Measures of Effective Teaching: 3d - Base Data: Item-Level Surveys and Assessment Teacher Files, 2009-2011

Bill and Melinda Gates Foundation

Principal Survey Instrument
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Q1. How much of your time at work is dedicated to observing teachers and providing feedback?

- Nearly All
- 75% or more
- 50% or more
- 25% or more
- Very Little

Q2. During this past school year, how many observations did you (or your administrative staff) do of each teacher?

[For 7 or more, enter 7.] FORMAL OBSERVATIONS

Teacher 1 for school 933331
Teacher 2 for school 933331
Teacher 3 for school 933331
Teacher 4 for school 933331

[For 11 or more, enter 11.] OTHER OBSERVATIONS

Teacher 1 for school 933331
Teacher 2 for school 933331
Teacher 3 for school 933331
Teacher 4 for school 933331

Q3. Among teachers you have known who taught the same grade/subject, how would you rate each teacher overall?

Exceptional (top 5%)
Very Good (top 25%)
Good (top 50%)
Fair (top 75%)
Poor (bottom 25%)
Very Poor (bottom 5%)
Cannot Rate

Teacher 1 for school 933331
Teacher 2 for school 933331
Teacher 3 for school 933331
Teacher 4 for school 933331
Q4. How confident are you in the rating you assigned to each teacher?

<table>
<thead>
<tr>
<th>Teacher 1 for school 933331</th>
<th>Strongly</th>
<th>Mostly</th>
<th>Somewhat</th>
<th>Weakly</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher 2 for school 933331</th>
<th>Strongly</th>
<th>Mostly</th>
<th>Somewhat</th>
<th>Weakly</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher 3 for school 933331</th>
<th>Strongly</th>
<th>Mostly</th>
<th>Somewhat</th>
<th>Weakly</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher 4 for school 933331</th>
<th>Strongly</th>
<th>Mostly</th>
<th>Somewhat</th>
<th>Weakly</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Q5. Please consider the following list. Select the three sources of information which were most important to your assessment of these teachers' effectiveness.

- student work
- student performance on state tests
- average student growth on state tests (value-added measures, growth percentiles)
- performance of other tasks for the school (PTA liaison, coach, committee chair, etc.)
- feedback from parents
- feedback from students
- feedback from other teachers
- feedback from other administrators
- materials submitted as part of Annual Performance Option or other teacher portfolio
- classroom observation
- other

(Q5. Select the three sources of information which were most important to your assessment of these teachers' effectiveness.)

Please describe the other source of information in 255 characters or less.

Please email the help desk [metis@metis1.com] if you have any questions or comments.
Q6. 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?
- Yes
- No
- Only if the measure agrees with my sense of a teacher’s effectiveness

decisions on teacher assignments?
- Yes
- No
- Only if the measure agrees with my sense of a teacher’s effectiveness

Q7. In your school, in what percentage of teacher’s classes would you be...

enthusiastic to place your own child?
- Nearly All
- 75% or more
- 50% or more
- 25% or more
- Very Few

reluctant to place your own child?
- Nearly All
- 75% or more
- 50% or more
- 25% or more
- Very Few

Q8. For what percentage of teachers does the observation-of-record (oral observation) agree with your candid assessment of each teacher’s effectiveness...

for very good or excellent teachers?
- Nearly All
- 75% or more
- 50% or more
- 25% or more
- Very Few

for poor or very poor teachers?
- Nearly All
- 75% or more
- 50% or more
- 25% or more
- Very Few
Q9. 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?

<table>
<thead>
<tr>
<th>Concern</th>
<th>Extremely Useful</th>
<th>Somewhat Useful</th>
<th>Not at all Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized tests are not a good way to measure student learning.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The tests do not measure the curriculum our school teaches.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The tests are biased against some student populations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers affect important student outcomes, such as behavior, self-esteem, and intellectual curiosity, in ways that cannot be measured with standardized tests.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>An individual teacher cannot be held primarily responsible for a child’s learning, even in a subject they teach.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Q10. Choose the extent to which you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree 1</th>
<th>Agree 2</th>
<th>Neither Agree 3</th>
<th>Disagree 4</th>
<th>Strongly Disagree 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know who the more and less effective teachers are in my school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I hold back issuing poor performance ratings because it’s not worth the bother.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>When I provide feedback to teachers, they incorporate it into their teaching.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My teachers view the evaluation process as fair.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I know effective strategies for improving my staff’s teaching practice.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I have the resources needed to improve my staff’s teaching practice.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>I can access professional development for my teachers that can improve their performance in the classroom.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers believe the current evaluation system can help them improve their teaching.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The teaching staff supports the administration and leadership of the school.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers view current evaluation system ratings as fair.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Thank you for completing the survey. You will now be directed to the MET Project home page.