

Appendix D
Teacher Survey

Implementation of Title I/II Program Initiatives

Teacher Survey

Spring 2014



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Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Introduction

The **Implementation of Title I/II Program Initiatives** study will examine the implementation of policies promoted through the Elementary and Secondary Education Act (ESEA) at the state, district, and school levels, in four core areas: state content standards, assessments, school accountability, and teacher evaluation. The study will serve as an update on implementation of the Title I and Title II provisions since the last national assessment that concluded in 2006. The study includes surveys of officials from all state education agencies and district officials, school principals, and core academic and special education teachers from nationally representative samples. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study.

- Your responses are critical to drawing lessons about the implementation of ESEA.
- All survey results will be presented as aggregate findings and no individual schools or teachers will be named or otherwise identified in any study reports or other communications that use survey data.
- We will survey a new sample of teachers from your school at a later date so we can examine changes occurring in the school over time.

The study, including this survey, is being conducted by Westat and its partners, Mathematica Policy Research and edCount.

DEFINITIONS FOR USE THROUGHOUT THIS SURVEY:

Summative assessments are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

Diagnostic assessments are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

Student achievement growth is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are common:

1. **Value added measures (VAMs) or student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher's own students based on districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs) or student growth objectives (SGOs)** are achievement targets for a teacher's own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher's assessment of the students' starting achievement levels. SLOs/SGOs may relate to students' scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

Standardized assessments are assessments consistently administered and scored for all students in the same grades and subjects, districtwide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.

Arts Education is defined as visual arts, music, dance, and drama or theatre.

WEB PROGRAMMING NOTE: SOME TEXT IN THIS SURVEY WILL BE CUSTOMIZED AS FOLLOWS DEPENDING ON WHETHER THE TEACHER IS IN A SCHOOL IN A STATE THAT ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH.

IF THE TEACHER IS IN A SCHOOL IN A STATE THAT ADOPTED THE CCSS IN ELA OR MATH, DISPLAY "COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH" OR "CCSS" WHERE NOTED.

IF THE TEACHER IS IN A SCHOOL IN A STATE THAT DID NOT ADOPTED THE CCSS IN ELA OR MATH, DISPLAY "CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH" OR "CURRENT STATE CONTENT STANDARDS" WHERE NOTED.

Section 1. State Content Standards

[WEB PROGRAMMING NOTE: IF THE TEACHER IS IN A SCHOOL IN A STATE THAT ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) IN ENGLISH LANGUAGE ARTS (ELA) OR MATH, DISPLAY THE FOLLOWING TEXT:

Many states have recently adopted the Common Core State Standards (CCSS) —that is, content standards for English language arts (ELA) and math that are shared across these states. The CCSS also may be known as your state's recently revised college and career ready standards in ELA and math, core academic standards in ELA and math, or something similar. Since your state may have its own name for the CCSS, in this survey we refer to these standards simply as the Common Core State Standards or CCSS. Other states have substantially revised their own state content standards for ELA and math in recent years. This section includes questions about materials, professional development, and resources your district has used to support the implementation of the Common Core State Standards (CCSS) for English language arts (ELA) or math.

[WEB PROGRAMMING NOTE: IF THE TEACHER IS IN A SCHOOL IN A STATE THAT DID NOT ADOPT THE CCSS IN ELA OR MATH, DISPLAY THE FOLLOWING TEXT:

Many states have recently adopted the Common Core State Standards (CCSS) —that is, content standards for English language arts (ELA) and math that are shared across these states. Other states have substantially revised their own state content standards for ELA and math in recent years. This section includes questions about materials, professional development, and resources your district has used to support the implementation of the current state content standards for English language arts (ELA) or math.

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1-1. During this school year (2013-14), is your teaching fully aligned with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH], partially aligned with the standards, or have you not incorporated the standards into your teaching yet?

SELECT ONE RESPONSE IN EACH ROW

	FULLY ALIGNED WITH THE [CCSS/CURRENT STATE CONTENT STANDARDS]	PARTIALLY ALIGNED WITH THE [CCSS/CURRENT STATE CONTENT STANDARDS]	NOT ALIGNED WITH THE [CCSS/CURRENT STATE CONTENT STANDARDS]	[CCSS/CURRENT STATE CONTENT STANDARDS] IN THIS SUBJECT ARE NOT APPLICABLE TO THE CLASSES I TEACH
a. English language arts (ELA).....	1	2	3	na
b. Math.....	1	2	3	na

1-2. During this school year (2013-14), have you used any of the following materials to revise curriculum to align with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] and/or plan lessons based on these standards?

(Select NA (not applicable), where available, if you do not teach any English learners or students with disabilities.)

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO	NA
Materials to help align curriculum and instruction with the content standards			
a. Documents showing alignment between the previous state standards and the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
b. Documents showing alignment between required state summative assessments and the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
c. Tools or guidance on providing instruction aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] such as scope and sequence, curriculum maps, or frameworks.....	1	0	
d. A state-developed model curriculum for ELA or math instruction for each grade or course.....	1	0	
e. Sample lesson plans consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
f. Examples or videos of instruction consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
g. Sample student work.....	1	0	
h. Sample performance tasks for formative assessment purposes including rubrics or scoring guides.....	1	0	
i. Diagnostic assessment tests (or banks of diagnostic assessment items) aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
j. Textbooks or other instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
Materials to facilitate instruction for special populations			
k. Documents showing alignment between the [CCSS/ CURRENT STATE CONTENT STANDARDS] and the state's English Language Proficiency standards (standards for the progression of English language development for English learners).....	1	0	na
l. Materials for understanding how to adapt instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	na
m. Materials for understanding how to adapt instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	na
Other materials			
n. Walk-through or observation protocols to aid in monitoring alignment of your instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
o. Student report cards aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	

IF YES IS SELECTED FOR ANY ROWS A THROUGH M ABOVE, PROCEED TO QUESTION 1-3. OTHERWISE, SKIP TO QUESTION 1-4.

1-3. Indicate to what extent you found the materials described in the previous question (by category) useful to help revise curriculum to align with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] and/or plan lessons based on these standards.

(Select NA if you did not use that type of material.)

SELECT ONE RESPONSE IN EACH ROW

	NOT USEFUL AT ALL	SOMEWHAT USEFUL	MODERATELY USEFUL	VERY USEFUL	NA
a. Materials to help align curriculum and instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	0	1	2	3	na
b. Materials to facilitate instruction for special populations.....	0	1	2	3	na

1-4. During this school year (2013-14) and including last summer (2013), have you received professional development on any of the following topics related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?

SELECT ONE RESPONSE IN EACH ROW

YES	NO
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Professional development topics

a. Information about the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as content covered at each grade level and instructional changes or shifts required....	1	0
b. Instructional strategies consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as model lessons or designing student work.....	1	0
c. Adapting instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
d. Adapting instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
e. Using student assessment data to improve instruction.....	1	0
f. Monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as the use of observation protocols.....	1	0

IF YES IS SELECTED FOR ANY ROW IN 1-4 PROCEED TO QUESTIONS 1-5, 1-6, AND 1-7. OTHERWISE, SKIP TO QUESTION 1-8.

1-5. Through which methods did you receive professional development on the topics listed above?

SELECT ONE RESPONSE
IN EACH ROW

YES	NO
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Method of delivery of professional development

a. Attended statewide or regional/county conference(s) on these topics.....	1	0
b. Watched presentation(s) via webinar or video recording(s) on these topics.....	1	0
c. Worked with an instructional coach on these topics.....	1	0
d. Received required in-service professional development on these topics.....	1	0
e. Worked in teams with other teachers to develop curriculum and lessons aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
f. Worked with a content area coordinator, a team leader, or a specialist on these topics.....	1	0
g. Some other mode.....	1	0

1-6. Which one of these methods was the most useful source of professional development related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?

SELECT ONE ONLY

- Attended statewide or regional/county conference(s) on these topics.....1
- Watched presentation(s) via webinar or video recording(s) on these topics.....2
- Worked with an instructional coach on these topics.....3
- Received required in-service professional development on these topics.....4
- Worked in teams with other teachers to develop curriculum and lessons aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....5
- Worked with a content area coordinator, a team leader, or a specialist on these topics.....6
- Some other mode.....7

1-7. Indicate to what extent the professional development you received was useful to help plan lessons and use teaching strategies aligned with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH].

SELECT ONE ONLY

- Not useful at all.....0
- Somewhat useful.....1
- Moderately useful.....2
- Very useful.....3

1-8. During this school year (2013-14), have you participated in any of the following activities related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Discussed how to implement the [CCSS/ CURRENT STATE CONTENT STANDARDS] at faculty, department, or grade-level meetings.....	1	0
b. Worked with other teachers to make connections between the [CCSS/ CURRENT STATE CONTENT STANDARDS], curricula, and lesson plans across grades or courses.....	1	0
c. Reviewed the alignment of curriculum and lesson plans to the [CCSS/ CURRENT STATE CONTENT STANDARDS] covering the subjects you teach.....	1	0
d. Dropped material from lesson or unit plans that does not align with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
e. Set student learning goals or objectives using the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
f. Developed assignments, projects, tests, or performance tasks aimed at assessing student progress toward meeting the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
g. Provided feedback to students in terms of their progress toward meeting the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
h. Had central office staff or a school administrator visit your classroom to see how your instruction aligns with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
i. Had a coach, mentor teacher, or other instructional leader visit your classroom to see how your instruction aligns with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
j. Discussed the alignment of your teaching to the [CCSS/ CURRENT STATE CONTENT STANDARDS] with school administrators as part of your performance evaluation process.....	1	0
k. Had alignment of your teaching with the [CCSS/ CURRENT STATE CONTENT STANDARDS] as part of your performance evaluation.....	1	0
l. Included implementing the [CCSS/ CURRENT STATE CONTENT STANDARDS] as part of your professional development plan.....	1	0

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1-9. During your class instruction this school year (2013-14), how often do you do the following activities?

(If you teach more than one group of students during the day, please respond for your typical class.)

SELECT ONE RESPONSE IN EACH ROW

	NEVER	ONCE PER MONTH OR LESS	TWO OR THREE TIMES PER MONTH	ONCE OR TWICE PER WEEK	THREE OR FOUR TIMES PER WEEK	EVERY DAY
a. Use non-fiction informational texts such as historical, scientific, or technical narratives in your instruction.....	0	1	2	3	4	5
b. Use non-fiction literary texts such as essays, speeches, arguments, art reviews, or memoirs in your instruction.....	0	1	2	3	4	5
c. Require students to include evidence from informational or literary texts in their writing.....	0	1	2	3	4	5
d. Create assignments that require students to use information from literary or informational texts to complete.....	0	1	2	3	4	5
e. In classroom discussions, require students to practice using evidence from both literary and informational texts.....	0	1	2	3	4	5
f. Provide opportunities for students to apply math concepts in real-world situations.....	0	1	2	3	4	5
g. Require students to demonstrate conceptual math understanding through complex problem solving.....	0	1	2	3	4	5

1-10. To what extent would you describe the following as challenges to incorporating the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] into your classroom instruction?

SELECT ONE RESPONSE IN EACH ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Insufficient time for professional development.....	1	2	3
b. Professional development that is weak or poorly aligned with instructional needs.....	1	2	3
c. Insufficient information available about how to revise lessons and instructional materials to meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	2	3
d. Lack of school staff who can mentor or serve as a resource to teachers about the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	2	3
e. Lack of guidance or support from the district or school.....	1	2	3
f. Lack of instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	2	3
g.....The additional work required to modify curriculum and lesson plans within tight timeframes.....	1	2	3
h. Community concerns or opposition to the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	2	3

1-11. Overall, to what extent do you view incorporating the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] into your instruction as a challenge?

SELECT ONE ONLY

- Not a challenge.....1
- Minor challenge.....2
- Major challenge.....3

Section 2. Assessments

In this section of the survey, we will ask about materials or professional development that you have received to help with assessment activities, and how you use information from assessments.

2-1. During this school year (2013-14), have you done any of the following to prepare students for required state summative assessments in English language arts (ELA) and/or math?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Strengthened coursework in areas with statewide assessments.....	1	0
b. Taught test-taking skills to students.....	1	0
c. Provided opportunities for students to take practice statewide assessments on paper.....	1	0
d. Provided opportunities for students to take practice statewide assessments online.....	1	0
e. Identified students likely to score below state proficiency levels for additional help.....	1	0

Next we will ask about the use of a student-level data system. By student-level data system, we mean any technology-based tool that provides school leaders and teachers with data that can be used to monitor the achievement of individual students.

2-2. During this school year (2013-14), do you have electronic access to a student-level data system that includes any of the following types of data for students in your classes?

Check box if you do not have electronic access to a student-level data system and skip to 2-4

Data System Includes:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Past achievement of each of your current students on state or districtwide summative assessments.....	1	0
b. Achievement of each of your current students on districtwide diagnostic assessments.....	1	0
c. Achievement growth of each of your current students on state or districtwide summative assessments.....	1	0
d. Past course grades for each of your current students.....	1	0
e. Attendance of individual students.....	1	0
f. Behavior/discipline information for each of your current students.....	1	0
g. Readiness of each of your current students for grade promotion or graduation ("on track" measures).....	1	0

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2-3. During this school year (2013-14), have you received any of the following related to the data system to help you analyze and use student data to inform instruction?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Web-based tools.....	1	0
b. Manuals or guidebooks.....	1	0
c. Support from data experts who could address your questions.....	1	0

2-4. During this school year (2013-14), have you used data on student achievement for any of the following purposes? Data on student achievement could come from state summative assessments, districtwide assessments, or assessments you developed for your classes.

(Select NA, where available, if you do not teach any English learners or student with disabilities.)

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. To set measurable learning objectives or goals for your classes.....	1	0	
b. To monitor student progress toward performance targets or learning goals.....	1	0	
c. To monitor the progress of English learners.....	1	0	na
d. To monitor the progress of students with disabilities.....	1	0	na
e. To identify individual students who are struggling academically.....	1	0	
f. To monitor the progress of students who are struggling academically.....	1	0	
g. To plan whole-class instruction.....	1	0	
h. To plan instruction for individual students.....	1	0	
i. To evaluate the effectiveness of a lesson or unit.....	1	0	
j. To evaluate the effectiveness of your instruction.....	1	0	

2-5. To what extent would you describe the following as challenges to using assessment data to inform your instruction?

SELECT ONE RESPONSE IN EACH ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Limited access to data from prior years on the students I teach this year.....	1	2	3
b. Timeliness of the data on student achievement from prior years	1	2	3
c. Understanding how to analyze information from diagnostic assessments to inform instruction.....	1	2	3
d. Getting enough training on analyzing student assessment data to inform instruction.....	1	2	3
e. Lack of district or school staff who can assist me with questions about analyzing student data.....	1	2	3
f. Having regularly-scheduled time to meet with other teachers as a team to discuss student achievement data and instruction....	1	2	3
g. Assessments are not well aligned with the curriculum.....	1	2	3
h. Available assessment data do not accurately measure my students' knowledge and skills.....	1	2	3

Section 3. School Accountability

3-1. During this school year (2013-14), have school leaders provided any of the following information about your school?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Your school's performance category, based on your state or district school accountability system.....	1	0
b. Why your school is in its current performance category.....	1	0
c. This year's school goals for student achievement.....	1	0
d. Strategies your school is pursuing to meet its student achievement goals.....	1	0
e. How you could contribute to meeting student achievement goals for your school...	1	0
f. Strategies to set specific student achievement goals for your classes or students.....	1	0
g. Strategies for you to use in meeting student achievement goals for your classes or students.....	1	0

3-2. During this school year (2013-14) and including last summer (2013), have you participated in any of the following activities?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Implemented a new curriculum in your classroom.....	1	0
b. Implemented a comprehensive schoolwide reform model in your classroom.....	1	0
c. Worked a school schedule that provides additional time for student learning (relative to a typical schedule for schools in your community) through an extended school day, week, or year.....	1	0
d. Identified struggling students for school-sponsored individual or small-group tutoring outside of the school day.....	1	0
e. Provided school-sponsored assistance to struggling students outside of the school day at least once a week.....	1	0
f. Participated in a new schoolwide program to increase family and community engagement.....	1	0
g. Participated in a new schoolwide program to address students' social, emotional, or health needs.....	1	0
h. Implemented a new schoolwide safety or discipline program with your students.....	1	0

3-3. To what extent would you describe the following as challenges to improving the achievement of students in your classes?

SELECT ONE RESPONSE IN EACH ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Lack of staff who can mentor or serve as a resource to teachers about instructional strategies for struggling students.....	1	2	3
b. Lack of guidance or support from the district or school.....	1	2	3
c. Insufficient classroom resources.....	1	2	3
d. Lack of effective methods/interventions to improve student achievement.....	1	2	3
e. Curricula not aligned with the required state summative assessments.....	1	2	3
f. Teacher concerns or opposition to implementing school interventions.....	1	2	3
g. Community concerns or opposition to implementing school interventions.....	1	2	3
h. Lack of parent involvement/participation in children's education.....	1	2	3

Section 4. Teacher Evaluation

Evaluation

4-1. During this school year (2013-14), is your school participating in a pilot or test of a new teacher evaluation system?

Yes.....1
No.....0
DON'T KNOW.....d

4-2 Is your performance being evaluated during this school year (2013-14)?

Yes.....1 → Skip to 4-4
No.....0
DON'T KNOW.....d

4-3 Was your performance evaluated during the last school year (2012-13)?

Yes.....1
No.....0 → Skip to 4-15
DON'T KNOW.....d → Skip to 4-15

[WEB PROGRAMMING NOTE: FOR THOSE EVALUATED THIS YEAR (4-2=1) DISPLAY THE FIRST PHRASING INSIDE OF BRACKETS FOR QUESTIONS 4-4THROUGH 4-14. FOR THOSE EVALUATED LAST YEAR (4-3=1) DISPLAY THE SECOND PHRASING INSIDE OF BRACKETS.

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4-4. During [this school year (2013-14), does/last school year (2012-13) did] your performance evaluation include any of the following sources of information on performance?

SELECT ONE RESPONSE IN EACH ROW

	USED IN MY EVALUATION	NOT USED IN MY EVALUATION	DON'T KNOW
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator.....	1	0	d
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district).....	1	0	d
c. Your self-assessment.....	1	0	d
d. Portfolios or other artifacts of your teaching practice.....	1	0	d
e. Assessments by a peer or mentor teacher not based on a teacher professional practice rubric.....	1	0	d
f. Student work samples.....	1	0	d
g. Student surveys or other student feedback.....	1	0	d
h. Parent surveys or other parent feedback.....	1	0	d

4-5. [During this school year (2013-14), will/During last school year (2012-13) were] any of the following [be evaluated/evaluated] as part of your performance evaluation?

(Select NA, where available, if you do not teach any English learners or students with disabilities.)

SELECT ONE RESPONSE IN EACH ROW

Extent to which you:	YES	NO	DON'T KNOW	NA
a. Use assessment data to plan instruction.....	1	0	d	
b. Align lessons with the [CCSS/ CURRENT STATE CONTENT STANDARDS] in English language arts (ELA) or math.....	1	0	d	
c. Use instructional strategies aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] in ELA or math.....	1	0	d	
d. Differentiate instruction for English learners.....	1	0	d	na
e. Differentiate instruction for students with disabilities.....	1	0	d	na
f. Collaborate with other school staff.....	1	0	d	

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4-6. [So far this school year (2013-14), how many times have you been/Last school year (2012-13), how many time were you] formally observed by a school administrator, coach, mentor or peer for the purpose of evaluating your performance?

(Please consider only instances of formal observations conducted in your classroom. Formal observations are standardized using an instrument, rubric or checklist.)

SELECT ONE ONLY

- Never.....0 → Skip to 4-10
- Once.....1
- Twice.....2
- 3 times.....3
- 4 or more times.....4

4-7. Indicate to what extent you agree or disagree with each of the following statements about the formal observations of your teaching.

SELECT ONE RESPONSE IN EACH ROW

	DISAGREE STRONGLY	DISAGREE SOMEWHAT	AGREE SOMEWHAT	AGREE STRONGLY
a. I had a clear sense of what kinds of things the observers were looking for when they observed my teaching.....	1	2	3	4
b. The people who observed my teaching are well qualified to evaluate it.....	1	2	3	4

4-8. [So far this school year (2013-14), how many times have you received/During last school year (2012-13), how many times did you receive] any of the following based on the formal observation(s)?

SELECT ONE RESPONSE IN EACH ROW

	NEVER	ONCE	TWICE	3 TIMES	4 OR MORE TIMES
a. You received oral feedback.....	0	1	2	3	4
b. You received written feedback.....	0	1	2	3	4
c. You received specific suggestions or coaching on how to improve your teaching.....	0	1	2	3	4
d. You received recommendations for resources (e.g., professional development, materials, lesson examples) to use to improve your teaching.....	0	1	2	3	4

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4-9. Indicate to what extent you agree or disagree with each of the following statements about the feedback you received based on the formal observation(s) of your teaching.

SELECT ONE RESPONSE IN EACH ROW

	DISAGREE STRONGLY	DISAGREE SOMEWHAT	AGREE SOMEWHAT	AGREE STRONGLY
a. The feedback was based on the teacher professional practice rubric used to assess my teaching.....	1	2	3	4
b. The feedback pointed out specific examples of strengths or weaknesses that were observed.....	1	2	3	4
c. The feedback provided specific ideas about how I could improve my instruction.....	1	2	3	4
d. The feedback was a fair assessment of my teaching.....	1	2	3	4

4-10. [During this school year (2013-14), will/During last school year (2012-13), did] your performance evaluation include measures of student achievement growth using value added measures (VAMs) or student growth percentiles (SGPs) for your own students and/or for a broader group of students?

SELECT ONE RESPONSE IN EACH ROW

	YES	NO
a. VAMs or SGPs for your own students are included in your performance evaluation.....	1	0
b. VAMs or SGPs for a broader group than your own students, for example, a team, grade, or school, are included in your performance evaluation.....	1	0

4-11. [During this school year (2013-14), will/During last school year (2012-13), did] your performance evaluation include whether your students [meet/met] student learning objectives or learning goals that you set at the beginning of the school year (perhaps in consultation with your principal)?

- Yes.....1
- No.....0
- DON'T KNOW.....d

The next several questions include items about student achievement growth more generally. Student achievement growth may be measured using student growth percentiles (SGPs), value added measures (VAM), student learning objectives (SLOs), student growth objectives (SGOs), or other measures of change in student achievement over time.

4-12. Please indicate to what extent you agree or disagree with each of the following statements about your performance evaluation for [this school year (2013-14)/last school year (2012-13)].

(Select NA, where available, if student achievement growth is not used in your performance evaluation.)

SELECT ONE RESPONSE IN EACH ROW

	DISAGREE STRONGLY	DISAGREE SOMEWHAT	AGREE SOMEWHAT	AGREE STRONGLY	NA
a. Student achievement growth for my students is a fair way to assess my contribution to student achievement.....	1	2	3	4	na
b. My overall evaluation covers all important aspects of my performance as a teacher.....	1	2	3	4	
c. In the long run, students will benefit from including measures of student achievement growth in the evaluations of teachers.....	1	2	3	4	na

4-13. [Will/Were] your performance evaluation results for [this school year (2013-14) be/last school year (2012-13)] used to inform any of the following decisions?

SELECT ONE RESPONSE
IN EACH ROW

YES	NO	DON'T KNOW
-----	----	------------

Evaluation results will be used to inform decisions about:

a. Feedback provided on your professional practice.....	1	0	d
b. Planning your professional development.....	1	0	d
c. Developing a performance improvement plan.....	1	0	d
d. Setting goals for student achievement growth for the next school year.....	1	0	d
e. Determining whether you should receive coaching, mentoring, or peer assistance.....	1	0	d
f. Determining your annual salary increase.....	1	0	d
g. Determining whether you receive a bonus or performance-based compensation <u>other than a salary increase</u>	1	0	d

4-14. [Could/Were] teacher evaluation results for [this school year (2013-14) be/last school year (2012-13)] used to inform any of the following decisions?

(Select NA, where available, if tenure is not offered in your district or school.)

SELECT ONE RESPONSE IN EACH
ROW

YES	NO	DON'T KNOW	NA
-----	----	------------	----

Evaluation results could be used to inform decisions about:

a. Recognizing high-performing teachers.....	1	0	d	
b. Granting tenure or similar job protection.....	1	0	d	na
c. Career advancement opportunities, such as teacher leadership roles.....	1	0	d	
d. Determining whether a teacher is eligible to transfer to other schools.....	1	0	d	
e. Loss of tenure or similar job protection.....	1	0	d	na
f. How potential layoffs in your district could affect teachers.....	1	0	d	
g. Dismissal or terminating employment for cause.....	1	0	d	

Teacher Survey

4-15. During this school year (2013-14) and including last summer (2013), did you receive professional development on any of the following topics?

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO	DON'T KNOW
a. The components of the teacher evaluation system used in your school.....	1	0	d
b. The teacher professional practice rubric, including specific examples of performance at various rating levels for each item in the rubric.....	1	0	d
c. Creating student learning objectives and/or measures of student achievement growth.....	1	0	d
d. How a teacher's contribution to student achievement growth is defined and measured.....	1	0	d

4-16. During this school year (2013-14) and including last summer (2013), about how many hours of professional development on the teacher evaluation system did you participate in?

(If you did not participate in any professional development on the teacher evaluation system during this period, please enter "0" below. Your best estimate is fine.)

_____ HOURS

Teacher Survey

4-17. During this school year (2013-14), have you received or had access to any of the following materials or events to help you understand the system for evaluating your performance?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. A website or page dedicated to providing information on the evaluation system.....	1	0
b. An information session at your school or in your district.....	1	0
c. A hot line, email address, or web form for questions about the evaluation system.....	1	0
d. Regular reports on the progress of planning or implementing the system.....	1	0
e. A manual or handbook describing how the evaluation system is intended to operate.....	1	0
f. Examples of what different levels of performance as defined by the system look like in practice.....	1	0

[WEB PROGRAMMING NOTE: IF TEACHER NOT EVALUATED THIS YEAR (4-2=0 OR d) SKIP QUESTION 4-18.

4-18. Please indicate to what extent you agree or disagree with each of the following statements about your understanding of the system that will be used to evaluate your performance this school year (2013-14).

	SELECT ONE RESPONSE IN EACH ROW			
	DISAGREE STRONGLY	DISAGREE SOMEWHAT	AGREE SOMEWHAT	AGREE STRONGLY
a. I have a good understanding of the procedures involved in the evaluation system.....	1	2	3	4
b. I have a good understanding of how the performance levels are defined.....	1	2	3	4
c. It is clear to me what I need to do to get the performance rating I want.....	1	2	3	4
d. Overall, I have a good understanding of the evaluation system.....	1	2	3	4

Professional Development

4-19. During this school year (2013-14), have you had access to professional development that is specifically linked to areas for improvement identified either by formal observations of your practice this year or by your performance evaluation last school year?

(Select NA if you have not had a formal observation of your practice this year or a completed performance evaluation for last school year.)

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
a. An online resource that identifies professional development opportunities linked to my specific areas for improvement.....	1	0	na
b. The principal or another school leader identifies professional development opportunities linked to my specific areas for improvement.....	1	0	na
c. A video library that illustrates teaching practices consistent with higher ratings on specific items on the teacher professional practice rubric.....	1	0	na
d. Self-paced, internet-based professional development modules linked to my specific areas for improvement.....	1	0	na

4-20. Thinking now about how decisions about professional development are made, to what extent were you able to choose the content or focus of the professional development in which you participated during this school year (2013-14) and including last summer (2013)?

(Select only one response that best describes the amount of choice you had in selecting professional development content/focus.)

SELECT ONE ONLY

- All professional development content/focus was assigned by others (e.g. school or district leaders).....1
- I was able to choose the content/focus of a small part of the professional development in which I participated.....2
- I was able to choose the content/focus of a large part of the professional development in which I participated.....3
- I was able to choose the content/focus of all the professional development in which I participated.....4

Teacher Survey

4-21. During this school year (2013-14), does your school have an instructional coach available to help you improve your teaching?

(An instructional coach provides intensive, on-site support to teachers to help them improve instructional practice. For this survey, instructional coaches do not include mentors exclusively assigned to help new teachers, or to assist struggling teachers placed in a peer assistance program.)

- Yes.....1
- No.....0 → Skip to 4-23
- DON'T KNOW.....d → Skip to 4-23

4-22. During this school year (2013-14), how many times have you worked one-on-one or in a small group with an instructional coach on any of the following topics?

(Select NA, where available, if you do not teach any English learners or students with disabilities.)

SELECT ONE RESPONSE IN EACH ROW

	NEVER	ONCE	TWICE	3-4 TIMES	5 OR MORE TIMES	NA
a. Implementing the [CCSS/CURRENT STATE CONTENT STANDARDS] in ELA or math.....	0	1	2	3	4	
b. Adapting instruction to the needs of English learners.....	0	1	2	3	4	na
c. Adapting instruction to the needs of students with disabilities.....	0	1	2	3	4	na
d. Using assessment results to plan instruction.....	0	1	2	3	4	
e. Understanding how the state or district measures student achievement growth.....	0	1	2	3	4	
f. Improving your content knowledge.....	0	1	2	3	4	
g. Improving your classroom management or relationships with students.....	0	1	2	3	4	

4-23. During this school year (2013-14), do you and other teachers have common planning time to meet in teams?

- Yes.....1
- No.....0 → Skip to 4-26

4-24. How often do you have common planning time with other teachers in your school?

SELECT ONE ONLY

- Daily.....1
- Several times per week.....2
- Once per week.....3
- Several times per month.....4
- Several times per year.....5

4-25. Does your school require that you participate in common planning time?

- Yes.....1
- No.....0

4-26. During this school year (2013-14), about how often have you engaged in any of the following activities with other teachers?

SELECT ONE RESPONSE IN EACH ROW

	NEVER	SEVERAL TIMES PER YEAR	SEVERAL TIMES PER MONTH	ONCE PER WEEK	SEVERAL TIMES PER WEEK	DAILY
a. Received feedback on your teaching practice from colleagues.....	0	1	2	3	4	5
b. Planned lessons or courses with teachers of the same grade or subject.....	0	1	2	3	4	5
c. Developed materials or activities for particular classes or lessons with teachers of the same grade or subject.....	0	1	2	3	4	5
d. Discussed learning needs of individual students with colleagues.....	0	1	2	3	4	5
e. Discussed student assessment results with colleagues.....	0	1	2	3	4	5
f. Exchanged feedback with colleagues based on observing in each other's classrooms.....	0	1	2	3	4	5
g. Learned from high-performing or highly rated teachers in your school or district.....	0	1	2	3	4	5

School Climate

4-27. Indicate to what extent you agree or disagree with each of the following statements about your school's climate.

SELECT ONE RESPONSE IN EACH ROW

	DISAGREE STRONGLY	DISAGREE SOMEWHAT	AGREE SOMEWHAT	AGREE STRONGLY
a. There is an atmosphere of trust and mutual respect at my school.....	1	2	3	4
b. Teachers at my school support each other in their efforts to improve teaching.....	1	2	3	4
c. The principal has confidence in the expertise of teachers at my school.....	1	2	3	4
d. The method of teacher performance evaluation encourages teachers to cooperate rather than compete.....	1	2	3	4
e. My principal is responsive to teachers' input.....	1	2	3	4
f. Teachers can make up for most of the deficits and limitations that students bring with them to school.....	1	2	3	4

Section 5. Arts Education

IF YOU DO NOT TEACH STUDENTS IN ELEMENTARY GRADES, SKIP TO QUESTION 6-1.
IF YOU DID NOT TEACH AT THIS SCHOOL DURING THE 2012-13 SCHOOL YEAR, SKIP TO QUESTION 5-4.
OTHERWISE, PROCEED TO QUESTION 5-1.

5-1. During the 2012-13 school year, how many minutes per week did a typical student in your grade or class spend in arts education?

(Enter the number of minutes. If arts education is offered for part of the year, answer for the weeks the arts classes take place. Your best estimate is fine.)

_____ MINUTES PER WEEK

It varies by arts education subject (specify minutes per week for each subject)

DON'T KNOW.....d

5-2. During the 2012-13 school year, how often did a typical student in your grade or class receive instruction designated specifically as arts education?

(If arts education is offered for part of the year, answer for the weeks the arts classes take place.)

SELECT ONE ONLY

Every day.....1

3 or 4 times per week.....2

Once or twice per week.....3

Less than once per week.....4

It varies by arts education subject (specify frequency for each subject).....5

Not at all.....0 → Skip to 5-4

DON'T KNOW.....d → Skip to 5-4

Teacher Survey

5-3. During the 2012-13 school year, for what part of the school year does the arts education class last for a typical student in your grade or class (i.e., does a typical student receive arts instruction throughout the full school year or only for some portion of the year)?

(If different types of arts education classes are offered for different parts of the year, add together part-year offerings. If one arts class is full-year, select "the entire school year.")

SELECT ONE ONLY

- The entire school year.....1
- Half of the school year.....2
- One-quarter of the school year.....3
- Less than one quarter of the school year.....4
- It varies by arts education subject (specify part of school year for each subject).....5
- _____
- DON'T KNOW.....d

5-4. During this school year (2013-14), how many minutes per week does a typical student in your grade or class spend in arts education?

(Enter the number of minutes. If arts education is offered for part of the year, answer for the weeks the arts classes take place. Your best estimate is fine.)

_____ MINUTES PER WEEK

It varies by arts education subject (specify minutes per week for each subject)

DON'T KNOW.....d

5-5. During this school year (2013-14), how often does a typical student in your grade or class receive instruction designated specifically as arts education?

(If arts education is offered for part of the year, answer for the weeks the arts classes take place.)

SELECT ONE ONLY

- Every day.....1
- 3 or 4 times per week.....2
- Once or twice per week.....3
- Less than once per week.....4
- It varies by arts education subject (specify frequency for each subject).....5
- _____
- Not at all.....0 → Skip to 6-1
- DON'T KNOW.....d → Skip to 6-1

Teacher Survey

5-6. During this school year (2013-14), for what part of the school year does the arts education class last for a typical student in your grade or class (i.e., does a typical student receive arts instruction throughout the full school year or only for some portion of the year)?

(If different types of arts education classes are offered for different parts of the year, add together part-year offerings. If one arts class is full-year, select "the entire school year.")

SELECT ONE ONLY

- The entire school year.....1
- Half of the school year.....2
- One-quarter of the school year.....3
- Less than one quarter of the school year.....4
- It varies by arts education subject (specify part of school year for each subject).....5
- _____
- DON'T KNOW.....d

Section 6. Background

**6-1. Including the current school year, how many years of teaching experience do you have in each of the following settings?
(Count part of a year as one year; do not give fractions or months.)**

	YEARS
a. Total number of years teaching.....	_____
b. Total number of years teaching in your current district.....	_____
c. Total number of years teaching in your current school.....	_____

6-2. What is your main role in this school?

SELECT ALL THAT APPLY

- General education classroom teacher.....1
- Special education classroom teacher.....2
- Resource room teacher.....3
- Related service provider (e.g., speech therapist).....4
- Program specialist (e.g., full inclusion specialist).....5
- Other (specify).....6

6-3. Please indicate which of the following subjects you are teaching during this school year.

SELECT ONE RESPONSE
IN EACH ROW

	YES	NO
a. English language arts (ELA).....	1	0
b. Math.....	1	0
c. Science.....	1	0
d. Social studies/history.....	1	0
e. Special education.....	1	0
f. Other.....	1	0

6-4. Please indicate in what grades you are teaching during this school year.

SELECT ALL THAT APPLY

- Kindergarten.....K
- First grade.....1
- Second grade2
- Third grade.....3
- Fourth grade.....4
- Fifth grade.....5
- Sixth grade.....6
- Seventh grade.....7
- Eighth grade.....8
- Ninth grade.....9
- Tenth grade.....10
- Eleventh grade.....11
- Twelfth grade.....12

6-5. How would you classify your main teaching assignment at this school, that is, the activity at which you spend most of your time during the current school year (2013-14)?

SELECT ONE ONLY

- Full-time teacher working only at this school.....1
 - Part-time teacher working only at this school.....2
 - Itinerant teacher (e.g., your assignment requires that you provide instruction at more than one school).....3
 - Long-term substitute (e.g., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute).....4
 - Other (specify).....5
-

6-6. Of the students you are teaching this school year, what percent are English learners?

SELECT ONE ONLY

- None.....0
- 1 to 24 percent.....1
- 25 to 49 percent.....2
- 50 to 99 percent.....3
- 100 percent.....4
- DON'T KNOW.....d

6-7. Of the students you are teaching this school year, what percent are students with disabilities?

SELECT ONE ONLY

- None.....0 Skip to 6-9
- 1 to 9 percent.....1
- 10 to 24 percent.....2
- 25 to 49 percent.....3
- 50 to 99 percent.....4
- 100 percent.....5
- DON'T KNOW.....d

6-8. Do you teach students with disabilities in a self-contained classroom or an inclusion classroom?

SELECT ONE ONLY

- Self-contained classroom.....1
- Inclusion classroom.....2
- Both.....3

6-9. What is the highest degree you have earned?

SELECT ONE ONLY

- Do not have a degree.....0
- Associate's degree.....1
- Bachelor's degree (B.A., B.S., etc.).....2
- Master's degree (M.A., M.A.T., M.Ed., M.S., etc.).....3
- Educational specialist or professional diploma (at least one year beyond master's level).....4
- Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S., M.B.A.)....5

6-10. Which of the following describes the teaching certificate you currently hold in this state?

SELECT ONE ONLY

- Regular or standard state certificate or advanced professional certificate.....1
- Certificate issued after satisfying all requirements except the completion of a probationary period.....2
- Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained.....3
- Certificate issued to persons who must complete a certification program in order to continue teaching.....4
- I do not hold any of the above certifications in this state.....0

6-11. Are you male or female?

- Male.....1
- Female.....2

6-12. Are you of Hispanic or Latino origin?

- Yes.....1
- No.....0

6-13. What is your race?

SELECT ALL THAT APPLY

- American Indian or Alaska Native.....1
- Asian.....2
- Black or African American.....3
- Native Hawaiian or Other Pacific Islander.....4
- White.....5

6-14. Do you speak any language other than English, either in the classroom or outside the classroom, such as at home?

SELECT ALL THAT APPLY

- Yes, Spanish.....1
- Yes, some other language.....2
- No.....0

Thank you for completing this survey.