

Quantitative Analyses of the Integration Project Grant Implementation Survey

FINAL REPORT

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Executive Summary and Key Findings

SURVEY PURPOSE AND GRANT GOALS

The Grant Implementation Survey was administered to teachers in the Integration districts to establish baseline levels towards grant outcomes and milestones. CLF administered the survey via an online survey process which yielded exceptional response rates, ranging from 49 to 97 percent within each districts. Results from the survey will be used to populate grant research reports and updates for districts to identify strengths and inform practice. In the full report that follows, we outline the results from the quantitative data from the survey, in the areas of knowledge of policies and reforms; Colorado Academic Standards; the Literacy Design Collaborative and Math Design Collaboratives; student growth data; professional development and targeted professional supports; and the student perception survey pilot.

SUMMARY OF OVERALL FINDINGS

Knowledge of policies and reforms. Overall, the majority of surveyed teachers reported at least some knowledge of the policies and reforms being implemented related to S.B. 10-191 and the Teacher Quality Standards, and a good understanding of the Colorado Academic Standards. The overwhelming majority of teachers agree that there is alignment among their district's policies regarding assessment, evaluation, and standards. Most teachers report they are prepared to implement the Colorado Academic Standards (CAS) in their classroom and have access to helpful tools to support that implementation. Teachers are also optimistic that these district policies will improve their classrooms, student outcomes, and the quality of available professional development.

LDC & MDC Implementation. To date, a limited number of teachers are trained in the Literacy Design Collaborative (LDC) or the Math Design Collaborative (MDC), with 21 percent trained in LDC and only 8 percent trained in MDC. Those who are trained in LDC or MDC agree it improves the way they teach and leads to improved student outcomes. The vast majority of LDC or MDC-trained teachers feel their principal is very supportive of the tool.

Use of student data. The majority of teachers are receiving student data and using it in their practice. Most teachers report receiving student growth data in time to support their practice and use that student growth data in a number of different ways, including sharing it with parents and professional learning communities. The vast majority of teachers also report using student growth data to inform their instruction and provide differentiated support to students.

Teachers receive district, school, class, and student level data, though often do not receive data that allow them to compare themselves to similar schools, students, or teachers. Overall, teachers reported data as more useful to their practice the more directly related it was to their classrooms and students and less helpful at more abstract levels, such as district-level data or information about past students.

Professional development and supports. Most teachers report having opportunities to meet with their principals or evaluators and receiving helpful information about specific areas for improvement and professional development related to those areas of improvement. Teachers then report being able to access professional development that improves their teaching, impacts their evaluation, and is relevant to the Teacher Quality Standards.

District differences and implementation fidelity. There are some significant differences among districts. Teachers from two districts consistently reported more positive attitudes throughout the survey, and about their overall knowledge and the alignment of district policies about assessment, evaluations, and standards in particular. Another group of districts showed significantly more positive attitudes and increased knowledge in a number of areas, but displayed some challenge areas.

School-level differences. There were some differences between responses from elementary and secondary school teachers. Elementary school teachers were more likely to report receiving school and class level data, as well as student level data about students they used to and currently teach, while secondary school teachers either did not receive these data or found it on their own. Elementary school teachers consistently found all levels of data more helpful for identifying relevant professional development opportunities and found school and class level data more relevant to informing what and how they teach. Secondary teachers are much more likely to disagree that they receive student data in time to inform classroom or instructional decisions and report they do not share it with parents or use it in their professional learning communities (PLCs). Regarding professional development, elementary teachers are more likely to agree their principal/evaluator helps them identify relevant professional development and that their evaluations will be impacted by professional development.

Comprehensive Review of Quantitative Results

SURVEY OVERVIEW

The primary goal of the survey was to establish baseline levels for monitoring progress towards grant outcomes and milestones in key areas. The survey was administered in all integration districts, except for Denver Public Schools, and received exceptionally high response rates, detailed below. The information from the survey will be used to populate grant research reports and updates for districts to identify strengths and inform practice.

METHODS AND RESPONSE RATES

The Colorado Legacy Foundation (CLF) administered the survey via an online survey process. Teachers received an email inviting them to participate in the survey with their own unique URL for access to the survey. Superintendents across the Integration Districts were engaged in the survey development process and encouraged active participation by teachers in their districts. Overall, response rates among districts are exceptional, ranging from 49 to 97 percent.

OVERVIEW OF THIS REPORT

In what follows, we outline findings from the quantitative data from the survey, in the areas of knowledge of policies and reforms; Colorado Academic Standards; the Literacy Design Collaborative and Math Design Collaboratives; student growth data; professional development and targeted professional supports; and the student perception survey pilot. This report does not analyze or discuss the qualitative results from additional open-ended survey questions where respondents were asked to share their thoughts about the survey topics.

KNOWLEDGE OF POLICIES AND REFORMS

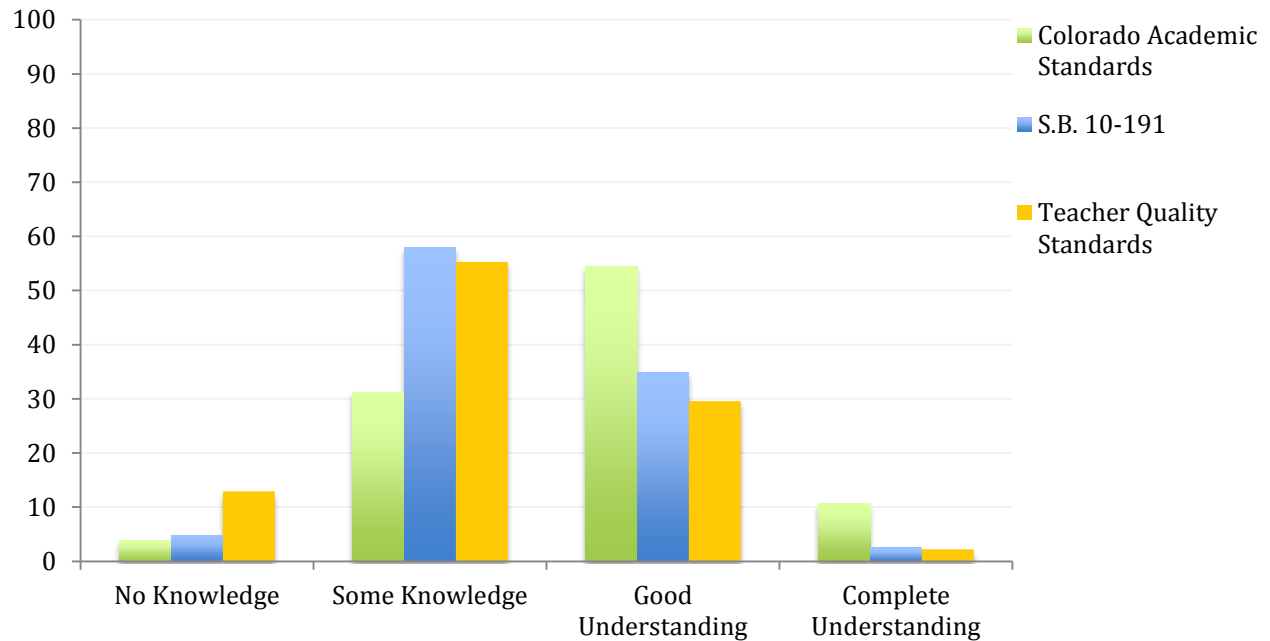
Teachers were asked to report their knowledge of the policies and reforms being implemented in S.B. 10-191, the Teacher Quality Standards, and the new Colorado Academic Standards.

Table 1: *Teacher Knowledge of Policies and Reforms*

	No Knowledge	Some Knowledge	Good Understanding	Completely Understand
S.B. 10-191	5	58	35	3
Teacher Quality Standards	13	55	30	2
Colorado Academic Standards	4	31	54	11

Figures expressed in terms of percent of respondents indicating a particular option

Figure 1: *Teacher Knowledge of Policies and Reforms*



With regard to knowledge of both the requirements of S.B. 10-191 and Teacher Quality Standards, the majority of teachers indicated they had at least *some* knowledge of the reform; teachers were generally more informed regarding the Colorado Academic Standards, with 54 percent indicating at least a *good* understanding. Teachers in one district were disproportionately likely to state that they had *no knowledge* of these policies.

Although the levels of knowledge regarding S.B. 10-191 and the CAS were consistent across elementary and secondary teachers, elementary school teachers were more likely to report knowledge of the Teacher Quality Standards. Teachers trained in LDC and/or MDC were also more likely to report strong knowledge of S.B. 10-191 and the CAS.

Figure 2: *Teacher knowledge of CAS by district*

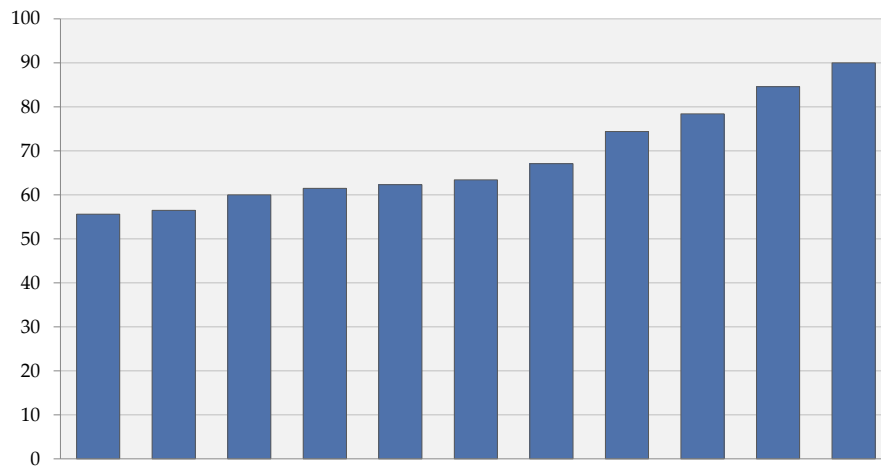


Figure 3: *Teacher knowledge of S.B. 10-191 by district*

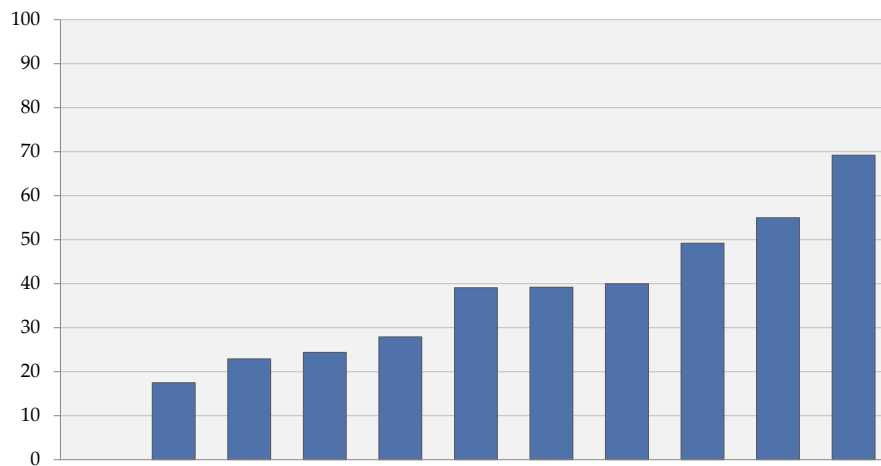
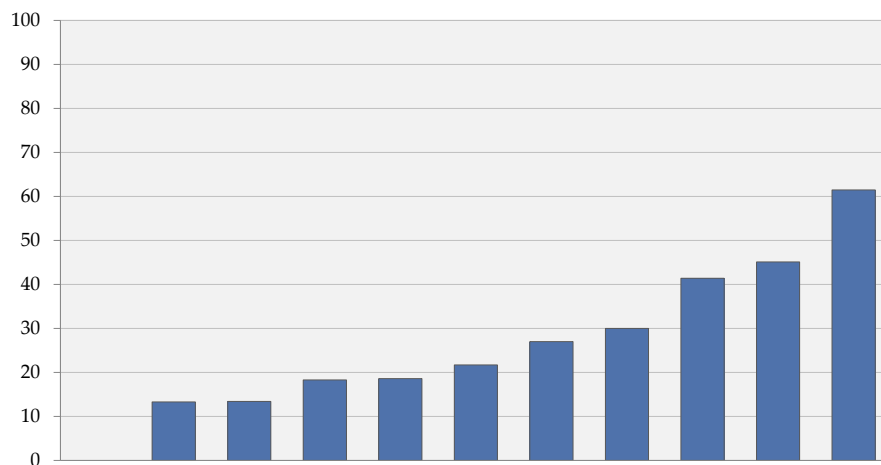
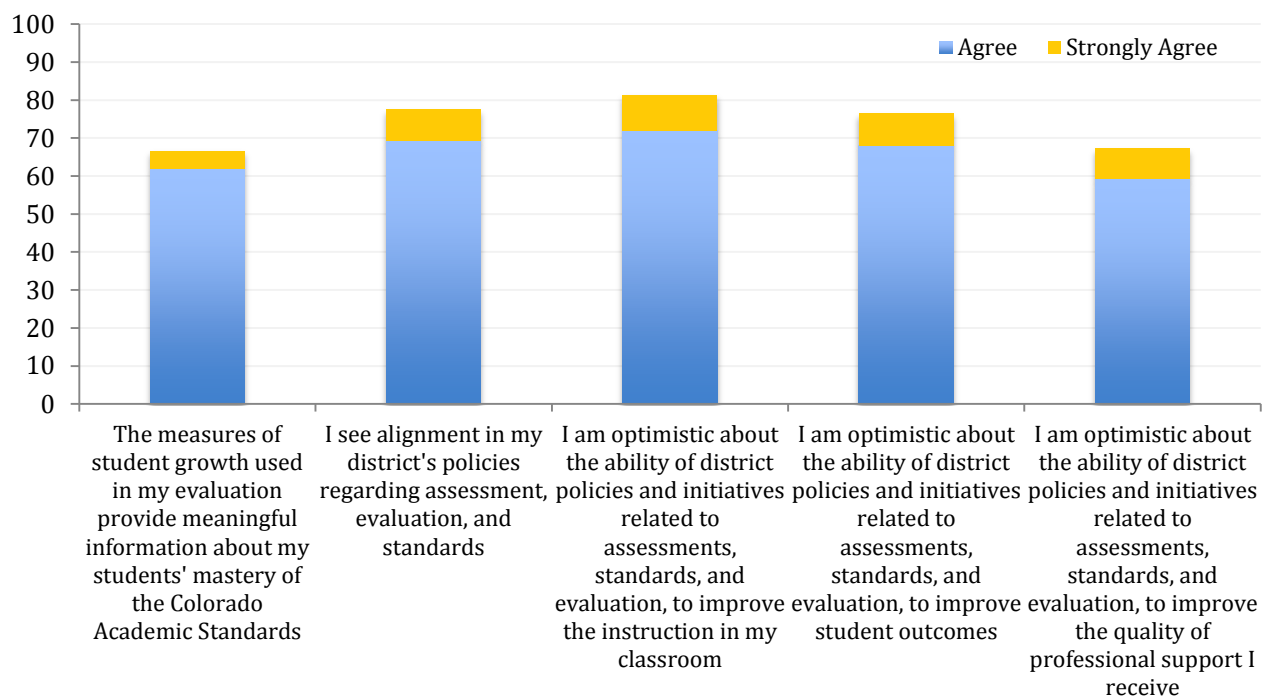


Figure 4: *Teacher knowledge of Teacher Quality Standards by district*



Approximately 77 percent of teachers agreed or strongly agreed that they saw alignment among their district’s policies regarding assessment, evaluation, and standards. There was no difference between elementary and secondary school teachers in perception of alignment, but teachers trained in LDC/MDC were more likely to strongly agree. Teachers in three districts were significantly more likely to strongly agree that they saw alignment in those standards – around 15 percent strongly agreed, compared to 7 percent across the remaining districts.

Figure 5: *Alignment of policies around standards, assessments and evaluations to student outcomes*

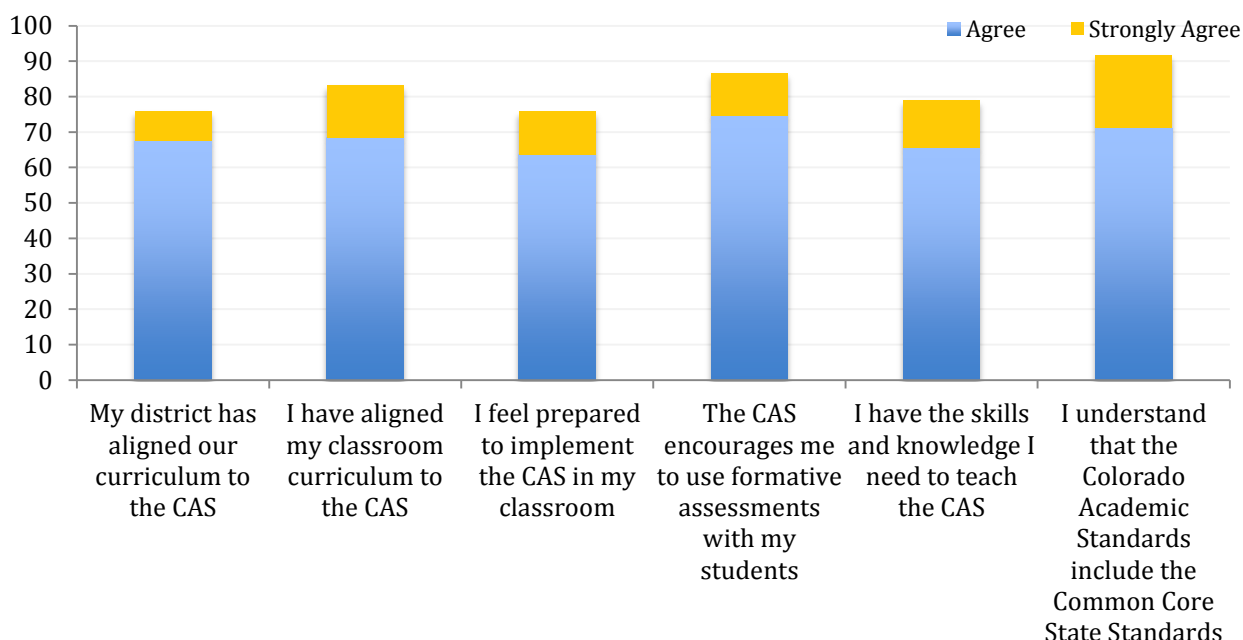


The majority of teachers are optimistic that assessments, standards, and evaluation policies and initiatives can improve instruction, student outcomes, and the quality of professional supports. Elementary teachers were slightly more optimistic about improvement of instruction in the classroom than secondary teachers. Teachers trained in LDC/MDC were significantly more optimistic than the general population about improvement of classroom instruction and available professional development. Overall, teachers in three districts were significantly less optimistic than the remaining districts, with teachers in one of these three districts specifically more likely to express pessimism about the effect on student outcomes (4 percent strongly disagreed) or the quality of professional support they would receive (7 percent strongly disagreed).

COLORADO ACADEMIC STANDARDS

Teachers were asked to indicate whether they were ready to implement Colorado Academic Standards (CAS) in their classroom, including questions about (a) whether they and their districts had aligned curriculum to the CAS, (b) whether the teachers felt prepared to implement the CAS, and (c) whether they had the skills and knowledge needed to teach the CAS. Using these four questions as a proxy for overall preparedness for CAS implementation, 61 percent of teachers reported that they were ready for CAS implementation over *all* of these measures. There were no significant differences across districts in readiness for CAS implementation. There were also no significant differences between elementary and secondary teachers in readiness for CAS implementation.

Figure 6: *Alignment of curriculum and assessments to CAS*



Teachers trained in LDC/MDC generally reported more positive attitudes and higher levels of overall readiness with regard to CAS implementation. They were more likely to strongly agree that the district and classroom curriculum is aligned to CAS, they were prepared to implement CAS, and that they have the skills and knowledge needed to do so. They were also more likely to report that CAS encourages the use of formative assessments.

Most teachers (71 percent) indicated they have access to tools to support CAS implementation, although teachers in one district reported significantly less access (55 percent). Elementary and secondary teachers reported equal access to CAS implementation tools, as did teachers trained in LDC/MDC and those who were not trained. Of those who reported access to CAS

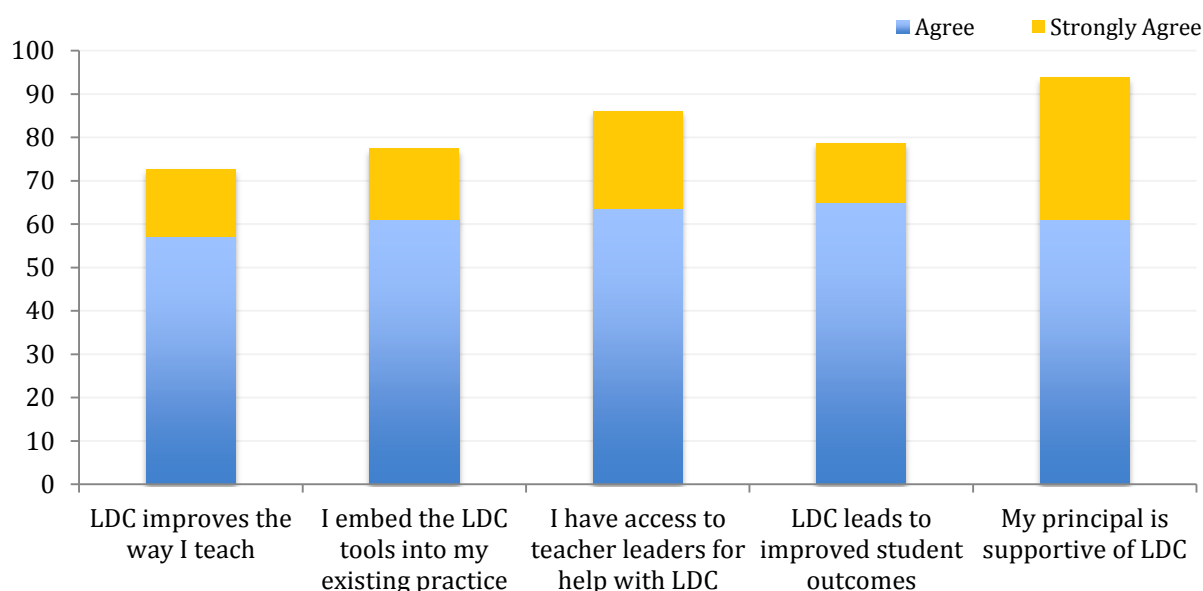
implementation tools, an overwhelming majority (88 percent) agreed the tools would help them in their practice.

LDC & MDC IMPLEMENTATION

Literacy Design Collaborative

Among the teachers who responded to the grant survey, approximately 21 percent across districts had been trained in the Literacy Design Collaborative (LDC). Of those not trained in LDC, about 45 percent of teachers had heard of LDC. Secondary school teachers were more likely both to be trained in LDC and to have heard of it than elementary teachers. Of those teachers trained in LDC, the majority agreed that it improves the way they teach and leads to improved student outcomes; interestingly, there were no significant differences across districts with regard to this data. The vast majority of LDC-trained teachers responding to the survey (93 percent) agreed that their principal is supportive of LDC. There were no differences between the perceptions of secondary and elementary school teachers who had been trained in LDC in the effects of and support given to LDC.

Figure 7: *Use of LDC*

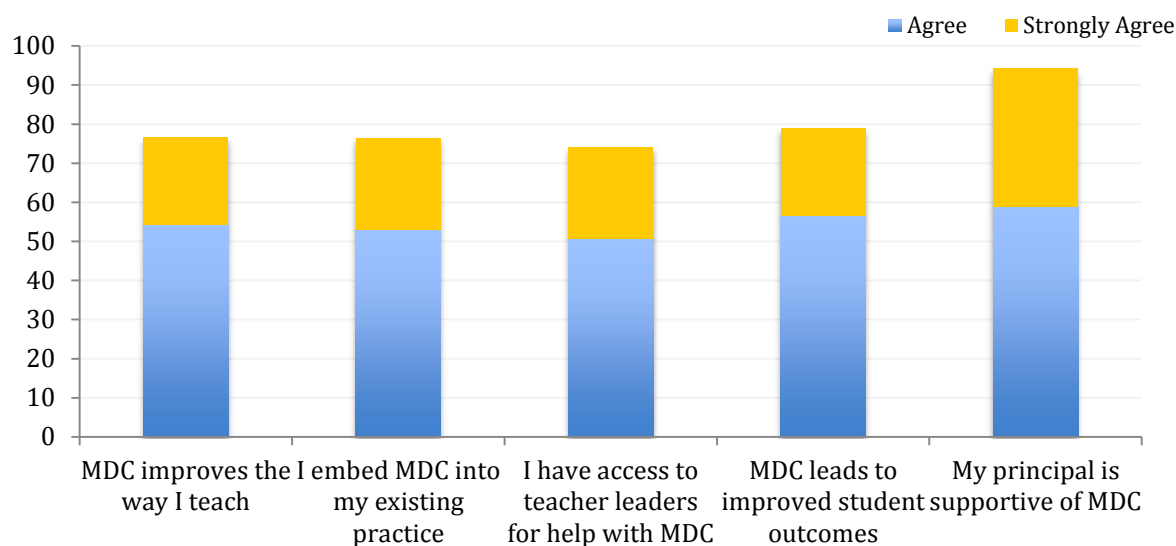


Math Design Collaborative

Among all respondents, fewer than 8 percent are trained in the Math Design Collaborative (MDC). Of those not trained in MDC, about 43 percent had heard of the MDC. Again, secondary school teachers were much more likely both to be trained in MDC and have heard of MDC. Of

those teachers trained in MDC, about 78 percent agreed that it improves the way they teach and leads to improved student outcomes. There were no significant differences across districts or between elementary and secondary school teachers in these opinions. An overwhelming 94 percent of teachers agreed that their principal is supportive of MDC.

Figure 8: *Use of MDC*



STUDENT GROWTH DATA

Teachers were asked a number of questions about student growth data, including whether they received it in time to inform their practice and the various ways in which they use student growth data in practice.

Table 2: *Teacher perceptions of student growth data*

	Strongly Disagree	Disagree	Agree	Strongly Agree
Timely receipt	8	34	51	7
Share with parents	4	22	58	16
Use with PLC	4	14	65	17
Use to inform instruction	1	7	69	22
Use to provide differentiated support for students	2	10	66	22
Understand CO growth model	5	32	57	7

Figures expressed in terms of percent of respondents indicating a particular option

Figure 9: *Impact & use of growth data*

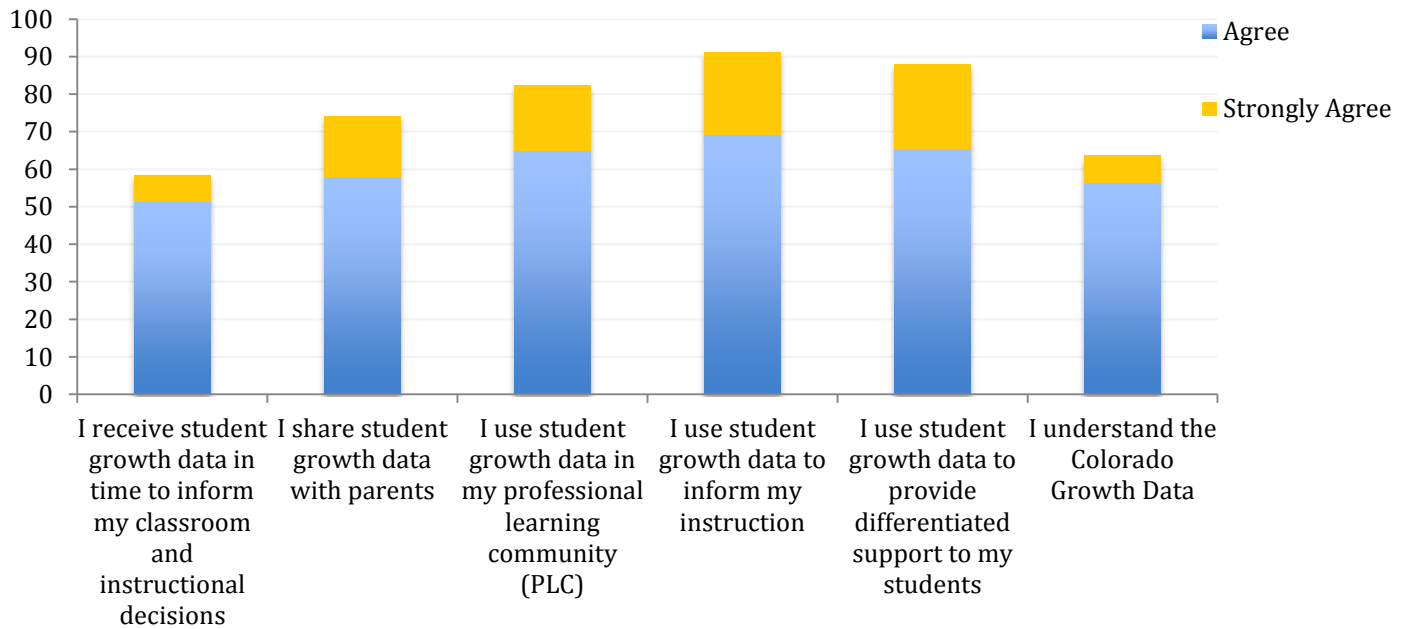
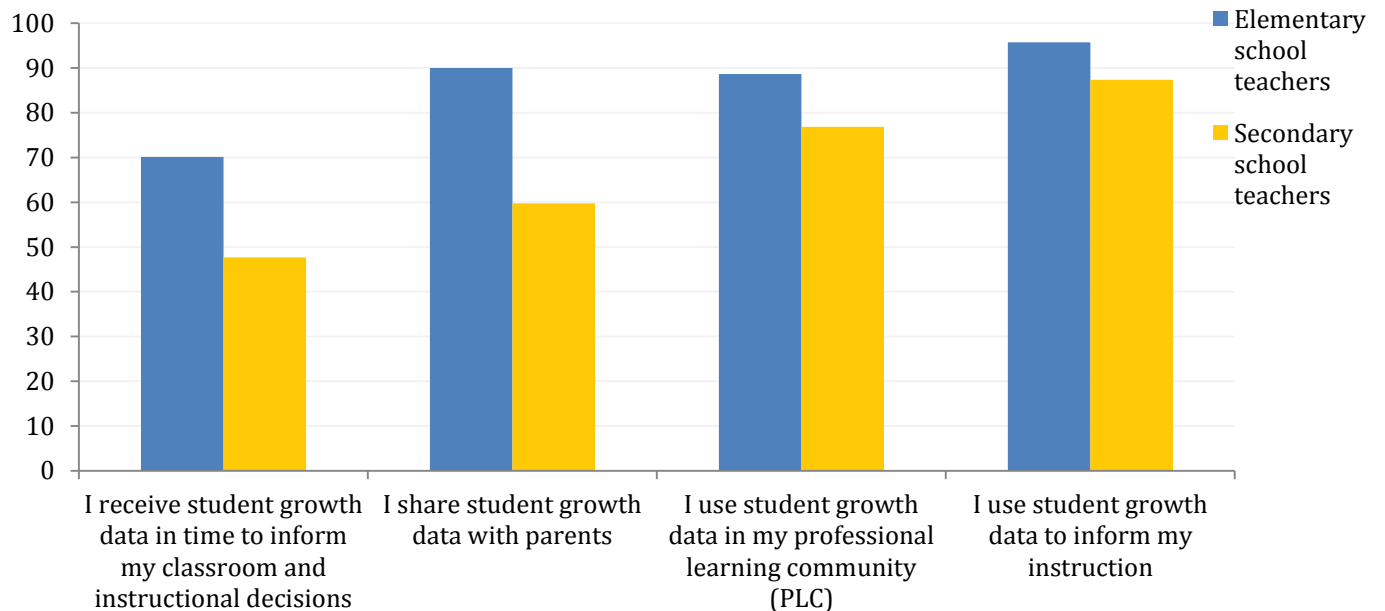


Figure 10: *Differences between elementary and secondary teachers in impact and use of growth data*



The majority of teachers (64 percent) agreed that they understood the Colorado Growth Model; secondary and elementary teachers reported equal understanding. The majority of teachers (58 percent) also agreed that they received student growth data in time to inform their classroom and instructional decisions. Secondary teachers were more likely to disagree that they received data in time to inform these decisions.

Overall, most teachers indicated that they are using student growth data in collaboration with stakeholders: 74 percent reported sharing data with parents and 82 percent reported using the data in their professional learning communities (PLCs). Elementary teachers were more likely than secondary teachers to report that they share data with parents or use it in a professional learning community.

The vast majority of all teachers use student growth data to inform classroom practice, with 91 percent using it to inform their instruction and 88 percent using it to provide differentiated student supports. Elementary school teachers are more likely to use data for these purposes than secondary school teachers.

Some interesting differences exist between districts, as well, with regard to timely receipt of student growth data, the use growth data with PLCs, and understanding of the Colorado Growth Model. There were no significant differences between districts in sharing growth data with parents, using it to inform instruction, or to provide differentiated support. There were also no significant differences in teachers who had and had not been trained in LDC/MDC.

In terms of data received by teachers, the majority (68 percent) report receiving school-level data. About half of teachers also report receiving district-level data, class-level data, and student-level data for students they currently teach. Despite these generally positive trends, many teachers report *not* having access to data that would provide interesting comparisons to other schools, students, and teachers (42, 40, and 52 percent respectively).

Table 3: *Teacher's access to student growth data*

	Currently Receive this Information	Find this Information on my Own	No Current Access to this Information
District-level data	47	32	21
School-level data	68	26	6
Class-level data	46	49	5
Student data for students used to teach	29	41	30
Student level data for current students	48	48	4
Student-level data for incoming students	30	41	29
Data to compare with similar schools	30	29	42
Data to compare with similar teachers	21	27	52
Data to compare with similar students	28	33	39

Although there are slight variations across districts, there are no consistent patterns in data access across the districts. Overall, elementary school teachers are more likely to report they currently receive data, while secondary school teachers are more likely to report finding it on their own or not receiving it at all. There were no differences between teachers who were or were not trained in LDC/MDC in data access.

Figure 11: *Access to growth data*

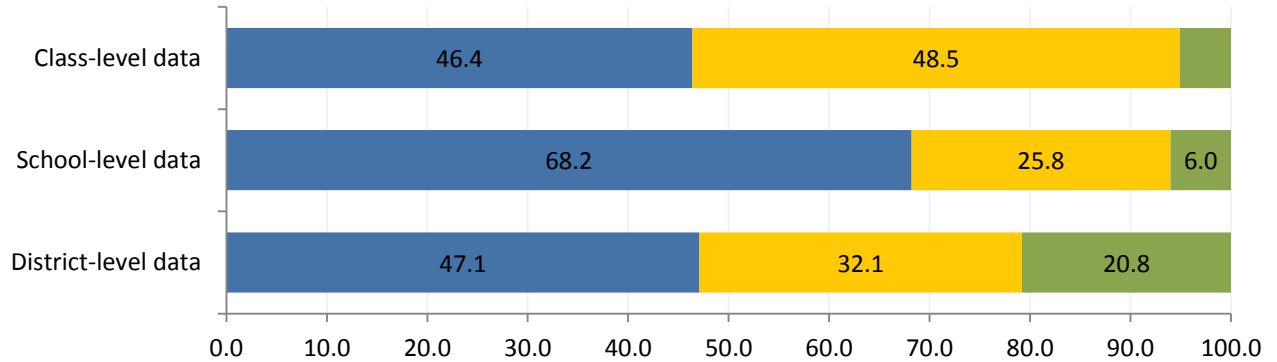


Figure 12: *Access to Growth Data*

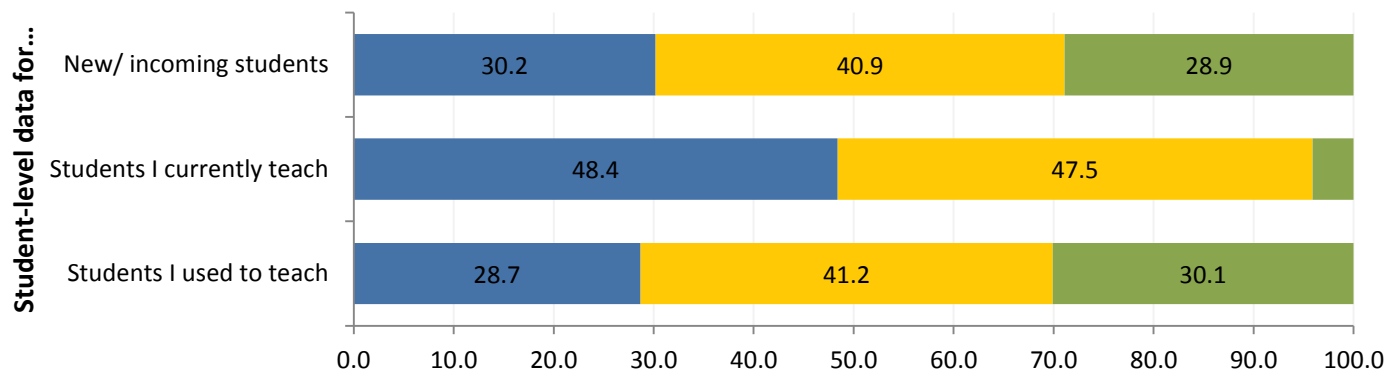
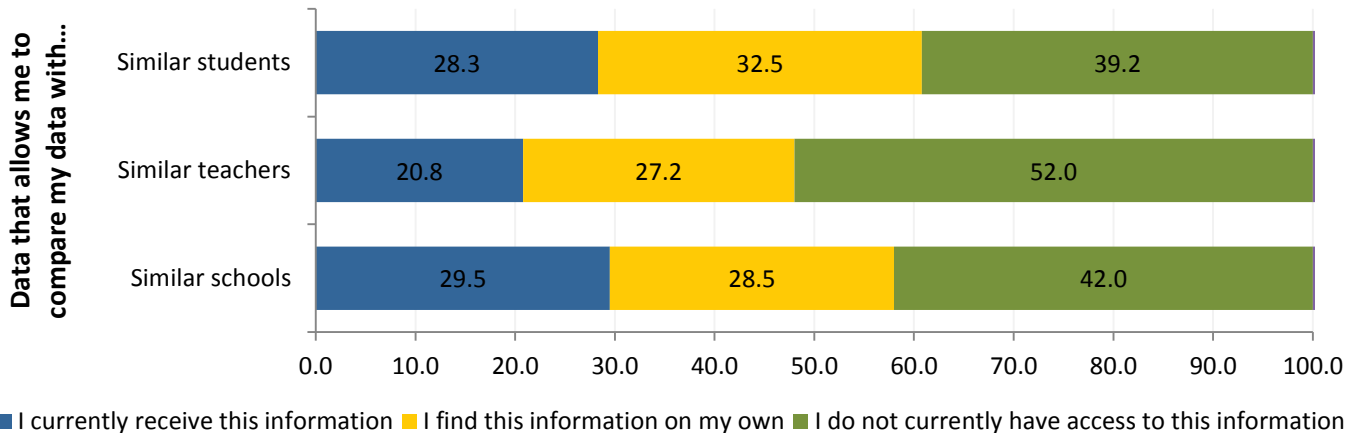


Figure 13: *Access to growth data*



Teachers across districts had varying perceptions of how growth data can be helpful in planning, teaching practices, and identifying professional development and supports. Overall, teachers found data most useful if it described their class or students they were currently teaching. As the level of data got more abstract – either by describing their school or district as a whole, or by describing students they taught in the past – teachers found the data less relevant and useful. The one exception is that the majority of teachers found district level data helpful in identifying opportunities for professional development and support. Overall, elementary school teachers were more likely to find all types of data helpful for identifying relevant professional development and support. Elementary school teachers also found school-level, class-level, and student data for current and incoming students more helpful for informing what and how they taught. Interestingly, there were no significant differences between districts – or between LDC/MDC teachers and untrained teachers – in the perceived usefulness of any of the categories of data.

Table 4: Teachers’ rating of helpfulness of student growth data

	Helpful in..	Informing what I teach	Informing how I teach	Understanding my students	Identifying professional development
District-level data		48	40	46	60
School-level data		59	57	67	55
Class-level data		70	74	77	47
Student-level data for past students		50	63	41	41
Student-level data for current students		73	78	82	49
Student-level for new or incoming students		60	58	84	32

Figure 14: Utility of data

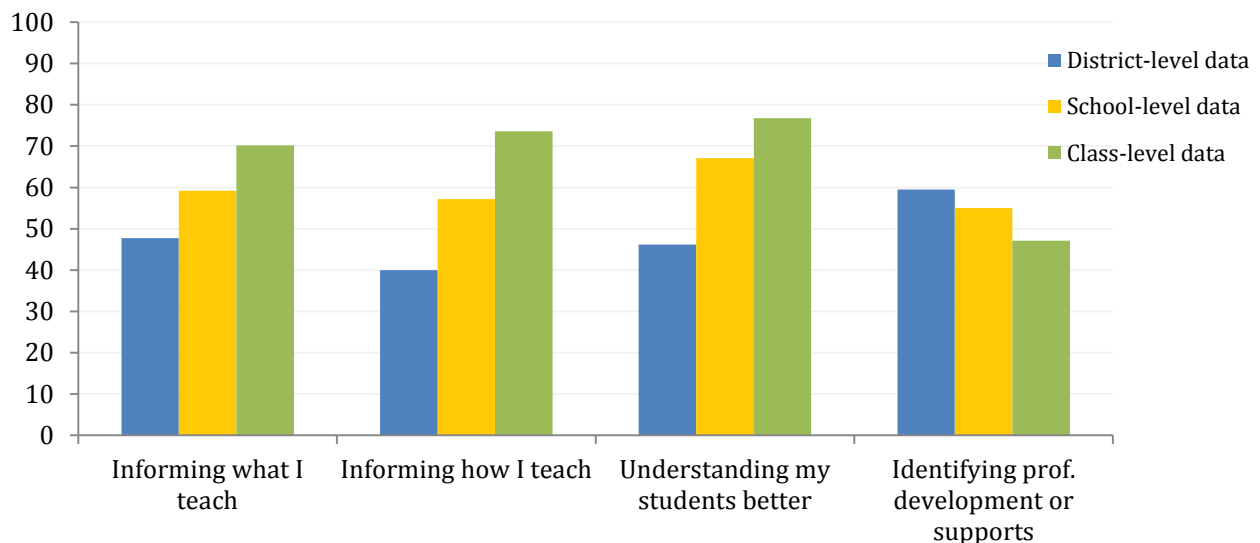
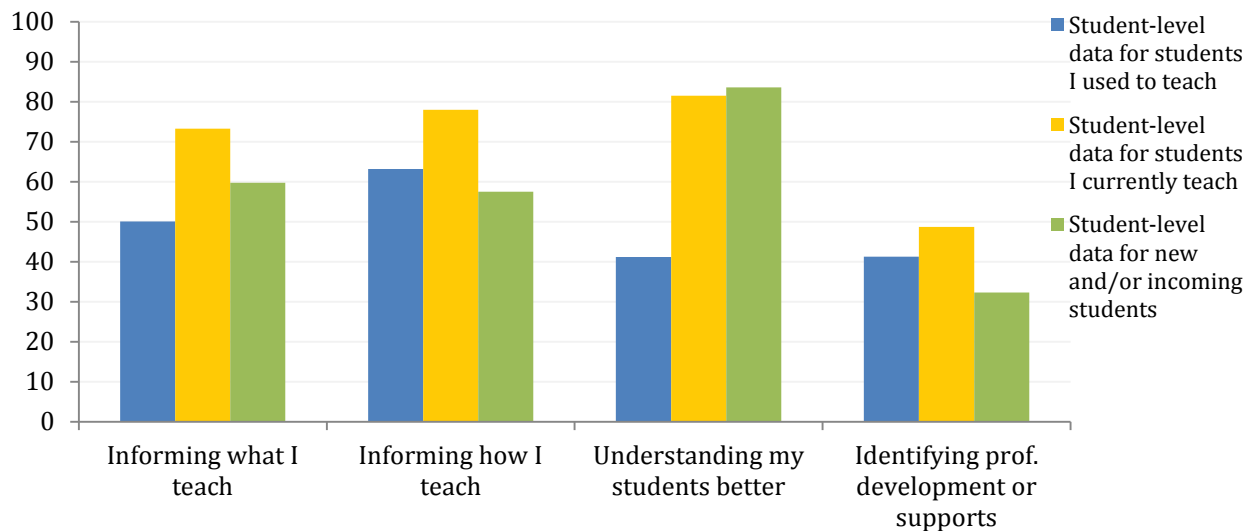


Figure 15: Utility of data



Teachers also rated the usefulness of data that would allow them to compare themselves to similar schools, teachers, and students. About half of teachers felt these comparisons were useful in determining what and how they teach and in identifying professional development and supports. Again, there were no significant differences between districts or between teachers trained or not trained in LDC/MDC. Elementary teachers found this data more helpful for identifying relevant professional development than secondary teachers.

Figure 16: *Utility of data*

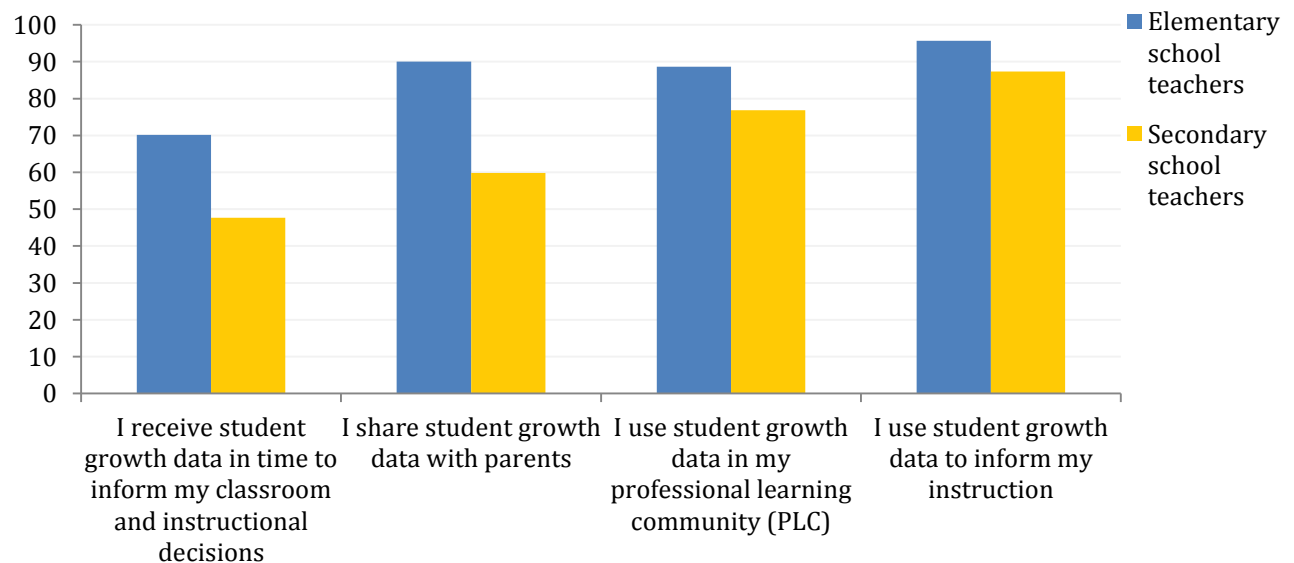


Table 5: *Teachers' rating of helpfulness of comparison student growth data*

	Helpful in..	Informing what I teach	Informing how I teach	Understanding my students	Identifying professional development
Comparison with similar schools		50	48	38	54
Comparison with similar teachers		51	60	35	51
Comparison with similar students		53	60	61	44

PROFESSIONAL DEVELOPMENT & SUPPORTS

Teachers were asked about the current supports/professional development they receive, and their interactions with principals/evaluators regarding professional development and support.

Table 6: *Teacher's interactions with their principal/evaluator(s)*

	Strongly disagree	Disagree	Agree	Strongly agree
Meaningful opportunities to confer about practice	5	22	59	14
Information helps identify areas for improvement	4	18	65	14
Help identifying relevant professional development	6	27	55	12

Overall, teachers agree that they have meaningful opportunities to confer with their principal/evaluator(s) about their practice (73 percent), that the information they receive helps them identify areas for improvement (78 percent), and they receive help identifying relevant professional development to address those areas for improvement (67 percent). When looking at these items together, 62 percent of teachers agreed with all three statements.

Within these items, we once again found significant differences across districts and school-level. For example, in one district, teachers were more likely to disagree with all three items (54, 47, and 55 percent respectively), while teachers in another district were slightly more likely to *strongly* agree with each. We also found district differences for each item. Across all items, elementary teachers were more likely to agree and there were no differences based on LDC/MDC training.

Table 7: *Teacher uses of professional development and supports*

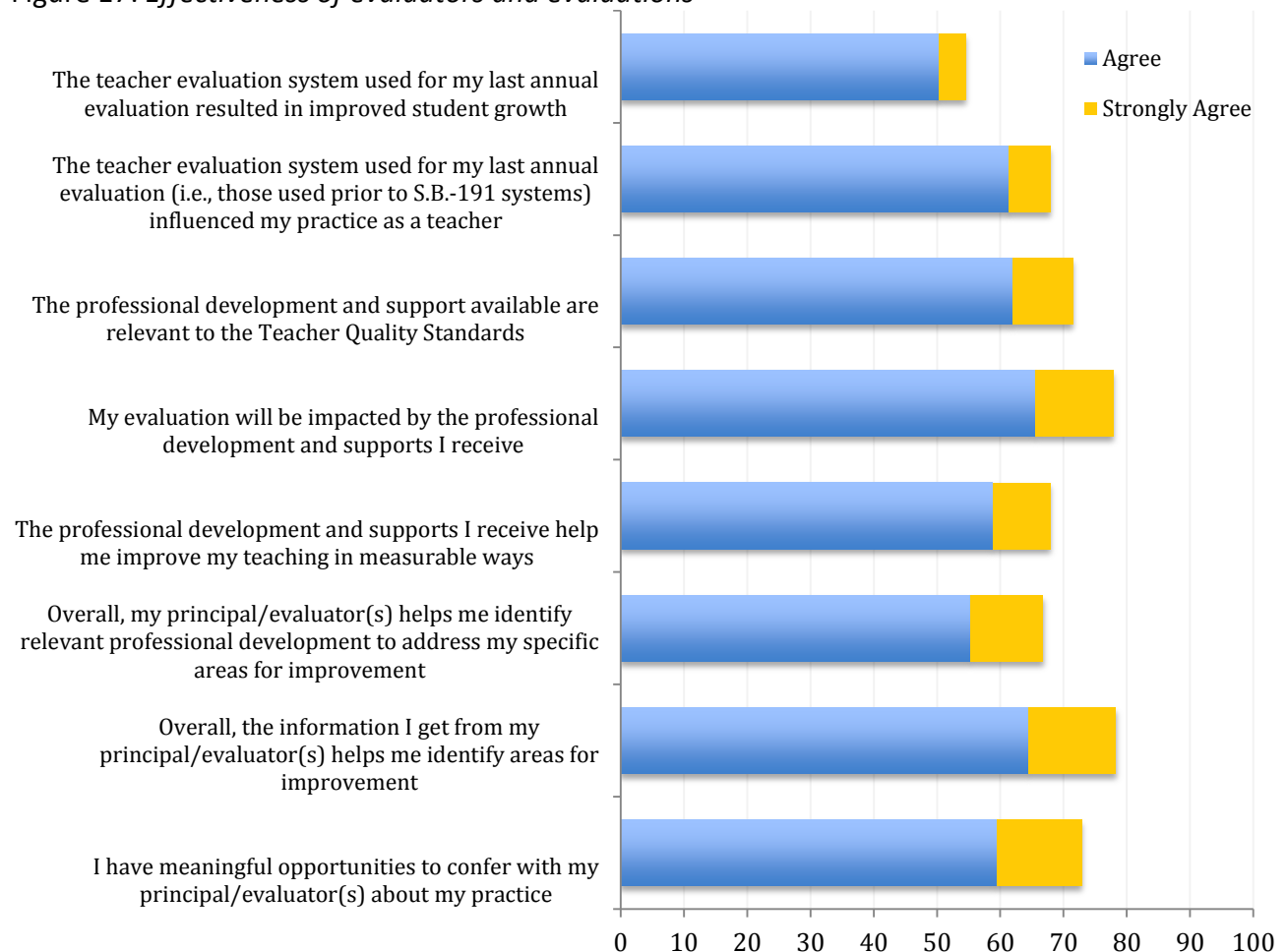
	Strongly disagree	Disagree	Agree	Strongly agree
Helps improve teaching	5	28	58	9
Evaluation will be impacted	3	19	66	12
Relevant to Teacher Quality Standards	3	25	63	9

With regard to the professional development and supports currently received, the majority of teachers reported that they are helpful in some way: 68 percent overall agreed that those supports help them improve their teaching; 78 percent agreed that they impact their evaluation, and 72 percent agreed that they are relevant to the Teacher Quality Standards.

Across districts, we found consistent levels of agreement regarding the impact of professional development on teacher evaluations. Despite this consistency across districts, we did find that in general secondary teachers seem to be less positive about the impact of professional development than elementary teachers: They were more likely to *strongly* disagree that available professional development will impact their evaluations. There were no differences between teachers trained or not in LDC/MDC.

With regard to the impact of professional development on teaching, we found that fewer teachers agreed that professional development could help improve their teaching in one district (42 percent disagreed with this statement), and more teachers in a second district strongly agreed (17 percent compared to 9 percent across districts).

Figure 17: *Effectiveness of evaluators and evaluations*



IMPLEMENTATION OF EVALUATION TOOLS

Student Perception Survey. About half of surveyed teachers (48 percent) reported participating in the Student Perception Survey pilot this fall. Those who had participated were surveyed about the preparation they received prior to the administration of the pilot. The majority of teachers (68 percent) report that the materials they did receive were helpful to them and 53 percent felt very or somewhat informed about the survey prior to the administration. Although teachers in all districts did not receive a lot of preparatory information prior to administering the survey, teachers in one district were slightly *less likely* to have received preparatory material, while teachers in another district were significantly *more likely* to have received materials.

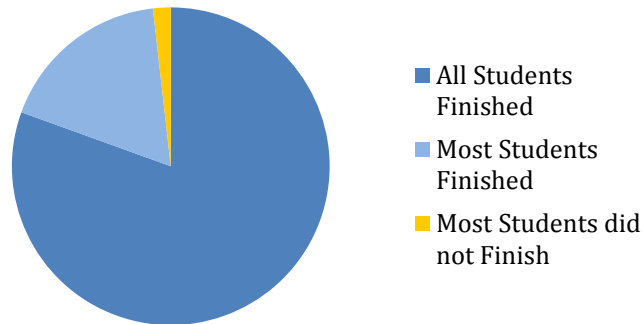
Table 8: *Information received prior to student survey administration*

	Received	Did not Receive
Student survey FAQ	39	61
Parent one-pager	16	84
Student one-pager	27	73
Link to CLF survey webpage	12	89
Email from someone in the district	44	56
Formal presentation from someone in the district	15	85
Direct communication from building principal	55	46
Other informational material	14	86

About half of the teachers who administered the survey had seen and read the student perception survey instrument; this accounts for only about a quarter of overall teachers in the grant survey. Although teachers agreed that the questions on the survey instrument are easy for students to read and understand, teachers were less positive about whether the survey is a valid measure for assessing teacher effectiveness (32 percent agree), whether the survey focuses on what a teacher does to promote learning rather than on how much students like their teacher (40 percent), and whether the results of the student perception survey will provide useful feedback about their teaching (41 percent).

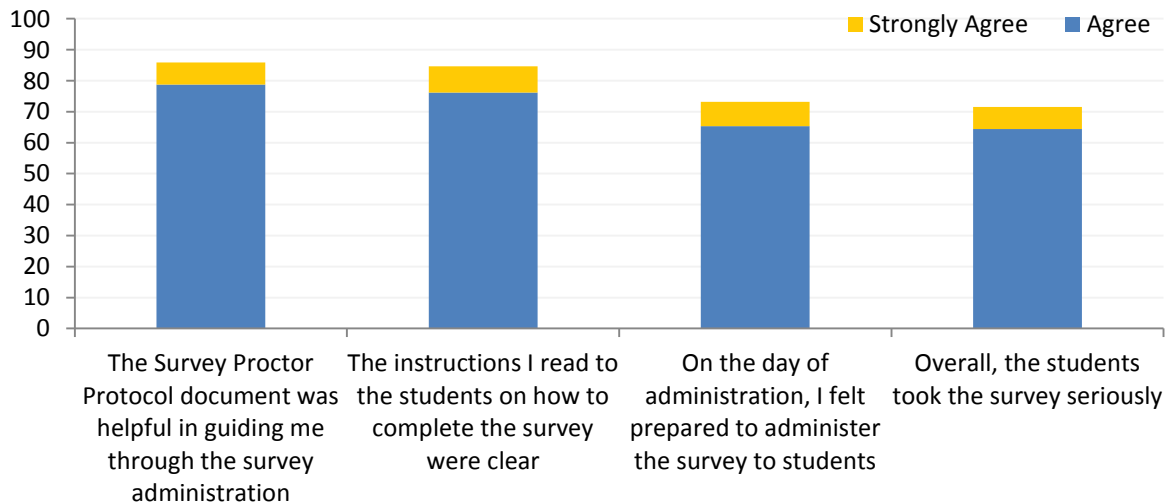
Of the teachers who administered the survey, about 64 percent proctored it; administering the survey to students in their school. Of those who proctored, the vast majority (98 percent) reported that all or most students finished the survey.

Figure 19: Student completion of the Student Perception Survey



They also agreed that the proctor documentation was helpful in guiding them (86 percent), the instructions to students were clear (85 percent) and that they felt prepared to administer the survey to students (73 percent). The majority also agreed (72 percent) that the students took the survey seriously.

Figure 20: Student Perception Survey Implementation



Appendix A. Grant Implementation Survey Items

A. Integration of Policies & Reforms & General Awareness

1. What is your level of knowledge regarding the **requirements** of the state's new educator evaluation and support law (S.B. 10-191)?

I have no knowledge of the requirements of S.B. 10-191
I have some knowledge of the requirements of S.B. 10-191
I have a good understanding of the requirements of S.B. 10-191
I completely understand the requirements of S.B. 10-191

2. What is your level of knowledge regarding the **Teacher Quality Standards (TQS)** adopted by the State Board of Education as part of the implementation of S.B. 10-191?

I have no knowledge of the TQS
I have some knowledge of the TQS
I have a good understanding of the TQS
I completely understand the TQS

3. What is your level of knowledge regarding the new **Colorado Academic Standards (CAS)**?

I have no knowledge of the CAS (if this is selected, SKIP Standards Qs)
I have some knowledge of the CAS
I have a good understanding of the CAS
I completely understand the CAS

The next questions ask about the integration of standards, assessments, and evaluation systems. (Unless otherwise noted, all items include the following response options: Strongly Disagree – Disagree – Agree – Strongly Agree)

4. **(SKIP IF "No knowledge" IN Q3)** The assessments my students take are aligned with the Colorado Academic Standards.
5. My evaluation considers the academic growth of my students. *(yes/no)*
6. I see alignment in my district's policies regarding assessment, evaluation, and standards.
7. With regard to district policies and initiatives related to assessments, standards, and evaluation, I am optimistic about their ability to improve:
 - a. the instruction in my classroom
 - b. student outcomes
 - c. the quality of the professional support I receive

B. Colorado Academic Standards

8. Has your district fully transitioned to using the CAS? *(yes/no/I don't know)*
9. My district has aligned our curriculum to the CAS.
10. I have aligned my classroom curriculum to the CAS.
11. I feel prepared to implement the CAS in my classroom.

12. The CAS encourages me to use formative assessments with my students.
13. I have the skills and knowledge I need to teach the CAS.
14. I understand that the Colorado Academic Standards include the Common Core State Standards.
15. Do you have access to tools to support the implementation of the CAS? *(yes/no)*
 - a. If yes:

The tools I have access to help me in my practice.

What tools do you have access to and who provided them? *(open-ended, optional)*

What additional tools would be helpful as you implement the CAS? *(open-ended, optional)*
 - b. If no:

What tools would be helpful as you implement the CAS? *(open-ended, optional)*

C. CAS Tools – Literacy Design Collaborative/Math Design Collaborative

16. Are you trained in the Literacy Design Collaborative (LDC)? *(Yes/no)*
17. *If no:* Have you heard of the LDC? *(Yes/no)* **SKIP BOTH TO 15**
18. *If yes TO #12:*
 - a. How many LDC modules have you delivered in class?
 - b. How many LDC modules have you developed?
 - c. LDC improves the way I teach.
 - d. I embed the LDC tools into my existing practice.
 - e. I have access to teacher leaders for help with LDC.
 - f. My principal knows about LDC.
 - g. My principal is supportive of LDC.
19. Are you trained in the Math Design Collaborative (MDC)? *(Yes/no)*
20. *If no To #15:* Have you heard of the MDC? *(Yes/no)* **SKIP ALL TO 18**
21. *If yes To #15*
 - a. How many MDC formative assessment lessons (FALs) have you delivered in class?
 - b. MDC improves the way I teach.
 - c. I embed MDC into my existing practice.
 - d. I have access to teacher leaders for help with MDC.
 - e. My principal knows about MDC.
 - f. My principal is supportive of MDC.

D. Student Academic Growth

22. What kinds of student academic growth data are available to you?
23. Please indicate your current access to the following types of growth information.

Type of Student Growth Information	I currently receive this information	I find this information on my own	I do not currently have access to this information
District-level data			

School-level data			
Class-level data			
Student-level data for students I used to teach			
Student-level data for students I currently teach			
Student-level data for new and/or incoming students			
Data that allows me to compare my data with similar: <ul style="list-style-type: none"> • Schools • Teachers • Students 			

24. Please indicate if the following information would be helpful (Check all that apply):

Type of Student Growth Information	This information would be helpful in....			
	... informing what I teach	... informing how I teach.	...understandin g my students better.	... identifying professional development or supports.
District-level data				
School-level data				
Class-level data				
Student-level data for students I used to teach				
Student-level data for students I currently teach				
Student-level data for new and/or incoming students				
Data that allows me to compare my data with similar: <ul style="list-style-type: none"> • Schools • Teachers • Students 				

25. What additional information **do you use** that helps you better understand your students?

26. What additional information **would you like to have** to better understand your students?

27. I understand the Colorado Growth Model.

28. I receive student growth data in time to inform my classroom and instructional decisions.

29. I share student growth data with parents.

30. I use student growth data in my professional learning community (PLC).

31. I use student growth data to inform my instruction.

32. I use student growth data to provide differentiated support to my students.

E. Professional Development/Targeted Professional Supports

33. I have meaningful opportunities to confer with my principal/evaluator(s) about my practice.

34. Overall, the information I get from my principal/evaluator(s) helps me identify areas for improvement.
35. Overall, my principal/evaluator(s) helps me identify relevant professional development to address my specific areas for improvement.
36. The professional development and supports I receive help me improve my teaching in measurable ways.
37. My evaluation will be impacted by the professional development and supports I receive.
38. The professional development and support available are relevant to the Teacher Quality Standards.
39. What kinds of professional development and support do you currently receive, and what kinds of professional development and support would you like to receive in the future? *[open-ended text box, optional]*
40. Overall, how effective was the teacher evaluation system used for your last annual evaluation (prior to this year)? *Very Effective, Effective, Somewhat Effective, Not Effective, or I did not participate in an evaluation system in my school. (SKIP TO #40)*
41. The teacher evaluation system used for my last annual evaluation (*i.e., those used prior to SB191-systems*) influenced my practice as a teacher.
42. The teacher evaluation system used for my last annual evaluation resulted in improved student growth.

PART II – FEEDBACK ON EVALUATION TOOLS/RESOURCES

This section focuses on your experience with the roll-out of tools/resources to be used as part of a comprehensive teacher evaluation system:

BloomBoard

1. I received BloomBoard training. (YES/NO) IF NO SKIP TO 3
2. BloomBoard training prepared me to use BloomBoard. (4 point agree as above)
3. BloomBoard helps me to organize and track my evaluation process. (4 point agree as above)
4. BloomBoard is an asset to me in participating in the new evaluation system. (4 point agree as above)
5. What changes and/or supports would improve BloomBoard? OE

Student Perception Survey

These next questions focus on your experience implementing the Student Perception Survey Pilot. This was the survey recently administered to students to obtain their feedback on how their teacher's practice impacts learning and to incorporate student voice and experience into efforts to improve learning.

1. Did you/your classroom participate in the Student Perception Survey pilot this fall? (Yes skip to remaining questions, no skip to submit page)
2. What materials, if any, were you given to you prior to the survey administration to explain the Student Perception Survey pilot process? (Mark all that apply)
 - A. Student Survey FAQ
 - B. Parent One-pager
 - C. Student One-pager
 - D. A link to the CLF survey webpage

- E. An email from someone in my district
 - F. A formal presentation from someone in my district
 - G. Direct communication from my building principal
 - H. I didn't receive any materials about the survey **(SKIP to #3)**
 - I. Other – Please specify: _____
3. Overall, how helpful were the materials you received?
- A. Very helpful
 - B. Somewhat helpful
 - C. Not very helpful
 - D. Not at all helpful
4. Overall, how informed did you feel about the survey effort prior to the survey administration?
- A. Very informed
 - B. Somewhat informed
 - C. Not very informed
 - D. Not at all informed
5. Are there additional materials that would have been helpful in communicating the Student Perception Survey pilot process? **(open-ended, optional)**
6. Have you seen and read the actual survey instrument?
- A. Yes, I read it prior to the administration
 - B. Yes, I read it during/after the administration
 - C. No, I have not read or reviewed the survey instrument **(skip to question 10)**

In these next questions, we are interested in your perceptions of the survey itself as a tool for supporting teaching effectiveness. If you'd like to reference the actual survey questions, you can find them at <http://colegacy.org/studentsurvey>.

- 7. The student perception survey instrument is a valid measure for assessing teacher effectiveness.
- 8. The student perception survey instrument focuses on what a teacher does to promote learning rather than how much students like their teacher.
- 9. I believe the results of the student perception survey will provide useful feedback about my teaching.
- 10. The questions on the student perception survey instrument are easy for students to read and understand.
- 11. Did you proctor the student perception survey (i.e., in which you yourself passed out the surveys and completed a summary form indicating whether students participated)?
 - Yes **(GO TO to question 10A)**
 - No **(skip to question 11)**

The next questions ask about your perception regarding the administration process.

- A. Overall, were students in your classroom/section able to complete the teacher survey(s) within the time allotted by your school?
 - i. All students finished the surveys
 - ii. Most students finished the surveys
 - iii. Most students did **not** finish the surveys
 - iv. No students finished the surveys

- B. The Survey Proctor Protocol document was helpful in guiding me through the survey administration.
 - C. The instructions I read to the students on how to complete the survey were clear.
 - D. On the day of administration, I felt prepared to administer the survey to students.
 - E. Overall, the students took the survey seriously.
12. Is there anything else you would like to share about the overall Student Perception Survey Pilot and/or administration process? (open-ended optional)
13. Would you be willing to participate in a follow up focus group to share more about your experience and/or provide guidance on data reporting for teachers?
- A. **Yes (IF YES: OBTAIN CONTACT INFO: Name, school, grade/subject taught, email and phone number)**
 - B. **No (THANK AND TERM)**