Essential Voices:
Including Student and Parent Input in Teacher Evaluation

A report issued by Advocates for Children of New York
June 2012

Acknowledgements

Advocates for Children of New York (AFC) would like to thank the Donors' Education Collaborative in the New York Community Trust for their generous support for our teacher evaluation initiative.

We would also like to express our appreciation to the students, parents, and teachers who participated in our focus groups and provided us with valuable feedback and insights on New York's new teacher evaluation system.

Finally, we would like to acknowledge and thank Sarah Part for her work as the primary author of this report.

<div align="right">

Advocates for Children of New York
June 2012

</div>

Introduction

In 2010, New York State passed a law requiring an overhaul of its teacher evaluation procedures. The new law requires 40% of a teacher's evaluation to be based on student outcomes, as measured by standardized state test scores and other local measures of student progress, while the remaining 60% is based on locally designed assessments of a teacher's instructional practice, such as classroom observations, teacher artifacts, progress on professional growth goals, and/or structured student and parent feedback. All teachers and principals must be evaluated under the new system beginning in the 2012-2013 school year.[1] The New York City Department of Education (DOE) is currently piloting a new teacher evaluation system in 108 schools and has adopted a classroom observation protocol based on Charlotte Danielson's Framework for Teaching.[2] Schools participating in the pilot have the option of including school-defined elements, such as student surveys or teacher contributions to the school community, as a supplement to the assessment of teacher practice; however, the DOE is not requiring schools to solicit any feedback from students or parents.[3]

Students and parents are integral stakeholders in the New York City public schools, and their perspectives and concerns are not represented in the new evaluation system as it currently stands. In 2011, Advocates for Children of New York (AFC) held focus groups on the State's new teacher evaluation system with parents, teachers, and students in communities throughout New York City. The vast majority of participants were immigrant parents, parents of English Language Learners (ELLs), and/or parents of students with disabilities; students with disabilities and/or ELLs; or teachers of those student populations. The students and parents with whom we spoke strongly believed that students and parents should have a voice in evaluating their teachers. As one immigrant parent said, "If [the principal] doesn't care what the parents say, it's as if they don't exist. But they do exist; that is why our children are there."

A robust and fair teacher evaluation system will utilize multiple measures of teacher performance and will help teachers improve their practice so that they can better serve their students. Detailed, constructive feedback from students and parents will provide useful and actionable information that test scores and classroom observation alone cannot, and integrating this feedback with other data sources will build a more complete picture of an individual teacher's strengths and weaknesses. As a December 2010 policy brief by the Bill & Melinda Gates Foundation noted, "By combining different sources of data, it is possible to provide diagnostic, targeted feedback to teachers who are eager to improve."[4] In this paper, we describe the need for student and parent input in teacher evaluation in New York City, summarize research demonstrating the validity and reliability of such measures, describe efforts other states and districts are undertaking to incorporate student and/or parent feedback into their own teacher evaluation systems, and provide recommendations to the DOE.

---

[1] Full implementation of the new system is dependent on ongoing collective bargaining negotiations with the teachers' union.

[2] Information on the Danielson Framework for Teaching is available at http://www.danielsongroup.org. The NYC DOE's use of the Danielson Framework is described in more detail in section II of this paper.

[3] Throughout this report, the term "parent" is used to refer to a child's parent, guardian, or primary caregiver.

[4] Bill & Melinda Gates Foundation, "Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project (Policy Brief)," available at http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-finding-policy-brief.pdf.

I.   The case for student input

As the direct beneficiaries of effective instruction, students have a unique and valuable perspective on a teacher's performance in the classroom. Unlike an administrator conducting classroom observation, who witnesses only a small sampling of a teacher's lessons, students are in the classroom with the teacher every day. Secretary of Education Arne Duncan said in 2008, "Students know what's working and not working in schools before anyone else."[5] Student feedback on a teacher's effectiveness can complement other sources of information; the national teacher-training organization TNTP (formerly called The New Teacher Project) notes that "Surveys may act as a 'check' on classroom observation ratings, much like value-added analysis can act as a 'check' on observations in tested subjects."[6]

In addition, meaningful student involvement improves student engagement and gives young people ownership of their own education. Student engagement has been shown to improve academic outcomes and increase the likelihood of high school completion; students who feel connected to school – that they are respected, their opinions are valued, and someone cares about them – have more positive academic attitudes and are more likely to continue to attend school.[7] Thus, engaging students as active participants in teacher evaluation and in the education reform efforts taking place in their own schools "[has] the power to teach them democratic principles, empower and motivate them towards academic achievement, and show them that their voices and unique perspective in the educational system are important and valued."[8]

Furthermore, a number of studies have found that student perceptions are a valid and reliable measure of educator effectiveness. A 2000 analysis of 9,765 student surveys from 27 schools in one Utah school district found that "patterns of response, especially as disclosed by the factor analysis, suggest that students responded to the range of items with reason, intent, and consistent values." The researchers also noted that students were able to distinguish between a teacher they simply liked and one who supported their learning.[9] A second study, published the same year and

---

[5] Colorado State Council on Educator Effectiveness Student Engagement Technical Advisory Group Report (March 2011), available at
http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Report_Appendix_8j-TAG_Student_Engagement_Work_Group.pdf.

[6] TNTP, "'MET' Made Simple: Building Research-Based Teacher Evaluations" (January 2012), available at http://tntp.org/assets/documents/TNTP_METMadeSimple_2012.pdf. TNTP is currently partnering with YouthTruth, a project of the Center for Effective Philanthropy, to design and implement a process for gathering feedback from students taught by teachers in TNTP's training program. More information on this project, which will run through the end of the 2011-2012 school year, is available at http://www.effectivephilanthropy.org/index.php?page=press-release&pr_id=182.

[7] Robert Blum, "A Case for School Connectedness," *Educational Leadership* 62.7 (2005), available at http://www.ascd.org/publications/educational-leadership/apr05/vol62/num07/A-Case-for-School-Connectedness.aspx; Adam Fletcher, "Meaningful Student Involvement: Guide to Students as Partners in School Change" 2nd Ed. (2005), available at http://www.soundout.org/MSIGuide.pdf; Institute for Research and Reform in Education, "Engaging Youth in School" (2004), available at http://www.irre.org/publications/engaging-youth-school.

[8] Colorado State Council on Educator Effectiveness Student Engagement Technical Advisory Group Report (March 2011), available at
http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Report_Appendix_8j-TAG_Student_Engagement_Work_Group.pdf.

[9] Kenneth D. Peterson, Christine Wahlquist, and Kathie Bone, "Student Surveys for School Teacher Evaluation," *Journal of Personnel Evaluation in Education* 14 (2000): 135-153.

analyzing just under 1,000 Wyoming students, found that student ratings of teachers were a strong predictor of achievement on district-developed reading, language arts, and mathematics tests.[10]

Most recently, the Measures of Effective Teaching (MET) project, launched and funded by the Bill & Melinda Gates Foundation, evaluated the use of student surveys in 2,519 classrooms in seven urban school districts and found that "the average student knows effective teaching when he or she experiences it." The analysis performed by MET researchers showed that perceptions of a given teacher are consistent across different classes of students; students are able to clearly differentiate between teachers; and student perceptions correlate with learning gains as measured by standardized tests. Of the various elements surveyed, students' perceptions of a teacher's ability to control a classroom and to challenge students were most predictive of achievement gains.[11]

Student surveys, when well designed, are not a popularity contest. Students should be asked to report only on discrete elements of teacher performance that they have directly experienced. Schools participating in the MET project used the Tripod survey, developed by Harvard researcher Ron Ferguson and refined over the last ten years, which gathers confidential student feedback on specific aspects of a teacher's practice. Copies of the surveys used by the MET project are attached in Appendix A. Surveys exist in both paper and online formats and are tailored for grade levels K–2, 3–5, and 6–12; the youngest students have the survey questions read aloud to them in small groups by a proctor other than the teacher being evaluated. All completed surveys are scored independently. The Tripod survey is named for the three "legs" of teaching practice: content, pedagogy, and relationships. Questions are gathered under seven constructs, called the 7 C's, and students are asked to agree or disagree on a 5-point scale (or a 3-point scale for K–2) with statements that evaluate a teacher's effectiveness under each element.[12] The 7 C's are:

- **Caring** about students (nurturing productive relationships);
- **Controlling** behavior (promoting cooperation and peer support);
- **Clarifying** ideas and lessons (making success seem feasible);
- **Challenging** students to work hard and think hard (pressing for effort and rigor);
- **Captivating** students (making learning interesting and relevant);
- **Conferring** (eliciting students' feedback and respecting their ideas);
- **Consolidating** (connecting and integrating ideas to support learning).[13]

As shown in Table 1, the 7 C's and their corresponding survey items closely align with the New York State Teaching Standards, adopted by the Board of Regents in January 2011. The State Teaching Standards identify the knowledge and skills that research and best practices have shown

---

[10] David J. Wilkerson, Richard P. Manatt, Mary Ann Rogers, and Ron Maughan, "Validation of Student, Principal, and Self-Ratings in 360° Feedback® for Teacher Evaluation, *Journal of Personnel Evaluation in Education* 14 (2000): 179-192.

[11] Bill & Melinda Gates Foundation, "Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project (Policy Brief)," available at http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-finding-policy-brief.pdf; Bill & Melinda Gates Foundation, "Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project (Research Paper)," available at http://www.gatesfoundation.org/college-ready-education/Documents/preliminary-findings-research-paper.pdf.

[12] Ibid.

[13] More information on the Tripod Project is available at http://tripodproject.org/.

are essential to a teacher's success in the classroom, and they form the foundation for teacher certification and evaluation in New York.[14]

---

[14] The New York State Teaching Standards (September 2011), available at http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf; Questions and Answers on the NYS Teaching Standards, available at http://www.highered.nysed.gov/tcert/pdf/TeachingStandardsQA.pdf.

Table 1. Alignment of Tripod survey items with the New York State Teaching Standards.

The 7 C's and Sample Tripod Survey Items	Corresponding Performance Indicators from the New York State Teaching Standards
CARE	- I like the way my teacher treats me when I need help. - My teacher in this class makes me feel that he/she really cares about me. - My teacher really tries to understand how students feel about things. **IV.1a.** Teachers are caring and respectful in their interactions with students. **IV.1d.** Teachers create a climate of acceptance and respect.
CONTROL	- My classmates behave the way my teacher wants them to. - Students in this class treat the teacher with respect. - Our class stays busy and does not waste time. **II.6c.** Teachers organize and effectively use time to achieve learning goals. **IV.3a.** Teachers establish, communicate, and maintain clear standards and expectations for student behavior. **IV.3d.** Students exhibit respectful classroom interactions.
CLARIFY	- My teacher explains difficult things clearly. - My teacher knows when the class understands, and when we do not. - I understand what I am supposed to be learning in this class. - If you don't understand something, my teacher explains it another way. **II.3b.** Teachers adapt instruction in response to various levels of student understanding. **III.2a.** Students understand directions and procedures. **III.2d.** Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods. **III.2e.** Teachers adjust communication in response to student needs. **III.6c.** Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.
CHALLENGE	- My teacher wants us to use our thinking skills, not just memorize things. - My teacher asks students to explain more about answers they give. - In this class, my teacher accepts nothing less than our full effort. - My teacher doesn't let people give up when the work gets hard. **II.2c.** Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving. **III.3a.** Teachers articulate high expectations for all students. **III.3c.** Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources. **IV.2a.** Teachers encourage students to set high standards and expectations for their own performance.
CAPTIVATE	- My teacher makes lessons interesting. - Homework helps me learn. - I like the ways we learn in this class. - My teacher makes learning enjoyable. **III.4c.** Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences. **IV.2c.** Teachers promote students' curiosity and enthusiasm for learning. **IV.2d.** Students are actively engaged in learning.
CONFER	- My teacher asks questions to be sure we are following along when he/she is teaching. - My teacher wants us to share our thoughts. - Students get to decide how activities are done in this class. - My teacher respects my ideas and suggestions. **II.5a.** Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods. **III.2c.** Students' comments and questions are acknowledged and utilized to advance learning. **III.6b.** Teachers seek and provide feedback during and after instruction. **IV.2e.** Students openly express their ideas.
CONSOLIDATE	- My teacher takes the time to summarize what we learn each day. - My teacher checks in to make sure we understand what he/she is teaching us. - When my teacher marks my work, he/she writes on my papers to help me understand how to do better. - We get helpful comments to let us know what we did wrong on assignments. **II.5c.** Teachers design learning experiences that connect students' prior knowledge and instruction to new content. **III.6a.** Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress. **V.2b.** Teachers provide timely feedback to engage students in self-reflection and self-improvement.

II.   The case for parent input

Research has clearly established that family involvement in school improves student outcomes. Students with involved parents are more likely to attend school regularly, have higher academic outcomes, show improved behavior and social skills, be promoted, and eventually graduate from high school.[15] The knowledge and expertise that parents bring to the table about their children cannot be gained any other way; when teachers partner and collaborate with families, they are better able to differentiate instruction and create positive learning environments that support achievement. In addition, regular communication between teachers and families supports parents' efforts to promote learning at home.

In recognition of the importance of positive family-school relationships, the New York State Teaching Standards include the following elements to define effective teaching:

Element I.4:
Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:
a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

Element VI.3:
Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:
a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.
b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.
c. Teachers suggest strategies and ways in which families can participate in and contribute to their students' education.

Despite the widely recognized importance of family involvement, nothing in New York City's current teacher evaluation system measures a teacher's performance on these indicators. The DOE has adopted a modified version of Charlotte Danielson's Framework for Teaching as a classroom observation protocol for measuring educator effectiveness. The Danielson Framework is composed

---

[15] Harvard Family Research Project, "Family Involvement in Elementary School Children's Education" (Winter 2006/2007) and "Family Involvement in Middle and High School Students' Education" (Spring 2007), both available at http://www.hfrp.org/family-involvement/publications-resources?topic=12; Colorado State Council for Educator Effectiveness Technical Advisory Group on Parent/Guardian Involvement, Report and Recommendations (December 2010), available at http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Report_Appendix_8i-TAG_ParentGuardian_Involvement_Work_Group.pdf.

of four domains, each of which contains multiple research-based components of effective instruction; the Framework recognizes the importance of family involvement by including communicating with families as one component under Domain 4, "Professional Responsibilities." Danielson explains:

> *Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself.[16]*

However, the DOE streamlined the Framework to only six components (out of Danielson's original twenty-two), completely eliminating all the components under Domain 4. The core competencies selected by the DOE address a teacher's performance inside the classroom: the ability to design coherent instruction, engage students in learning, create a classroom environment that promotes learning, and manage student behavior. However, these competencies do not address a teacher's responsibilities outside the classroom – such as communication with families – which are critical to excellent teaching and student success.

A well-designed parent survey would assess a teacher's performance on the above-referenced indicators from the State Teaching Standards and would help address this deficiency in the current evaluation system. Like students, parents should be asked to report only on those specific elements of a teacher's performance that they directly observe and experience. For example, a parent could answer questions about whether a teacher communicated about the curriculum and his or her child's progress regularly and in a culturally appropriate manner; about the quantity and usefulness of homework assigned; about whether the teacher made the child excited about learning; and about whether the teacher suggested strategies for greater parental involvement. An example of such a survey is provided in Appendix B; this survey is from the Jackson, Mississippi public schools, where teachers have the option of collecting parent feedback for professional development purposes.[17]

Furthermore, initial research suggests that parent surveys are a potentially valid and reliable data source for teacher evaluation. Standardized, district-developed parent surveys were used for evaluation of 341 teachers from 27 schools in one Utah district, and an analysis of 3,487 completed surveys found that "the patterns of response, especially disclosed by the factor analysis, suggest that parents responded to the range of items with reason, intent, and consistent values." While positive feedback from parents does not in and of itself indicate effective teaching, the researchers in this study note that multiple data sources are necessary to identify teacher quality, and "high parent ratings in conjunction with at least several other positive indicators is a good indicator of quality teaching."[18]

---

[16] Charlotte Danielson, The Framework for Teaching Evaluation Instrument (2011 ed.), available at http://www.danielsongroup.org/article.aspx?page=FfTEvaluationInstrument.
[17] Jackson Public School District, Teacher Performance Evaluation, available at http://www.jackson.k12.ms.us/departments/human_resources/publications/teacher_eval.pdf.
[18] Kenneth D. Peterson, Christine Wahlquist, Julie Esparza Brown, and Swapna Mukhopadhyay, "Parent Surveys for Teacher Evaluation," *Journal of Personnel Evaluation in Education* 17 (2003): 337-351.

III.   Models from other states

As detailed below and summarized in Table 2, a number of states and local school districts have implemented or are in the process of developing mechanisms to incorporate student and/or parent feedback. The teacher evaluation landscape is rapidly evolving as districts across the country revamp their evaluation procedures in response to the federal Race to the Top program; this section is based on a scan of the states conducted in winter and spring 2012.[19]

ALASKA

In 1996, Alaska passed a law requiring all school districts to "provide an opportunity" for students and parents to contribute information on teacher performance as part of the evaluation process. As in New York, parent and community involvement is embedded in State performance standards, and the Evaluation Handbook for Professional Alaska Educators specifically notes that a teacher's responsibilities outside the classroom "will need to be assessed using techniques other than classroom observation." While districts are not required to use surveys – group interviews and focus groups are also given as options – the Handbook suggests that they are the easiest and least expensive method for collecting information from students and parents.[20]

Anchorage

The Anchorage School District, which has approximately 50,000 students, solicits student and parent feedback on an annual basis. Teachers distribute district-developed surveys to their students on a schedule established by the district; a student collects the completed forms and returns them to the principal's office. Parent surveys are made available to the families of all students enrolled in the district. Both student and parent surveys are confidential and not personally identifiable. Survey responses are scanned by the district, and a report is given to the teacher's principal or supervisor for review.[21] A copy of the Anchorage survey is attached in Appendix C.

CALIFORNIA

Los Angeles

The Los Angeles Unified School District (LAUSD) is the second-largest district in the country, serving over 660,000 students. In April 2009, the LAUSD Board of Education created a Teacher Effectiveness Task Force to develop recommendations for the creation of a new teacher evaluation system. The Task Force issued a report in April 2010; this year, LAUSD is in the first phase of implementation of a multiple measure performance evaluation system, Educator Growth and Development Cycle, based on the report's recommendations. About 100 schools are participating

---

[19] Our research focused on states and districts where student and/or parent feedback is required, or where methods for collecting such feedback are being piloted with the assumption that they will be required in the future.

[20] Evaluation Handbook for Professional Alaska (HB 465) Educators, available at http://www.eed.state.ak.us/evaluationhandbook.pdf. This handbook contains samples of surveys used by a number of districts across the state.

[21] Anchorage School District, Certificated Employee Evaluation Document, available at http://www.asdk12.org/school_board/archives/2011-2012/20110808/I05M030.pdf.

in the first phase.[22] Implementation of the new system district-wide is dependent on the results of a pending lawsuit and negotiations with the teachers' union.[23]

Under the system being tested in the first phase of implementation, teacher performance reviews consist of four elements: observation of practice, contributions to student learning outcomes, contributions to the school community, and stakeholder (student, staff, and parent) feedback. Student feedback surveys were developed by a team of researchers based at the University of California—Los Angeles, piloted in the 2010-2011 school year, and revised based on feedback from teachers, administrators, and students. They will be administered to students in grades 4—12 in participating schools in June 2012. A small number of schools will also be testing a parent survey in the 2011-2012 school year. All survey responses will be confidential and no-stakes.[24]

COLORADO

The Colorado state legislature passed a new teacher evaluation law in early 2010, and a 15-member task force, the State Council for Educator Effectiveness, was appointed by the governor to make recommendations to the State Board of Education regarding the law's implementation. In April 2011, the State Council "strongly encouraged" that districts gather student perceptions as part of the evaluation process, and, when appropriate, include this data as one of multiple measures of teacher effectiveness. In explaining this recommendation, the Council noted the importance of student engagement for academic success and stated, "Schools and districts should leverage or create systems and structures to provide students with meaningful opportunities to take ownership of their learning experience and to provide input on the educational experiences provided to them by teachers and schools." The Council also recommended that districts proactively encourage parent involvement, support communication between families and schools, and seek parent input in the development of local teacher evaluation systems.[25] In accordance with these recommendations, the final framework approved by the State in November 2011 strongly encouraged – but did not require – districts to use student perception data.[26]

---

[22] More information on the LAUSD Teacher Effectiveness Task Force and the Initial Implementation Phase is available at http://sae.lausd.net/.

[23] Theresa Watanabe, "Judge delays ruling on suit targeting LAUSD teacher evaluations," *Los Angeles Times*, June 5, 2012, http://articles.latimes.com/2012/jun/05/local/la-me-teacher-eval-20120606.

[24] Drew Furedi, LAUSD Talent Management Division, "Piloting Stakeholder Feedback Surveys" (May 2012), available at http://sae.lausd.net/sites/default/files/SFS%20letter%20to%20IIP%20schools%20-%20FINAL%20-%2005.21.12.pdf; LAUSD Stakeholder Feedback Survey Administration Webinar (May 2012), available at http://sae.lausd.net/sites/default/files/SFS%20Survey%20Administration%20Webinar%20-%20FINAL%20w%20notes%20-%2005.25.12.pdf.

[25] General information on the implementation of Colorado's new teacher evaluation law is available at http://www.cde.state.co.us/EducatorEffectiveness/. The full report produced by the State Council for Educator Effectiveness is available at http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Final_Report.pdf.

[26] Colorado State Board of Education, "Rules for Administration of a Statewide System to Evaluate the Effectiveness of Licensed Personnel Employed by School Districts and Board of Cooperative Services," available at www.cde.state.co.us/EducatorEffectiveness/downloads/rulemaking/1CCR301-87EvaluationofLicensedPersonnel11.9.11.pdf.

Denver

In making their recommendations, the Student Engagement Technical Advisory Group of the State Council for Educator Effectiveness noted that student surveys have been successfully utilized in Denver. Bruce Randolph School, a 6–12 school praised by President Obama in his 2011 State of the Union address for its successful turnaround efforts, partnered with a non-profit student advocacy organization called Project VOYCE to improve student engagement and achievement.[27] In looking at Bruce Randolph's success in giving students a voice, the Student Engagement Work Group argued,

> *Integrating student perception surveys with other data sources builds a more complete picture. The integration of different data sources, including student surveys, will allow teachers and administrators to identify more effective teaching practices for every teacher in Colorado. According to Taylor Betz, a Bruce Randolph math teacher with 17 years of experience, "I can't teach without asking my students for feedback."[28]*

In the 2011-2012 school year, 94% of the Denver Public Schools, which serve over 80,000 students, are participating in a pilot teacher evaluation system called LEAP (Leading Effective Academic Practice). LEAP includes a student perception survey as one of multiple measures. The survey questions, based on the Tripod survey's 7 C's, are aligned with Denver's Framework for Effective Teaching. The survey was piloted in 16 schools in spring 2011; changes were made to the survey based on teacher and principal feedback as part of that pilot. This year, the survey is required for grades 3–12 (and optional for younger grades) in all LEAP pilot schools. It will continue to be adapted based on teacher feedback.[29]

Table 2. States and districts where student and/or parent feedback is required and/or being piloted.

	Student Feedback	Parent Feedback
ALASKA	✓	✓
Anchorage	✓	✓
CALIFORNIA		
Los Angeles	✓	✓
COLORADO		
Denver	✓	
CONNECTICUT	✓	✓
FLORIDA		✓
Miami-Dade		✓
Santa Rosa	✓	✓
GEORGIA	✓	
HAWAII	✓	
IDAHO		✓
ILLINOIS		
Chicago	✓	
MASSACHUSETTS	✓	
NORTH CAROLINA	✓	
PENNSYLVANIA		
Pittsburgh	✓	
TENNESSEE		
Memphis	✓	
UTAH	✓	✓

---

[27] "Bruce Randolph School Lauded by Obama in State of the Union," *The Huffington Post*, January 25, 2011, http://www.huffingtonpost.com/2011/01/25/bruce-randolph-high-schoo_n_814053.html.

[28] Colorado State Council on Educator Effectiveness Student Engagement Technical Advisory Group Report (March 2011), available at http://www.cde.state.co.us/EducatorEffectiveness/downloads/Report%20&%20appendices/SCEE_Report_Appendix_8j-TAG_Student_Engagement_Work_Group.pdf.

[29] More information on the student perception component of LEAP is available at http://leap.dpsk12.org/LEAP-Components/Student-Perception.aspx.

CONNECTICUT

Connecticut passed a law in 2010 requiring the State Board of Education to adopt new guidelines for teacher evaluation. In January 2012, the State Performance Evaluation Advisory Council – tasked with assisting the Board of Education in the development and implementation of a new evaluation system – agreed on the following rubric: 45% on student learning indicators; 40% on teachers' observation and practices; 5% on how the school performs as a whole or student feedback survey; and 10% on peer and parent feedback surveys. Both of the state's teachers' unions are on board with this framework, which was unanimously approved by the Board of Education in February 2012. State law requires districts to have an evaluation system consistent with the model the State adopts in place by July 2013.[30]

FLORIDA

Florida's teacher evaluation law, passed in March 2011, requires local evaluation systems to provide parents with an "opportunity to provide input in evaluations when appropriate." However, the State does not dictate how much (if any) weight parent feedback should be given.[31] Individual Florida districts have interpreted the requirement in a variety of ways. Two examples are provided below; neither district described is surveying parents on specific elements of teacher practice, as we advocate in our recommendations.

Miami-Dade County

Miami-Dade is the fourth largest school district in the nation, serving 345,000 students. The district collects parent input through a school climate survey, participation in the Educational Excellence School Advisory Council (an elected body composed of parents), and the Open House Parent Academy Survey in schools. Rather than asking questions about a specific teacher's performance, the school climate survey asks parents to express agreement or disagreement with general statements such as "Students are getting a good education at this school." The survey also asks respondents to give the school an overall grade on a scale of A through F.[32] The Miami-Dade evaluation handbook notes that the purpose of including parent input in the teacher evaluation process is to provide teachers with feedback for professional growth and self-reflection. Teachers

---

[30] Jacqueline Rabe Thomas,"Coming soon: teacher report cards based on student performance," *The Connecticut Mirror*, January 25, 2012, http://www.ctmirror.org/story/15172/coming-soon-teacher-report-cards-based-student-performance; Shelly Banjo, "Connecticut Nears Agreement on Teacher Evaluations," *The Wall Street Journal*, January 25, 2012, http://blogs.wsj.com/metropolis/2012/01/25/connecticut-nears-agreement-on-teacher-evaluations/; Stephanie Reitz, "Conn. endorses new teacher evaluation methods," *The Boston Globe*, February 11, 2012, http://articles.boston.com/2012-02-11/metro/31046884_1_inept-teachers-evaluations-connecticut-teachers.

[31] SB 736, Chapter 2011-1, Laws of Florida, available at http://documents.brevardschools.org/Updates/Lists/Update2/Attachments/57/7%20%20EnrCSCS%20SB%20736%20FADSS%20Revised%2042711.pdf. More information on the overhaul of Florida's teacher evaluation system can be found at http://www.fldoe.org/arra/TeacherEvaluationSystems.asp.

[32] More information about the Miami-Dade school climate survey, which has been in use since the 1990s, is available at http://drs.dadeschools.net/SchoolClimateSurvey/SCS.asp.

---

may also submit parent feedback for consideration in their evaluation, as evidence of communication and collaboration with families.[33]

Santa Rosa County

In Santa Rosa County, feedback received through a parent survey counts for 5% of a teacher's evaluation. As in Miami-Dade County, the survey asks parents to respond to general statements and questions about school climate. For example, parents are asked to express agreement or disagreement with statements such as "I regularly receive feedback from school staff on how well my child is learning," "My family is treated with respect at this school," "My child is recognized for good work and behavior at this school," and "The teachers, staff, and administration at this school demonstrate a genuine concern for my child."

Santa Rosa schools also solicit student feedback through a standardized survey, which counts for an additional 5% of a teacher's evaluation. Like the survey for parents, the student survey asks primarily for general feedback on school climate. For example, elementary school students are asked to agree or disagree with statements such as "Learning is fun at this school" and "My teacher cares about me," while middle and high school students respond to statements such as "I regularly receive feedback from school staff about my academic progress," "My family is treated with respect at my school," and "I have opportunities to be successful at my school."[34]

GEORGIA

Georgia piloted its new teacher evaluation system, called Teacher Keys, in 26 districts across the state in January – May 2012. In the Teacher Keys system, three components contribute to a teacher's overall score: teacher assessment on performance standards (classroom observation); student growth and academic achievement; and surveys of instructional practice. Schools are given a two-week window in which to administer the surveys, which ask students to agree or disagree with statements such as "My teacher knows a lot about what she is teaching" and "My teacher explains things so I can understand." Surveys are anonymous, and there are four different versions for different grade levels (K–2, 3–5, 6–8, and 9–12). After the completion of the pilot, the State will decide how much weight to give each of the three components in the final evaluation system.[35]

HAWAII

The Hawaii Board of Education passed new teacher evaluation regulations in April 2012. However, these policies are still subject to collective bargaining negotiations with the teachers'

---

[33] Miami-Dade County Public Schools, Instructional Performance Evaluation and Growth System (IPEGS) Procedural Handbook, 2011-2012, available at http://ipegs.dadeschools.net/pdfs/2011-2012_IPEGS_Procedural%20Handbook.pdf.

[34] Santa Rosa District Schools, Administrative Evaluation System, available at http://www.santarosa.k12.fl.us/pdc/inservice/AdminEvalrev120711.pdf.

[35] More information on Teacher Keys is available on Georgia's Race to the Top website, http://www.rt3ga.com/.

union.[36] This year, Hawaii is piloting a new teacher evaluation system in 18 schools. The pilot will be expanded to additional schools in 2012-2013 and rolled out statewide in 2013-2014, with final implementation of the new system in the 2014-2015 school year. Hawaii is using the Tripod student perception survey as one element in the new system, along with measures of student academic growth and a classroom observation protocol based on the Danielson Framework. It remains unclear how much each component will count for in the final system.[37]

IDAHO

In 2011, the Idaho state legislature passed a comprehensive education reform package known as Students Come First, which included an overhaul of the state's teacher evaluation system. Students Come First requires parent input on teacher evaluations; this element must be in place by July 1, 2012. Local districts will determine the method for collecting parent feedback – in its guidance to districts, the State Department of Education offers standardized surveys, evidence in a teacher's portfolio, and/or communication with parents throughout the school year as examples – as well as the proportion of the evaluation for which such feedback counts. Like New York City, Idaho has adopted the Danielson Framework, and the State specifically references Domain 4, Component 4C: Communicating with Families, in explaining the necessity of parent input.[38]

ILLINOIS

Illinois adopted the Performance Evaluation Reform Act (PERA) in January 2010, which requires districts to create teacher evaluation systems that include student growth measures as a "significant factor." PERA also established the Performance Evaluation Advisory Council (PEAC) to advise the State Board of Education on the development and implementation of the new evaluation system; based on PEAC's recommendations, the State will issue more detailed guidance to districts in fall 2012. All districts must phase in new evaluation systems between 2012 and 2016.[39]

Chicago
The Chicago Public Schools (CPS) serve 405,000 students, making it the nation's third-largest school district. CPS will be phasing in implementation of a new teacher evaluation system, known as REACH (Recognizing Educators Advancing Chicago's Students), over five years, beginning in 2012-2013. Student surveys will be used for grades 4–12 in the new system, along with value-added measures of student growth and classroom observation. Student feedback will not count

---

[36] Audrey McAvoy, "Hawaii Board of Education approves evaluation plan," *West Hawaii Today*, April 18, 2012, http://www.westhawaiitoday.com/sections/news/state-wire/hawaii-board-education-approves-evaluation-plan.html.
[37] Hawaii State Department of Education, "Understanding Hawaii's Teacher Effectiveness System: Using Multiple Sources of Data to Measure Teacher Effectiveness and Improve Student Outcomes," available at http://hawaiidoereform.org/Teachers-and-Leaders.
[38] Idaho State Department of Education, Students Come First Policy Guidance Document (November 2011), available at http://www.studentscomefirst.org/docs/SCF%20Policy%20Guidance%20Document.pdf; SB 1108 PowerPoint, available at http://www.sde.idaho.gov/site/teacherEval/implementationGuidelines.htm.
[39] Illinois State Board of Education, Performance Evaluation Advisory Council, http://www.isbe.net/PEAC/default.htm.

toward a teacher's summative rating in the first year of the phase-in; it will be worth 10% beginning in the 2013-2014 school year.[40]

MASSACHUSETTS

The Massachusetts Task Force on the Evaluation of Teachers and Administrators was convened by the Commissioner of Elementary and Secondary Education in August 2010 to develop recommendations for a new teacher evaluation framework for the state. The task force drafted four standards for effective teaching, one of which was dedicated to family and community engagement. The task force's final report to the Board of Elementary and Secondary Education noted:

> *We do not choose lightly, or without thorough debate, to include Family and Community Engagement as one of only four Standards for the evaluation of all teachers and administrators. Our choice is based on thirty years of national research demonstrating that school-family partnerships are crucial to student achievement, and responds directly to the public's keen interest in ensuring students' academic success. The research is unambiguous: when teachers and administrators engage with families, student achievement rises.*

In order for teachers to be evaluated on this standard, the task force called for evidence of a teacher's outreach to families and evidence of parent and student feedback to be included in the new evaluation system.[41]

In June 2011, the Massachusetts Board of Elementary and Secondary Education adopted new regulations for the evaluation of teachers based on the recommendations of the task force. The Massachusetts framework requires all districts to incorporate student feedback into teacher performance ratings by the 2013-2014 school year, and the State is currently researching the feasibility of requiring the use of parent feedback as well. The State will disseminate guidance on the use of student, and potentially parent, feedback to districts by July 2013.[42]

---

[40]Chicago Public Schools, "CPS Unveils New Comprehensive Teacher Evaluation System Collaboratively Designed to Support and Empower Educators to Boost Student Learning," March 30, 2012, http://www.cps.edu/News/Press_releases/Pages/03_30_2012_PR1.aspx; Chicago Public Schools, REACH Students Frequently Asked Questions, available at http://www.cps.edu/News/Press_releases/Documents/ReachFAQ.pdf; Rebecca Harris and Sarah Karp, "CPS to roll out new teacher evaluations," *Catalyst Chicago*, March 30, 2012, http://www.catalyst-chicago.org/notebook/2012/03/30/19968/cps-roll-out-new-teacher-evaluations; Rosalind Rossi, "Teacher ratings overhaul forges on despite lack of union approval," *Chicago Sun-Times*, March 30, 2012, http://www.suntimes.com/news/cityhall/11611740-418/teacher-ratings-overhaul-forges-on-despite-lack-of-union-approval.html.

[41] Massachusetts Task Force on the Evaluation of Teachers and Administrators, "Building a Breakthrough Framework for Educator Evaluation in the Commonwealth" (March 2011), available at http://www.doe.mass.edu/edeval/breakthroughframework.pdf.

[42] Information on Massachusetts' regulations is available at http://www.doe.mass.edu/edeval/.

NORTH CAROLINA

North Carolina was awarded Race to the Top funding in 2010; in response to this grant, the state has made a number of changes to its teacher evaluation policies. For example, in July 2011, the North Carolina State Board of Education approved the addition of a new standard requiring teachers to be evaluated on the extent to which they contribute to the academic growth of their students. A Teacher Effectiveness Work Group is considering how best to implement this new standard, as well as advising the State Board of Education on other issues related to teacher evaluation policy.[43] North Carolina is also exploring the use of student surveys as it moves forward with these changes. In spring 2012, the State piloted a student feedback survey based on the Tripod survey in 29 districts; 150,000 K—12 students participated. Based on the results of this pilot, state officials will decide whether and how to incorporate student feedback in the final evaluation system.[44]

PENNSYLVANIA

The Pennsylvania Department of Education (PDE) is in the process of developing a new teacher evaluation system. PDE first piloted the new system in the 2010-2011 school year, and a second, expanded pilot is taking place in the second half of the 2011-2012 school year. The State hopes to finalize the system for implementation in all districts by 2013-2014.[45] However, Pennsylvania has not yet passed a law making a new evaluation system mandatory.

Pittsburgh
The Pittsburgh Public Schools, which serve 26,000 students, received funding from the Gates Foundation to design and implement a new teacher evaluation system, called RISE (Research-based Inclusive System of Evaluation). As part of RISE, the Tripod student perception survey was piloted in the 2009-2010 and 2010-2011 school years, and was administered district-wide in December and April of the 2011-2012 school year. This year, survey results are being used primarily for professional growth. The district still has to determine how much weight the surveys will be given in teacher evaluation ratings in future years, but is "committed" to their use.[46]

---

[43] Dr. Rebecca Garland, Dr. Lynne Johnson, Carolyn McKinney, and Jennifer Preston, "Update on Teacher Effectiveness, Presented to the State Board of Education" (June 2011), available at http://www.ncpublicschools.org/docs/sbe-archives/meetings/2011/revisions/06teachereffectiveness.pdf; National Council on Teacher Quality, "2011 State Teacher Policy Yearbook: North Carolina," available at http://www.nctq.org/stpy11/reports/stpy11_northcarolina_report.pdf.
[44] Ann Doss Helms, "N.C. students may get chance to rate teachers," *Charlotte Observer*, March 6, 2012, http://www.charlotteobserver.com/2012/03/06/3072462/nc-students-may-get-chance-to.html.
[45] Information on the state's pilot is available at http://www.portal.state.pa.us/portal/server.pt/community/newsroom/7234/page/1034646.
[46] Pittsburgh Public Schools, "Introduction to the Tripod Student Survey" (November 2011), available at http://www.pps.k12.pa.us/17022012713193237/lib/17022012713193237/getResource.pdf; Eleanor Chute, "Pittsburgh students surveyed in teaching plan," *Pittsburgh Post-Gazette*, May 9, 2012, http://www.post-gazette.com/stories/news/education/pittsburgh-students-surveyed-in-teaching-plan-220994. More information on Pittsburgh's new teacher evaluation system is available at http://pps.k12.pa.us/eet/site/default.asp.

TENNESSEE

Tennessee passed a law in 2010 requiring the State Board of Education to develop a new framework for teacher evaluation. The final policy adopted by the State does not mandate the use of student or parent feedback; however, there is room within the State's framework for local districts to require input from students and/or parents, should they choose to do so.[47]

Memphis

The Memphis City Schools, which serve approximately 117,000 students, also received funding from the Gates Foundation to revamp their teacher evaluation system. The Memphis model, which is being rolled out district-wide in the 2011-2012 school year, includes the following components (their weightings may change in subsequent years): 50% student growth and achievement data; 40% classroom observation; 5% teacher content knowledge; and 5% stakeholder perceptions. District policy states that the stakeholder perception component "is intended to gather information from a teacher's stakeholders on the teacher's demonstration of teaching, instructional, and/or family engagement practices that have been shown by research to positively affect student achievement."[48] This year, Memphis schools are gathering student perception data using the Tripod survey, which will be administered once in the fall and once in the spring. Teachers will receive a score on a scale of 1 – 5 based on the results of the survey.[49] The district plans to survey parents in future years.

UTAH

In September 2011, the Utah State Board of Education adopted a new evaluation system framework, which requires district evaluation systems to include "valid and reliable measurement tools including observations of instructional quality, evidence of student growth, parent and student input, and other indicators" as determined by the district. Local districts are currently developing policies consistent with the State's framework. The State will begin piloting its model evaluation system, including student and parent surveys, in 2012-2013.[50]

---

[47] Tennessee State Board of Education, Teacher and Principal Evaluation Policy (April 2011), available at http://www.tn.gov/firsttothetop/docs/IV_C_Teacher_and_Principal_Evaluation_Policy.pdf. More information on Tennessee's teacher evaluation system is available at http://www.tn.gov/firsttothetop/programs-committee.html.
[48] Memphis City Schools Teacher Evaluation Policy, available at http://www.mcsk12.net/policies/5.108%20Teacher%20Evaluation.pdf. More information on Memphis' system can be found at http://www.mcstei.com/.
[49] The Teacher Effectiveness Measure (TEM) Manual (2011-2012), available at http://www.mcstei.com/resources/tem-manual.
[50] Educator Effectiveness Project for Public Education, Presentation to Utah Educator Effectiveness Advisory Committee (September 2011), available at http://www.schools.utah.gov/cert/DOCS/Educator-Effectivenss-Project/Committees/PPT-for-Ed-Effectiveness-ADV-Committee-9-16-11-Lin.aspx; Utah State Office of Education, Educator Evaluation Spring Summit (April 2012), available at http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/DOCS/Spring-Evaluation-Summit-PPT-with-Senator-Osmond-A.aspx. More information on Utah's framework can be found at http://www.schools.utah.gov/cert/Educator-Effectiveness-Project.aspx.

IV.   Recommendations

The New York City Department of Education should commit to including student and parent input in the new teacher evaluation system. Our preliminary recommendations regarding the inclusion of such input are as follows.

1. **The DOE should create a task force to develop and pilot mechanisms for incorporating student and parent voice.** Students and parents, including parents of students with disabilities and parents of ELLs, should be included as members of any task force and should have the opportunity to provide input on the system as it develops.

2. **Student and parent feedback should count for 5 – 10% of a teacher's total evaluation.** This weighting has been adopted by a number of the districts described in section III.

3. **Student and parent feedback should be gathered through anonymous and research-based surveys, such as the Tripod student survey.** Surveys should ask only about those discrete elements of teacher performance that students and parents directly experience. Surveys should be scored independently, and responses should not be tied to individual students and/or parents completing the surveys.

4. **Survey responses should be considered in aggregate.** Student feedback should be gathered at least twice over the course of the school year, and at least three years worth of survey results should be considered for evaluation purposes. If a teacher instructs multiple classes of students, all classes should be surveyed. The Tripod Project recommends this methodology as a mechanism for balancing out any atypically high or low ratings and ascertaining an overall pattern of response.

5. **The task force should develop strategies for maximizing participation by students and parents, including those who have disabilities or do not speak English.** Surveys should be available in the nine most commonly spoken languages, with interpretation available for lower-incidence languages. Students with disabilities should be given appropriate accommodations for completing the survey, and students in integrated co-teaching (ICT) classes should have the opportunity to provide feedback on each teacher.

6. **The DOE should pilot the use of student and parent surveys for at least three school years before survey results count towards teacher ratings.** All stakeholders – principals, teachers, students, and parents – should be given an opportunity to give feedback on the pilot and on the survey instruments used.

7. **Survey results should be used for professional development and growth.** Teachers should be able to see how students and parents responded to individual survey questions, and should see results disaggregated by students' disability and ELL status, to the extent that disaggregation does not reveal the identity of the survey taker. Teachers should be provided with the appropriate support to improve in areas of weakness. Survey results should not be made available to the general public.

Appendix A

Tripod student surveys used by the Measures of Effective Teaching (MET) project

Student Perception Survey for Elementary Students

Dear Student,
Thank you for participating in this survey. While answering the questions, it is important that you think about your experiences in a specific classroom. The proctor of the survey will tell you the classroom/teacher you should think about. If they have not done so already, please ask.

Your teacher and your principal will not look at your answers. Later, someone from outside of your school will tell your teacher and your principal how the students in your school responded, but not how you or any one individual student answered. Please answer what you really think and feel. You do not have to answer any question that you do not want to answer.

	No, Never	Mostly Not	Maybe/ Some-times	Mostly Yes	Yes, Always
1. I like the ways we learn in this class.	○	○	○	○	○
2. In this class, you must pay attention all the time in order to keep up.	○	○	○	○	○
3. In our class, mistakes are okay if you tried your best.	○	○	○	○	○
4. My teacher is nice to me when I ask questions.	○	○	○	○	○
5. I have pushed myself hard to understand my lessons in this class.	○	○	○	○	○
6. If you don't understand something, my teacher explains it another way.	○	○	○	○	○
7. I like the way my teacher treats me when I need help.	○	○	○	○	○
8. My teacher pushes everybody to work hard.	○	○	○	○	○
9. In this class, we learn to correct our mistakes.	○	○	○	○	○
10. Our class stays busy and does not waste time.	○	○	○	○	○
11. When he/she is teaching us, my teacher asks us whether we understand.	○	○	○	○	○
12. Students behave so badly in this class that it slows down our learning.	○	○	○	○	○
13. Everybody knows what they should be doing and learning in this class.	○	○	○	○	○
14. My teacher explains difficult things clearly.	○	○	○	○	○
15. My teacher makes me want to go to college.	○	○	○	○	○

68. When homework is assigned for this class, how much of it do you usually complete?
(Select one choice.)

○ Never Assigned ○ None of it ○ Some of it

○ Most of it ○ All ○ All plus some extra

69. Outside of class, about how much time <u>in a week</u> do you usually spend doing homework for this class?
(Select one choice.)

○ No time ○ Half an hour ○ 1 hour ○ 2 hours

○ 3 to 4 hours ○ 5 to 7 hours ○ 8+ hours

70. During most weeks, how many days is there homework to do for this class?
(Select one choice.)

○ 1 day ○ 2 days ○ 3 days ○ 4 days ○ 5 days ○ Never Assigned

71. Are you a boy or a girl?

○ Boy ○ Girl

72. What grade are you in?

○ 3rd grade ○ 4th grade ○ 5th grade ○ 6th grade

73. Is there a computer at your house?

○ No ○ Yes, there is one ○ Yes, there is more than one

74. Does your family speak English at home?

○ Yes, always ○ Yes, sometimes ○ No, never or almost never

75. Counting yourself and all others, how many children live with you?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 or more

76. How many adults do you live with?

○ One ○ Two ○ More than Two

77. How many books do you think are in the room where you sleep?

○ None ○ Between 1 and 10 ○ Between 11 and 24 ○ More than 25

78. What is your race/ethnicity? *(mark all that apply)*

○ White ○ Black or African American ○ Hispanic or Latino ○ Asian

○ Pacific Islander ○ Arabic or Middle Eastern ○ West Indian

○ Native American (Indian) ○ South Asian or East Indian ○ Other

79. When you were younger, what kind of marks (or grades) did you usually get in school?

○ Very High ○ High ○ Good

○ Some Good, Some Not ○ Not Very Good

80. How long have you been in this class?

○ For less than two weeks ○ For about three or four weeks

○ Between one and two months ○ More than two months

81. What adult was with you while you took this survey?

○ My teacher for this class

○ Someone who is my teacher this school year, but not my teacher for this class

○ Someone who is not teaching me this school year

19190

	No, Never	Mostly Not	Maybe/ Some- times	Mostly Yes	Yes, Always
16. My teacher in this class makes me feel that he/she really cares about me.	○	○	○	○	○
17. My teacher doesn't let people give up when the work gets hard.	○	○	○	○	○
18. If I need help with homework, there is someone at home who can help me.	○	○	○	○	○
19. My teacher has several good ways to explain each topic that we cover in this class.	○	○	○	○	○
20. My teacher gives us time to explain our ideas.	○	○	○	○	○
21. Homework helps me learn.	○	○	○	○	○
22. In this class, my teacher accepts nothing less than our full effort.	○	○	○	○	○
23. My teacher knows when the class understands, and when we do not.	○	○	○	○	○
24. We spend a lot of time practicing for the state test.	○	○	○	○	○
25. In this class, I take it easy and do not try very hard to do my best.	○	○	○	○	○
26. My teacher tells us what we are learning and why.	○	○	○	○	○
27. Lessons in this class are often hard for the teacher to make clear.	○	○	○	○	○
28. Being in this class makes me feel sad or angry.	○	○	○	○	○
29. My after-school activities don't leave enough time to finish my homework.	○	○	○	○	○
30. We have interesting homework.	○	○	○	○	○
31. My teacher asks questions to be sure we are following along when he/she is teaching.	○	○	○	○	○
32. When my teacher marks my work, he/she writes on my papers to help me understand how to do better.	○	○	○	○	○
33. The teacher in this class encourages me to do my best.	○	○	○	○	○
34. School work is not very enjoyable. (Do you agree?)	○	○	○	○	○
35. My teacher checks to make sure we understand what he/she is teaching us.	○	○	○	○	○
36. In this class, doing your homework is not very important. (Do you agree?)	○	○	○	○	○
37. This class is a happy place for me to be.	○	○	○	○	○
38. My teacher wants us to share our thoughts.	○	○	○	○	○
39. My teacher takes the time to summarize what we learn each day.	○	○	○	○	○
40. Students get to decide how activities are done in this class.	○	○	○	○	○
41. My teacher explains things in very orderly ways.	○	○	○	○	○

19190

(2)

	No, Never	Mostly Not	Maybe/ Some-times	Mostly Yes	Yes, Always
42. When doing schoolwork for this class, I try to learn as much as I can and I don't worry about how long it takes.	○	○	○	○	○
43. My teacher wants me to explain my answers -- why I think what I think.	○	○	○	○	○
44. Students don't share ideas in this class, we mostly just listen to the teacher.	○	○	○	○	○
45. My teacher pushes us to think hard about things we read.	○	○	○	○	○
46. I am happy with how well I have done in this class.	○	○	○	○	○
47. In this class we have to think hard about the writing we do.	○	○	○	○	○
48. Getting ready for the state test takes a lot of time in our class.	○	○	○	○	○
49. In this class, we learn a lot almost every day.	○	○	○	○	○
50. I understand what I am supposed to be learning in this class.	○	○	○	○	○
51. I have done my best quality work in this class.	○	○	○	○	○
52. At home, I don't have a quiet place where I can do homework. (Do you agree?)	○	○	○	○	○
53. Students speak up and share their ideas about class work.	○	○	○	○	○
54. This class is neat -- everything has a place and things are easy to find.	○	○	○	○	○
55. In this class we have to write every day.	○	○	○	○	○
56. If I am sad or angry, my teacher helps me feel better.	○	○	○	○	○
57. I have learned a lot this year about the state test.	○	○	○	○	○
58. Because of my teacher, I think more about going to college.	○	○	○	○	○
59. In this class, I stop trying when the work gets hard.	○	○	○	○	○
60. My classmates behave the way my teacher wants them to.	○	○	○	○	○
61. My teacher in this class does not know me very well yet.	○	○	○	○	○
62. My teacher seems to know if something is bothering me.	○	○	○	○	○
63. School work is interesting.	○	○	○	○	○
64. In our class, getting right answers is very important.	○	○	○	○	○
65. I think we get more homework in this class than kids in other classes.	○	○	○	○	○
66. For a new student, this class would be a good one to join.	○	○	○	○	○
67. I read at home almost everyday.	○	○	○	○	○

Student Perception Survey for Secondary Students

Dear Student,

Thank you for participating in this survey. While answering the questions, it is important that you think about your experiences in a specific classroom. The proctor of the survey will tell you the classroom/teacher you should think about. If they have not done so already, please ask.

Your teacher and your principal will not look at your answers. Later, someone from outside of your school will tell your teacher and your principal how the students in your school responded, but not how you or any one individual student answered. Please answer what you really think and feel. You do not have to answer any question that you do not want to answer.

	Totally Untrue	Mostly Untrue	Some-what	Mostly True	Totally True
1. I like the ways we learn in this class.	○	○	○	○	○
2. Students get to decide how activities are done in this class.	○	○	○	○	○
3. My teacher wants us to share our thoughts.	○	○	○	○	○
4. In this class we have to think hard about the writing we do.	○	○	○	○	○
5. Because of my teacher, I think more about going to college.	○	○	○	○	○
6. My teacher asks questions to be sure we are following along when s/he is teaching.	○	○	○	○	○
7. My teacher asks students to explain more about answers they give.	○	○	○	○	○
8. I think we get more homework in this class than kids in other classes.	○	○	○	○	○
9. Everybody knows what they should be doing and learning in this class.	○	○	○	○	○
10. My teacher in this class makes me feel that s/he really cares about me.	○	○	○	○	○
11. Our class stays busy and doesn't waste time.	○	○	○	○	○
12. I get nervous in this class.	○	○	○	○	○
13. My teacher makes us think first, before s/he answers our questions.	○	○	○	○	○
14. My teacher knows when the class understands, and when we do not.	○	○	○	○	○
15. For a new student, this class would be a good one to join.	○	○	○	○	○
16. In this class, I take it easy and do not try very hard to do my best.	○	○	○	○	○
17. If I need help with homework, there is someone at home who can help me.	○	○	○	○	○
18. If you don't understand something, my teacher explains it another way.	○	○	○	○	○
19. My teacher makes learning enjoyable.	○	○	○	○	○
20. Being in this class makes me feel angry.	○	○	○	○	○

	Totally Untrue	Mostly Untrue	Some-what	Mostly True	Totally True
50. In this class, I stop trying when the work gets hard.	○	○	○	○	○
51. If I am sad or angry, my teacher helps me feel better.	○	○	○	○	○
52. My teacher pushes me to become a better thinker.	○	○	○	○	○
53. My teacher takes the time to summarize what we learn each day.	○	○	○	○	○
54. I often feel like this class has nothing to do with real life outside school.	○	○	○	○	○
55. In this class, we learn a lot almost every day.	○	○	○	○	○
56. My teacher seems to know if something is bothering me.	○	○	○	○	○
57. We spend a lot of time in this class practicing for the state test.	○	○	○	○	○
58. I have done my best quality work in this class all year long.	○	○	○	○	○
59. Students in this class don't get to say much about what we think, we mostly listen.	○	○	○	○	○
60. I feel smart when I am in this class.	○	○	○	○	○
61. My teacher checks to make sure we understand what s/he is teaching us.	○	○	○	○	○
62. Instead of giving us answers, my teacher would rather give us questions to discuss.	○	○	○	○	○
63. My teacher respects my ideas and suggestions.	○	○	○	○	○
64. This class makes me a better thinker.	○	○	○	○	○
65. I am happy with how well I have done in this class.	○	○	○	○	○
66. Student behavior in this class makes the teacher angry.	○	○	○	○	○
67. My teacher explains difficult things clearly.	○	○	○	○	○
68. In this class we have to write every day.	○	○	○	○	○
69. This class is a happy place for me to be.	○	○	○	○	○
70. In this class, my teacher accepts nothing less than our full effort.	○	○	○	○	○
71. Getting ready for the state test takes a lot of time in our class.	○	○	○	○	○
72. We get to do a lot in this class, not just listen to the teacher.	○	○	○	○	○
73. Often, I am not sure what I am supposed to be learning in this class.	○	○	○	○	○
74. My teacher gives us time to explain our ideas.	○	○	○	○	○
75. In this class, we learn to correct our mistakes.	○	○	○	○	○
76. When doing schoolwork for this class, I try to learn as much as I can and I don't worry about how long it takes.	○	○	○	○	○
77. Students speak up and share their ideas about class work.	○	○	○	○	○
78. I read at home almost every day.	○	○	○	○	○

	Totally Untrue	Mostly Untrue	Some-what	Mostly True	Totally True
21. Students in this class treat the teacher with respect.	○	○	○	○	○
22. My teacher doesn't let people give up when the work gets hard.	○	○	○	○	○
23. I have learned a lot this year about the state test.	○	○	○	○	○
24. I have pushed myself hard to completely understand my lessons in this class.	○	○	○	○	○
25. My teacher wants me to explain my answers -- why I think what I think.	○	○	○	○	○
26. My teacher has several good ways to explain each topic that we cover in this class.	○	○	○	○	○
27. The comments that I get on my work in this class help me understand how to improve.	○	○	○	○	○
28. Student behavior in this class is a problem.	○	○	○	○	○
29. The teacher in this class encourages me to do my best.	○	○	○	○	○
30. At home, I don't have a quiet place where I can do homework for this class.	○	○	○	○	○
31. When s/he is teaching us, my teacher thinks we understand even when we don't.	○	○	○	○	○
32. In this class, I get to test or try out my ideas to see if they work.	○	○	○	○	○
33. We get helpful comments to let us know what we did wrong on assignments.	○	○	○	○	○
34. Lessons in this class are often hard for the teacher to make clear.	○	○	○	○	○
35. My teacher makes me want to go to college.	○	○	○	○	○
36. I feel stressed out in this class.	○	○	○	○	○
37. My teacher wants us to use our thinking skills, not just memorize things.	○	○	○	○	○
38. Student behavior in this class is under control.	○	○	○	○	○
39. My after-school activities don't leave time to finish my homework for this class.	○	○	○	○	○
40. My teacher really tries to understand how students feel about things.	○	○	○	○	○
41. I hate the way that students behave in this class.	○	○	○	○	○
42. My teacher in this class does not know me very well yet.	○	○	○	○	○
43. My teacher makes lessons interesting.	○	○	○	○	○
44. What I am learning in this class will help me in my life.	○	○	○	○	○
45. My classmates behave the way my teacher wants them to.	○	○	○	○	○
46. My teacher seems to believe in my ability.	○	○	○	○	○
47. This class does not keep my attention--I get bored.	○	○	○	○	○
48. In this class, doing your homework is not very important.	○	○	○	○	○
49. My teacher tells us what we are learning and why.	○	○	○	○	○

3465

79. When homework is assigned for this class, how much of it do you usually complete? (Select one choice.)

○ Never assigned   ○ None of it   ○ Some of it   ○ Most of it   ○ All   ○ All plus some extra

80. Outside of class, about how much time <u>in a week</u> do you usually spend doing homework for this class? (Select one choice.)

○ No time   ○ Half an hour   ○ 1 hour   ○ 2 hours   ○ 3-4 hours   ○ 5-7 hours   ○ 8+ hours

81. During most weeks, how many days a week is there homework to do for this class? (Select one choice.)

○ 1 day   ○ 2 days   ○ 3 days   ○ 4 days   ○ 5 days   ○ Never assigned

82. Is there a computer at your home? If yes, how many? (Select one choice.)

○ No   ○ Yes, one   ○ Yes, two   ○ Yes, three or more

83. Are you female or male?

○ Male   ○ Female

84. How many adults live with you?

○ One   ○ Two   ○ More than two

85. How many books are there in your home?

○ 0 to 10   ○ 11 - 24   ○ 25 - 100   ○ 100 - 250   ○ More than 250

86. What is you race/ethnicity? (mark all that apply)

○ White   ○ Black or African American   ○ Hispanic/Latino   ○ Asian   ○ Pacific Islander

○ Arabic/Middle Eastern   ○ West Indian   ○ Native American (Indian)   ○ South Asian or East Indian   ○ Other

87. Counting yourself and all others, how many children live with you?

○ 1   ○ 2   ○ 3   ○ 4   ○ 5 or more

88. Does anyone in your family speak a language other than English at home?

○ No   ○ Seldom   ○ Half the time   ○ Mostly   ○ Always

89. Think of the adult at your house who went to school for the most years. This person:

Did not finish high school   Finished a 4-year college degree
○ No   ○ Yes   ○ No   ○ Yes

                                    Finished a professional or
Finished high school   graduate degree after college
○ No   ○ Yes   ○ No   ○ Yes

Attended some college or
earned a 2-year degree   ○   I don't know
○ No   ○ Yes

90. When you were younger, what kind of marks (or grades) did you usually get in school?

○ Very high   ○ High   ○ Good   ○ Some good, some not   ○ Usually not very good

91. How long have you been in this class?

○ For less than two weeks   ○ For about three to four weeks   ○ Between one and two months   ○ More than 2 months

92. What adult was with you while you took this survey?

○ My teacher for this class

○ Someone who is my teacher this school year, but not my teacher for this class

○ Someone who is not teaching me this school year

3465

Appendix B

**Parent survey used by the
Jackson, Mississippi public schools**

PARENT FEEDBACK TO TEACHERS

District name _____

Teacher name _____ Grade _____ Date _____/_____/_____

<u>Directions</u>: The statements below are designed to find out your feelings about your child's teacher. Please answer all of the statements.

1 = Never
2 = Not often
3 = Sometimes
4 = Usually
5 = Almost Always
6 = Do not know

Communication	1	2	3	4	5	6
1. The teacher is available to meet with me about my child.	O	O	O	O	O	O
2. The teacher communicates openly, honestly, and frankly with my child and me.	O	O	O	O	O	O
3. The teacher shares information with me in an understandable, friendly, non-threatening manner.	O	O	O	O	O	O
4. The teacher provides verbal communication, which is clear, concise, positive and easy to understand.	O	O	O	O	O	O
5. The teacher responds to my communications in a timely manner.	O	O	O	O	O	O
6. The teacher keeps me informed of classroom activities and student progress.	O	O	O	O	O	O
7. I am satisfied with the opportunities I have for input and involvement in classroom activities.	O	O	O	O	O	O

Comments:

Classroom Environment	1	2	3	4	5	6
8. Discipline and educational programs are administered fairly and consistently in the classroom.	O	O	O	O	O	O
9. The teacher creates a feeling of unity and enthusiasm in the classroom.	O	O	O	O	O	O
10. The teacher treats all students fairly regardless of gender, race and ethnicity.	O	O	O	O	O	O
11. The teacher is concerned about my child as an individual.	O	O	O	O	O	O

Parent Feedback to Teachers (Continued)

Classroom Environment, continued	**1**	**2**	**3**	**4**	**5**	**6**
12. The teacher encourages understanding and cooperation.	O	O	O	O	O	O
13. The teacher helps motivate my child to work to my child's potential.	O	O	O	O	O	O
14. My teachers' classroom is orderly and safe.	O	O	O	O	O	O

Comments:

Curriculum and Instruction	**1**	**2**	**3**	**4**	**5**	**6**
15. The classroom curriculum is appropriate for my child.	O	O	O	O	O	O
16. The teacher holds a high expectation for my child's learning.	O	O	O	O	O	O
17. I know what is expected of my child.	O	O	O	O	O	O
18. My child is challenged.	O	O	O	O	O	O
19. My child likes to go to class.	O	O	O	O	O	O

Comments:

Assessment and Evaluation	**1**	**2**	**3**	**4**	**5**	**6**
20. I am satisfied with the process the teacher uses to evaluate my child's progress.	O	O	O	O	O	O
21. The teacher teaches my child in the manner in which my child best learns.	O	O	O	O	O	O

Comments:

Homework	**1**	**2**	**3**	**4**	**5**	**6**
22. My child should have homework.	O	O	O	O	O	O
23. My child is given an appropriate amount of homework to help my child succeed.	O	O	O	O	O	O
24. My child's homework is meaningful and helps him/her to succeed.	O	O	O	O	O	O
25. My child has _____ hours of homework each night.						

Comments:

Appendix C

**Stakeholder survey used by the
Anchorage, Alaska public schools**

<p style="text-align: center;">Performance Evaluation Input Form on a **TEACHER**</p>

The following performance input tool will be forwarded to the appropriate supervisor of the individual upon whom you are commenting. The form may be shared with that individual. The input may be utilized by the supervisor in better understanding how others view the performance of the individual upon whom you are commenting.

I am a: Student ○ Parent ○ Certified ASD employee ○ Community Member ○ Non-Certified ASD employee

1. Name of the employee on whom you are providing input: _____

2. Employment location of the employee on whom you are providing input: _____

3. Direct supervisor of the employee on whom you are providing input (if known): _____

4. (required) I have observed the employee's job performance in the classroom.
   □ A great deal □ Frequently □ Somewhat □ Never

I would categorize the employee's job performance in the following standards as:

5.. The teacher teaches students with respect for their individual and cultural characteristics.
□ Excellent □ Good □ Competent □ Poor □ Very poor □ Not observed □ I don't know

Comments about statement number five (optional):

6. The teacher knows their content area and how to teach it.
□ Excellent □ Good □ Competent □ Poor □ Very poor □ Not observed □ I don't know

Comments about statement number six (optional):

7. The teacher facilitates, monitors, and assesses student learning.
□ Excellent □ Good □ Competent □ Poor □ Very poor □ Not observed □ I don't know

Comments about statement number seven (optional):

8. The teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
□ Excellent □ Good □ Competent □ Poor □ Very poor □ Not observed □ I don't know

Comments about statement number eight (optional):

9. The teacher works as a partner with parents, families, and the community.
□ Excellent □ Good □ Competent □ Poor □ Very poor □ Not observed □ I don't know

Comments about statement number nine (optional):

10. (optional) Please provide any additional input about the employee's job performance you would like to share with his/her supervisor (use the back if this is a hard copy form and you need more space).

Date submitted: _____ Name (optional) _____

2011-2012
Routing: Return to supervisor. If unknown, please send to the ASD Human Resources Department