## U.S. DEPARTMENT OF EDUCATION **NATIONAL CENTER FOR EDUCATION STATISTICS**

WASHINGTON, D.C. 20208-5651

FORM APPROVED O.M.B. No.: 1850-0681 **EXPIRATION DATE: 11/93** 

## SURVEY ON TEACHER PERFORMANCE EVALUATIONS

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (20 U.S.C.1221 e-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 show well a person shas fulfilled his or her steaching responsibilities.

Formal evaluation - the totality of the systematic process of teacher performance evaluation within a given time period.

## **AFFIX LABEL HERE**

IF ABOVE INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of pers	on completing this form:	Telephone:	
What is the be	est day/time to reach you at this number, if we have	ve any questions?Day	Tin
	RETURN COMPLETED FORM TO:	F YOU HAVE ANY QUESTIONS, CALL:	

WESTAT, INC. Mary Jo Nolin 1650 Research Boulevard 1-800-937-8281, ext. 2031 Rockville, Maryland 20850

Attention: 928112

Public reporting burden for this collection of information is estimated to •verage 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. Ser 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.

NCES Form No. 2379-44, 3/93

••	Wildt is your teacher Certification status? (On	•						
	Advanced professional certification							1
	Regular or standard state certification (the						٠.	2
	Probationary certification (the initial certification)	fication issued	d aftei	satisfying	requirement	ts except the		3
	completion of a probationary period)							9
	Temporary, provisional, or emergency concertification can be obtained)	ertification (	require	8 additiona	I COUISEMORK D	etore regular		4
	certification can be obtained)	•		•	•	•		
2.	What grade levels (or grade equivalent) do you	u <b>currently te</b>	ach? (	Circle all t	hat apply.)			
	K 1 2 3 4 5	6 7	8	9 10	11 12			
3.	How many years have you been teaching						were st	uden
	teaching or substitute teaching.) Total years	teaching		Years I	n current schoo	)I		
4.	Does your state, district, or school have a write	tten policy o	n <b>teac</b>	her perforn	nance <b>evaluat</b> io	ns?		
	•	' '		•	Yes	No	Dor	ı't kn
	a. State has a written policy		m		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 formall	ly evaluated	since	you started	teaching in you	ur current school?		
	v	4						
	Yes meaning meaning manner.	2						
	No жето изслечен, писсы попинии, вышини,	2						
	If yes, how many times?							
	11 you, now many times:							
<b>eva</b> .	remaining questions refer to the evaluation remaining questions refer to the evaluation at your current school, please skip to the line what academic year were you last format was your teacher certification status were	e questions	on the	back of the	school? AY 19	). 		
eva	In what academic year were you last formated when the work was your teacher certification status were professional certification of the work was your teacher certification of the work was a status of the work was your teacher certification of the work was your teacher was you	ally evaluated	d in yo	back of the our current evaluated?	school? AY.19 (Circle one.) certification	) <u>-</u>		3
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2. 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.		E	3.		C.		
		Considered in			Shou	ld be	Percep	tion of ev	valuators	
		last evaluation			consi	dered				
				Small					Small	
		Great	Moderate	or not					or	
		extent	extent	at <b>a</b> ll	Yes	Νo	Great	Moderat	e 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	
е.	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	
								Ye	s No	

		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.	la 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>B</b> . Should bean objective			
	Great extent	Moderate extent	e Small extent	Not at <b>all</b>	Great extent	Moderate extent	Small extent	Not at al	
a.	To guide improvement of teaching skills1	2	3	4	1	2	3	4	
b.	To plan inservice education activities1	2	3	4	1	2	3	4	
C.	To discharge incompetent teachers1	2	3	4	1	2	3	4	
d.	To determine teachers pay levels1	2	3	4	1	2	3	4	
е.	To help teachers focus on student outcomes	2	3	4	1	2	3	4	
f.	To give administrators greater control over teacher job performance1	2	3	4	1	2	3	4	
g.	To recognize and reinforce teaching excellence	2	3	4	1	2	3	4	
h.	To make tenure and promotion decisions1	2	3	4	1	2	3	4	
i.	To help teachers define standards for their peers	2	3	4	1	2	3	4	

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

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

		Should be o	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 for teacher performance evaluations.

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

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