Implementation Quality: Creating a Teacher Survey

INTRODUCTION

AchieveNJ is a comprehensive evaluation and support system which is part of a larger system of reforms designed to improve teaching and learning. Surveys are an important method for understanding the thoughts and concerns of district educators. This document provides suggestions for how to develop a survey to understand the strengths and challenges in your district -- what is working and what needs to be improved? The Aspen Institute[i] identifies the following ways in which surveys can support the implementation of high-quality evaluation systems:

> Targeted, well-designed and well-executed surveys can do the following:
>
> 1. Capture stakeholder feedback in a relatively quick and cost-effective way;
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> 2. Increase teachers' engagement in the evaluation process;
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> 3. Allow teacher growth and development to be valued explicitly;
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> 4. Provide actionable data on evaluation system implementation; and
>
> 5. Promote a healthy school culture if used appropriately.

CREATING A DISTRICT SURVEY

Districts can consider developing a survey using the Implementation Quality Framework (IQF) shown in the graphic below. The IQF organizes AchieveNJ activities into five areas which can be used to frame discussion around implementation and to craft survey questions. The Evaluation Self-Assessment for Districts models how this might look.

Implementation Quality Framework

Here are some process steps a district could engage in, with examples of how each step might look in practice

Process Step	Example
• Engage key stakeholders up front	The survey questions were developed through the DEAC.
• Decide what you want to know and what you can act on to create visible change	The purpose of this survey is to get the teacher's perspective on our district's implementation of the evaluation system.
• Leverage existing survey mechanisms within the district	The survey will be created, distributed and analyzed using the district's Google platform.
• Share results and subsequent action steps with key stakeholders	The survey results and planned next steps will be shared through the DEAC and on the DEAC website.
• Preserve anonymity to promote honesty	No login will be required, so answers can't be linked back to an individual.

SAMPLE SURVEY QUESTIONS (Concentrated In three Areas of the IQFii**)**

EDUCATOR TRAINING
1. Which types of evaluation process training did you receive? (Check all that apply)
    a. In-person training
    b. Online training
    c. Training booklet or other paper materials
    d. I did not receive training or instruction
2. To what extent do you need additional training on the following areas/topics? [Scale: Not at all, small need, moderate need, high need, N/A]
    a. The overall evaluation system including scoring
    b. The rubric used to evaluate your teaching
    c. Creating SGOs
    d. Management of the software associated with evaluation

EVALUATION ACTIVITIES
3. What is the typical length of an observation?
    a. 10 minutes or fewer
    b. 11-20 minutes
    c. 21-30 minutes
    d. 31-40 minutes
    e. 41-50 minutes
4. Please indicate your level of agreement with each of the following statements about the observations of your teaching that are part of the evaluation of your performance. [Scale: disagree strongly, disagree somewhat, agree somewhat, agree strongly, N/A]
    a. I do extra preparation or planning for lessons that are going to be observed.
    b. Being observed increases my level of stress and anxiety.
    c. I have a clear sense of what kinds of things observers are looking for when they observe my teaching.
    d. When there is a pre-conference, it supports better teaching and learning in my classroom.
    e. The post-observation report reflects an accurate picture of the teaching and learning that took place in my classroom.
    f. I receive useful and actionable feedback during the post classroom observation conference.
5. Please indicate your level of agreement with each of the following statements about the creation, management and scoring of SGOs that is a part of the evaluation of your performance. [Scale: disagree strongly, disagree somewhat, agree somewhat, agree strongly, N/A]
    a. I had useful administrator input on the creation of my SGOs.
    b. I was encouraged to collaborate in the creation of my SGOs.
    c. I was supported in choosing a high-quality assessment.
    d. I was trained in how to set rigorous, achievable targets.
    e. Our school uses SGOs to improve teaching and learning.

DATA SYSTEMS & INFRASTRUCTURE
6. Please indicate your level of agreement with each of the following statements about the use of data in your district. [Scale: disagree strongly, disagree somewhat, agree somewhat, agree strongly, N/A]
    a. My evaluation data is easy to access.
    b. Aggregated evaluation data is used to drive school-wide Professional Development (PD).
    c. Feedback that I receive in observation reports and conferences helps drive my own PD.
    d. I use student learning data in collaborative teams to improve instruction.
    e. When looking at student learning data in teams, we have clear protocols.
    f. When looking at student learning data in teams, I leave with action steps.

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i The Aspen report also provides sample questions that districts may find useful. The Department thanks the Aspen Institute for its contributions to this work and to this document. We also thank our partner districts in New Jersey, whose thoughtful work in this area continues to inspire our thinking and to define best practice.

ii The Evaluation Self-Assessment for Districts provides sample questions in other areas of the IQF.