ICPSR | INTER-UNIVERSITY CONSORTIUM FOR POLITICAL AND SOCIAL RESEARCH

ICPSR 34414

# Measures of Effective Teaching: Grantee Files, 2009-2011

*Bill and Melinda Gates Foundation*

District/School File Codebook

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# ICPSR 34414

# Measures of Effective Teaching: Grantee Files, 2009-2011

# Variable Description and Frequencies

**Note: Frequencies displayed for the variables are not weighted. They are purely descriptive and may not be representative of the study population. Please review any sampling or weighting information available with the study.**

**Summary statistics (minimum, maximum, mean, median, and standard deviation) may not be available for every variable in the codebook. Conversely, a listing of frequencies in table format may not be present for every variable in the codebook either. However, all variables in the dataset are present and display sufficient information about each variable. These decisions are made intentionally and are at the discretion of the archive producing this codebook.**

# Measures of Effective Teaching: Grantee Files, 2009-2011

## District/School File

| DISTRICT_ICPSR_ID | ICPSR District ID |
|---|---|

Location: 1-8 (width: 8; decimal: 0)

Variable Type: numeric

| *Value* | *Unweighted Frequency* | *%* |
|---|---|---|
| 18 | 86 | 27.1 % |
| 21 | 17 | 5.4 % |
| 33 | 61 | 19.2 % |
| 56 | 49 | 15.5 % |
| 71 | 82 | 25.9 % |
| 75 | 22 | 6.9 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 44.59
- Median: 33.00
- Mode: 18.00
- Minimum: 18.00
- Maximum: 75.00
- Standard Deviation: 22.67

| SCHOOL_ICPSR_ID | ICPSR School ID |
|---|---|

Location: 9-16 (width: 8; decimal: 0)

Variable Type: numeric

Based upon 317 valid cases out of 317 total cases.

- Mean: 159.00
- Minimum: 1.00
- Maximum: 317.00
- Standard Deviation: 91.65

| HAS_Y1TEACHERS | Indicator of whether there were teachers participating in the first year of the MET study at school |
|---|---|

Location: 17-28 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 317 | 100.0 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 1.00
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 1.00
- Standard Deviation: 0.00

**HAS_Y2TEACHERS** — **Indicator of whether there were teachers participating in the second year of the MET study at school**

Location: 29-40 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 11 | 3.5 % |
| 1 | Yes | 306 | 96.5 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.97
- Median: 1.00
- Mode: 1.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.18

**HAS_ELATEACHERS** — **Indicator of whether there were ELA teachers participating in the MET study at school**

Location: 41-52 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 92 | 29.0 % |
| 1 | Yes | 225 | 71.0 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.71
- Median: 1.00
- Mode: 1.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.45

**HAS_MATHTEACHERS** — **Indicator of whether there were Math teachers participating in the MET study at school**

Location: 53-64 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 107 | 33.8 % |
| 1 | Yes | 210 | 66.2 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.66
- Median: 1.00
- Mode: 1.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.47

**HAS_BIOTEACHERS** **Indicator of whether there were Biology teachers participating in the MET study at school**

Location: 65-76 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 244 | 77.0 % |
| 1 | Yes | 73 | 23.0 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.23
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.42

**HAS_GENERALISTTEACHERS** **Indicator of whether there were Generalist teachers (e.g. teachers who teach all subjects to a single group of students) participating in the MET study at school**

Location: 77-88 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 207 | 65.3 % |
| 1 | Yes | 110 | 34.7 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.35
- Median: 0.00

- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.48

**HAS_Y1G9_BIO** — **Indicator of whether there were 9th grade Biology teachers participating in the MET study during year 1 at school**

Location: 89-100 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 244 | 77.0 % |
| 1 | Yes | 73 | 23.0 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.23
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.42

**HAS_Y1G4_ELA** — **Indicator of whether there were 4th grade ELA teachers participating in the MET study during year 1 at school**

Location: 101-112 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 291 | 91.8 % |
| 1 | Yes | 26 | 8.2 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.08
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.27

**HAS_Y1G5_ELA** — **Indicator of whether there were 5th grade ELA teachers participating in the MET study during year 1 at school**

Location: 113-124 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 286 | 90.2 % |
| 1 | Yes | 31 | 9.8 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.10
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.30

**HAS_Y1G6_ELA** — **Indicator of whether there were 6th grade ELA teachers participating in the MET study during year 1 at school**

Location: 125-136 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 235 | 74.1 % |
| 1 | Yes | 82 | 25.9 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.26
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.44

**HAS_Y1G7_ELA** — **Indicator of whether there were 7th grade ELA teachers participating in the MET study during year 1 at school**

Location: 137-148 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 249 | 78.5 % |
| 1 | Yes | 68 | 21.5 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.21
- Median: 0.00
- Mode: 0.00

- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.41

| HAS_Y1G8_ELA | Indicator of whether there were 8th grade ELA teachers participating in the MET study during year 1 at school |
|---|---|

Location: 149-160 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 255 | 80.4 % |
| 1 | Yes | 62 | 19.6 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.20
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.40

| HAS_Y1G9_ELA | Indicator of whether there were 9th grade ELA teachers participating in the MET study during year 1 at school |
|---|---|

Location: 161-172 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 246 | 77.6 % |
| 1 | Yes | 71 | 22.4 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.22
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.42

| HAS_Y1G4_ELAMATH | Indicator of whether there were 4th grade generalist teachers participating in the MET study during year 1 at school |
|---|---|

Location: 173-184 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 225 | 71.0 % |
| 1 | Yes | 92 | 29.0 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.29
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.45

**HAS_Y1G5_ELAMATH** — **Indicator of whether there were 5th grade generalist teachers participating in the MET study during year 1 at school**

Location: 185-196 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 219 | 69.1 % |
| 1 | Yes | 98 | 30.9 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.31
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.46

**HAS_Y1G6_ELAMATH** — **Indicator of whether there were 6th grade generalist teachers participating in the MET study during year 1 at school**

Location: 197-208 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 308 | 97.2 % |
| 1 | Yes | 9 | 2.8 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.03
- Median: 0.00
- Mode: 0.00

- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.17

| HAS_Y1G4_MATH | Indicator of whether there were 4th grade Math teachers participating in the MET study during year 1 at school |
|---|---|

Location: 209-220 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 295 | 93.1 % |
| 1 | Yes | 22 | 6.9 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.07
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.25

| HAS_Y1G5_MATH | Indicator of whether there were 5th grade Math teachers participating in the MET study during year 1 at school |
|---|---|

Location: 221-232 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 294 | 92.7 % |
| 1 | Yes | 23 | 7.3 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.07
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.26

| HAS_Y1G6_MATH | Indicator of whether there were 6th grade Math teachers participating in the MET study during year 1 at school |
|---|---|

Location: 233-244 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 246 | 77.6 % |
| 1 | Yes | 71 | 22.4 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.22
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.42

**HAS_Y1G7_MATH** — **Indicator of whether there were 7th grade Math teachers participating in the MET study during year 1 at school**

Location: 245-256 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 254 | 80.1 % |
| 1 | Yes | 63 | 19.9 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.20
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.40

**HAS_Y1G8_MATH** — **Indicator of whether there were 8th grade Math teachers participating in the MET study during year 1 at school**

Location: 257-268 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 262 | 82.6 % |
| 1 | Yes | 55 | 17.4 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.17
- Median: 0.00
- Mode: 0.00

- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.38

| HAS_Y1G9_MATH | Indicator of whether there were 9th grade Math teachers participating in the MET study during year 1 at school |
|---|---|

Location: 269-280 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 244 | 77.0 % |
| 1 | Yes | 73 | 23.0 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.23
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.42

| HAS_Y2G9_BIO | Indicator of whether there were 9th grade Biology teachers participating in the MET study during year 2 at school |
|---|---|

Location: 281-292 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 249 | 78.5 % |
| 1 | Yes | 68 | 21.5 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.21
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.41

| HAS_Y2G4_ELA | Indicator of whether there were 4th grade ELA teachers participating in the MET study during year 2 at school |
|---|---|

Location: 293-304 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 283 | 89.3 % |
| 1 | Yes | 34 | 10.7 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.11
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.31

**HAS_Y2G5_ELA** **Indicator of whether there were 5th grade ELA teachers participating in the MET study during year 2 at school**

Location: 305-316 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 278 | 87.7 % |
| 1 | Yes | 39 | 12.3 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.12
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.33

**HAS_Y2G6_ELA** **Indicator of whether there were 6th grade ELA teachers participating in the MET study during year 2 at school**

Location: 317-328 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 244 | 77.0 % |
| 1 | Yes | 73 | 23.0 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.23
- Median: 0.00
- Mode: 0.00

- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.42

| HAS_Y2G7_ELA | Indicator of whether there were 7th grade ELA teachers participating in the MET study during year 2 at school |
|---|---|

Location: 329-340 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 254 | 80.1 % |
| 1 | Yes | 63 | 19.9 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.20
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.40

| HAS_Y2G8_ELA | Indicator of whether there were 8th grade ELA teachers participating in the MET study during year 2 at school |
|---|---|

Location: 341-352 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 254 | 80.1 % |
| 1 | Yes | 63 | 19.9 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.20
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.40

| HAS_Y2G9_ELA | Indicator of whether there were 9th grade ELA teachers participating in the MET study during year 2 at school |
|---|---|

Location: 353-364 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 252 | 79.5 % |
| 1 | Yes | 65 | 20.5 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.21
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.40

**HAS_Y2G4_ELAMATH** **Indicator of whether there were 4th grade generalist teachers participating in the MET study during year 2 at school**

Location: 365-376 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 249 | 78.5 % |
| 1 | Yes | 68 | 21.5 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.21
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.41

**HAS_Y2G5_ELAMATH** **Indicator of whether there were 5th grade generalist teachers participating in the MET study during year 2 at school**

Location: 377-388 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 244 | 77.0 % |
| 1 | Yes | 73 | 23.0 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.23
- Median: 0.00
- Mode: 0.00

- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.42

| HAS_Y2G6_ELAMATH | Indicator of whether there were 6th grade generalist teachers participating in the MET study during year 2 at school |
|---|---|

Location: 389-400 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 313 | 98.7 % |
| 1 | Yes | 4 | 1.3 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.01
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.11

| HAS_Y2G4_MATH | Indicator of whether there were 4th grade Math teachers participating in the MET study during year 2 at school |
|---|---|

Location: 401-412 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 291 | 91.8 % |
| 1 | Yes | 26 | 8.2 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.08
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.27

| HAS_Y2G5_MATH | Indicator of whether there were 5th grade Math teachers participating in the MET study during year 2 at school |
|---|---|

Location: 413-424 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 288 | 90.9 % |
| 1 | Yes | 29 | 9.1 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.09
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.29

**HAS_Y2G6_MATH** — **Indicator of whether there were 6th grade Math teachers participating in the MET study during year 2 at school**

Location: 425-436 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 248 | 78.2 % |
| 1 | Yes | 69 | 21.8 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.22
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.41

**HAS_Y2G7_MATH** — **Indicator of whether there were 7th grade Math teachers participating in the MET study during year 2 at school**

Location: 437-448 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 256 | 80.8 % |
| 1 | Yes | 61 | 19.2 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.19
- Median: 0.00
- Mode: 0.00

- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.39

| HAS_Y2G8_MATH | Indicator of whether there were 8th grade Math teachers participating in the MET study during year 2 at school |
|---|---|

Location: 449-460 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 256 | 80.8 % |
| 1 | Yes | 61 | 19.2 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.19
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.39

| HAS_Y2G9_MATH | Indicator of whether there were 9th grade Math teachers participating in the MET study during year 2 at school |
|---|---|

Location: 461-472 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 248 | 78.2 % |
| 1 | Yes | 69 | 21.8 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.22
- Median: 0.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.41

| PQSURVEYSTATUS | Indicator of whether principal completed principal survey |
|---|---|

Location: 473-484 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 0 | - | 60 | 18.9 % |
| 1 | Yes | 257 | 81.1 % |

Based upon 317 valid cases out of 317 total cases.

- Mean: 0.81
- Median: 1.00
- Mode: 1.00
- Minimum: 0.00
- Maximum: 1.00
- Standard Deviation: 0.39

**PQ1** **How much of your time at work is dedicated to observing teachers and providing feedback?**

Location: 485-496 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Nearly All | 6 | 1.9 % |
| 2 | 75% or more | 65 | 20.5 % |
| 3 | 50% or more | 144 | 45.4 % |
| 4 | 25% or more | 36 | 11.4 % |
| 5 | Very little | 6 | 1.9 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 2.89
- Median: 3.00
- Mode: 3.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.75

**PQ5INDCCH** **What type of professional development have you received regarding teacher evaluation and feedback? Select all that apply. INDIVIDUAL COACHING**

Location: 497-508 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 158 | 49.8 % |
| 2 | No | 99 | 31.2 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.39
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.49

**PQ5WRKSHOP** — **What type of professional development have you received regarding teacher evaluation and feedback? Select all that apply. WORKSHOP**

Location: 509-520 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 238 | 75.1 % |
| 2 | No | 19 | 6.0 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.07
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.26

**PQ5WRITMAT** — **What type of professional development have you received regarding teacher evaluation and feedback? Select all that apply. WRITTEN MATERIALS**

Location: 521-532 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 225 | 71.0 % |
| 2 | No | 32 | 10.1 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.12
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.33

| PQ5OTHER | What type of professional development have you received regarding teacher evaluation and feedback? Select all that apply. OTHER |
|---|---|

Location: 533-544 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 60 | 18.9 % |
| 2 | No | 197 | 62.1 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.77
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.42

| PQ5OTHSPEC | What type of professional development have you received regarding teacher evaluation and feedback? OTHER SPECIFY |
|---|---|

Location: 545-825 (width: 281; decimal: 0)

Variable Type: character

| *Value* | *Unweighted Frequency* | *%* |
|---|---|---|
| | 258 | 81.4 % |
| 3 DAYS OF TRAINING...GROUP COACHING....ONE ON ONE TRAINING | 1 | 0.3 % |
| A group of principals created a PLC to examine how we evaluate teachers. | 1 | 0.3 % |
| Additional practice at Principal meetings | 1 | 0.3 % |
| All that were listed on previous page | 1 | 0.3 % |
| As a principal for over 13 years, experience, feedback from teachers, area directors and colleagues contributes to my overall skill in evaluating teachers. | 1 | 0.3 % |
| As an assistant principal I was part of a cohort that reviewd observations. As part of the Leadership Academy I also received traing in observation writing | 1 | 0.3 % |
| Because our system has recently implemented a new instrument for evaluatiing teachers, we were given extensive training by the district. This included mock evaluations, and coaching by leaders in the district for individuals who requested it. | 1 | 0.3 % |
| Calibration training with Cambridge Education; also worked with school team in the DataWise course. | 1 | 0.3 % |
| Charlette Danieloson Effective Teaching Framework, Professional Teaching Standards Model, ELI training Observation Process | 1 | 0.3 % |
| Charlotte Danielson training. This training benefited me in how I look at the instructinal delivery model and most importantly student learning. | 1 | 0.3 % |

| *Value* | *Unweighted Frequency* | *%* |
|---|---|---|
| Charlotte Danielson's Framework for Enhancing Professional Practice ELI Institute - Observations Reports/ Chancellors' Regs - regarding Evaluations and the Process Supervisory Materials | 1 | 0.3 % |
| D.O.E TRAINING | 1 | 0.3 % |
| Directives and guidance materials | 1 | 0.3 % |
| EET training through monthly principal meetins. | 1 | 0.3 % |
| Extensive EET Training. | 1 | 0.3 % |
| Extensive training in the use of teacher evaluation and feedback from coaching, modeling, review and practice and one-on-one coaching. | 1 | 0.3 % |
| Formal Observation Instrument Observation Rubric Field Test (TAP) Teachscape Training Skillful Teacher Training | 1 | 0.3 % |
| I became a Principal as of September 2010 and was assigned a mentor as well as CSA mentor to work. During this time we received teacher evaluation and feedback training. I also have professional developed myself through professional readings. | 1 | 0.3 % |
| I have had at least 5 face-to-face workshops on effectively nevaluating teachers. I have had a 6-hour training for effectively evaluating of teachers, two 3-hour one-on-one training on effectively evaluating teachers. | 1 | 0.3 % |
| I have had several workshops through the CFN network and outside conferences (ie Danielson) in order to better facilitate the process. | 1 | 0.3 % |
| I have had the opportunity to observe other educators and see the approaches they use in evaluating teachers and providing feedback. The often short, instant informals are more effective than well prepared lessons for formals | 1 | 0.3 % |
| I have received professional development through MCS, New Leaders for New Schools, and the MET department with MCS. | 1 | 0.3 % |
| I received coaching evaluations to assist move teachers within our school. We have provided consultants to develop teaming and relationship skills. We created visionary goals for our school. | 1 | 0.3 % |
| I recieved a plethora of trainings regarding evaluations and feedback. Some have been face-to-face trainings, web classes, site PLC teams and various committees. | 1 | 0.3 % |
| I review current research on a regular basis and apply that knowledge to my evaluation and coaching. | 1 | 0.3 % |
| Materials to read, conferences with colleague principals, sharing with Assistant Principals | 1 | 0.3 % |
| McRel training, 3 full days- NC Teacher Evaluation Instrument Principal Retreat--Teacher retention, walk-throughs One hour training-Writing Teacher Comments for Standards INTASC training Script taping for observations TPAI-R training | 1 | 0.3 % |
| My former principal, Elsie Bailey, coached me. | 1 | 0.3 % |
| Network provided professional development sessions | 1 | 0.3 % |
| One on one training and updates | 1 | 0.3 % |
| One on one training; PDAS training; Written resource - Red book | 1 | 0.3 % |
| Ongoing monthly training | 1 | 0.3 % |

| *Value* | *Unweighted Frequency* | *%* |
|---|---|---|
| Our school district just adopted Charlotte Danielson's frameworks for teaching in doing observations, evaluations, and feedback. We have had training in the form of large group, small group, individual, and solo via internet videos. | 1 | 0.3 % |
| Out of town professional development; WAGS training; SIG training, gaggle training. | 1 | 0.3 % |
| PLC group mentoring | 1 | 0.3 % |
| Participating in the pilot programs for the new evaluation system next school year. | 1 | 0.3 % |
| Peer groups | 1 | 0.3 % |
| Peer mentoring with lead teacher/department chair | 1 | 0.3 % |
| Professional development centered around Charlotte Danielson's Framework for Teaching carried out by the Transformation Office. | 1 | 0.3 % |
| Professional development workshops and conferences. | 1 | 0.3 % |
| Professional reading. | 1 | 0.3 % |
| Reading, personal research and graduate course work. | 1 | 0.3 % |
| Regional and Cluster Meeting with other Principals | 1 | 0.3 % |
| SQR, New Teacher Evaluation system training for NC, Teacher Retention workship with Marzano | 1 | 0.3 % |
| Sharing opinions with CFN network principals. I'll be involved in the teacher management pilot this coming year. Many observations and walkthroughs, and looking at regents stats for different classes. | 1 | 0.3 % |
| TLA Tenn State Dept of Ed Regional Office | 1 | 0.3 % |
| Teacher effectiveness pilot and work with Aussie coaches. | 1 | 0.3 % |
| The county adopted the Charlotte Danielson Rubric on Effective Teaching which involved 9 days of training and coaching. We watched videos and rate the teacher then discuss the components of the rubric to ensure we were all on the same page. | 1 | 0.3 % |
| The district provides sessions on collaboration and curriculum and instruction. | 1 | 0.3 % |
| The opportunity to review the online Charlotte Danielson video clips. | 1 | 0.3 % |
| Trainers from cambridge | 1 | 0.3 % |
| University based training on Clinical Supervision, Training on PDAS and ILD | 1 | 0.3 % |
| WE have recieved training on Dainelson and have been using the modelsince last sept. All my AP's are trained. The staff has been issued the book for reference and has received workshops to further understand the expectations. | 1 | 0.3 % |
| We were also required to view videos. | 1 | 0.3 % |
| Webinar | 1 | 0.3 % |
| Webinars and videos. | 1 | 0.3 % |
| Working together with my Administrative Staff. | 1 | 0.3 % |
| Workshops | 1 | 0.3 % |
| online collaberation uran educator cohort | 1 | 0.3 % |

Based upon 317 valid cases out of 317 total cases.

**PQ6** **How helpful was the professional development in preparing you to effectively evaluate teachers and delivery feedback?**

Location: 826-837 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Extremely useful | 93 | 29.3 % |
| 2 | Between extremely and somewhat useful | 92 | 29.0 % |
| 3 | Somewhat useful | 59 | 18.6 % |
| 4 | Between somewhat and not at all useful | 11 | 3.5 % |
| 5 | Not at all useful | 1 | 0.3 % |
| . (M) | - | 61 | 19.2 % |

Based upon 256 valid cases out of 317 total cases.

- Mean: 1.96
- Median: 2.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.90

**PQ7STUDWRK** **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Student Work**

Location: 838-849 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 141 | 44.5 % |
| 2 | No | 116 | 36.6 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.45
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.50

**PQ7STUDPER** **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Student Performance**

Location: 850-861 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 107 | 33.8 % |
| 2 | No | 150 | 47.3 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.58
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.49

**PQ7AVGGRO** **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Average Student Growth on State Tests**

Location: 862-873 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 124 | 39.1 % |
| 2 | No | 133 | 42.0 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.52
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.50

**PQ7OTHPERF** **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Teacher Performance on Other Tasks for the School**

Location: 874-885 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 15 | 4.7 % |

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 2 | No | 242 | 76.3 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.94
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.23

**PQ7PARFDBK** — **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Parent Feedback**

Location: 886-897 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 10 | 3.2 % |
| 2 | No | 247 | 77.9 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.96
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.19

**PQ7STDFDBK** — **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Student Feedback**

Location: 898-909 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 43 | 13.6 % |
| 2 | No | 214 | 67.5 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.83
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.37

**PQ7TCHFDBK** — **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Other Teacher Feedback**

Location: 910-921 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 6 | 1.9 % |
| 2 | No | 251 | 79.2 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.98
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.15

**PQ7ADMFDBK** — **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Other Administrator Feedback**

Location: 922-933 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 57 | 18.0 % |
| 2 | No | 200 | 63.1 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.78
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.42

**PQ7APOMATL** — **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. APO materials or teacher portfolio**

Location: 934-945 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 24 | 7.6 % |
| 2 | No | 233 | 73.5 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.91
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.29

**PQ7CLSOBS** — **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Classroom Observation**

Location: 946-957 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 233 | 73.5 % |
| 2 | No | 24 | 7.6 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.09
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.29

**PQ7OTHER** — **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Other**

Location: 958-969 (width: 12; decimal: 0)

Variable Type: numeric

| Value | Label | Unweighted Frequency | % |
|---|---|---|---|
| 1 | Yes | 5 | 1.6 % |
| 2 | No | 252 | 79.5 % |
| . (M) | - | 60 | 18.9 % |

Based upon 257 valid cases out of 317 total cases.

- Mean: 1.98
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.14

**PQ7OTHSPEC** — **Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness. Other Specify**

Location: 970-1184 (width: 215; decimal: 0)

Variable Type: character

| Value | Unweighted Frequency | % |
|---|---|---|
| | 312 | 98.4 % |
| Informal obervations of teaching; common assesment data; implementation of curricular objectives; integration of campus PD initiatives in teaching; utilization of common asseements data to modify teaching strategies | 1 | 0.3 % |
| The periodic assessments and ITA's as well as the use of Scantron. Students written monthly reports as well and teacher feedback | 1 | 0.3 % |
| The persons listed in this survey were not participants at my school this year;therefore I can not properly assess them. | 1 | 0.3 % |
| clasrrom management | 1 | 0.3 % |
| department chairs | 1 | 0.3 % |

Based upon 317 valid cases out of 317 total cases.

**PQ8A** — **If you had access to multiple measures of effective teaching, such as those piloted in the MET project, would you use them to inform your evaluation and feedback to teachers?**

Location: 1185-1196 (width: 12; decimal: 0)

Variable Type: numeric

| Value | Label | Unweighted Frequency | % |
|---|---|---|---|
| 1 | Yes | 229 | 72.2 % |
| 2 | No | 1 | 0.3 % |
| 3 | Only if the measure agrees with my sense of a teachers effectiveness | 24 | 7.6 % |
| . (M) | - | 63 | 19.9 % |

Based upon 254 valid cases out of 317 total cases.

- Mean: 1.19
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 3.00
- Standard Deviation: 0.59

**PQ8B** **If you had access to multiple measures of effective teaching, such as those piloted in the MET project, would you use them to inform decisions on teacher assignments?**

Location: 1197-1208 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Yes | 210 | 66.2 % |
| 2 | No | 5 | 1.6 % |
| 3 | Only if the measure agrees with my sense of a teachers effectiveness | 39 | 12.3 % |
| . (M) | - | 63 | 19.9 % |

Based upon 254 valid cases out of 317 total cases.

- Mean: 1.33
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 3.00
- Standard Deviation: 0.73

**PQ9A** **In your school, in what percentage of teacher's classes would you be enthusiastic to place your own child?**

Location: 1209-1220 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Nearly All | 53 | 16.7 % |
| 2 | 75% or more | 118 | 37.2 % |
| 3 | 50% or more | 55 | 17.4 % |
| 4 | 25% or more | 22 | 6.9 % |
| 5 | Very few | 8 | 2.5 % |
| . (M) | - | 61 | 19.2 % |

Based upon 256 valid cases out of 317 total cases.

- Mean: 2.27
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.99

**PQ9B** **In your school, in what percentage of teacher's classes would you be reluctant to place your own child?**

Location: 1221-1232 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Nearly All | 4 | 1.3 % |
| 2 | 75% or more | 18 | 5.7 % |
| 3 | 50% or more | 44 | 13.9 % |
| 4 | 25% or more | 64 | 20.2 % |
| 5 | Very few | 125 | 39.4 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 4.13
- Median: 4.00
- Mode: 5.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 1.04

**PQ10A** **For what percentage of teachers does the observation-of-record (formal observation) agree with your candid assessment of each teacher's effectivenes for very good or excellent teachers?**

Location: 1233-1244 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Nearly All | 115 | 36.3 % |
| 2 | 75% or more | 113 | 35.6 % |
| 3 | 50% or more | 21 | 6.6 % |
| 4 | 25% or more | 5 | 1.6 % |
| . (M) | - | 63 | 19.9 % |

Based upon 254 valid cases out of 317 total cases.

- Mean: 1.67
- Median: 2.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 4.00
- Standard Deviation: 0.71

**PQ10B** **For what percentage of teachers does the observation-of-record (formal observation) agree with your candid assessment of each teacher's effectivenes for poor or very poor teachers?**

Location: 1245-1256 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Nearly All | 96 | 30.3 % |
| 2 | 75% or more | 68 | 21.5 % |
| 3 | 50% or more | 38 | 12.0 % |
| 4 | 25% or more | 28 | 8.8 % |
| 5 | Very few | 24 | 7.6 % |
| . (M) | - | 63 | 19.9 % |

Based upon 254 valid cases out of 317 total cases.

- Mean: 2.28
- Median: 2.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 1.32

**PQ11A** **Below is a list of concerns about using average student growth in test scores to inform evaluations of teachers and schools. How valid do you find each of these concerns? Standardized tests are not a good way to measure student learning**

Location: 1257-1268 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Extremely Valid | 14 | 4.4 % |
| 2 | Between Extremely and Somewhat Valid | 57 | 18.0 % |
| 3 | Somewhat Valid | 118 | 37.2 % |
| 4 | Between Somewhat and Not At All Valid | 50 | 15.8 % |
| 5 | Not At All Valid | 16 | 5.0 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 2.99
- Median: 3.00
- Mode: 3.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.95

**PQ11B** **Below is a list of concerns about using average student growth in test scores to inform evaluations of teachers and schools. How valid do you find each of these concerns? The tests do not measure the curriculum our school teaches**

Location: 1269-1280 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Extremely Valid | 19 | 6.0 % |
| 2 | Between Extremely and Somewhat Valid | 42 | 13.2 % |
| 3 | Somewhat Valid | 75 | 23.7 % |
| 4 | Between Somewhat and Not At All Valid | 76 | 24.0 % |
| 5 | Not At All Valid | 43 | 13.6 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 3.32
- Median: 3.00
- Mode: 4.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 1.16

**PQ11C** **Below is a list of concerns about using average student growth in test scores to inform evaluations of teachers and schools. How valid do you find each of these concerns? The tests are biased against some student populations**

Location: 1281-1292 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Extremely Valid | 34 | 10.7 % |
| 2 | Between Extremely and Somewhat Valid | 50 | 15.8 % |
| 3 | Somewhat Valid | 87 | 27.4 % |
| 4 | Between Somewhat and Not At All Valid | 55 | 17.4 % |
| 5 | Not At All Valid | 29 | 9.1 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 2.98
- Median: 3.00
- Mode: 3.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 1.19

**PQ11D** **Below is a list of concerns about using average student growth in test scores to inform evaluations of teachers and schools. How valid do you find each of these concerns? Teachers affect important student outcomes, such as behavior, self-esteem, and intel**

Location: 1293-1304 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Extremely Valid | 136 | 42.9 % |
| 2 | Between Extremely and Somewhat Valid | 63 | 19.9 % |
| 3 | Somewhat Valid | 42 | 13.2 % |
| 4 | Between Somewhat and Not At All Valid | 9 | 2.8 % |
| 5 | Not At All Valid | 5 | 1.6 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 1.76
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.98

**PQ11E** **Below is a list of concerns about using average student growth in test scores to inform evaluations of teachers and schools. How valid do you find each of these concerns? An individual teacher cannot be held primarily responsible for a child's learning, e**

Location: 1305-1316 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Extremely Valid | 14 | 4.4 % |
| 2 | Between Extremely and Somewhat Valid | 37 | 11.7 % |
| 3 | Somewhat Valid | 68 | 21.5 % |
| 4 | Between Somewhat and Not At All Valid | 67 | 21.1 % |
| 5 | Not At All Valid | 69 | 21.8 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 3.55
- Median: 4.00
- Mode: 5.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 1.19

**PQ12A** **Choose the extent to which you agree or disagree with each statement. I know who the more and less effective teachers are in my school**

Location: 1317-1328 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 188 | 59.3 % |
| 2 | Agree | 67 | 21.1 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 1.26
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 2.00
- Standard Deviation: 0.44

**PQ12B** **Choose the extent to which you agree or disagree with each statement. I hold back issuing poor performance ratings because it's not worth the bother**

Location: 1329-1340 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 3 | 0.9 % |
| 2 | Agree | 7 | 2.2 % |
| 3 | Neither Agree nor Disagree | 23 | 7.3 % |
| 4 | Disagree | 108 | 34.1 % |
| 5 | Strongly Disagree | 114 | 36.0 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 4.27
- Median: 4.00

- Mode: 5.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.83

**PQ12C** **Choose the extent to which you agree or disagree with each statement. When I provide feedback to teachers, they incorporate it into their teaching**

Location: 1341-1352 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 13 | 4.1 % |
| 2 | Agree | 191 | 60.3 % |
| 3 | Neither Agree nor Disagree | 43 | 13.6 % |
| 4 | Disagree | 8 | 2.5 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 2.18
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 4.00
- Standard Deviation: 0.56

**PQ12D** **Choose the extent to which you agree or disagree with each statement. My teachers view the evaluation process as fair**

Location: 1353-1364 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 19 | 6.0 % |
| 2 | Agree | 126 | 39.7 % |
| 3 | Neither Agree nor Disagree | 83 | 26.2 % |
| 4 | Disagree | 24 | 7.6 % |
| 5 | Strongly Disagree | 3 | 0.9 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 2.47
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00

- Maximum: 5.00
- Standard Deviation: 0.81

| PQ12E | Choose the extent to which you agree or disagree with each statement. I know effective strategies for improving my staff's teaching practice |
|---|---|

Location: 1365-1376 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 69 | 21.8 % |
| 2 | Agree | 172 | 54.3 % |
| 3 | Neither Agree nor Disagree | 13 | 4.1 % |
| 5 | Strongly Disagree | 1 | 0.3 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 1.79
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.56

| PQ12F | Choose the extent to which you agree or disagree with each statement. I have the resources needed to improve my staff's teaching practice |
|---|---|

Location: 1377-1388 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 38 | 12.0 % |
| 2 | Agree | 141 | 44.5 % |
| 3 | Neither Agree nor Disagree | 44 | 13.9 % |
| 4 | Disagree | 28 | 8.8 % |
| 5 | Strongly Disagree | 4 | 1.3 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 2.29
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.91

**PQ12G** **Choose the extent to which you agree or disagree with each statement. I can access professional development for my teachers that can improve their performance in the classroom**

Location: 1389-1400 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 50 | 15.8 % |
| 2 | Agree | 158 | 49.8 % |
| 3 | Neither Agree nor Disagree | 35 | 11.0 % |
| 4 | Disagree | 10 | 3.2 % |
| 5 | Strongly Disagree | 2 | 0.6 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 2.04
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.75

**PQ12H** **Choose the extent to which you agree or disagree with each statement. Teachers believe the current evaluation system can help them improve their teaching**

Location: 1401-1412 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 7 | 2.2 % |
| 2 | Agree | 95 | 30.0 % |
| 3 | Neither Agree nor Disagree | 100 | 31.5 % |
| 4 | Disagree | 46 | 14.5 % |
| 5 | Strongly Disagree | 7 | 2.2 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 2.81
- Median: 3.00
- Mode: 3.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.86

**PQ12I** **Choose the extent to which you agree or disagree with each statement. The teaching staff supports the administration and leadership of the school**

Location: 1413-1424 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 47 | 14.8 % |
| 2 | Agree | 164 | 51.7 % |
| 3 | Neither Agree nor Disagree | 32 | 10.1 % |
| 4 | Disagree | 10 | 3.2 % |
| 5 | Strongly Disagree | 3 | 0.9 % |
| . (M) | - | 61 | 19.2 % |

Based upon 256 valid cases out of 317 total cases.

- Mean: 2.05
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.75

**PQ12J** **Choose the extent to which you agree or disagree with each statement. Teachers view current evaluation system ratings as fair**

Location: 1425-1436 (width: 12; decimal: 0)

Variable Type: numeric

| *Value* | *Label* | *Unweighted Frequency* | *%* |
|---|---|---|---|
| 1 | Strongly Agree | 7 | 2.2 % |
| 2 | Agree | 120 | 37.9 % |
| 3 | Neither Agree nor Disagree | 90 | 28.4 % |
| 4 | Disagree | 32 | 10.1 % |
| 5 | Strongly Disagree | 6 | 1.9 % |
| . (M) | - | 62 | 19.6 % |

Based upon 255 valid cases out of 317 total cases.

- Mean: 2.65
- Median: 3.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 0.82