

APPENDIX B
Survey Instruments

Survey Instruments

INFORMED CONSENT NOTIFICATION

Identification of Researcher: This research is being done by Kim P. Huckstadt, a doctoral student in the Educational Leadership Department at Western Illinois University in Macomb, IL.

Purpose of the Study: The purpose of this study is to develop a greater understanding of the perceived impact of the standards-based teacher evaluation system on professional practices in Iowa. Survey responses of teachers and administrators will be compared to determine if there is a significant difference in the perceived utility of the standards-based evaluation system between these two subgroups.

Request for Participation: You are invited to participate in this study of the impact of the standards-based teacher evaluation system on professional practice. Participation in the study is voluntary. If you decide not to participate, you will not be penalized in any way.

Exclusions: You must be at least 18 years of age to participate in this study, have teacher certification in the state of Iowa, and have taught at least one year in a school district where the standards-based evaluation system is being utilized.

Description of Research Method: The study is divided into two distinct components. The first component will utilize separate but parallel survey instruments to gather responses from teachers and administrators in seven sub-categories related to teacher evaluation. The second component will include a statistical comparison of teacher and administrator survey responses. The purpose of the comparability study is to determine if there is a significant difference in the perceived utility of the standards-based evaluation system reported by teachers when compared to that reported by administrators.

In addition to the survey questions, you will be asked about your years of teaching experience, current teaching assignment, gender, school size and the year in which your most recent evaluation was conducted. The survey should take no more than 10 minutes to complete.

Privacy: All of the information collected will be anonymous and kept in strict confidence. No one other than the researcher will have access to the data collected. Your years of teaching experience, current teaching assignment, school size or any information that could possibly be used to identify you will not be released to any other parties.

Explanation of Risks: The risks associated with participating in this study are similar to the risks of everyday life.

Explanation of Benefits: The process of teacher evaluation may be improved as result of this study. The knowledge base regarding teacher evaluation may also be enhanced as

result of this study.

Questions: If you have any questions about this study contact Dr. Lloyd Kilmer at (309) 762-9481 or at lc-kilmer@wiu.edu. If you have questions about your rights as a research participant, please contact the office of the Institutional Review Board at (309)-298-1191 or at IRB-Administrator@wiu.edu.

IOWA STANDARDS-BASED TEACHER EVALUATION SURVEY (TEACHER VERSION)

The Definition of Teacher Evaluation – Teachers in the state of Iowa are evaluated utilizing a common set of 8 standards and 42 criteria. While there are certain required components for evaluation system, evaluation procedures may take different forms in different school districts. For the purpose of this study, teacher evaluation procedures include all steps and procedures utilized within your school district to implement the Iowa Standards-Based Teacher Evaluation System. This may include but is not limited to the following:

- Review of Individual Career Development Plans
- Pre-observation conferences
- Classroom observations
- Post-observation conferences
- Peer observations
- Examination of lesson plans, materials or other related artifacts including student achievement data
- Review of Individual Professional Growth or Remediation Plans

When reference is made in this questionnaire to teacher evaluation, it should be understood to encompass any of the procedures followed during the implementation of the Iowa Standards-Based Teacher Evaluation System within your school district.

Overview

This form has been designed to allow you to describe in some detail your most recent experience utilizing the **Iowa Standards-Based Teacher Evaluation System**. Your responses will be combined with those of other teachers in Iowa to yield a picture of the key components in the teacher evaluation experience in the state of Iowa. The goal of this survey is to determine how the evaluation process can be improved to help it serve relevant and useful purposes. Your frank and honest responses are important to reach this goal and will remain anonymous.

While this questionnaire is designed to be comprehensive in scope, it will take only a short time to complete. Please follow the instructions carefully and set aside about 10 uninterrupted minutes to provide thoughtful responses.

Instructions

Please use the scales provided on the following pages to describe your views and the nature of your most recent teacher evaluation experience in your school district. Please do so by considering each of the items carefully and selecting the number on the scale that best represents your response.

Thank you for your participation in this important study.
Kim P. Huckstadt

Iowa Standards-Based Evaluation TEACHER Survey Instrument

Section 1: Demographic Information

1. Including the current year, how many years have you been teaching?
 1. 1 to 5 years
 2. 6 to 10 years
 3. 11 to 15 years
 4. 16 to 20 years
 5. 21 or more years

2. What best describes the enrollment of your district?
 1. Class A / 1-A Less than 700
 2. Class 2-A 700 to 1,249
 3. Class 3-A 1,250 to 1,799
 4. Class 4-A Over 1,800

3. Your current teaching assignment grade level:
(Select the answer that best describes your current position)
 1. Pre-K through K
 2. Grades 1 through 5 or 6
 3. Grades 6 through 8
 4. Grades 9 through 12
 5. K-12

4. Your gender
 1. Female
 2. Male

5. Date of most recent summative evaluation
 1. During the academic year 2010-2011
 2. During the academic year 2009-2010
 3. During the academic year 2008-2009
 4. During the academic year 2007-2008
 5. Prior to 2007

A. Knowledge and Understanding of the Evaluation System: Describe your knowledge and understanding of the Iowa Standards-Based Evaluation System for Teachers.

1. I have a thorough understanding of the 8 Standards and 42 Criteria that formulate the basis of the teacher evaluation system in the state of Iowa. (I know what they are and I know how they relate to my teaching responsibilities.)

Strongly Disagree	1	2	3	4	5	Strongly Agree
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2. I have a thorough understanding of the intended purposes of the Iowa Standards-Based Teacher Evaluation System.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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3. I have a thorough understanding of the evaluation instrument and procedures utilized in my district.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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4. A review of students standardized test scores should be a component of the teacher evaluation process.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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5. Because of the Standards-Based Evaluation system, I have a clearer idea of what the district expects of me.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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B. Perceptions Regarding Implementation:

Describe your perceptions of and experiences utilizing the Standards-Based Evaluation process in your school.

6. My school / district has implemented the Iowa Standards-Based Evaluation System with reasonable expectations that are realistically attainable.
Standards are unrealistic and readily attainable 1 2 3 4 5 Standards are not realistic and readily attainable
7. I receive adequate support to meet the expectations identified in the Iowa Teaching Standards and Criteria.
I receive minimal support 1 2 3 4 5 I receive a great deal of support
8. The procedures used during the Standards Based Evaluation are fair.
The procedures are very fair 1 2 3 4 5 The procedures are very unfair
9. The procedures used during the Standards Based Evaluation promote ethical practices.
Evaluation procedures do promote ethical practices 1 2 3 4 5 Evaluation procedures not promote ethical practices
10. I believe my school has implemented the Iowa Standards-Based Evaluation system in an effective manner.
District efforts have been minimal 1 2 3 4 5 District efforts have been significant

C. Qualifications and Evaluator Training:

Describe your perceptions of the knowledge, expertise and preparation of the individual conducting your most recent performance evaluation.

11. My evaluator has a thorough knowledge of the Iowa Teaching Standards and Criteria.
Evaluator has a very limited understanding of Eval. System 1 2 3 4 5 Evaluator fully understands Eval. System
12. My evaluator knows well the procedures to implement the Iowa Standards-Based Teacher Evaluation System.
Evaluator has limited knowledge of procedures 1 2 3 4 5 Evaluator has full knowledge of the procedures
13. My evaluator spends adequate time observing my instruction in order to form a basis to assess my performance related to the Iowa Teaching Standards and Criteria.
Observation time is minimal / inadequate 1 2 3 4 5 Time spent observing is significant and adequate

14. I am generally satisfied with the discussions that I have had with my evaluator regarding my performance in relation to the Iowa Teaching Standards and Criteria.
Discussions are shallow and limited 1 2 3 4 5 Discussions are deep and meaningful
15. It has been my experience that evaluations are conducted in a non-threatening manner with a focus on continuous improvement.
Evaluations are very threatening 1 2 3 4 5 Evaluations are non-threatening
16. My evaluator has the knowledge and technical expertise as an instructional leader to guide the professional growth needed to improve my teaching practice.
My evaluator lacks expertise in instructional leadership 1 2 3 4 5 My evaluator is strong in the area of instructional leadership
- D. Data and Feedback:**
Describe your perceptions regarding the quality of the data collected and feedback provided during your most recent evaluation.
17. The feedback I receive from my evaluator is clearly linked to the Iowa Teaching Standards and Criteria.
Feedback is not related to standards 1 2 3 4 5 Feedback is very focused standards
18. The feedback I receive from my evaluator is an accurate reflection of my teaching practice.
Feedback does not accurately reflect my teaching 1 2 3 4 5 Feedback is a very accurate reflection of my teaching
19. The feedback I receive from my evaluator includes a review of student achievement data of the students in my classes.
Feedback does not incorporate a review of student data 1 2 3 4 5 A review of student data is an important component in the evaluation process.
20. The feedback I receive from my evaluator is valuable information that I have used to improve my teaching practice.
Feedback does not help improve teaching practice 1 2 3 4 5 Feedback is very helpful leading to improved teaching practice

21. The feedback I receive from my evaluator is supported by opportunities to participate in professional development or training designed to improve my teaching practice.
- | | | | | | | |
|--|---|---|---|---|---|--|
| Feedback is <u>not</u> linked to Prof. Dev | 1 | 2 | 3 | 4 | 5 | The link between feedback and Prof. Dev. is very clear |
|--|---|---|---|---|---|--|

**E. Impact on Professional Practices:
Describe your perceptions of the outcomes of the evaluation process related to professional development activities and professional practices.**

22. I have changed instructional methodologies for the benefit of my students as a result of participating in the Iowa Standards-Based Evaluation Model.
- | | | | | | | |
|------------------------------|---|---|---|---|---|---|
| I have made very few changes | 1 | 2 | 3 | 4 | 5 | I have made frequent changes in methodologies |
|------------------------------|---|---|---|---|---|---|
23. I can show data that indicates the achievement level of my students has improved as a result of my participation in the Iowa Standards-Based Evaluation process.
- | | | | | | | |
|-------------------|---|---|---|---|---|----------------|
| Strongly Disagree | 1 | 2 | 3 | 4 | 5 | Strongly Agree |
|-------------------|---|---|---|---|---|----------------|
24. As a result of my participation in the Iowa Standards-Based Evaluation process, I now spend a greater amount of time reflecting on my teaching practice.
- | | | | | | | |
|--|---|---|---|---|---|--|
| The standards have had <u>no</u> impact on my reflective practices | 1 | 2 | 3 | 4 | 5 | I am much more reflective when using the standards |
|--|---|---|---|---|---|--|
25. As a result of the implementation of the Iowa Standards-Based Evaluation process, the alignment between expectations for teachers, professional development practices and student achievement goals has improved significantly in my school.
- | | | | | | | |
|--|---|---|---|---|---|--|
| No observable change in the alignment of goals and Prof. Development | 1 | 2 | 3 | 4 | 5 | The alignment of goals and Prof Development has improved significantly |
|--|---|---|---|---|---|--|
26. The Iowa Teaching Standards and Criteria have provoked discussion regarding effective teaching practices among teachers at my school.
- | | | | | | | |
|--|---|---|---|---|---|---|
| No observable changes in teacher discussions | 1 | 2 | 3 | 4 | 5 | Discussions among in teachers are more frequent and much richer |
|--|---|---|---|---|---|---|
27. The Iowa Teaching Standards and Criteria have encouraged more in-depth discussions between administrators and teachers regarding effective teaching practices.
- | | | | | | | |
|---|---|---|---|---|---|---|
| No changes in discussions between teachers and administrators | 1 | 2 | 3 | 4 | 5 | Discussions between teachers & administrators are much richer |
|---|---|---|---|---|---|---|
28. The Iowa Standards-Based Evaluation system has challenged me to improve my teaching practices.
- | | | | | | | |
|--|---|---|---|---|---|---|
| I do not feel challenged by the standards-based system | 1 | 2 | 3 | 4 | 5 | The system has pushed me to be a better teacher |
|--|---|---|---|---|---|---|

**F. Personal Impressions of the Standards-Based Evaluation System:
Describe your perceptions regarding the impact of the Iowa Standards-Based Evaluation System.**

29. The standards and criteria identified in the state of Iowa are representative of best professional practice and help define effective teaching.
Strongly Disagree 1 2 3 4 5 Strongly Agree
30. I believe that by meeting the expectations identified in the Iowa Teaching Standards, my instructional practices will progress to a higher level.
Strongly Disagree 1 2 3 4 5 Strongly Agree
31. Participating in the Standards-Based Evaluation model motivates me to improve my teaching performance.
No change in my level of motivation to improve 1 2 3 4 5 My motivation to improve has significantly increased
32. I have learned a lot from participating in the standards-based evaluation process.
New learning has been minimal 1 2 3 4 5 New learning has been significant
33. The standards-based evaluation system helped me to learn how I can improve my teaching practices.
The standards have had no impact on my teaching practices 1 2 3 4 5 The standards have helped me to make significant improvement in my instructional practices
34. Participation in the Iowa Standards-Based Evaluation process is valuable to me as a professional development activity.
Minimal value for professional development 1 2 3 4 5 Significant value for professional development
35. I have gained a great deal of personal satisfaction as a result of participating in the Iowa Standards-Based Evaluation process.
Minimal personal satisfaction 1 2 3 4 5 Significant personal satisfaction
36. The professional growth I have gained from participation in the Iowa Standards-Based Evaluation process make it worth the time and effort invested.
Efforts were not a good worthwhile investment of time 1 2 3 4 5 Efforts were very leading to professional growth
37. I am generally supportive of the Iowa Standards-Based Evaluation system.
I do not support the standards-based system 1 2 3 4 5 I strongly support the standards-based system
38. I support the continued use the Standards-Based Evaluation System in Iowa.
The evaluation system retaining the should be changed 1 2 3 4 5 I strongly support standards-based system

Section 2: Overall Rating

Based on your observations and experiences, please rate the overall impact of the following teacher quality or evaluation components on your professional practices.

A. Having clearly stated statewide standards and criteria with examples and descriptors.

Little or no impact 1 2 3 4 5 Significant impact

B. Mentoring and Induction Program

Little or no impact 1 2 3 4 5 Significant impact

Does not apply to my experience.

C. Review and Discussion of Team or Individual Yearly Career Development Plans

Little or no impact 1 2 3 4 5 Significant impact

D. Pre-Observation Conferences

Little or no impact 1 2 3 4 5 Significant impact

E. Formal Classroom Observations (minimum of 30 uninterrupted minutes)

Little or no impact 1 2 3 4 5 Significant impact

F. Informal Classroom Observations – (shorter, informal, walk-through observations)

Little or no impact 1 2 3 4 5 Significant impact

G. Post-Observation Conferences

Little or no impact 1 2 3 4 5 Significant impact

H. The compilation and review of related artifacts or evidence of meeting the standards and criteria (IE: Portfolio)

Little or no impact 1 2 3 4 5 Significant impact

I. Individual Improvement / Remediation Plans (Tier III)

Little or no impact 1 2 3 4 5 Significant impact

Does not apply to my experience.

II. Rate the overall quality of the evaluations you have conducted:

Very poor quality 1 2 3 4 5 Very high quality

IOWA STANDARDS-BASED TEACHER EVALUATION SURVEY (ADMINISTRATOR VERSION)

The Definition of Teacher Evaluation –

Teachers in the state of Iowa are evaluated utilizing a common set of 8 standards and 42 criteria. While there are certain required components for evaluation system, evaluation procedures may take different forms in different school districts. For the purpose of this study, teacher evaluation procedures include all steps and procedures utilized within your school district to implement the Iowa Standards-Based Teacher Evaluation System. This may include but is not limited to the following:

- Review of Individual Career Development Plans
- Pre-observation conferences
- Classroom observations
- Post-observation conferences
- Peer observations
- Examination of lesson plans, materials or other related artifacts including student achievement data
- Review of Individual Professional Growth or Remediation Plans

When reference is made in this questionnaire to teacher evaluation, it should be understood to encompass any of the procedures followed during the implementation of the Iowa Standards-Based Teacher Evaluation System within your school district.

Overview

This form has been designed to allow you to describe in some detail your most recent experience utilizing the **Iowa Standards-based Teacher Evaluation System**. Your responses will be combined with those of other administrators in Iowa to yield a picture of the key components in the teacher evaluation experience in the state of Iowa. The goal of this survey is to determine how the evaluation process can be improved to help it serve relevant and useful purposes. Your frank and honest responses are important to reach this goal and will remain anonymous.

While this questionnaire is designed to be comprehensive in scope, it will take only a short time to complete. Please follow the instructions carefully and set aside about 10 uninterrupted minutes to provide thoughtful responses.

Instructions

Please use the scales provided on the following pages to describe your views and the nature of your recent teacher evaluation experiences in your school district. Please do so by considering each of the items carefully and selecting the number on the scale that best represents your response.

Thank you for your participation in this important study.

Kim P. Huckstadt

Iowa Standards-Based Evaluation Survey ADMINISTRATOR Instrument

Section 1: Demographic Information

1. Including the current year, how many years have you served as an administrator?
 1. 1 to 5 years
 2. 6 to 10 years
 3. 11 to 15 years
 4. 16 to 20 years
 5. 21 or more years

2. What best describes the enrollment of your district?
 1. Class A / 1-A Less than 700
 2. Class 2-A 700 to 1,249
 3. Class 3-A 1,250 to 1,799
 4. Class 4-A Over 1,800

3. Your current administrative assignment grade level:
(select the answer that best describes your current position)
 1. Pre-K through 5 or 6
 2. Grades 6 through 8
 3. Grades 7 through 12
 4. Grades 9 through 12
 5. Pre-K through 12

4. Your gender
 1. Female
 2. Male

5. Evaluator training completed:
 1. Level I Evaluator Approval Training Only
 2. Both Level I and Level II Evaluator Approval Training

6. List the number of formal / summative evaluations you will conduct this year.
 1. 1 to 4
 2. 5 to 10
 3. 11 to 15
 4. 16 to 20
 5. More than 20

**A. Knowledge and Understanding of the Evaluation System:
Describe your knowledge and understanding of the Iowa Standards-Based Evaluation System for Teachers.**

1. I have a thorough understanding of the 8 Standards and 42 Criteria that formulate the basis of the teacher evaluation system in the state of Iowa. (I know what they are and I know how they relate to my responsibilities as an evaluator.)
Strongly Disagree 1 2 3 4 5 Strongly Agree
2. I have a thorough understanding of the intended purposes of the Iowa Standards-Based Teacher Evaluation System.
Strongly Disagree 1 2 3 4 5 Strongly Agree
3. I have a thorough understanding of the evaluation instrument and procedures utilized in my district.
Strongly Disagree 1 2 3 4 5 Strongly Agree
4. A review of students standardized test scores should be a component of the teacher evaluation process.
Strongly Disagree 1 2 3 4 5 Strongly Agree
5. Because of the Standards-Based Evaluation system, I have a clearer idea of what the district expects of teachers under my direct supervision.

Strongly Disagree 1 2 3 4 5 Strongly Agree

B. Perceptions Regarding Implementation:

Describe your perceptions of and experiences utilizing the Standards-Based Evaluation process and procedures in your district.

6. My school / district has implemented the Iowa Standards-Based Evaluation System with reasonable expectations that are realistically attainable.
Standards are unrealistic and 1 2 3 4 5 Standards are realistic and NOT readily attainable readily attainable
7. I provide adequate support in assisting teachers to meet the expectations identified in the Iowa Teaching Standards and Criteria.
I provide minimal support 1 2 3 4 5 I provide a great deal of support
8. The procedures used during the Standards Based Evaluation are fair.
The procedures are very unfair 1 2 3 4 5 The procedures are very fair
9. The procedures used during the Standards Based Evaluation promote ethical practices.
Evaluation procedures do not promote ethical practices 1 2 3 4 5 Evaluation procedures promote ethical practices
10. I believe my school has implemented the Iowa Standards-Based Evaluation system in an effective manner.
District efforts have been minimal 1 2 3 4 5 District efforts have been significant

C. Qualifications and Evaluator Training:

As an individual conducting performance evaluations for teachers, describe your knowledge, expertise and level of preparation in conducting standards-based evaluations.

11. As an evaluator, I have a thorough knowledge of the Iowa Teaching Standards and Criteria.
My knowledge is limited 1 2 3 4 5 I have a thorough very knowledge of the system
12. As an evaluator, I know well the procedures needed to implement the Iowa Standards-Based Teacher Evaluation System.
I have limited knowledge of the procedures 1 2 3 4 5 I have full knowledge of the procedures system
13. As an evaluator, I spend adequate time observing instruction so that I am able to accurately assess the performance of teachers related to the Iowa Teaching Standards and Criteria.
Observation time is minimal / inadequate 1 2 3 4 5 Time spent observing is significant and adequate

14. I am generally satisfied with the discussions that I have had with teachers under my direct supervision regarding their performance in relation to the Iowa Teaching Standards and Criteria.
Discussions are shallow and limited 1 2 3 4 5 Discussions are deep and meaningful
15. It has been my experience that evaluations are conducted in a non-threatening manner with a focus on continuous improvement.
Evaluations are very threatening 1 2 3 4 5 Evaluations are NON-Threatening
16. As an instructional leader, I have the knowledge and technical expertise needed to guide the professional growth of teachers and to help improve their teaching practices.
I lack some expertise in instructional leadership 1 2 3 4 5 I am very capable in the area of instructional leadership

D. Data and Feedback:

Describe your perceptions regarding the quality of the data collected and feedback provided during the evaluation process.

17. The feedback I provide to teachers is clearly linked to the Iowa Teaching Standards and Criteria.
Feedback is not related to 1 2 3 4 5 Feedback is very standards focused on standards
18. The feedback I provide to teachers includes a review of student achievement data of the students in their classes.
Feedback does not incorporate a review of Student data 1 2 3 4 5 A review of data student data is an important component in the evaluation process
19. The feedback I provide to teachers is an accurate reflection of their teaching practice.
Feedback may not accurately reflect my teaching 1 2 3 4 5 Feedback is a very accurate reflection of my teaching
20. The feedback I provide to teachers provides them with valuable information that they are able to use to improve their teaching practices.
Feedback does not help to improve teaching practice improve 1 2 3 4 5 Feedback is very helpful to teaching practice
21. The feedback I provide to teachers is supported by opportunities to participate in professional development or training designed to improve their teaching practices.

Feedback is not linked to Prof. Dev 1 2 3 4 5 The link between feedback and Prof. Dev. is very clear

E. Impact on Professional Practices:

Describe your perceptions of the outcomes of the evaluation process related to professional development activities and professional practices.

22. I have observed teachers changing instructional methodologies for the benefit of students as a result of participating in the standards-based evaluation model.

I have observed 1 2 3 4 5 I have observed frequent changes in methodologies
very few changes

23. I have data indicating the achievement level of students in my school has improved as a result of our district's participation in the Iowa Standards-Based Evaluation process.

Strongly Disagree 1 2 3 4 5 Strongly Agree

24. As a result of my participation in the Iowa Standards-Based Evaluation process, I now spend a greater amount of time reflecting on my practices as an instructional leader.

The standards have had no impact on my reflective practices 1 2 3 4 5 I am much more reflective when using the standards

25. As a result of the implementation of the Iowa Standards-Based Evaluation process, the alignment between expectations for teachers, professional development practices and student achievement goals has improved significantly in my school.

No observable change in the alignment of goals and Prof. Development 1 2 3 4 5 The alignment of goals and Prof. Development has improved significantly

26. The Iowa Teaching Standards and Criteria have provoked discussion regarding effective teaching practices among teachers at my school.

No observable changes in teacher discussions 1 2 3 4 5 Discussions among teachers are more frequent and much richer

27. The Iowa Teaching Standards and Criteria have encouraged more in-depth discussions between myself and the teachers under my direct supervision.

No changes in discussions between teachers and Administrators 1 2 3 4 5 Discussions with teachers are more frequent and much richer

28. The Iowa Standards-Based Evaluation system has challenged teachers to improve their teaching practices.

Teachers are not challenged by the standards-based system 1 2 3 4 5 The system has pushed teachers to improve

**F. Personal Impressions of the Standards-Based Evaluation System:
Describe your perceptions regarding the impact of the Iowa Standards-Based
Evaluation System.**

29. The standards and criteria identified in the state of Iowa are representative of best professional practice and help define effective teaching.
Strongly Disagree 1 2 3 4 5 Strongly Agree
30. I believe that by meeting the expectations identified in the Iowa Teaching Standards, the instructional practices of teachers will progress to a higher level.
Strongly Disagree 1 2 3 4 5 Strongly Agree
31. Participating in the Standards-Based Evaluation model motivates me to improve my performance as an instructional leader.
No change in my level of motivation to improve 1 2 3 4 5 My motivation to improve has significantly increased
32. I have learned a lot from participating in the standards-based evaluation process.
New learning has been minimal 1 2 3 4 5 New learning has been significant
33. The standards-based evaluation system helped me to learn how I can improve my knowledge and expertise as an instructional leader.
The standards have had no impact on my instructional leadership 1 2 3 4 5 The standards have helped me improve significantly as an instructional leader
34. Participation in the Iowa Standards-Based Evaluation process is valuable to me as a professional development activity.
Minimal value for professional development 1 2 3 4 5 Significant value for prof. development
35. I have gained a great deal of personal satisfaction as a result of participating in the Iowa Standards-Based Evaluation process.
Minimal personal satisfaction 1 2 3 4 5 Significant personal satisfaction
36. The professional growth I have gained from participation in the Iowa Standards-Based Evaluation process make it worth the time and effort invested.
Efforts were not a good worthwhile investment of time 1 2 3 4 5 Efforts were very leading to professional growth
37. I am generally supportive of the Iowa Standards-Based Evaluation system.
I do not support the standards-based system 1 2 3 4 5 I strongly support the standards-based system
38. I support the continued use the Standards-Based Evaluation System in Iowa.
The evaluation system should be changed 1 2 3 4 5 I strongly support retaining the standards-based system

Section 2: Overall Rating

Based on your observations and experiences, please rate the overall impact of the following teacher quality or evaluation components on the professional practices of teachers under your direct supervision.

(Note: A rating of 5 would reflect a strong impact leading to significant changes in your practices, attitudes about teacher evaluation, and /or understanding of the evaluation process. A rating of 1 would reflect that there has been very little or no impact in your professional practices, attitudes, and/or understanding.)

A. Having clearly stated statewide standards and criteria with examples and descriptors.

Little or no impact 1 2 3 4 5 Significant impact

B. Mentoring and Induction Program

Little or no impact 1 2 3 4 5 Significant impact

Does not apply to my experience.

C. Review and Discussion of Team or Individual Yearly Career Development Plans

Little or no impact 1 2 3 4 5 Significant impact

D. Pre-Observation Conferences

Little or no impact 1 2 3 4 5 Significant impact

E. Formal Classroom Observations (minimum of 30 uninterrupted minutes)

Little or no impact 1 2 3 4 5 Significant impact

F. Informal Classroom Observations – (shorter, informal, walk-through observations)

Little or no impact 1 2 3 4 5 Significant impact

G. Post-Observation Conferences

Little or no impact 1 2 3 4 5 Significant impact

H. The compilation and review of related artifacts or evidence of meeting the standards and criteria (IE: Portfolio)

Little or no impact 1 2 3 4 5 Significant impact

I. Individual Improvement / Remediation Plans (Tier III)

Little or no impact 1 2 3 4 5 Significant impact

Does not apply to my experience.

II. Rate the overall quality of the evaluations you have conducted:

Very poor quality 1 2 3 4 5 Very high quality