



Surveys

MISSOURI'S EDUCATOR EVALUATION SYSTEM



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WHY USE SURVEYS FOR EVALUATIONS?

In Missouri, educator evaluation is perceived as the best way to cultivate meaningful improvement in the effectiveness of our educators. It is a process that involves using **multiple measures** of performance to identify strengths and weaknesses, and then providing targeted support around a few carefully selected opportunities for growth.



While **classroom observations** and **student growth data** are two commonly used measures in evaluation, **student surveys** can also be a useful means of gauging teacher effectiveness. But why should we use surveys for evaluations if we already have classroom observations and student growth data? The simple answer is that student feedback rounds out the picture of the educator: it provides a unique perspective on the areas in which a teacher excels and the areas in which he or she needs more support.

Perhaps more precisely, recent studies have shown that surveys about students' perceptions of instructional practices can provide reliable and meaningful insight on what students experience in the classroom on a daily basis. Such information can be highly valuable when making professional development and coaching decisions.



Ultimately, there are three advantages to using the combination of classroom observations, student surveys, and student growth data: (1) it increases the ability to predict if a teacher will have positive student outcomes in the future, (2) it improves reliability, and (3) it provides diagnostic feedback that a teacher can use to improve.

Standing alone, these measures are not highly reliable, and they are only modestly reflective of educator effectiveness—hence, the idea behind Missouri's multiple measures approach. The addition of student surveys to the evaluation equation gives a more holistic perspective of teacher practices and provides unique information for feedback and reflection.

I teach more than one class of students. How many classes should I survey?

Although the MET Project has established that survey results from a single classroom are reliable and valid measures of teacher effectiveness, survey data from multiple classes provide a much more complete picture of student perceptions of that teacher.

HOW DO I KNOW IF MY SURVEYS ARE VALID?

There are multiple sources available from which to procure surveys. Perhaps the most heralded resource is the Tripod Project, which was utilized in the Measures of Effective Teaching (MET) Project. Among other things, the MET Project showed that student surveys such as those in the Tripod framework are reliable and valid measures of teacher effectiveness. The best way to demonstrate such validity is to show a correlation between the survey data and student growth or observational data.

Through extensive research, the MET Project was able to establish that quality student surveys are predictive of student achievement gains and performance on classroom observations. The key to establishing quality surveys is to ensure that they do not become a popularity contest. By avoiding qualitative questions about how effective or ineffective the teacher is and instead focusing on observational statements such as, “My teacher checks to make sure we understand what he/she is teaching,” surveys can prevent judgmental or biased feedback. As with any other measure, surveys should not be the only measure of teacher effectiveness. Rather, districts should use survey results as one of multiple measures to be administered multiple times over multiple years.



A Final Thought on Surveys

If possible, use a proctor to administer surveys to ensure that students know that their answers will be held confidential and anonymous.

Appendix

Sample Student Survey Questions

Sample Parent Survey Questions

Sample Student Survey Questions (for teachers)

Students in the classroom feel cared for

1. My teacher makes me feel that he/she cares about me.
 - Not at all
 - Sometimes
 - Usually
 - Always
2. My teacher encourages me to do my best.
 - Not at all
 - Sometimes
 - Usually
 - Always
3. My teacher is helpful when I ask questions.
 - Not at all
 - Sometimes
 - Usually
 - Always

Student behavior is managed to enable learning

4. Our class stays busy and does not waste time.
 - Not at all
 - Sometimes
 - Usually
 - Always
5. My teacher's classroom rules and ways of doing things are fair.
 - Not at all
 - Sometimes
 - Usually
 - Always
6. My classmates' misbehavior slows down the learning process.
 - Not at all
 - Sometimes
 - Usually
 - Always
7. My classmates and I know what we should be doing and learning.
 - Not at all
 - Sometimes
 - Usually
 - Always

Students receive support and scaffolding

8. My teacher checks to make sure we understand what he/she is teaching us.
- Not at all
 - Sometimes
 - Usually
 - Always
9. My teacher explains another way if you don't understand something.
- Not at all
 - Sometimes
 - Usually
 - Always
10. My teacher takes time to summarize what we learn each day.
- Not at all
 - Sometimes
 - Usually
 - Always
11. My teacher helps me when I need it or don't understand something.
- Not at all
 - Sometimes
 - Usually
 - Always

Students experience a challenging work environment

12. My teacher accepts nothing less than our full effort.
- Not at all
 - Sometimes
 - Usually
 - Always
13. My teacher knows when I work hard and am doing my best.
- Not at all
 - Sometimes
 - Usually
 - Always
14. We learn to correct our mistakes.
- Not at all
 - Sometimes
 - Usually
 - Always

15. My teacher wants us to improve our thinking skills.

- Not at all
- Sometimes
- Usually
- Always

16. My teacher wants me to explain my thinking.

- Not at all
- Sometimes
- Usually
- Always

17. We learn a lot almost every day.

- Not at all
- Sometimes
- Usually
- Always

Students are invested in classroom learning

18. My teacher tells us what we are learning and why.

- Not at all
- Sometimes
- Usually
- Always

19. My teacher helps us set goals for our learning and keep track of our progress.

- Not at all
- Sometimes
- Usually
- Always

20. My teacher makes school work interesting.

- Not at all
- Sometimes
- Usually
- Always

21. We get choices in how to complete activities.

- Not at all
- Sometimes
- Usually
- Always

22. My teacher makes me work hard so I learn what I need to know.

- Not at all
- Sometimes
- Usually
- Always

23. My teacher assigns homework that helps me learn.

- Not at all
- Sometimes
- Usually
- Always

Students receive descriptive feedback

24. When my teacher marks my work, he/she writes on my papers to help me understand.

- Not at all
- Sometimes
- Usually
- Always

25. The comments that I get on my work help me understand how to do my work better.

- Not at all
- Sometimes
- Usually
- Always

Survey Question	Teacher Standards
1. My teacher makes me feel that he/she cares about me.	(2.2) (2.3) (2.5) (2.6) (3.3) (5.1) (5.3) (6.1) (6.2) (7.2) (7.3) (7.4) (7.5) (9.2) (9.3)
2. My teacher encourages me to do my best.	(1.2) (2.2) (5.1) (5.2) (5.3) (6.1) (6.3) (7.3) (7.5)
3. My teacher is helpful when I ask questions.	(1.1)(1.2) (1.3) (1.5) (2.3) (2.5) (2.6) (3.1) (3.2) (3.3)
4. Our class stays busy and does not waste time.	(5.1) (5.2)(6.1)
5. My teacher's classroom rules and ways of doing things are fair.	(5.1) (5.2) (5.3)
6. My classmates' misbehavior slows down the learning process.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
7. My classmates and I know what we should be doing and learning.	(1.1) (1.2) (2.2) (2.3) (3.1) (3.3) (4.1) (5.1) (5.2) (6.1) (7.2) (7.5)
8. My teacher checks to make sure we understand what he/she is teaching us.	(1.1) (1.2) (2.1) (2.2) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (4.2) (5.1) (6.2) (7.1) (7.3)
9. My teacher explains another way if you don't understand something.	(1.1) (1.2) (2.1) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (4.2)(6.2) (7.1) (7.3)
10. My teacher takes time to summarize what we learn each day	(1.1) (1.2) (2.1) (1.3) (3.3) (5.2)
11. My teacher helps me when I need it or don't understand something.	(1.1) (2.1) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (7.2)
12. My teacher accepts nothing less than our full effort.	(2.1) (2.5) (7.1)
13. My teacher knows when I work hard and am doing my best	(2.2) (5.3) (7.1) (7.2) (7.5)
14. We learn to correct our mistakes.	(2.1) (2.2) (2.3) (2.5) (3.2) (3.3) (4.1) (7.1) (7.2) (7.5)
15. My teacher wants us to improve our thinking skills.	(1.3) (2.1) (3.2) (4.1) (4.3) (5.1)
16. My teacher wants me to explain my thinking.	(1.1) (1.2) (1.3) (2.1) (2.5) (4.1)

Survey Question	Teacher Standards
17. We learn a lot almost every day.	(1.1) (1.2) (1.3) (2.1) (2.3) (3.1) (3.2) (4.1) (7.1) (7.4)
18. My teacher tells us what we are learning and why.	(1.1) (1.2) (2.3) (2.5) (3.1) (3.3) (5.1)
19. My teacher helps us set goals for our learning and keep track of our progress.	(2.2) (7.3)
20. My teacher makes school work interesting.	(1.1) (1.2) (2.1) (2.5) (3.2) (4.2)
21. We get choices in how to complete activities.	(1.2) (2.1) (2.3) (2.5) (3.2) (3.3.) (4.1)
22. My teacher makes me work hard so I learn what I need to know	(1.1) (3.3) (4.1) (6.4)
23. My teacher assigns homework that helps me learn.	(1.1) (1.2) (1.3) (2.1) (3.2) (2.5) (3.1) (3.3.)
24. When my teacher marks my work, he/she writes on my papers to help me understand.	(1.1) (1.3) (2.3) (2.5) (3.3) (4.1) (7.1) (7.2) (7.5)
25. The comments that I get on my work help me understand how to do my work better.	(1.1) (1.2) (2.3) (2.5) (3.3) (4.1) (7.1) (7.2) (7.5)

Adapted from Ron Ferguson's Tripod Project 2011

Sample Parent Survey Questions (for teacher)

1. My child's teacher has fair routines, procedures and rules.
 - Rarely
 - Sometimes
 - Usually
 - Always

2. My child's teacher creates a good environment for learning.
 - Rarely
 - Sometimes
 - Usually
 - Always

3. My child's teacher requires hard work.
 - Rarely
 - Sometimes
 - Usually
 - Always

4. My child's teacher provides help with things my child does not understand.
 - Rarely
 - Sometimes
 - Usually
 - Always

5. My child's teacher knows when my child works hard and does good work.
 - Rarely
 - Sometimes
 - Usually
 - Always

6. My child's teacher engages my child in class activities.
 - Rarely
 - Sometimes
 - Usually
 - Always

7. My child's teacher is fair when grading work.
 - Rarely
 - Sometimes
 - Usually
 - Always

8. My child's teacher regularly gives feedback on work.

- Rarely
- Sometimes
- Usually
- Always

9. My child's teacher is able to meet the particular learning needs of my child.

- Rarely
- Sometimes
- Usually
- Always

10. My child's teacher has high expectations.

- Rarely
- Sometimes
- Usually
- Always

Sample Survey Question Alignment

Survey Question	Teacher Standards
1. My child's teacher has fair routines, procedures and rules.	(5.1) (5.2) (5.3)
2. My child's teacher creates a good environment for learning.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
3. My child's teacher requires hard work.	(1.1) (3.3) (4.1) (6.4)
4. My child's teacher provides help with things my child does not understand.	(2.1) (2.5)
5. My child's teacher knows when my child works hard and does good work.	(2.2) (5.3) (7.1) (7.2) (7.5)
6. My child's teacher engages my child in class activities.	(1.2) (1.3)
7. My child's teacher is fair when grading work.	(2.3) (7.1) 7.2)
8. My child's teacher regularly gives feedback on work.	(2.2) (6.1) (7.3) (7.5)
9. My child's teacher is able to meet the particular learning needs of my child.	(2.1) (2.3) (2.4) (2.5) (2.6) (3.2) (7.4) (9.2)
10. My child's teacher has high expectations.	(2.2) (5.2) (6.3) (7.3)

Key: Standard 1, Quality Indicator 1 = (1.1)

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