

U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20208-5651 SURVEY ON TEACHER PERFORMANCE EVALUATIONS FAST RESPONSE SURVEY SYSTEM	FORM APPROVED O.M.B. No.: 1850-0681 EXPIRATION DATE: 11/93
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This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS FOR THIS SURVEY: Teacher performance evaluation - the process of determining how well a person has fulfilled his or her teaching responsibilities. Formal evaluation - the totality of the systematic process of teacher performance evaluation within a given time period.
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AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL

Name of person completing this form: _____ Telephone: _____
 What is the best day/time to reach you at this number, if we have any questions? _____ Day _____ Time _____

RETURN COMPLETED FORM TO: WESTAT, INC. 1650 Research Boulevard Rockville, Maryland 20850 Attention: 928112	IF YOU HAVE ANY QUESTIONS, CALL: Mary Jo Nolin 1-800-937-8281, ext. 2031
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Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 202024651, and to the Office of Management and Budget, Paperwork Reduction Project 1850-0681, Washington, D.C. 20503.

1. What is your teacher certification status? (Circle one.)
- Advanced professional certification 1
 Regular or standard state certification (the standard certification offered in your state) 2
 Probationary certification (the initial certification issued after satisfying all requirements except the completion of a probationary period) 3
 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained) 4
2. What grade levels (or grade equivalent) do you currently teach? (Circle all that apply.)
- K 1 2 3 4 5 6 7 8 9 10 11 12
3. How many years have you been teaching full time? (Exclude breaks in service and any years you were student teaching or substitute teaching.) Total years teaching _____ Years in current school _____
4. Does your state, district, or school have a written policy on teacher performance evaluations?
- | | Yes | No | Don't know |
|--|-----|----|------------|
| a. State has a written policy | 1 | 2 | 3 |
| b. District has a written policy | 1 | 2 | 3 |
| c. School has a written policy | 1 | 2 | 3 |
5. Has your teaching performance been formally evaluated since you started teaching in your current school?
- Yes 1
 No 2
- If yes, how many times? _____

The remaining questions refer to the evaluation process in your current school. If you have never been formally evaluated at your current school, please skip to the questions on the back of the questionnaire.

6. In what academic year were you last formally evaluated in your current school? AY.19-_____
7. What was your teacher certification status when you were last evaluated? (Circle one.)
- Advanced professional certification 1 Probationary certification 3
 Regular or standard state certification 2 Temporary, provisional, or emergency certification 4
8. Was your last evaluation conducted...
- | | Yes | No | | Yes | No |
|--|-----|----|------------------------------------|-----|----|
| a. As a regularly scheduled evaluation? 12d. | | | e. For merit pay? | 1 | 2 |
| b. For tenure? | 1 | 2 | f. Because you requested it? | 12 | |
| c. For a promotion? | 1 | 2 | f. Other (specify) _____ | 1 | 2 |
9. Which of the following were used in evaluating your teaching performance the last time you were evaluated?
- | | Yes | No | | Yes | No |
|--|-----|----|---------------------------------|-----|----|
| a. Student test scores | 1 | 2 | e. Informal observations | 1 | 2 |
| b. Teacher subject matter test scores 12f. | | | f. Student questionnaires | 1 | 2 |
| c. Portfolios of your work | 1 | 2 | g. Videotapes | 1 | 2 |
| d. Formally rated observations 12h. | | | h. Other (specify) _____ | 1 | 2 |
10. Who was involved in evaluating your teaching performance the last time you were evaluated?
- | | Yes | No | | Yes | No |
|--|-----|----|--|-----|----|
| a. Your principal | 1 | 2 | e. A group of teachers | 1 | 2 |
| b. Administrator at your school other than the principal | 1 | 2 | f. State inspector or evaluator 12 | | |
| c. District administrator or evaluator from outside your school 12i. | | | g. School board | 1 | 2 |
| d. Master teacher | 1 | 2 | h. Students | 1 | 2 |
| | | | i. Parents | 1 | 2 |
| | | | j. Other (specify) _____ | 1 | 2 |
11. Of those persons listed in question 10a-j, who had the most important role in evaluating your teaching performance? (Write the letter from a to j that corresponds to the person or group.) _____

12. Below are aspects of teaching. In column A, indicate to what extent each aspect was considered in evaluating your teaching performance the last time you were evaluated. In column B, indicate whether each aspect should be considered in evaluating teaching performance. In column C, indicate your perception of the competence level to evaluate each aspect of teaching possessed by the person or group who last evaluated your teaching performance.

	A. Considered in last evaluation			B. Should be considered		C. Perception of evaluators competence		
	Great extent	Moderate extent	Small or not at all	Yes	No	Great	Moderate	Small or none
a. Overall teaching performance	1	2	3	1	2	1	2	3
b. Subject matter knowledge	1	2	3	1	2	1	2	3
c. Classroom management	1	2	3	1	2	1	2	3
d. Instructional techniques	1	2	3	1	2	1	2	3
e. Test construction skills	1	2	3	1	2	1	2	3
f. Grading methods	1	2	3	1	2	1	2	3
g. Involving parents in the learning process	1	2	3	1	2	1	2	3
h. Helping each student achieve according to his or her ability	1	2	3	1	2	1	2	3
i. Cooperation with other school personnel	1	2	3	1	2	1	2	3
j. Equitable treatment of students and colleagues regardless of race, sex, economic status, etc.	1	2	3	1	2	1	2	3
k. Professional development activities	1	2	3	1	2	1	2	3
l. Teaching demands unique to the students in the classroom	1	2	3	1	2	1	2	3
m. Neighborhood and school problems affecting one's teaching	1	2	3	1	2	1	2	3

- | | Yes | No |
|---|-----|----|
| 13. Were the criteria used in the last evaluation of your teaching performance known to you prior to the evaluation process? | 1 | 2 |
| 14. Did you receive a written report of your last evaluation? | 1 | 2 |
| 15. Did you receive a verbal explanation of your last evaluation? | 1 | 2 |
| 16. Is there an appeal process for evaluations at your school? | 1 | 2 |
| 17. Can you submit a written response to your evaluation that becomes part of your permanent file? | 1 | 2 |
| 18. Did you have the opportunity to design a plan for your professional development following your last evaluation? | 1 | 2 |
| 19. Did the information collected the last time you were evaluated provide an accurate assessment of your teaching performance? | 1 | 2 |
| 20. Was your last evaluation useful to you for improving your teaching? | 1 | 2 |
21. Below are ways that teacher performance evaluations can be used. In column A, indicate to what extent each is an objective in your school. In column B, indicate to what extent each should be an objective in your school.

	A. Is an objective				B. Should be an objective			
	Great extent	Moderate extent	Small extent	Not at all	Great extent	Moderate extent	Small extent	Not at all
a. To guide improvement of teaching skills	1	2	3	4	1	2	3	4
b. To plan inservice education activities	1	2	3	4	1	2	3	4
c. To discharge incompetent teachers	1	2	3	4	1	2	3	4
d. To determine teachers' pay levels	1	2	3	4	1	2	3	4
e. To help teachers focus on student outcomes	1	2	3	4	1	2	3	4
f. To give administrators greater control over teacher job performance	1	2	3	4	1	2	3	4
g. To recognize and reinforce teaching excellence	1	2	3	4	1	2	3	4
h. To make tenure and promotion decisions	1	2	3	4	1	2	3	4
i. To help teachers define standards for their peers	1	2	3	4	1	2	3	4

Please keep a copy of this questionnaire for your records. Thank you for responding.

If you have never been formally evaluated in your current school, please answer the following opinion questions.

22. Below are aspects of teaching. Indicate whether each aspect should be considered in evaluating teaching performance.

	Should be considered	
	Yes	No
a. Overall teaching performance	1	2
b. Subject matter knowledge	1	2
c. Classroom management	1	2
d. Instructional techniques	1	2
e. Test construction skills	1	2
f. Grading methods	1	2
g. Involving parents in the learning process	1	2
h. Helping each student achieve according to his or her ability	1	2
i. Cooperation with other school personnel	1	2
j. Equitable treatment of students and colleagues regardless of race, sex, economic status, etc	1	2
k. Professional development activities	1	2
l. Teaching demands unique to the students in the classroom	1	2
m. Neighborhood and school problems affecting one's teaching	1	2

23. Below are ways that teacher performance evaluations can be used. Indicate to what extent each should be an objective for teacher performance evaluations.

	Should be an objective			
	Great extent	Moderate extent	Small extent	Not at all
a. To guide improvement of teaching skills	1	2	3	4
b. To plan inservice education activities	1	2	3	4
c. To discharge incompetent teachers	1	2	3	4
d. To determine teachers' pay levels	1	2	3	4
e. To help teachers focus on student outcomes	1	2	3	4
f. To give administrators greater control over teacher job performance	1	2	3	4
g. To recognize and reinforce teaching excellence	1	2	3	4
h. To make tenure and promotion decisions	1	2	3	4
i. To help teachers define standards for their peers	1	2	3	4

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