

Student Perception Surveys and Teacher Assessments

Prepared for XYZ

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In the following report, Hanover Research examines the use of student perception surveys in K-12 education. We review scholarly literature related to the utilization of student surveys for teacher evaluation and professional development, and profile school districts that have implemented or piloted student survey programs.

TABLE OF CONTENTS

Introduction and Key Findings	3
Key Findings	3
Section I: Literature Review.....	5
Reliability	5
Effective Surveys.....	7
Tripod Project	7
My Student Survey.....	9
Teacher Evaluation	10
Advantages and Disadvantages	11
Weighing Evaluation Methods	12
Frequency	14
Professional Development.....	14
Section II: District and State Profiles	16
Memphis City Schools.....	16
Davis School District	17
Pittsburgh Public Schools.....	17
Denver Public Schools.....	19
Georgia.....	20
Appendix	22

INTRODUCTION AND KEY FINDINGS

While students in higher education regularly rate their professors, the use of student perception surveys in K-12 education is a relatively recent phenomenon. Encouraging teacher and principal effectiveness is a major component of the Race to the Top (RTT) contest initiated in 2009, and education agencies have recently applied great effort in re-evaluating their performance assessment systems. While much attention has focused on the use of value-added student achievement gains, the use of student perception surveys has also gained momentum in recent years as an increasing number of states and districts are considering utilizing surveys as instruments for evaluating teachers. Research on the reliability of student feedback in determining teacher effectiveness has been promising, but the effects of factoring surveys into high-stakes teacher performance evaluations are largely uncertain. The purpose of this report is to inform XYZ of past scholarly research and support the district's decision-making in the utilization of student perception surveys.

The following report is divided into two sections, the first of which provides a literature review on student perception surveys. Hanover examines research on the reliability of student perception surveys, identifies two effective surveys, reviews the use of such surveys for formal teacher evaluations, and comments on the use of student feedback for professional development. Section II then contains profiles of states and school districts that utilize, or are considering utilizing, student perception surveys. We profile Georgia, where the Department of Education is piloting a program to administer student surveys state-wide, as well as Pittsburgh Public Schools, Denver Public Schools, Memphis City Schools, and Davis School District in Utah.

KEY FINDINGS

- Research on the use of student perception surveys in K-12 education has not been extensive; however, studies consistently suggest that **student surveys are a reliable measure of teacher effectiveness**. Survey designers have established content validity by developing research-based, relevant questions and structuring surveys around core constructs related to high-quality teacher attributes. Studies have shown that **student surveys can accurately predict student achievement gains** and ultimately found that the only thing better at predicting a teacher's test-score gains was previous test-score gains.
- Due to the extensive research required to validate student perception surveys, **states and school districts seeking to implement them tend to utilize off-the-shelf surveys**. Two surveys that have received significant attention are the Tripod Project survey and My Student Survey. **The Tripod survey**, which has received thorough support from the Bill & Melinda Gates Foundation's Measure of Effective Teaching (MET) Project, is comprised of evidence-based questions and has been shown to reliably predict student achievement gains. **My Student Survey**, developed by Vanderbilt researcher Ryan Balch, has been shown to effectively relate high teacher

ratings with high student performance. Both surveys can be completed in less than 30 minutes, are offered in print and online, and come with additional services such as logistics support and results analysis.

- An increasing number of states and districts are using student surveys; however, their use for the purpose of high-stakes teacher evaluation is **limited to a small number of states and school districts**. Student perception surveys offer a number of **advantages** to school districts, as they are cost and time efficient, can be collected anonymously, require minimal training, enable tracked changes over time, and provide valuable feedback to teachers. Surveys also have known and potential **disadvantages**, as researchers have noted that students are not necessarily qualified to rate certain aspects of teaching and acknowledge that survey results may be affected if they are used in high-stakes scenarios.
- Researchers **have not reached a consensus** regarding how often student perception surveys should be administered or how much weight they should carry in a teacher's evaluation. Experts emphasize that surveys should be used **in combination with other measures such as student achievement and classroom observations**; districts and pilot studies currently utilizing surveys typically count them for 5 to 10 percent of a total evaluation. Districts utilizing surveys typically administer them one or two times per year, and evidence from Denver's pilot study suggest that one-time administration is enough to garner reliable results.
- Teachers have gathered student feedback for the purpose of professional development for many years, and some off-the-shelf surveys are designed specifically for this purpose. **Teachers have reportedly found survey results extremely valuable**, citing their ability to identify strengths and weaknesses and develop new, effective teaching strategies. Both the Tripod Project survey and My Student Survey offer professional development services affiliated with their surveys.
- Few school districts have fully implemented systems involving student perception surveys, while others are experimenting with **pilot studies**. Memphis City Schools is the **only school district that requires** student perception surveys to be factored in teachers' formal evaluations. The system began as part of the MET Project pilot study, and student feedback now counts for 5 percent of teachers' performance reviews. Davis School District in Utah **allows its teachers to choose** from a variety of sources for their evaluations, one of which is student surveys.
- Pittsburgh Public Schools, Denver Public Schools, and Georgia are currently undertaking pilot programs involving student perception surveys. Pittsburgh and Denver were also hosts of the MET Project, but have **no formal plans of factoring survey results** into teacher performance assessments. Georgia plans to administer surveys state wide by the 2014-15 school year, and has an **online system that distributes report cards** to teachers allowing them to compare their scores to district and state averages.

SECTION I: LITERATURE REVIEW

The first section of this report examines research and literature pertaining to student perception surveys. Hanover reviews research on the reliability of student surveys in K-12 education and identifies two widely-used surveys that have been studied extensively. We also comment on the effectiveness of student surveys for evaluating teacher performance by identifying advantages and disadvantages, examining the frequency on which they are used, and analyzing potential compositions of multiple-factor evaluation systems. Lastly, we report on the use of student feedback for professional development.

RELIABILITY

In order to be considered for high-stake scenarios such as teacher evaluations, student perception surveys must reliably evaluate teacher effectiveness. The primary methods currently used to evaluate teacher performance are classroom observations and value-added factors such as standardized test scores. Therefore, research on determining the validity of student surveys has focused on benchmarking student feedback against these well-established methods, primarily in relation to student achievement gains.

Research on student perception surveys in K-12 education is not extensive and is limited to a handful of studies that have been published since 2000. Although the researchers have used different instruments and research designs, their studies generally conclude that survey results can accurately predict student achievement gains, suggesting that **student feedback can be used as a reliable measure of teacher effectiveness.**

Researchers emphasize that the validity of student perceptions is dependent on the instrument used, meaning the survey itself.¹ Therefore, a major aspect of research is focused on determining the validity of surveys by evaluating their *content validity* and *predictive validity*.

- **Content validity** is the degree to which the survey is measuring what it is actually attempting to measure (teacher quality), and is established through the development of cogent questions.
- **Predictive validity** is the ability of the survey to predict scores on a similar measure, such as student achievement gains on standardized tests.²

Survey designers attain content validity by developing questions that ask about the effectiveness of teachers. Content is difficult to quantify, but researchers have utilized techniques such as literature reviews on teacher efficacy and conducting cognitive

¹ Goe, L., Bell, C., and Little, O. "Approaches to Evaluating Teacher Effectiveness: A Research Synthesis." National Comprehensive Center for Teacher Quality. June 2008, p. 13.
<http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf>

² Balch, R. "The Validation of a Student Survey on Teacher Practice." Vanderbilt University. 2012, p. 7.
<http://mystudentsurvey.com/wp-content/uploads/2012/06/Balch-Student-Surveys-2012.pdf>

interviews with students to ensure they interpret questions the way they are intended.³ Ensuring content validity has resulted in student surveys typically being structured around **core constructs** that are affiliated with effective teachers. For instance, the Tripod Project survey utilizes the “seven Cs”: Care, Control, Clarify, Challenge, Captivate, Confer, and Consolidate.

Researchers measure predictive validity by comparing teacher ratings, or survey results, to the same teacher’s student achievement gains. If high survey ratings are correlated with high achievement gains (or vice a versa), the survey is considered valid because it can accurately predict value-added test scores.

Wilkerson, et al. (2000) conducted a study of nearly 2,000 K-12 students and found that **student ratings were significantly more accurate in predicting student achievement than teacher’s self-ratings, principal ratings, and principal summative ratings**. This was true in both reading and mathematics.⁴ Figure 1.1 demonstrates the correlation of these evaluative instruments with student achievement when administered to different groups.

Figure 1.1: Correlation of Evaluative Instruments with Student Achievement

INSTRUMENT	STUDENT ACHIEVEMENT	
	READING	MATH
Teacher Self-Ratings	.21	.67
Principal Ratings	.09	.17
Principal Summative Evaluations	.34	.51
Student Feedback	.75	.67

Source: Balch, R.⁵

Peterson, Wahlquist, and Bone (2000) similarly found that student surveys are valid and reliable for teacher evaluation at **elementary, middle, and high school levels**.⁶ In a study of schools in Cyprus, Kyriakides (2005) found that student ratings of the student-teacher relationship and degree of cooperation were highly correlated with achievement gains.⁷ Balch (2012), in developing a student perception survey for a pilot program in Georgia, found that high survey ratings correlated with high academic achievement, engagement, and self-efficacy.⁸ In a research synthesis of teacher evaluation methods, Goe, et al. (2008) ultimately concluded that previous studies “provide convincing evidence that **student ratings of teaching are worth considering for inclusion in teacher evaluation systems**.”⁹

³ Ibid., pp. 23-27.

⁴ Ibid., p. 17.

⁵ Ibid. cites Wilkerson, D.J., Manatt, R. P., Rogers, M. A., and Maughanm R. “Validation of Student, Principal, and Self-Ratings in 360° Feedback (registered) for Teacher Evaluation.” *Journal of Personnel Evaluation in Education*, 14:2, June 2000, pp. 179-192.

⁶ Ibid. cites Peterson, K., Wahlquist, C., and Bone, K. “Student Surveys for School Teacher Evaluation.” *Journal of Personnel Evaluation in Education*, 14:2, June 2000, pp. 135-153.

⁷ Goe, et al. Op. cit., p. 40 cites Kyriakides, L. “Drawing from Teacher Effectiveness Research and Research into Teacher Interpersonal Behaviour to Establish a Teacher Evaluation System: A Study on the Use of Student Ratings to Evaluate Teacher Behaviour.” *Journal of Classroom Interaction*, 40:2, 2005, pp. 44-66.

⁸ Balch, R. Op. cit., p. 63.

⁹ Goe, et al. Op. cit., p. 40.

In the most ambitious assessment of student perception surveys, the Bill & Melinda Gates Foundation’s Measures of Effective Teaching (MET) Project piloted the Tripod survey with 3,000 school teachers in six large school districts throughout the United States.¹⁰ The study indicates that “students seem to know effective teaching when they experience it.”¹¹ The study found that for teachers of multiple classes, student perceptions are consistent across different groups of students in separate classes. Furthermore, one classes’ ratings of a teacher were able to predict achievement gains in a separate class taught by the same teacher.¹²

“Students seem to know effective teaching when they experience it.”

Given the consistent findings of the research reviewed for this report, it is reasonable to conclude **that student perception surveys can provide accurate measures of teacher effectiveness.** When the proper instrument, or survey, is utilized, student feedback can be more accurate than alternative, more widely-used instruments at predicting achievement gains. In fact, researchers found that the only thing better at predicting a teacher’s test-score gains was previous test-score gains.¹³

EFFECTIVE SURVEYS

As discussed in the previous section, researchers have spent ample effort determining the appropriate questions to ask in order to measure teachers’ effectiveness. Developing an effective student perception survey is time-consuming and research-intensive. For this reason, many states and school districts planning to use student feedback use **off-the-shelf surveys.** Hanover identified two off-the-shelf surveys that are specifically designed for teacher evaluation: the Tripod Project and My Student Survey. Figure A in the Appendix shows a comparison of these two surveys, along with two surveys designed to provide teachers with student feedback.

TRIPOD PROJECT

The most prominent off-the-shelf student perception survey in K-12 education is the Tripod Project survey. The Tripod survey and design features were originally developed by Harvard researcher Ron Ferguson, and has since received extensive funding and support from the Bill & Melinda Gates Foundation’s Measure of Effective Teaching (MET) Project.¹⁴ In 2007,

¹⁰ “Measures of Effective Teaching.” Bill & Melinda Gates Foundation. <http://www.metproject.org>

¹¹ “Learning About Teaching: Initial Findings from the Measures of Effective Teaching Project (Research Paper).” Bill & Melinda Gates Foundation, December 2010, p. 9. http://www.metproject.org/downloads/Preliminary_Findings-Research_Paper.pdf

¹² “Learning About Teaching: Initial Findings from the Measures of Effective Teaching Project (Policy Brief).” Bill & Melinda Gates Foundation, December 2010, p. 5. http://www.metproject.org/downloads/Preliminary_Finding-Policy_Brief.pdf

¹³ Ripley, A. “Why Kids Should Grade Teachers?” *The Atlantic*, October 2012. <http://www.theatlantic.com/magazine/archive/2012/10/why-kids-should-grade-teachers/309088/#.UKFVSKNClAM.email>

¹⁴ “Background.” The Tripod Project. <http://tripodproject.org/about/background/>

Tripod partnered with education services provider Cambridge Education, which now administers the survey and provides analysis support. Since its creation, the Tripod survey has been administered to over 300,000 students in the United States, Canada, and China.¹⁵

The Tripod survey is deemed a reliable measure of teacher effectiveness by the MET Project for several reasons, including its core constructs and its ability to predict student achievement gains. The Tripod is based on seven constructs, called the “Seven Cs,” that are designed to measure teaching practices:

- Caring
- Captivating
- Conferring
- Controlling
- Clarifying
- Challenging
- Consolidating¹⁶

Ferguson explains that the Seven Cs are “grounded upon a great deal of educational research” and “capture much of what researchers have suggested is important in determining how well teachers teach and how much students learn.”¹⁷ Sample questions of the Seven Cs are displayed in Figure 1.2 on the following page.

Within each construct, there are a number of statements that the student is asked to rate based on a five point Likert scale of agreement. The surveys vary by age group, but the scale for grades 6-12 ranges from “totally true” to “totally untrue.” The full version has 80 questions, but shorter versions are available that can be completed in less than 30 minutes. Surveys can be administered by hard copy or online and are available for three grade bands: K-2, 3-5, and 6-12. After the surveys are collected, Cambridge Education returns the data to districts and schools “in forms suitable to inform and influence deliberations about ways to improve schools, raise achievement, and narrow gaps.”¹⁸

¹⁵ “Tripod Survey Assessments: Multiple Measures of Teaching Effectiveness and School Quality.” Cambridge Education. <http://camb-ed-us.com/LinkClick.aspx?fileticket=ewOa0Qz7jmo%3d&tabid=1430>

¹⁶ “Student Perceptions and the MET Project.” Bill & Melinda Gates Foundation. September 2010, pp. 1-2. http://metproject.org/downloads/Student_Perceptions_092110.pdf

¹⁷ Ferguson, R. F. “Student Perceptions of Teaching Effectiveness.” National Center for Teacher Effectiveness and the Achievement Gap Institute, Harvard University. October 14, 2010, p. 2. http://www.gse.harvard.edu/ncte/news/Using_Student_Perceptions_Ferguson.pdf

¹⁸ “Survey Assessments.” The Tripod Project. <http://tripodproject.org/services-offerings/survey-assessments/>

Figure 1.2: Tripod Survey Sample Questions

CONSTRUCT	SAMPLE QUESTION
CARE	My teacher in this class makes me feel that s/he really cares about me.
	My teacher really tries to understand how students feel about things.
CONTROL	Students in this class treat the teacher with respect.
	Our class stays busy and doesn't waste time.
CLARIFY	My teacher has several good ways to explain each topic that we cover in this class.
	My teacher explains difficult things clearly.
CHALLENGE	In this class, we learn a lot almost every day.
	In this class, we learn to correct our mistakes.
CAPTIVATE	My teacher makes lessons interesting.
	I like the ways we learn in this class.
CONFER	Students speak up and share their ideas about class work.
	My teacher respects my ideas and suggestions.
CONSOLIDATE	My teacher checks to make sure we understand what s/he is teaching us.
	The comments that I get on my work in this class help me understand how to improve.

Source: Bill & Melinda Gates Foundation¹⁹

MY STUDENT SURVEY

My Student Survey was developed by Vanderbilt University researcher Ryan Balch, and is based on research-based teaching practices. The survey was validated in a large-scale pilot as part of Georgia’s Race to the Top initiative in spring 2011.²⁰ The pilot study administered the survey to over 12,000 students in grades 6-12 at seven Georgia school districts.²¹

The results of the pilot study suggest that **My Student Survey is a reliable evaluation of teacher effectiveness.** The research revealed a relationship between teacher ratings and academic student engagement and self-efficacy. In addition, there was a strong correlation between teachers’ survey scores and their value-added rankings, particularly in science and social studies.²²

The survey questions are organized into categories loosely based on two classroom observation frameworks: the Schachter and Thum scales and the CLASS rubric. In order to provide the most meaningful feedback to teachers, Balch then grouped questions into six constructs that represent the role of a teacher:

- Presenter
- Manager
- Counselor
- Coach
- Motivator
- Content Expert²³

Sample questions for each of these six constructs are displayed in Figure 1.3 on the following page. The survey includes 55 questions that students rate using a five point

¹⁹ “Learning About Teaching... (Policy Brief).” Op. cit., p. 5.

²⁰ Balch, R. Op. cit., p. 7.

²¹ Ibid., p. 39.

²² Ibid., pp. 63-64.

²³ Ibid., pp. 30-31.

frequency-based Likert scale, ranging from “Never” to “Every time.”²⁴ The survey takes 15-20 minutes to complete and can be administered in hard copy or online. In addition to providing the survey itself, My Student Survey offers support services, such as administration logistics, detailed feedback reports, professional development assistance, and webinars to increase staff buy-in.²⁵

Figure 1.3: My Student Survey Sample Questions

CONSTRUCT	SAMPLE QUESTION
PRESENTER	When explaining new skills or ideas in class, my teacher tells us about common mistakes that students might make
	At the end of each lesson, the teacher reviews what we have just learned
MANAGER	My teacher corrects students when they do not follow the rules of the class
	We are learning or working during the entire class period
COUNSELOR	My teacher shows respect for all students
	My teacher notices when I am not participating in class
COACH	My teacher gives us guidelines for assignments so we know how we will be graded (grading rules, charts, rubrics, etc.)
	I have to work hard to do well in this class
MOTIVATOR	My teacher has us apply what we are learning to real-life situations
	My teacher encourages me to share my ideas or opinions about what we are learning in class
CONTENT EXPERT	My teacher is able to answer students’ questions about the subject
	After asking us questions, my teacher lets us think for a few seconds before we have to answer

Source: My Student Survey²⁶

TEACHER EVALUATION

Although student perception surveys have been shown to be effective in evaluating teacher effectiveness, their use in the high-stakes realm of performance reviews is not widespread. Researchers agree that student surveys should not be the only factor in teachers’ evaluations; however, their reliability suggests their use is appropriate when combined with other measures such as classroom observations and value-added student achievement gains.

Although the use of surveys is limited to a small number of districts throughout the country, the trend is moving in favor of more comprehensive evaluations and an increasing number of states and districts are using student surveys.²⁷ Some agencies have elected to **give teachers the choice of factoring surveys into their reviews**. For instance, Davis School

²⁴ “Asking Students About Teaching: Student Perception Surveys and Their Implementation.” Bill & Melinda Gates Foundation, MET Project. September 2012, p. 8. http://www.metproject.org/downloads/Asking_Students_Practitioner_Brief.pdf

²⁵ “My Student Survey: Differentiated Professional Development.” My Student Survey. <http://mystudentsurvey.com/>

²⁶ “What are Some Examples of Questions on the Survey?” My Student Survey. <http://mystudentsurvey.com/wp-content/uploads/2011/11/Sample-Survey-Questions-2.0.pdf>

²⁷ “Asking Students About Teaching...” Op. cit., p. 2.

District in Utah offers its own, district-developed survey as an optional measure, and Massachusetts plans to have an optional survey in place by the 2013-14 school year.²⁸

Other districts plan to implement student perception surveys as a factor in teacher evaluations in the coming years. Chicago Public Schools plans to count student feedback as 10 percent of teacher evaluations beginning in 2013,²⁹ and districts in Pittsburgh, Denver, Arizona, and Georgia have all undertaken pilot programs.³⁰ **Memphis City Schools is the only district** Hanover identified that currently requires student perception surveys to be factored into high-stakes performance reviews.³¹

ADVANTAGES AND DISADVANTAGES

There are a number of **advantages** to factoring student perception surveys into teachers' formal evaluations. Goe, et al. (2008) identified several of these in their research synthesis of teacher evaluations, including that surveys:

- Are cost-efficient
- Can be collected anonymously
- Require minimal training³²
- Are time-efficient
- Have the ability to track changes over time

Although the off-the-shelf surveys do not provide prices on their websites, one report estimates the Tripod survey would cost less than \$5 per student to implement.³³ Both off-the-shelf surveys discussed in this report can be completed in less than 30 minutes. This provides a stark contrast to the time and monetary costs associated with classroom observations. Teacher observations are typically conducted four times per year for at least 30 minutes; when pre- and post-conferences are factored in, this can accumulate to at least five hours of an observer's time per year for each teacher.³⁴

In an article discussing the participation of some New York City schools in the MET study, one teacher noted the fact that no number of classroom observations can substitute the amount of interaction and observation that students directly experience with their teachers: "They're the ones that are in the room. **As many walkthroughs [by administrators] as you have, the students are the ones who see it all.**"³⁵ Perhaps the most important advantage to using student surveys is their ability to provide applicable feedback to teachers: teachers can use survey results to identify strengths and weaknesses and make changes to their teaching methods.

²⁸ Balch, R. Op. cit., p. 20.

²⁹ Ripley, A. Op. cit.

³⁰ [1] "Asking Students About Teaching." Op. cit., p. 2.

[2] Balch, R. Op. cit., p. 20.

³¹ Ibid.

³² Goe, et al. Op. cit., p. 41.

³³ Ripley, A. Op. cit.

³⁴ Balch, R. Op. cit., p. 6.

³⁵ Decker, G. "Student Surveys Seen as Unlikely Evaluations Element, for Now." *Gotham Schools*, November 28, 2012. <http://gothamschools.org/2012/11/28/student-surveys-seen-as-unlikely-addition-to-evaluations-for-now/>

There are also a number of known and potential **disadvantages** in using student surveys in a high-stakes environment. Goe, et al. (2008) points out that students are not necessarily qualified to rate teachers on curriculum, classroom management, content, knowledge, and collegiality.³⁶ Given that research on surveys has so far been limited to pilot studies, researchers warn that it is unclear whether student ratings would remain consistent in a high-stakes environment.³⁷ In addition to reliability concerns, United Federation of Teachers (UFT) Secretary Michael Mendel's outspoken criticism of the use of surveys for evaluations illustrates the potential blowback districts may encounter from teachers. Mendel claims that student surveys place students under pressure and incentivize teachers to strive for classroom approval; he poses the question "could you imagine if you were a teacher and you were ineffective by a point or two because you were rated ineffective by the children?"³⁸

WEIGHING EVALUATION METHODS

Although researchers tend to agree that student perception surveys should be a factor in teacher evaluations, Balch (2012) asserts that "**there is no consensus on what percentage of a teacher's evaluation should come from student survey results.**"³⁹ Given their recent development and the existence of well-established methods such as testing and principal observations, researchers have emphasized that a combination of these methods should be employed for teacher evaluations.

There is some variance in states and districts that have implemented student feedback in the teacher evaluation process, but survey results **typically account for 10 percent or less of an evaluation.** Memphis City Schools, which served as a pilot district in the MET Project's research, weighs student perception surveys at 5 percent of the total teacher evaluation, with test scores, classroom observations, and content knowledge making up the rest.⁴⁰ In Chicago Public Schools, student survey results will count for 10 percent of a teacher's evaluation beginning in fall 2013.⁴¹ Georgia, home of the My Student Survey pilot study, indicated the use of student feedback for teacher evaluation on their Race to the Top (RTT) grant application. The state determined that student surveys would count for 10 percent of teacher's evaluation in tested subjects and 40 percent for teachers of non-tested subjects.⁴²

In 2012, the MET Project conducted research specifically on weighing the components of teacher evaluations. The purpose of their research was not to determine the best composition, but to explore the trade-offs when various combinations of weights are established. They compared four different models and tested each model on three criteria: predicting state test gains, correlation with higher-order test scores, and reliability measured by consistency from year-to-year.

³⁶ Goe, et al. Op. cit., p. 41.

³⁷ Balch, R. Op. cit., p. 64.

³⁸ Decker, G. Op. cit.

³⁹ Balch, R. Op. cit., p. 64.

⁴⁰ "Asking Students About Teaching." Op. cit., p. 9.

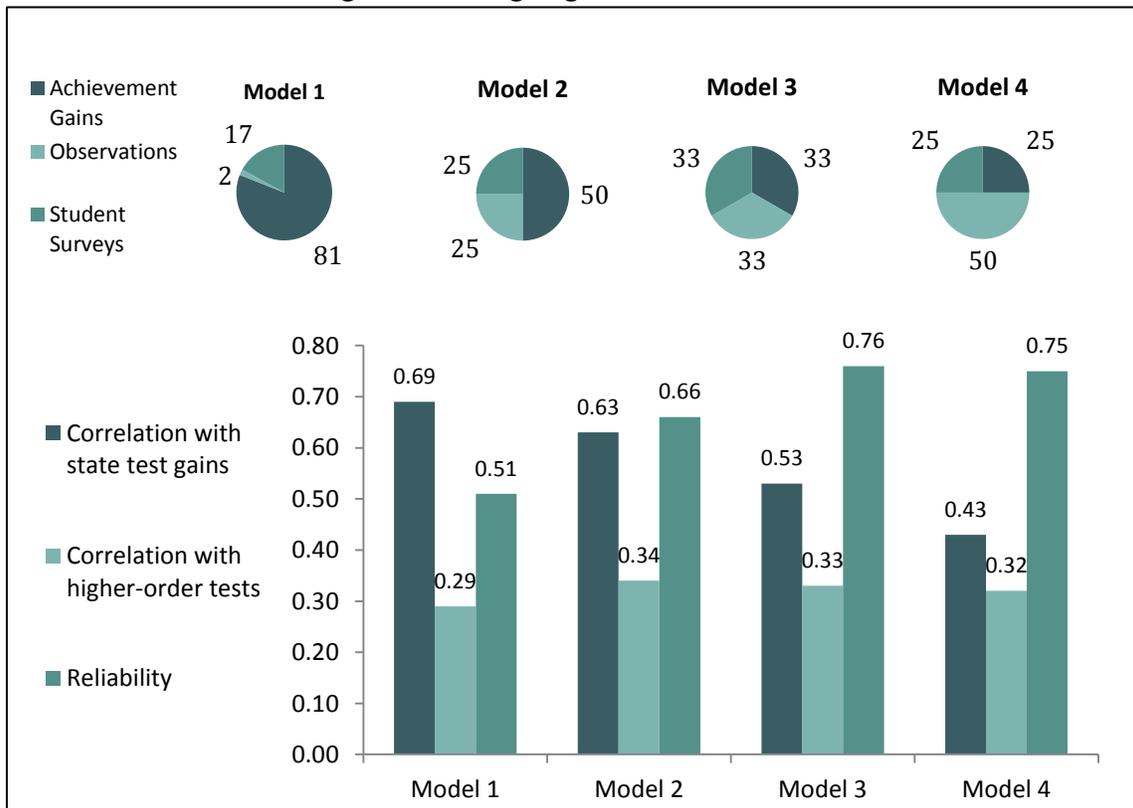
⁴¹ Ripley, A. Op. cit.

⁴² Balch, R. Op. cit., p. 6.

The study suggests that if administrators are attempting to predict gains on state tests, then previous student achievement should count for the majority of the evaluation. Figure 1.4 shows that Model 1, which counts achievement gains for 81 percent of a teacher’s evaluation, has the highest correlation with state test gains of all models. However, **reducing the proportion of student achievement gains can increase stability from year-to-year and increase correlation with more difficult tests.** Figure 1.4 shows that Model 3, which counts all three factors equally, has the highest reliability of all models.

Although the official MET report refrains from suggesting a particular model, Thomas Kane, an MET project coordinator, argues surveys should count for 20 to 30 percent of a teacher’s evaluation. He believes this is enough for teachers and administrators to take them seriously, but not enough to tempt teachers to cheat or pander to students.⁴³

Figure 1.4: Weighing Teacher Evaluations



Source: Bill & Melinda Gates Foundation⁴⁴

⁴³ Ripley, A. Op. cit.

⁴⁴ “Ensuring Fair and Reliable Measures of Effective Teaching: Culminating Findings from the MET Project’s Three-Year Study.” Bill & Melinda Gates Foundation. January 2013, pp. 11-12.
http://www.metproject.org/downloads/MET_Ensuring_Fair_and_Reliable_Measures_Practitioner_Brief.pdf

FREQUENCY

Researchers have not advocated for a particular frequency in which to administer student perception surveys. However, all of the districts Hanover identified administer the surveys **one or two times per year**. Balch (2012) asserts that “there is no evidence on the number of times a teacher should be rated by their students each year.” However, he speculates that “multiple surveys in one year could provide more reliable estimates and also reflect growth during the year.”⁴⁵

Denver Public Schools administers student surveys once in the fall, based on a number of findings from their pilot study:

- Student responses do not vary significantly between fall and spring. In 2011, Denver Public Schools conducted surveys in both fall and spring, but found no statistical difference between the two.
- Surveys conducted only a few weeks into the school year were valid and consistent with surveys taken at other times.
- Administering surveys early in the school year gives teachers time to view results and adjust their practice.⁴⁶

Despite Denver’s findings that suggest one-time administration is adequately reliable, school districts such as Pittsburgh Public Schools and Georgia’s TKES evaluation system administer surveys once in the fall and again in the spring.

PROFESSIONAL DEVELOPMENT

Student perception surveys can provide valuable feedback to teachers that **may ultimately help to improve their effectiveness**. While using student surveys for the purpose of teacher performance evaluations is a relatively recent phenomenon, the gathering of student feedback began as early as 1896 when Iowa students were asked to provide input on effective teacher qualities.⁴⁷ National Teacher of the Year Sarah Brown Wessling has been using informal surveys as a means of gathering feedback for some time; she explains “I knew they weren’t going to come back the way I wanted them to. But personally, I always say I’m more afraid of mediocrity than I am of my mistakes.”⁴⁸ The off-the-shelf surveys discussed in this report were

“I knew they weren’t going to come back the way I wanted them to. But personally, I always say I’m more afraid of mediocrity than I am of my mistakes.”

⁴⁵ Balch, R. Op. cit., p. 65.

⁴⁶ “Frequently Asked Questions: New 2012-13 Pilot.” Leading Effective Academic Practice, Denver Public Schools. <http://leap.dpsk12.org/Resources/FAQs.aspx>

⁴⁷ Burniske, J. and Meibaum, D. “The Use of Student Perceptual Data as a Measure of Teaching Effectiveness.” Texas Comprehensive Center. March 2012, p. 2. http://txcc.sedl.org/resources/briefs/number_8/bp_teacher_eval.pdf

⁴⁸ “They are the Experts: A National Teacher of the Year Talks about Student Surveys.” Bill & Melinda Gates Foundation. 2012, p. 2. http://www.metproject.org/downloads/Student_Survey_Teacher_QandA.pdf

specifically developed to be used for teacher evaluation, but other surveys, such as the iKnowMyClass, were designed as a tool for feedback (see Figure A in the appendix).

The ability of student surveys to provide feedback to teachers is seen as major advantage compared to other evaluation methods such as value-added student achievement gains. An article from *The Atlantic* succinctly explains that “test scores can reveal when kids are not learning, they can’t reveal why.”⁴⁹ In the pilot study for My Student Survey, Balch (2012) found that many teachers reported that the feedback was extremely valuable. He explains that teachers were able to identify areas in need of improvement and work with colleagues to develop new and effective teaching strategies.⁵⁰ The MET Project lists feedback as one of the benefits to student surveys, explaining that results can identify strengths and weaknesses.⁵¹ One report explains that “the surveys focus on the means, not the ends – giving teachers tangible ideas about what they can fix right now, straight from the minds of the people who sit in front of them all day long.”⁵²

Both the Tripod Project and My Student Survey list some type of professional development in their service offerings. The Tripod Project provides leadership sessions focused on survey data interpretation and the incorporation of new strategies based on results.⁵³ My Student Survey lists “professional development assistance” as a service item and provides feedback report cards to each participating teacher.⁵⁴ The report card identifies “strengths” and “areas for improvement” based on student ratings for each of its six constructs.⁵⁵

⁴⁹ Ripley, A. Op. cit.

⁵⁰ Balch, R. Op. cit., p. 67.

⁵¹ “Asking Students About Teaching.” Op. cit., p. 4.

⁵² Ripley, A. Op. cit.

⁵³ “Professional Development.” The Tripod Project. <http://tripodproject.org/services-offerings/professional-development/>

⁵⁴ “My Student Survey.” Op. cit.

⁵⁵ “Sample Teacher Report.” My Student Survey. <http://mystudentsurvey.com/wp-content/uploads/2011/11/Teacher-Report-Sample-Final-2.pdf>

SECTION II: DISTRICT AND STATE PROFILES

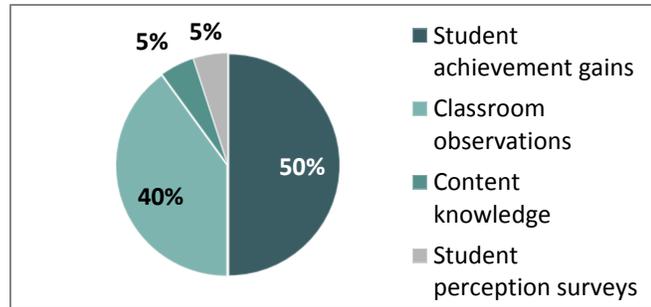
In this section, Hanover profiles four school districts and one state that have implemented student perception surveys. Memphis City Schools is the only district that mandates student survey results be factored into an evaluation. Davis School District in Utah allows its teachers to choose from a variety evaluation methods for their performance review, one of which is student surveys. The remaining three profiles, Pittsburgh Public Schools, Denver Public Schools, and the state of Georgia, are in the process of implementing student feedback and surveys are currently in pilot-study form.

MEMPHIS CITY SCHOOLS

Memphis City Schools took part in the Bill & Melinda Gates Foundation’s MET Project pilot study and has since entered an “intensive partnership” with the Foundation, meaning it will receive significant financial and non-financial support for its Teacher Effectiveness Initiative (TEI).⁵⁶ Memphis’ relationship with the MET Project led to it being the **first school district to require the incorporation of student feedback** into the high-stakes environment of teacher performance evaluations.⁵⁷

Memphis currently administers a version of the Tripod survey district-wide twice during the school year.⁵⁹ The **survey results count for 5 percent** of a teacher’s evaluation, with classroom observations, achievement gains, and content knowledge making up the rest.

Figure 2.1: Memphis City Schools Composition of Teacher Evaluations



Source: Bill & Melinda Gates Foundation⁵⁸

Memphis utilized the Tripod survey as part of the MET Project’s pilot study from 2009 to 2011; however, designers of the evaluation system have taken the extra step of aligning the Tripod survey constructs with Memphis’ evaluation framework. They essentially mapped specific questions from the survey instrument on to the district’s own 11 dimensions of teaching and classroom environment. Developers chose to take this step to ensure that teachers were receiving consistent feedback from all aspects of the evaluation system.⁶⁰

⁵⁶ “Teacher Effectiveness Initiative.” Memphis City Schools. <http://www.mcsc12.net/tei/>

⁵⁷ Balch, R. Op. cit., p. 20.

⁵⁸ “Asking Students About Teaching.” Op. cit., p. 9.

⁵⁹ Krebs, G. “Students Suggest Better Ways to Grade Teachers.” *Deseret News*. October 22, 2012.

<http://www.deseretnews.com/article/865565043/Students-suggest-better-ways-to-grade-teachers.html?pg=all>

⁶⁰ Ibid.

DAVIS SCHOOL DISTRICT

Davis School District, the third largest district in Utah, began incorporating multiple measures into its teacher evaluation system in 1995. Davis **allows its teachers to select from a variety of data sources** for its performance assessments; in addition to student achievement, educators can elect data sources such as portfolios, teacher tests, or student surveys.⁶¹ The district’s educator assessment committee developed its own survey instrument, as opposed to utilizing an off-the-shelf option, and continues to administer and score the surveys. Teachers are reportedly supportive of the survey method, with one survey showing that 84.5 percent of teachers like the technique.⁶²

Davis has student perception surveys for three separate grade bands: K-2, 3-6, and 7-12. The surveys are short compared to the previously examined off-the-shelf surveys, having between seven and 10 questions depending on grade level. Respondents rate their teachers on a simple scale of: “no,” “sometimes,” or “yes” (coded as ☹, ☺, or ☺ for students in grades K-2).⁶³ Figure 2.2 provides sample statements for the different grade bands.

Figure 2.2: Davis School District Student Perception Surveys

K-2 (NON-READER) STUDENT SURVEY	ELEMENTARY STUDENT SURVEY
My teacher shows me how to do new things. My class is a good place for learning. I like to come to this class. My teacher is a good teacher. I know what I am supposed to do in this class. My teacher’s rules are fair. My teacher is nice to me.	I learn new things in this class. My class is a good place for learning. I like to come to this class. My teacher is a good teacher. I know what I am supposed to do in this class. I understand the rules in my class. My teacher treats me fairly. I know how well I am learning in this class. My teacher is nice to me.
SECONDARY STUDENT SURVEY	
I learn new things in this class. My class is a good place for learning. This teacher treats me with care and respect. This is a good teacher. I know what I am supposed to do in this class.	I understand the class rules. This teacher treats me fairly. I know how well I am doing in this class. I usually understand how to do my assignments. This teacher maintains class discipline.

Source: Davis School District

PITTSBURGH PUBLIC SCHOOLS

Pittsburgh Public Schools was one of the six districts that hosted the Bill & Melinda Gates Foundation’s MET Project pilot study. The Foundation provided Pittsburgh with a \$40 million endowment to support its Empowering Effective Teachers initiative and, as a result, student perception surveys are now administered across the district.⁶⁴ The Empowering

⁶¹ “Educator Assessment System (EAS): Acknowledging and Honoring Quality Performance.” Davis School District. August 5, 2009, p. 13. <http://www.nctq.org/docs/72-08.pdf>

⁶² Burniske, J., et al. Op. cit., p. 3.

⁶³ “Educator Assessment System (EAS).” Op. cit., p. 39.

⁶⁴ “Empowering Effective Teachers.” Pittsburgh Public Schools. <http://www.pps.k12.pa.us/eet/site/default.asp>

Effective Teachers initiative includes a new system for professional development with a focus on multiple measures of teacher effectiveness; the three measures include student surveys, value-added measures, and a new system of classroom observation called RISE, or Research-based Inclusive System of Evaluation. Although RISE is currently the only measure being used in teachers’ end-of-year performance reviews, the district anticipates that all three measures will be used in teachers’ summative reviews by the 2013-14 school year.⁶⁵

As researchers have recommended, Pittsburgh Public Schools has **implemented its survey program gradually**, and has yet to incorporate student feedback into its formal teacher evaluations. The following timeline demonstrates the gradual adoption of student surveys into teacher evaluations.

- **2009-10** – As part of the MET Project, the Tripod survey was administered to approximately 250 Pittsburgh Public Schools classrooms.
- **2010-11** – The Tripod survey was administered to approximately 50 teachers in Pittsburgh’s Promise-Readiness Corp, a tightly knit group of highly effective teachers tasked with transitioning newly enrolled students.
- **2011-12** – The survey was administered twice district-wide to students in more than 3,400 classrooms.⁶⁶

The purpose of the survey at this point is to provide teachers with valuable student feedback that can be used for professional growth, provide school administrators with data that can be used to evaluate school climate and track progress, and contribute to summative evaluations of a select group of “Career Ladder” teachers.⁶⁷ One Pittsburgh administrator explained his support for the student perception surveys: “Teaching is more than what we measure on a test and what can be observed in a classroom. It’s the very special bond and relationship and interacting that happens between our teachers and students.”⁶⁸ In a 2011 presentation on its student survey program, Pittsburgh laid out its timeline of events. This is displayed in Figure 2.3 below.

Figure 2.3: Pittsburgh Public Schools Timeline for Survey Implementation, 2011-12

DATE	ACTIVITY
November 18	Follow-up materials sent out to principals from Office of CAO and posted in the RISE portal (FAQs, teacher letter, parent letter, PPT/Facilitator Guide).
November 21	Administration Webinar and Launch Session Webinar posted in the RISE portal

⁶⁵ “Multiple Measures: System of Professional Growth.” Pittsburgh Public Schools.
<http://www.pps.k12.pa.us/1483204413273860/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=65357>

⁶⁶ “Tripod Student Survey.” Pittsburgh Public Schools.
<http://www.pps.k12.pa.us/1483204413273860/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=65360>

⁶⁷ “Introduction to the Tripod Student Survey.” Pittsburgh Public Schools, November 17, 2011, p. 6.
<http://www.pps.k12.pa.us/17022012713193237/lib/17022012713193237/getResource.pdf>

⁶⁸ “Tripod Student Survey.” Op. cit.

DATE	ACTIVITY
November 21 – December 5	Principals and identified site based facilitators (2 teacher leaders) to co-facilitate an informational session with their teachers around Student Perceptions Survey <ul style="list-style-type: none"> ▪ Review PPS Power Point ▪ Disseminate teacher letters & parent letters to all teachers ▪ Direct teachers to RISE portal for more information
November 28	Package containing class packs to arrive at schools addressed to Principals from Cambridge.
December 9	Deadline for consent form return (only returned if student will NOT be participating in survey)
December 12 – 22	Administration I
May 1 – 15	Administration II
Fall 2012	<ul style="list-style-type: none"> ▪ Professional learning opportunity for school teams on understanding, interpreting and analyzing survey results. ▪ Results Accessible via web-based reporting system hosted by Cambridge Education.

Source: Pittsburgh Public Schools⁶⁹

DENVER PUBLIC SCHOOLS

Denver Public Schools took part in the Bill & Melinda Gates Foundation’s MET Project pilot study beginning in 2009. Although Denver administers the survey district-wide to over 60,000 students annually, **the surveys are still in pilot form** and are used for professional development only, not summative teacher evaluations.⁷⁰

The pilot was implemented within Denver’s Framework for Effective Teaching, which serves as the foundation for its Empowering Excellent Educators initiative.⁷¹ A major component of this initiative is the Leading Effective Academic Practice (LEAP) pilot, which incorporates five elements into its performance assessment system: student outcomes, principal observation, peer observation, professionalism, and student perception surveys. Student outcomes remain the primary source of evaluation, but student perception surveys **appear to count for 5 percent of the overall performance assessment.**⁷²

Denver’s LEAP program is designed to provide advanced professional development for its teachers, with the ultimate goal of increasing student achievement. The pilot program website explains that “LEAP provides teachers with additional feedback and support so they can continue to learn and grow professionally.”⁷³ Its system of multiple measures is designed to provide teachers with a “**comprehensive body of evidence**” so they can identify strengths, weaknesses, and progress. The student perception surveys play a key role in this

⁶⁹ “Introduction to the Tripod Student Survey.” Op. cit., pp. 8-9.

⁷⁰ “Frequently Asked Questions: New 2012-13 Pilot.” Denver Public Schools Op. cit.

⁷¹ “Overview.” Leading Effective Academic Practice, Denver Public Schools. <http://leap.dpsk12.org/The-Framework/Overview.aspx>

⁷² “LEAP Background.” Leading Effective Academic Practice, Denver Public Schools. <http://leap.dpsk12.org/LEAP-Components/Overview.aspx>

⁷³ Ibid.

system, and the district claims that its teachers have found great value in the survey data and modified their practice as a result.⁷⁴

Denver's LEAP website offers supplemental resources to principals and teachers for interpreting survey results. The documents explain how the results are calculated, why the methodology is used, how the Tripod survey is constructed, where the results can be found online, and how to use feedback to improve teaching ability.⁷⁵

GEORGIA

As part of its Race to the Top (RTT) initiative, Georgia has been working to revise its evaluation system for teacher effectiveness and professional growth. The new system, Teacher Keys Effectiveness System (TKES), was first piloted in 26 districts throughout the state in 2012. The TKES Teacher Effectiveness Measure (TEM) is comprised of three measures: observation and documentation (Teacher Assessment on Performance Standards), student achievement gains, and student surveys.⁷⁶

Georgia will administer student surveys to 50,000 to 60,000 students in the 2012-13 school year, and plans to implement the program state-wide by the end of 2014-15.⁷⁷ TKES is still in its pilot stage of development, but the latest TKES handbook indicates that survey results would **directly impact a teacher's evaluation**.⁷⁸ The handbook does not indicate the weight that each measure would be given for the evaluation, as this formula will be determined through the completion of the pilot. Beginning in the 2012-13 school year, all students in self-contained classes will take the survey and principals will select class periods to be surveyed in departmentalized areas.⁷⁹ Georgia's Department of Education cites numerous **advantages** in the use of student surveys, such as "the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals."⁸⁰

Georgia's survey is based on the research of Ryan Balch, who first administered student perception surveys in 2011 to seven school districts in Georgia.⁸¹ Three versions of the survey will be administered to separate grade bands: 3-5, 6-8, and 9-12.⁸² Georgia

⁷⁴ "Student Perception." Leading Effective Academic Practice, Denver Public Schools. <http://leap.dpsk12.org/LEAP-Components/Student-Perception.aspx>

⁷⁵ "Student Perception Survey 2012: Finding, Interpreting, and Using Results." Leading Effective Academic Practice, Denver Public Schools. http://leap.dpsk12.org/LEAP/media/Main/PDFs/SPS-Results-Training_Principal-Overview_FINAL.pdf

⁷⁶ Burniske, J., et al. Op. cit., p. 7.

⁷⁷ Kloberdanz, K. "Should Student Surveys be Used to Rate Teachers? Georgia Says Yes." *TakePart*. May 25, 2012. <http://www.takepart.com/article/2012/05/25/should-student-surveys-evaluate-teachers-georgia-says-yes>

⁷⁸ "Teacher Keys Effectiveness System Handbook." Georgia Department of Education. July 16, 2012, p. 6. <http://www.doe.k12.ga.us/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20Handbook%207-18-2012.pdf>

⁷⁹ Ibid., p. 42.

⁸⁰ Ibid., p. 40.

⁸¹ Balch, R. Op. cit., p. 7.

⁸² "Teacher Keys Effectiveness System Handbook." Op. cit., p. 40.

considered collecting data from younger students, but Deputy Superintendent of RTT Teresa MacCartney explained that “based on [the pilot program] on how to implement and get reliable data, the K-2 survey really was not feasible.”⁸³ Students respond to prompts based on a four point Likert scale ranging from “strongly agree” to “strongly disagree.”⁸⁴

The survey results will be compiled digitally and used as documentation to support end-of-year performance ratings. Every teacher will receive a **summary of their results** that enables them to compare their scores to the district and state averages. The figure below displays a sample teacher report card based on the TKES survey results.

Figure 2.4: Sample Teacher Report Card from TKES Survey Results

QUESTION	NUMBER OF VALID RESPONSES	STRONGLY AGREE (3 PTS)	AGREE (2 PTS)	DISAGREE (1 PTS)	STRONGLY DISAGREE (0 PTS)	MEAN	DISTRICT MEAN	STATE MEAN	MEDIAN	STANDARD DEVIATION
My teacher uses different ways to teach and help me learn.	30	3%	50%	47%	0%	2.57	2.2	2.1	3	0.57
My teacher sets high learning standards for the class.	28	0%	25%	68%	7%	2.18	2.3	2.2	2	0.55

Source: Georgia Department of Education⁸⁵

⁸³ Kloberdanz, K. Op. cit.

⁸⁴ “Teacher Keys Effectiveness System Handbook.” Op. cit., p. 41.

⁸⁵ Ibid., p. 43.

APPENDIX

Figure A: Comparison of Off-the-shelf Student Perception Surveys

TOOL/BACKGROUND	NUMBER OF ITEMS	CONSTRUCTS	RESPONSE OPTIONS	SAMPLE ITEMS
<p>Tripod</p> <ul style="list-style-type: none"> ▪ Developed by Harvard researcher Ronald Ferguson; distributed and administered by Cambridge Education ▪ Online and paper administration ▪ Grew out of study of student engagement and related teaching practices ▪ Versions for three grade bands: K–2; 3–5; 6–12 ▪ MET project study found Tripod predictive of achievement gains and able to produce consistent results for teachers 	<ul style="list-style-type: none"> ▪ Core are approx. 36 items in the “Tripod 7 Cs” at the secondary level; fewer at earlier grades ▪ Additional items ask about student’s engagement, background, and academic beliefs ▪ Full versions includes 80+ items; shorter forms available 	<p>7 Cs</p> <ol style="list-style-type: none"> 1. Care 2. Control 3. Clarify 4. Challenge 5. Captivate 6. Confer 7. Consolidate <p>Also includes additional engagement items:</p> <ul style="list-style-type: none"> ▪ Academic goals and behaviors ▪ Academic beliefs and feelings ▪ Social goals and behaviors ▪ Social beliefs and feelings 	<p>Grades 3–5/6–12:</p> <ol style="list-style-type: none"> 1. No, never/ Totally untrue 2. Mostly not/ Mostly untrue 3. Maybe, sometimes/ Somewhat 4. Mostly yes/ Mostly true 5. Yes, always/ Totally True <p>Grades K–2: No, Maybe, Yes</p>	<p>Clarify: “My teacher explains difficult things clearly.”</p> <p>Consolidate: “My teacher takes the time to summarize what we learn each day.”</p> <p>Control: “Our class stays busy and doesn’t waste time.”</p>
<p>youthTruth</p> <ul style="list-style-type: none"> ▪ Developed and distributed by the Center for Effective Philanthropy ▪ Started as school-focused tool at secondary level; now includes classroom-level items adapted from YouthTruth Rigor & Relationships constructs and from Tripod 7 Cs highlighted by MET project study ▪ Versions for grades 6–8 and 9–12; online and paper ▪ TNTP is using YouthTruth to administer Tripod-based items as one component in evaluation to determine if TNTP trained novice teachers are recommended for licensure ▪ Analysis for predictive validity and reliability of classroom level items as administered by YouthTruth forthcoming 	<p>Version used by TNTP includes 25 items</p>	<p>Constructs drawn from Tripod 7 Cs highlighted by the MET project study Plus:</p> <ul style="list-style-type: none"> ▪ Rigor ▪ Relationships 	<ol style="list-style-type: none"> 1. Strongly disagree 2. Somewhat disagree 3. Neither agree nor disagree 4. Somewhat agree 5. Strongly agree 	<p>Rigor: “The work that I do in this class really makes me think.”</p> <p>Relationships: “My teacher is willing to give extra help on school work if I need it.”</p>

TOOL/BACKGROUND	NUMBER OF ITEMS	CONSTRUCTS	RESPONSE OPTIONS	SAMPLE ITEMS
<p>My Student Survey</p> <ul style="list-style-type: none"> ▪ Developed by Ryan Balch, Expert Fellow at Vanderbilt University ▪ Based on research-based teaching practices and validated observation rubrics such as Framework for Teaching ▪ Versions for grades 4–5 and 6–12 ▪ Developer-led study found results reliably consistent and predictive of student achievement and student engagement when administered to 15,000 students in Georgia 	<p>55 items</p>	<ol style="list-style-type: none"> 1. Presenter 2. Manager 3. Counselor 4. Coach 5. Motivational Speaker 6. Content Expert 	<ol style="list-style-type: none"> 1. Never 2. Sometimes 3. Often 4. Almost always 5. Every time 	<p>Presenter: “When presenting new skills or ideas in class, my teacher tells us about mistakes that students often make.”</p> <p>Coach: “My teacher gives us guidelines for assignments so we know how we will be graded (grading rules, charts, rubrics, etc.).”</p>
<p>iKnowMyclass</p> <ul style="list-style-type: none"> ▪ Developed by Russell Quaglia at the Quaglia Institute for Student Aspirations in Portland, ME, as tool for teacher feedback ▪ Online administration only; no capacity to link individual student results to other data ▪ Focus on student engagement and relationships ▪ Classroom-level survey available for grades 6–12; version for grades 3–5 planned for release September 2012 ▪ Developer-led study validated 6–12 version for “construct validity” (items within each construct found to be related), but no study yet on tool’s ability to predict student outcomes ▪ Quaglia is also working with the Pearson Foundation to adapt its school-level “MyVoice” survey for classroom level (grades 3–5 and 6–12) 	<p>Full and short versions for grades 6–12</p> <ul style="list-style-type: none"> ▪ Full: 50 items ▪ Short: 20 items <p>Grades 3–5 has 27 items</p>	<ol style="list-style-type: none"> 1. Engagement 2. Relevance 3. Relationships 4. Class Efficacy 5. Cooperative Learning Environment 6. Critical Thinking 7. Positive Pedagogy 8. Discipline Problems 	<ol style="list-style-type: none"> 1. Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree 	<p>Class Efficacy: “I feel comfortable asking my teacher for individual help about the things we are learning.”</p> <p>Cooperative learning: “The teacher encourages students to work together.”</p> <p>Positive Pedagogy: “I am encouraged to use my imagination.”</p>

Source: Bill & Melinda Gates Foundation⁸⁶

⁸⁶ “Asking Students About Teaching.” Op. cit., pp. 7-8.

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