

2014-15 Educator Evaluation Implementation Survey (Principals/Administrators)

NOTE

[INSERT YOUR SCHOOL OR DISTRICT'S OBJECTIVE FOR THIS SURVEY, ASSURANCES OF ANONYMITY, AND PLANS FOR FOLLOW-UP.]

1. As of the current school year, how many total years have you worked as a principal/administrator? (If this is your first year as a principal/administrator, please mark "1 year.") (Mark one response in each column)

Number of years you have worked	
As a principal in THIS district	As a principal in ANY district
<input type="radio"/> 1 year (including 2014-15)	<input type="radio"/> 1 year (including 2014-15)
<input type="radio"/> 2-3 years	<input type="radio"/> 2-3 years
<input type="radio"/> 4-5 years	<input type="radio"/> 4-5 years
<input type="radio"/> 6-9 years	<input type="radio"/> 6-9 years
<input type="radio"/> 10-19 years	<input type="radio"/> 10-19 years
<input type="radio"/> 20 plus years	<input type="radio"/> 20 plus years

2. Did you serve as an evaluator as part of the new educator evaluation system last school year (2013-14)?
- Yes
 - No
 - I don't know

[PROGRAMMING NOTE: If Q2= "No" or "I don't know," skip Q5-Q11 (about experience as evaluator).]

3. Were you evaluated as part of the new educator evaluation system last school year (2013-14)?
- For the first time
 - For the second time
 - For the third time
 - No
 - I don't know

[PROGRAMMING NOTE: If Q3= "No" or "I don't know," skip Q12-15 (about experience being evaluated).]

4. Have you been involved in your district's effort to develop or pilot a District Determined Measure (DDM)?
- Yes
 - No

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The following questions ask about your experience with the Educator Evaluation Framework as an evaluator.

5. How many educators did you evaluate last school year (2013-14)?

- None
- Between 1 and 10
- Between 11 and 20
- Between 21 and 30
- Between 31 and 40
- More than 40
- Don't know

6. What was the average number of **observations** you conducted per educator last year (both Professional Teacher Status (PTS) and non-PTS teachers)? (Please fill in one response in each column.)

Average # observations	PTS	Non-PTS
None	<input type="radio"/>	<input type="radio"/>
1-2	<input type="radio"/>	<input type="radio"/>
3-4	<input type="radio"/>	<input type="radio"/>
5-6	<input type="radio"/>	<input type="radio"/>
7-8	<input type="radio"/>	<input type="radio"/>
More than 8	<input type="radio"/>	<input type="radio"/>

7. During the 2013–14 school year, approximately what proportion of your time did you spend on evaluation activities?

- None
- ≤ 10%
- 11% and 25%
- 26% and 50%
- 51% and 60%
- Above 61%

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8. In which of the following activities related to the educator evaluation system did you participate **as an evaluator** last year? (Mark one response in each row.)

Activities	I did not participate in this activity	I began but did not complete this activity	I completed this activity	I do not know what this activity is	Not applicable
a. Developed SMART student learning goals with the teachers/staff I evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Developed SMART professional practice goals with the teachers/staff I evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Met with the teachers/staff I evaluate to discuss their goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Conducted announced observations of the teachers/staff I evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Conducted unannounced observations of the teachers/staff I evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Conducted formative assessments of the teachers and/or staff I evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Developed and/or piloted District Determined Measures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Determined summative performance ratings of the teachers and/or staff I evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discussed summative performance ratings with the educators I evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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9. How fully do you understand each of the following components of the educator evaluation framework **as they pertain to you as an evaluator**? *Note: Please mark "not at all" if you do not know what the component referenced is.* (Mark one response in each row)

	Not at all	Somewhat	Mostly or completely
a. My overall responsibilities as an evaluator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The four standards of practice for administrators (instructional leadership, management and operations, family and community engagement, and professional culture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The four standards of practice for educators (Curriculum, Planning & Assessment, Teaching All Students, Family & Community Engagement, and Professional Culture).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The four levels of effectiveness (exemplary, proficient, needs improvement, and unsatisfactory).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The self-assessment stage of the evaluation of the 5-step evaluation cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The development of SMART goals as part of the 5-step evaluation cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Conducting observations of the teachers/staff I evaluate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Providing feedback to the teachers/staff I evaluate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The types of evidence that help demonstrate performance of the teachers/staff I evaluate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The formative assessment that is part of the 5-step evaluation cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The summative evaluation that is part of the 5-step evaluation cycle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. How student learning is incorporated into the summative performance evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. How to incorporate measures of student learning, growth, and achievement (including DDMs) into the Student Impact Rating of teachers/staff I evaluate (in the future)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. How Summative Performance Ratings are determined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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10. How strongly do you agree or disagree with the following statements about the educator evaluation system as it applies to your responsibilities as an evaluator? (Mark one response in each row)

	Strongly disagree	Disagree	Agree	Strongly agree	Too soon for me to know
a. The educator evaluation system significantly increases my workload as an administrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have adequate time to evaluate the teachers in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I do not feel comfortable evaluating staff outside of my content expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel comfortable evaluating non-instructional staff (e.g., counselors, school nurse).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How strongly do you agree or disagree with the following statements about the technical assistance and training and the new educator evaluation system? (Mark one response in each row)

I have received sufficient training on:	Strongly disagree	Disagree	Agree	Strongly agree
a. How to develop SMART goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The school-level administrator performance rubric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The SISP rubric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The teacher rubric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. How to do a self-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. How to conduct observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. How to provide feedback to the teacher/staff I evaluate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. How to assess evidence gathered as part of the evaluation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. How to communicate with teachers/staff about their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Technology supports (e.g., online forms, online processes) used during the evaluation cycle <i>(please remove this item if not applicable to your district)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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These questions focus on the evaluation process for principals/administrators and your experiences thus far being evaluated as an administrator.

12. Who was responsible for evaluating your performance last year? (Select all that apply)

- The superintendent of my district
- An assistant superintendent
- A human resources administrator from my district
- An evaluation consultant
- Other: _____
- Don't know

13. In which of the following activities did you participate as part of your own evaluation last year? (Mark one response in each row.)

Activities	I did not participate in this activity	I began but did not complete this activity	I completed this activity	I do not know what this activity is
a. An individual self-assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Developed SMART student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developed SMART professional practice goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Met with my evaluator to discuss my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. An announced observation conducted by my evaluator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. An unannounced observation conducted by my evaluator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Formative assessment with my evaluator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Summative evaluation with my evaluator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Development and/or piloting of District-Determined Measures (DDMs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Communication with your evaluator about your formative/summative evaluation from the prior year .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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14. Please indicate which parts of the evaluation process from last year may lead you to alter your administrative and instructional leadership practices this school year. (Mark all that apply.)

Self-assessment	<input type="radio"/>
SMART goal setting	<input type="radio"/>
Implementation of your educator plan	<input type="radio"/>
Formative assessment/evaluation	<input type="radio"/>
Summative evaluation	<input type="radio"/>
Feedback from observations of your practice	<input type="radio"/>
Evidence collection to help document your performance	<input type="radio"/>
Supports or professional development that have been provided as a result of your evaluation	<input type="radio"/>
My performance ratings (overall or individual standard ratings)	<input type="radio"/>
Other: _____	<input type="radio"/>
No part of last year's evaluation process will inform my practices in 2014-15	<input type="radio"/>

15. How strongly do you agree or disagree with the following statements about the educator evaluation system as it applies to **the evaluation of you as an administrator?** (Mark one response in each row)

	Strongly disagree	Disagree	Agree	Strongly agree	Too soon for me to know
a. I get timely feedback on my practice from my evaluator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The feedback I get as part of the evaluation process includes specific ways to improve my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The educator evaluation system provides me with opportunities to reflect on my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am comfortable with the number of observations of my practice that are part of the evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. It takes too much time for me to fulfill my responsibilities related to the evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am anxious about my evaluator's assessment of my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My evaluator's assessment of my performance is fair so far.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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h. The educator evaluation system helps to identify professional development, trainings, or other resources that can improve my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I know how to demonstrate that I am meeting my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Technology supports (e.g., online forms, online processes) used during the evaluation cycle are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Technology supports (e.g., online forms, online processes) used during the evaluation cycle are hard to use.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NOTE: Remove items j and k if not applicable.]

The next questions ask about your perceptions of the new educator evaluation system as a whole.

16. How strongly do you agree or disagree with the following statements about the new educator evaluation system in your district? (Mark one response in each row)

	Strongly disagree	Disagree	Agree	Strongly agree	Too soon for me to know
a. The new educator evaluation system differentiates between high- and low-performing administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The new educator evaluation system differentiates between high- and low-performing teachers and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Evaluations of educators should consider students' standardized test scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The educator evaluation system will help improve student learning in this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The performance ratings that are part of the evaluation system create anxiety for teachers at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The new educator evaluation system creates transparency in the evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Under the new educator evaluation system, educators are evaluated consistently across grades, subjects, and schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The new educator evaluation system provides a fair process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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j.	The educator evaluation system will improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l.	The educator evaluation system supports teachers and school staff who need additional help with instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m.	The primary focus of the new educator evaluation system is educator development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n.	The educator evaluation system evaluates educators more comprehensively than the previous system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o.	Educators at my school are worried about the effect that their Student Impact Rating will have on their job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p.	The educator evaluation system is as fair for non-instructional staff (e.g., counselor, school nurse) as it is for instructional staff (e.g., classroom teachers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q.	Compared to the prior evaluation system, the new evaluation system provides educators with more meaningful feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r.	Compared to the prior evaluation system, the new evaluation system enables educators to better distinguish between exceptional, capable, and weak educator [practice].	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s.	District Determined Measures (DDMs) will help teachers improve their practice by providing them with information on their students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[NOTE: LAST RESPONSE OPTION IS INTENTIONALLY EXCLUDED FOR TWO ITEMS ABOVE]

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17. Thinking about this year compared to **last year (2013-14)**, please indicate how strongly you agree or disagree with the following statements about the educator evaluation system. (Mark one response in each row.)

Compared to last year...	Strongly disagree	Disagree	Agree	Strongly agree	Not Applicable
a. I am more informed about how to develop SMART student learning goals this school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am more informed about how to develop SMART professional practice goals this school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Summative feedback from my evaluator will improve my practices this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The educator evaluation system makes me feel more anxious this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am more knowledgeable about what evidence and artifacts are needed in the educator evaluation system this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>