

G. CONTACT INFORMATION

- G1. Please provide your contact information below. We will use it to reach you in case we need to clarify any of your responses. We will also use the address to mail your check if you would like to receive it at an address other than your school address.**

Providing this information is voluntary.

Name: _____
Street address: _____
City: _____ State: _____ Zip Code: _____
Home Telephone: _ _ _ _ - _ _ _ _ - _ _ _ _ _
Area Code Number
Cell Phone: _ _ _ _ - _ _ _ _ - _ _ _ _ _
Area Code Number
Work email: _____
Home email: _____
Best time to reach you by phone: Day: _____ Time: _____

- G2. A follow-up questionnaire will be sent to you at your school next year. Please provide the name and contact information of someone who will know how to reach you if you are no longer at your current school.**

Providing this information is voluntary.

Person's Name: _____
Relationship to you: _____
Street address: _____
City: _____ State: _____ Zip Code: _____
Home Telephone: _ _ _ _ - _ _ _ _ - _ _ _ _ _
Area Code Number
Email: _____

Thank you for completing this questionnaire.