

2014-15 Educator Evaluation Implementation Survey (Staff)

NOTE

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

1. Please indicate all grades in which you currently provide instruction or work with students. (Mark all that apply.)

| | |
|--------------------------------------|-----------------------|
| Pre-K | <input type="radio"/> |
| K | <input type="radio"/> |
| 1 | <input type="radio"/> |
| 2 | <input type="radio"/> |
| 3 | <input type="radio"/> |
| 4 | <input type="radio"/> |
| 5 | <input type="radio"/> |
| 6 | <input type="radio"/> |
| 7 | <input type="radio"/> |
| 8 | <input type="radio"/> |
| 9 | <input type="radio"/> |
| 10 | <input type="radio"/> |
| 11 | <input type="radio"/> |
| 12 | <input type="radio"/> |
| I do not work directly with students | <input type="radio"/> |

2. Please select your primary role(s) in your school. (Mark all that apply.)

| Subject(s) | |
|--|--|
| <input type="checkbox"/> Teaching all subjects (generalist) <i>Note: if you are an elementary school teacher and provide instruction in most or all core academic subjects, please select above option</i> <input type="checkbox"/> Teaching Visual and Performing Arts <input type="checkbox"/> Teaching English Language Arts <input type="checkbox"/> Teaching Foreign Languages <input type="checkbox"/> Teaching Comprehensive Health/Physical Education <input type="checkbox"/> Teaching Mathematics <input type="checkbox"/> Teaching History and Social Science <input type="checkbox"/> Teaching Science and Technology/Engineering <input type="checkbox"/> Teaching Special Education/Resource <input type="checkbox"/> Teaching English Language Learners | <input type="checkbox"/> Providing Reading/Literacy support for students <input type="checkbox"/> Instructional Coach for Teachers <input type="checkbox"/> Teaching Vocational Technical programs <input type="checkbox"/> Paraprofessional <input type="checkbox"/> School Counselor <input type="checkbox"/> Librarian <input type="checkbox"/> Speech, Physical, or Occupational Therapist <input type="checkbox"/> Nurse <input type="checkbox"/> Other (please specify): _____ |

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3. Including the current school year (2014-15), how many total years have you worked in your position? *Position is defined as generally the same role (e.g., teaching in the same grade span can be considered the same position, changing from a high school to an elementary school teacher or changing content areas should be considered a different position).* (Note: If this is your first year in your position, please mark "1 year.") (Mark one response in each column.)

| Number of years you have worked | |
|--|--|
| In this position in THIS district | In this position 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 |

4. 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

[NOTE: If Q4="no" or "I don't know," skip to end of survey and consider ineligible.]

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5. In which of the following activities related to the educator evaluation system did you participate last year (2013-14)? (Mark one response in each row.)

| Activities | I did not participate in this activity | I began this activity, but did not complete it | 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. Development of SMART goals at team-level or school-level related to content area, practice, or grade level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Meeting with my evaluator to discuss my goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. An announced observation conducted by my evaluator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. An unannounced observation conducted by my evaluator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Formative assessment/evaluation with my evaluator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Development and/or piloting of a District Determined Measure (DDMs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Communication with my evaluator about my formative/summative evaluation from the prior year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. A summative evaluation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Receipt of my summative performance rating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Discussion of my summative performance rating with my evaluator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[NOTE: If Q5k="I did not participate in this activity" or "I began this activity, but did not complete it," respondent should skip Q14.]

6. How many observations did your evaluator conduct of you last year? (Mark one response in each column.)

| | Announced | Unannounced |
|---------------|-----------------------|-----------------------|
| 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"/> |
| More than 6 | <input type="radio"/> | <input type="radio"/> |
| I do not know | <input type="radio"/> | <input type="radio"/> |

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7. How strongly do you agree or disagree with the following statements specifically related to training and the new educator evaluation system? (Mark one response in each row.)

| I have had sufficient training on: | Strongly disagree | Disagree | Agree | Strongly agree | Not applicable |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. How to develop a SMART professional practice goal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. How to develop a SMART student learning goal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The performance rubric | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. How to do a self-assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. How to develop an educator plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. How to gather evidence to share with my evaluator as part of the evaluation process | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Technology supports (e.g., online forms, online processes) used during the evaluation cycle <i>(please indicate in the appropriate column if not applicable to your district)</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. How fully do you understand each of the following components of the Educator Evaluation Framework (EEF)?
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. 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"/> |
| b. The four levels of effectiveness (exemplary, proficient, needs improvement, and unsatisfactory) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The self-assessment stage of the 5-step evaluation cycle | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. The development of SMART goals as part of the 5-step evaluation cycle | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Implementation of my educator plan as part of the 5-step evaluation cycle | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. The formative assessment that is part of the 5-step evaluation cycle | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The summative evaluation that is part of the 5-step evaluation cycle | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. The types of evidence that inform my evaluation (artifacts, observations, student feedback, measures of student learning) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. How the rubric is used to determine my summative performance level during the evaluation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. The factors that determine the type (i.e., developing, self-directed, directed, or improvement) and length (i.e., one or two years) of an educator plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. How student learning, growth, and achievement is incorporated into the summative performance evaluation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. How Student Impact Ratings are determined | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. How Summative Performance Ratings are determined. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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9. Please indicate which parts of the evaluation process have led or may lead you to make changes to your classroom practices. (Mark all that apply.)

| | |
|--|--------------------------|
| Self-assessment | <input type="checkbox"/> |
| SMART goal setting | <input type="checkbox"/> |
| Implementation of your educator plan | <input type="checkbox"/> |
| Formative assessment/evaluation | <input type="checkbox"/> |
| Summative evaluation | <input type="checkbox"/> |
| Feedback from observations of my practice | <input type="checkbox"/> |
| Evidence collection to help document my performance | <input type="checkbox"/> |
| Supports or professional development that have been provided as a result of my evaluation | <input type="checkbox"/> |
| My performance ratings (overall or individual standard ratings) | <input type="checkbox"/> |
| Other: _____ | <input type="checkbox"/> |
| I have not applied nor do I plan to apply any aspects of the evaluation process to my practices. | <input type="checkbox"/> |

10. Based on your experiences with the new evaluation process to date, how strongly do you agree or disagree with the following statements? (Mark one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a. I get timely feedback on my practice from my evaluator. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The feedback I get as part of the evaluation process includes specific ways to improve my practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. I am comfortable with the number of observations of my teaching that are part of the evaluation process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. It takes too much time for me to fulfill my responsibilities related to my evaluation process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The number of observations cannot adequately capture the quality of my teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. It is clear how the evidence I collect is used to help evaluate my performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. The educator evaluation system provides me with opportunities to reflect on my practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. SMART goals help me measure my progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. The educator evaluation system helps to identify professional development, trainings, or other resources that can improve my practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. My evaluator's assessment of my performance is fair so far. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. I am anxious about my evaluator's assessment of my performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. I am worried about the effect that my Student Impact Rating will have on my job security. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. I know how I can demonstrate that I am meeting my goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. Technology supports (e.g., online forms, online processes) used during the evaluation cycle are helpful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. The technology supports (e.g., online forms, online processes) used during the evaluation cycle are hard to use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[NOTE: Remove items n and o if not applicable.]

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

| | Strongly disagree | Disagree | Agree | Strongly agree | Unfamiliar with this aspect of the system or too soon to say |
|--|-----------------------|-----------------------|-----------------------|-----------------------|--|
| a. 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"/> | |
| b. The educator evaluation system is as fair for non-instructional staff (e.g., counselors, school nurses) as it is for instructional staff (e.g., classroom teachers). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| c. District Determined Measures (DDMs) will help teachers improve their practice by providing information on students' learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. 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"/> |
| e. The new educator evaluation system evaluates educators more comprehensively than the previous system. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Evaluations of educators should consider students' standardized test scores. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| g. The primary focus of the new educator evaluation system is educator development. | <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"/> |
| i. 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"/> |
| j. 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"/> |
| k. Under the new 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"/> |
| 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"/> | <input type="radio"/> |
| m. The new educator evaluation system is implemented as fully for principals as for teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. 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"/> | |
| o. Compared to the prior evaluation system, the new evaluation system enables educators to better distinguish between exemplary, proficient, and weaker educator practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[NOTE: LAST COLUMN RESPONSE OPTION IS INTENTIONALLY EXCLUDED FOR SOME OF THE ITEMS.]

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12. Who was responsible for evaluating your performance last school year (2013-14)? (Select all that apply.)

- The principal of my school
- Another administrator at my school
- Another school administrator from my district
- Another teacher from my school
- A curriculum coordinator/ instructional coach
- A human resources administrator from my district
- An evaluation consultant
- Other: _____
- Don't know

13. Based on your experience in the 2013-14 school year, how strongly do you agree or disagree with the following statements about your evaluator? (Mark one response in each row.)

| | Strongly disagree | Disagree | Agree | Strongly agree | Don't know or not applicable |
|---|-----------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| a. My evaluator had the appropriate content knowledge to evaluate my performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The evaluator who assessed my practice had enough time to do so. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My evaluator directed me to specific professional development supports based on information gathered from the evaluation process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My evaluator seemed to have sufficient training on the evaluation system (e.g., the rubrics and standards of practice) to evaluate my performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. My evaluator was the most appropriate person to conduct my evaluation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My evaluator's assessment of my practice was accurate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. My evaluator's assessment of my practice was fair. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. The feedback my evaluator provided me was helpful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The feedback my evaluator provided me typically referred to specific actions he or she observed and/or specific artifacts I submitted. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. My evaluator had difficulty having conversations with me about my performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. I had difficulty having conversations with my evaluator about my performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. My evaluator considered information gathered over time when he or she provided me with feedback. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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[NOTE: If Q4k="I participated" or "I completed," show Q14; otherwise skip to Q15.]

14. How strongly do you agree or disagree with the following statements about the summative performance ratings you received **last year (2013-14)**? (Mark one response in each row.)

| | Strongly Agree | Disagree | Agree | Strongly Agree | Not applicable |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. The ratings I received will likely influence the way I teach this school year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The ratings that I received were fair. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The ratings I received are what I expected. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I believe that I can improve my performance ratings this year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I believe that I can improve my teaching practice this year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I am satisfied with the ratings I received last year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The ratings I received last year are lower than I expected. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Thinking about **this year (2014-15)** 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. Formative and/or summative feedback from my evaluator will improve my teaching 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"/> |