



THE
COLORADO
EDUCATION
INITIATIVE

Teacher Perception Survey PLANNING GUIDE

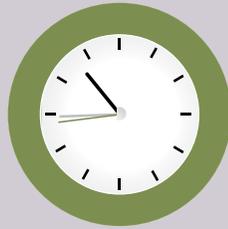


HOW TO USE THIS GUIDE

The Colorado Education Initiative (CEI) worked closely with 16 partner districts during the pilot process to identify best practices in survey planning, administration, and reporting. This guide highlights those best practices and walks readers through the process for planning and executing a successful teacher perception survey (TPS) administration.

Planning Timeline

The planning timeline provides an overview of the planning, administration, and reporting process. The subsequent sections of the guide provide examples for each component of the process.



Resources

Additional materials such as customizable templates, checklists, and PowerPoint presentations are referenced throughout this guide. These resources are on CEI's website www.coloradoedinitiative.org/resources/teachersurvey.



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Overview of Colorado's Student Perception Survey

A teacher perception survey (TPS) is a tool for collecting actionable feedback from teachers that can inform a principal's annual evaluation, professional growth and practice. CEI engaged in a rigorous development and pilot process to create a TPS with input from district leaders and principals across the state.

HOW DOES THIS SURVEY DIFFER FROM TELL?

Colorado law requires the Colorado Department of Education (CDE) to administer the Teaching, Empowering, Leading and Learning (TELL) survey, a biennial survey of principals and teachers. This anonymous, statewide survey assesses teaching conditions at the school, district, and state level. Many school districts across the country use the TELL survey to inform policy decisions and school and district improvement planning. See www.tellcolorado.org for more information.

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

- Colorado's TPS was created for Colorado and asks teachers about observable practices related to the Principal Quality Standards, not general questions about teaching conditions included in TELL.
- TPS can be administered annually or even more frequently if districts choose; TELL is biennial.
- Colorado's TPS measures practices attributed to the building principal; TELL measures teaching conditions at the school level.



Planning Timeline



| Category | Person Responsible | Task |
|--|---------------------------------------|--|
| 3 Months Before Administration | | |
| Planning | Superintendent | <ul style="list-style-type: none"> ❑ Assign a district survey coordinator. |
| Planning | Superintendent and survey coordinator | <ul style="list-style-type: none"> ❑ Determine whether to use a vendor or manage administration in-house. ❑ Determine how the results will be used. ❑ Determine when the survey will be administered. |
| Planning | Survey coordinator | <ul style="list-style-type: none"> ❑ Start pulling needed data. |
| 2 Months Before Administration | | |
| Communication | Superintendent | <ul style="list-style-type: none"> ❑ Inform staff of the purpose and process. |
| Planning | Superintendent and survey coordinator | <ul style="list-style-type: none"> ❑ Plan for distribution of results. |
| Planning | Survey coordinator | <ul style="list-style-type: none"> ❑ Verify teacher email lists with principals. |
| 1 Month Before Administration | | |
| Communication | Survey coordinator | <ul style="list-style-type: none"> ❑ Remind teachers when the survey is coming. |
| Administration Window (2-3 weeks) | | |
| Administration | Survey coordinator or vendor | <ul style="list-style-type: none"> ❑ Send the survey links to teachers. ❑ Send reminder 2 weeks after initial email. ❑ Send final reminder 2 days before survey closes. |
| Immediately After Administration | | |
| Communication | Survey coordinator | <ul style="list-style-type: none"> ❑ Debrief with staff on the survey administration process. |
| Communication | Survey coordinator | <ul style="list-style-type: none"> ❑ Review the timeline for reports and plans for engaging with results. |
| Planning | Survey coordinator | <ul style="list-style-type: none"> ❑ Prepare data reports. |
| 1-2 Months After Administration | | |
| Communication | Superintendent and survey coordinator | <ul style="list-style-type: none"> ❑ Distribute reports and engage with staff on results. |



District-Level Planning

KEY DECISIONS

Assign a District Survey Coordinator

It is important to have one point person at the district level who can manage the survey process across all schools. This person should have access to all schools and knowledge of district data systems and processes. Depending on the structure and capacity of your district, it may make sense for the coordinator to only manage logistics while the superintendent or another senior administrator is in charge of communication with principals.

Determine Whether the District will Use a Vendor or Manage Administration Internally

Making the decision to use a vendor or to manage the entire process in-house will depend on your district's budget and internal capacity. While using a vendor may cost more initially, doing so may ultimately result in a smoother survey process unless there is sufficient district capacity to manage all aspects of planning, administration, and reporting. Before you decide, this guide will help you determine if there's enough internal capacity to manage the survey process.

Decide How Results will be Used

Be clear with principals from the beginning about how TPS results will be used to inform goal setting and evaluations. See "Planning for the Distribution of Survey Results" for more information and resources.

Identify When the Survey will be Administered

The Colorado TPS will give principals feedback to inform their practice. To maximize this potential, administer the survey during a window that gives principals time to reflect on their results and apply these insights during the current school year.

Choose an administration window of two to three weeks from November to March. Take into account testing schedules, in-service days, and other school holidays during planning. To ensure fairness and avoid potential conflicts of interest, ask teachers to complete the survey before they receive their final evaluation results from their principals.

DATA COLLECTION BEFORE SURVEY ADMINISTRATION

Data quality is extremely important in ensuring a smooth administration process and building confidence in the accuracy of results.

Sampling Criteria

- **Teachers:** Most schools choose to survey only licensed teachers, but districts or schools could choose to include other nonlicensed staff members, such as paraprofessionals or other administrative staff members.
- **Administrators:** Colorado's TPS is currently only designed for school principals, not other administrative staff.

BEST PRACTICES

- Assign one person to be in charge of surveys for the district.
- Be clear with principals about how results will be used.
- Consider holidays, testing schedules, and in-service days when choosing an administration window.

Relevant Data

Certain data elements are imperative for accurate administration and reporting, including:

- School assignments
- Teacher names and/or ID numbers
- Principal names and/or ID numbers
- Teacher email addresses

Your district may choose to include additional data so results can be disaggregated by specific subgroups, such as:

- Teacher years of experience
- Probationary status
- Teacher effectiveness ratings

Data Verification

After the data above have been collected and aggregated at the district level, school administrators should review the results before they are used to assign surveys.

INFORMING STAKEHOLDERS

Districts should inform teachers and principals of the purpose and process early. These are helpful resources for communicating with educators:

- [The survey instrument](#)
- [Introduction email for principals](#)
- [Introductory PowerPoint presentation for principals](#)
- [Introduction email for teachers](#)
- [FAQ for principals](#)
- [Crosswalk of survey questions to Colorado's Principal Quality Standards](#)

Districts can use CEI's [overview of Colorado's Teacher Perception Survey](#) to communicate with school board members and other stakeholders as well so they are in the know.

Administration

PROCESS

- Administer survey over two to three weeks.
- Send survey links to teachers on the first day the survey opens with a reminder of the purpose and process of survey administration. Districts can use this [sample email to teachers](#).
- Email a reminder note to teachers at least once during the survey window to encourage participation. It is important for as many teachers to complete the survey as possible to ensure a representative sample size for principal reports.
- Send a final reminder two days before the survey closes.

BEST PRACTICES

- Decisions about how data will be used should guide report development and data analysis.
- Principals should be consulted and included in decisions about report organization.
- Data should be thoroughly cleaned and reviewed to ensure accurate, actionable results.

Results and Reflection

HOW TO PREPARE REPORTS AND ANALYSIS

When preparing and analyzing survey results, consider how to:

- Aggregate data to the principal level
- Ensure data quality (for example, cleaning and preparing data for analysis)
- Organize reports so they are reader-friendly and the data are easy to interpret



AGGREGATING DATA

CEI recommends presenting principal-level results by:

- **Mean score:** Calculate results by item, element, and overall.
- **Percent of responses in the top two categories, referred to as “percent favorable”:** Calculate results by item, element, and overall.

The decision to use either method is defensible and should be made based on the needs of your principals.

ENSURING DATA QUALITY

Pre-Questions on the Survey Instrument

The full survey instrument asks teachers to enter their school and principal names to ensure accurate assignment of teachers to principals. Analysts should compare this self-reported data to the original district data to ensure it matches. If the teacher-entered data does not match the assigned data, the response should be invalidated.

Duplicate Responses

Analysts should remove duplicate teacher responses. In the pilot administration, duplicate responses most often occurred when teachers had been kicked out of the survey due to Web connectivity issues. In these instances, CEI recommends including only completed surveys in the analysis and removing any incomplete responses.

Protecting Confidentiality

To ensure data quality and protect teacher confidentiality, principals with fewer than 10 responses (or with especially low response rates) should not be given principal-level results.

Analysts should also ensure that there is a sufficient sample and response rate at the district level to justify including district results.

District personnel and analysts should always consider potential unintentional violations of confidentiality when reporting TPS data. For example, in a small district, providing comparison data for other schools could potentially yield information about the scores and trends in a specific school.

ORGANIZING REPORTS

Report organization should align with the way the district envisions using the results. For example, if the district wants to include an aggregate score as one measure in a principal's final evaluation, the reporting should include some aggregate measure. At a minimum, districts should provide principals with the same information that is shared with their district or evaluator.

Colorado's TPS is organized by the following eight elements:

- 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

Reports can be organized by the elements, by individual question, or as an aggregate score of all questions.

PLANNING FOR THE DISTRIBUTION OF SURVEY RESULTS

Planning for the distribution of survey results should take place early in the survey process.

USING THE RESULTS

Districts and schools should have plans in place for professional development based on survey results. Some suggestions include:

- Group discussions about district-level trends
- School-level discussions about specific trends
- Strategic pairing with peers to match strengths and weaknesses

Districts can use the following resources on CEI's website to assist with the use of results:

- [A crosswalk of all Teacher Perception Survey items to the Principal Quality Standards](#)
- Sample guidance for using survey results for [principals](#) and [district staff](#)
- [Guidance for districts on using results for Unified Improvement Planning](#)

BEST PRACTICES

- Start planning the process for report distribution early.
- Ensure that principals are aware of the timeline.

The image shows a sample of a Teacher Perception Survey report. It is divided into two main sections: 'Student-Centered Environment' and 'Classroom Community'. Each section contains a table with columns for 'Total Responses' (Always, Most of the time, Some of the time, Never) and 'Responded Favorably' (Teacher, School, District). The 'Student-Centered Environment' section includes questions such as 'My teacher wants us to do what we think', 'My teacher tries to respect people's differences', 'My teacher knows what makes me excited about learning', 'My teacher talks about things we learn in other classes, subjects, and years', 'I am sad or angry, my teacher helps me feel better', 'My teacher would notice if something was bothering me', 'The people we learn and read about in this class are like me', 'My teacher knows what my life is like outside of school', 'My teacher knows what is important to me', and 'Students feel comfortable sharing their ideas in this class'. The 'Classroom Community' section includes questions such as 'My teacher cares about me in this class, I feel like I fit in', 'I feel like an important part of my classroom community', and 'I ask for help when I need it'. The report also includes a footer with copyright information and the title 'Student Perception Survey Report - Grades 3-5'.



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1660 Lincoln Street
Suite 2000
Denver, CO 80264
(303) 736-6477
coloradoedinitiative.org