

Tools for Incorporating Perception Data in Teacher Evaluations

	Audience	Research	What Is Measured and Its Validity	Use	Current Users	Administrative Process	Unit of Analysis (School, Individual)
Tripod Project	Teachers, principals, districts	Developed by researchers at Harvard's Malcolm Wiener Center for Social Policy.	Measures students' views of school quality, teaching effectiveness, and student engagement based on the 7Cs: caring, controlling behavior, clarifying ideas and lessons, challenging students to work hard, captivating students, conferring, and consolidating. Tailored for Grades K–2, 3–5, and 6–12. Teacher and parent surveys also are available; the parent survey focuses on home–school relations and parenting practices. Validated as a measure by the Bill & Melinda Gates Foundation's Measures of Effective Teaching (MET) project research.	Used for assessing teacher effectiveness by more than 300,000 students in the United States, Canada, and China as part of the MET project.	Gates Foundation's six MET districts (Charlotte-Mecklenburg, North Carolina; Dallas; Hillsborough County, Florida; Memphis, Tennessee; New York City; and Pittsburgh); and Nova Scotia	Surveys are available in hard copy or online and take the average class less than 30 minutes to complete. Reports are returned to participating districts, schools, and teachers and are designed to inform and influence deliberations about ways of improving teaching and learning.	Individual

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New Teacher Center’s (NTC’s) Teaching, Empowering, Leading, and Learning (TELL)	Teachers, principals, districts, and states	No available research.	Measures the perception of the school environment of all teachers, school-based administrators, and certificated nonclassroom professionals. Several questions are specifically on new teacher and principal support and mentoring. No demographic information is collected in order to protect anonymity.	Used to assess school conditions to provide policymakers with guidance about what is working well and what could be working better in terms of student achievement and teacher retention, including the adequacy of facilities and resources, time, empowerment, school leadership, community support, student conduct, professional development, mentoring and induction services, and student learning. Questions that ask only principals about school conditions are reported only at the state level to protect anonymity. <i>NTC strongly recommends against using TELL for high-stakes accountability; the survey is intended to be used for school improvement only, lest the survey results become skewed.</i>	North Carolina, Maryland, Vermont, Colorado, Kansas, Maine, Alabama, West Virginia, Massachusetts, Illinois, and Fairfax County Public Schools	Educators receive a unique six-digit security code to ensure each individual takes the survey only once and to protect anonymity. The survey takes about 30 minutes to complete. If at least 50 percent of educators respond, a report is made public at the school and district level that compares their scores to the rest of the state. Before the report is made public, school and district staff members have six months during which only they can view the results.	School, district, and state

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McREL’s Balanced Leadership Profile	Principals, assistant principals, aspiring principals, and principals’ supervisors	Developed by McREL researchers, based on <i>School Leadership that Works</i> , a meta-analysis of research on leadership.	Measures principals’ fulfillment of the 21 leadership responsibilities identified in McREL’s research. No available tests of validity.	Surveys principals, teachers, and principals’ supervisors. Includes a focus on change leadership. Also provides principals with a variety of online professional development tools and strategies linked to the 21 leadership responsibilities. <i>The report is not intended to be used for evaluation purposes. It is designed to help principals identify areas of strength and areas for growth.</i>	Used by school districts nationwide, including several Teacher Principal Evaluation Pilot districts.	Surveys are administered online. A report is immediately generated that includes data based on the principal’s responses, teachers’ responses (if at least five teachers complete the survey), and input from the supervisor. The report also provides valuable guidance regarding the next steps based on the outcome of the results.	Individual
Vanderbilt Assessment for Leadership in Education (VAL-ED)	Principals	Developed by researchers at Vanderbilt University, University of Pennsylvania, and Arizona State University. Two studies, one by Learning Point Associates and one by the Louisiana Department of Education, support the instrument.	Measures principal effectiveness. Linked to the Interstate School Leaders Licensure Consortium (ISLLC) standards, including 6 core components and 6 key processes of strong leadership behavior. Found to have content, construct, and concurrent validity (see Condon & Clifford, 2012).	Surveys principals, teachers, and principals’ supervisors. Includes a focus on instructional leadership. It is the only tool meant for summative, high-stakes evaluation, but <i>it is recommended to use them along with other measures when making evaluative decisions.</i>	Most widely used evaluation instrument for principals. 3,500-4,000 schools have used the tool. Can be purchased for an individual, a group of individuals, or an entire district or state.	The survey takes 35-45 minutes to complete (20 for teachers). It is meant to be taken with specific pieces of evidence in mind. Produces a quantitative diagnostic profile that rates principals below basic, basic, proficient, or distinguished and includes a percentile rank. Lists specific areas for growth.	Individual

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Zenger Folkman	Leaders of for-profit and nonprofit companies	No available research.	Measures 16 competencies that their research suggests sets apart the best leaders from their average or poor counterparts. Measures an individual's strengths and potential fatal flaws. Received the 2010 Top Leadership Training Companies award from TrainingIndustry.com No available tests of validity.	A 360-degree assessment that correlates perception results with significant business outcomes such as employee engagement, retention, and bottom-line profitability. Reports an employee commitment index, an importance ranking, the 10 highest and 10 lowest scored items, and verbatim written comments from those surveyed to provide helpful explanations. There also are organizational employee surveys and team surveys that can be administered.	Has been used by 20,000 leaders internationally in Fortune 500 companies and nonprofit organizations, although the education sector does not appear to be a focus area.	No available information about how the survey is administered except that it is customized. After receiving a report, leaders can be reassessed 12–18 months after the initial 360-degree assessment to determine their developmental progress.	Individual

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Gallup Student Poll	Local communities, district leaders, individual teachers. The data also are being tracked nationally for 10 years for a national public audience.	Their own research on teacher evaluation supports the inclusion of student hope, engagement, and well-being (see Gordon, 2011).	Measures the hope, engagement, and well-being of public school students in Grades 5–12. No available tests of validity.	Public schools and districts across the United States may participate at no cost. No available evidence about its use for educator evaluations; and it currently includes only one question specific to teachers: “My teachers make me feel my schoolwork is important.” Gallup is in the process of developing a teacher pulse survey informed by hope, engagement, and wellbeing to provide teachers and their principals classroom-level data.	Gallup has partnered with America’s Promise Alliance and with the American Association of School Administrators.	Survey administered online in the fall of each school year and takes students 10 minutes to complete. Consent/assent issues need to be resolved prior to polling. Data are stored, aggregated, analyzed, and reported by school and by district and are accessible via an online scorecard that Gallup shares with principals and superintendents on the national reporting day. The annual Gallup Student Poll is reported at the grade, school, and district level.	Teacher and school

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YouthTruth	Teachers, school administrators, districts, networks, and education funders	In 2010, researchers at Brandeis University evaluated the impact of YouthTruth among school leaders who had participated in the program. Their findings included the following: 91 percent agreed that YouthTruth was better than most other survey efforts at their school; 98 percent had already made specific changes in their school based on YouthTruth data or had plans to make changes based on the findings; 100 percent would recommend that other schools participate in YouthTruth.	Measures the rigor of classroom instruction, school culture, and students' preparedness for the future. Focuses on students' relationships with teachers. Used for high school students only. No available tests of validity. Currently shifting focus from school to classroom level. The teacher-focused survey will include some of the survey questions from Tripod and supplement these with some of their own questions regarding students' relationships with teachers and the rigor of classes and instruction.	Developed in 2008 by the Center for Effective Philanthropy with support from the Bill & Melinda Gates Foundation. During the past four years, more than 100,000 students in 220 schools in 18 states (including Washington state) have taken the survey. The survey is intended to be used to create actionable feedback that spurs improvement, providing comparative data for leaders to view trends, and to close the feedback loop with students. Survey results are intended to be shared with students.	In December 2011, TNTP partnered with YouthTruth to use their surveys for teacher assessments to provide the student feedback component of their Assessment of Classroom Effectiveness (ACE) model, which will use multiple measures to assess approximately 750 TNTP teaching fellows across 14 sites nationally. They are simultaneously piloting a Teacher Module "add-on" component to the traditional school-level report in approximately 500 classrooms in 11 schools in Georgia and Ohio for more formative purposes.	Survey is administered online to students and takes 20 minutes to complete. There are five major steps: (1) preparing for YouthTruth and kicking off the process, (2) administering the online YouthTruth survey, (3) learning from students' feedback, (4) convening with peer schools in regional meetings to share trends found in the reports and exchange best practices and move from data to action, and (5) sharing results with students and staff.	Shifting from the school level to the teacher/classroom level.

References

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Gordon, G. (2011). *Improving student performance through teacher evaluation: The Gallup approach*. Washington, DC: Gallup. Retrieved January 24, 2012, from <http://www.gallup.com/consulting/education/150233/Improving-Student-Performance-Teacher-Evaluation-Gallup-Approach.aspx>