



## Colorado's Teacher Perception Survey: FAQs

### **Why use a Teacher Perception Survey?**

The purpose of the Teacher Perception Survey (TPS) is to give principals meaningful feedback about their impact on teacher practice and student learning, and to incorporate teachers' voices and experiences into efforts to improve principal effectiveness. Additionally, the survey may be used to collect teacher input that informs a principal's annual evaluation in accordance with Senate Bill 10-191 (SB191).

### **How does the TPS meet requirements set forth by SB191?**

SB191 requires that the performance of all teachers and principals be evaluated annually and that multiple measures of academic performance and professional practice be used. Principal evaluations must be based on the [Principal Quality Standards](#), which outline the knowledge and skills required of an effective principal, or other locally adopted standards that meet or exceed the state standards.

The state rules for implementing SB191 for principal evaluation require that "at least one of the measures of professional practice must capture input from teachers employed at the principal's school."

### **What does the TPS measure?**

Teachers will answer questions about policymaking, professional development, their most recent evaluation, communication, community involvement, student engagement, and the overall climate in their school. At the end of each section, teachers may write additional comments.

The survey questions have been developed to measure the elements of the Principal Quality Standards that are most observable by teachers. A chart detailing how the questions on the survey link to the standards can be found at [www.coloradoedinitiative.org/teachersurvey](http://www.coloradoedinitiative.org/teachersurvey).

The survey is *not* designed to measure how well a principal is liked by his or her teachers, but rather how teachers perceive their principal's practice.

The survey is organized by the following eight categories:

- Distributive Leadership
- Professional Growth
- Student Learning and Expectations
- Problem Solving, Conflict Management, and Disciplinary Leadership
- Vision and Goal Setting
- Instructional Leadership
- School Community
- School Culture and Teaching Conditions

### **How were the TPS survey questions developed?**

The survey questions were developed from and linked to the standards and elements of the Principal Quality Standards that are most observable by teachers.



### **Who was involved in developing the TPS?**

Staff from The Colorado Education Initiative (CEI), with support from the Colorado Department of Education (CDE); staff from several Colorado districts; doctoral students at the University of Colorado School of Education; and fellows from Harvard University's Strategic Data Project developed the instrument.

### **How have teachers and principals been involved in the development process?**

CEI engaged districts, principals, and teachers throughout the TPS development and pilot process. During the development process, Colorado districts gave formal feedback on the appropriateness and utility of the questions. Over 200 teachers in 11 Colorado schools previewed the surveys items and gave formal feedback about the instrument and its administration. Several teachers also participated in think-aloud interviews where they answered survey questions out loud so that CEI staff could ensure that questions were being interpreted as intended.

For additional information about the survey development process, see the full technical report at <http://www.coloradoedinitiative.org/our-work/educator-effectiveness/data-use/teachersurvey>.

### **How is this different from the TELL survey?**

Colorado statute requires CDE to administer the Teaching, Empowering, Leading and Learning (TELL) survey, a biennial survey of principals and teachers about school and district working conditions. It is an anonymous, statewide survey of school-based educators to assess teaching conditions at the school, district and state level. Many school districts across the country use the TELL survey to support school and district improvement planning and to inform policy decisions. See [www.tellcolorado.org](http://www.tellcolorado.org) for more information.

Colorado's TPS differs from the TELL survey in several key ways:

- Colorado's TPS asks teachers about observable practices related to the Principal Quality Standards, not general questions about teaching conditions.
- Colorado's TPS was created specifically for Colorado. It was designed with input from Colorado districts and is aligned to the Colorado Principal Quality Standards.
- The TELL survey is biennial. The Colorado TPS can be administered annually or even more frequently if districts choose.

### **How is teachers' confidentiality protected?**

Teacher participation is confidential. Individual teacher responses will never be shared with school principals, and only anonymous teacher data (without identifiers like names or IDs) will be shared with district administrators. Individual teacher responses will remain confidential to protect teacher privacy and foster teachers' comfort level to answer honestly. Principals will *never* see teacher-level data or results (including specific comments from teachers); they will only receive results aggregated to the school level.