Teacher Effectiveness Survey: Second & Third-Year Teachers (2012 Draft)

Section I: Teacher Background

The following questions relate to TEACHER BACKGROUND. Please select your answers.

1. Did you supervise this teacher in the previous academic year for at least 5 months?

- ◯ Yes
- ◯ No

2. Did this teacher teach at this campus for five or more months of this academic year?

- ◯ Yes
- ◯ No

Survey Evaluation Descriptors

When responding to questions 3-15 in the survey, please refer to the following definitions.

Highly skilled - All or almost all of the time, the teacher was able to demonstrate a thorough understanding and had the knowledge and skills required to influence student achievement.

Adequately skilled - Most of the time, the teacher was able to generally demonstrate an understanding and had the knowledge and skills required to influence student achievement.

Not adequately skilled - The teacher occasionally demonstrated a limited understanding and had partial knowledge and skills required to influence student achievement.

Skill level is unacceptable - The teacher rarely demonstrated an understanding and had little to no knowledge and skills required to influence student achievement.

Definitions Used

Section II: Classroom Environment

Equitable: Fair or just to everyone, giving everyone the same opportunities.

Rapport: A close relationship between the teacher and students that is characterized by polite, respectful, warm, and caring interactions that reflect an understanding of students' cultural and developmental differences.

Section III: Instruction

Formative assessment: Assessment that is embedded in the instruction, designed to increase feedback to students and teachers, and support data-driven decisions about instruction for students.

Learner-centered instruction: the practice of giving students the opportunity to interact with other students to answer questions, problem-solve, work in pairs or groups, select some learning topics, and evaluate their own learning. The focus is on the students' construction of knowledge.

Differentiated instruction: Instruction tailored to individual learning styles, needs, background, and level of understanding.

A link to these descriptions can be found on each page of the survey.

Section II: Classroom Environment

The following questions relate to the teacher's ability to address the CLASSROOM ENVIRONMENT that influences student achievement. Answers should be based primarily on teacher behavior observed by you and/or your staff.

3. To what extent is this teacher able to effectively implement discipline management procedures?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is not acceptable

4. To what extent is this teacher able to communicate clear expectations for achievement and behavior that promote and encourage self-discipline and self-directed learning?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

5. To what extent is this teacher able to provide support to achieve a positive, equitable, and engaging learning environment?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is not acceptable

6. To what extent is this teacher able to build and maintain positive rapport with students?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

7. To what extent is this teacher able to build and maintain positive rapport and two-way communication with students' families?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

Section III: Instruction

The following questions relate to the teacher's abilities in INSTRUCTION that influence student achievement. Answers should be based primarily on teacher behavior observed by you and/or your staff.

8. To what extent is this teacher able to implement varied instruction that integrates critical thinking, inquiry, and problem solving?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

9. To what extent is this teacher able to respond to the needs of students by being flexible in instructional approach and differentiating instruction?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

10. To what extent is this teacher able to use the results of formative assessments to guide instruction?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

11. To what extent is this teacher able to engage and motivate students through learner-centered instruction?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

12. To what extent is this teacher able to integrate effective modeling, questioning, and self-reflection (self-assessment) strategies into instruction?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ not sufficiently skilled

13. To what extent is this teacher able to assume various roles in the instructional process (e.g. instructor, facilitator, audience)?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

14. To what extent is this teacher able to set clear learning goals and align instruction with standards-based content?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

15. To what extent is this teacher able to provide quality and timely feedback to students?

- ◯ highly skilled
- ◯ adequately skilled
- ◯ not adequately skilled
- ◯ skill level is unacceptable

Section IV: Overall Evaluation of the Teacher's Effectiveness

The following question relate to your OVERALL EVALUATION of the teacher's effectiveness with regard to influencing student achievement. Your answer should be based primarily on teacher behavior observed by you and/or your staff.

16. How would you rate this teacher's influence on student achievement? Select your answer from the following 10 point scale.

- ◯ 10 The teacher is exceptional, in the top 2% of teachers I've supervised.
- ◯ 9 The teacher is excellent, in the top 5% of teachers I've supervised.
- ◯ 8 The teacher is very good.
- ◯ 7 The teacher is good.
- ◯ 6 The teacher is average.
- ◯ 5 The teacher is below average but will likely improve in time.
- ◯ 4 The teacher is below average and will need significant professional development to improve.
- ◯ 3 The teacher is well below average.
- ◯ 2 The teacher is poor.
- ◯ 1 The teacher is unacceptable.