

# GUIDANCE FOR THE GATHERING OF STUDENT PERCEPTION DATA AND STAKEHOLDER PERCEPTION DATA

## I. Requirements and Rationale

The Leadership Committee recommended that the teacher evaluation model should include a measure of student perception with data gathered through a commercial or locally developed survey. The Committee also recommended that the principal evaluation model include school-wide measures of student, staff, parent, or community (stakeholder) perception gathered through commercial or locally developed surveys.

### A. Requirements for teacher/educational specialist surveys.

- Recent studies have demonstrated the value of student surveys in assessing teacher effectiveness. For example, the MET Study found that student perception surveys using the Tripod Survey were more consistent than classroom observations or student assessment results in predicting teacher effectiveness. In addition, surveys provided important data for teacher improvement.
- The model policy for teachers/educational specialists requires that at least once during the summative evaluation cycle, the evaluator shall arrange for the sampling of student perception via a student survey. The size and composition of the survey sample shall be determined by the evaluator after consultation with the teacher/educational specialist. For the 2013-14 pilot year, participating schools are asked to administer surveys for only a sample of their teachers/educational specialists. The size of the sample should be part of the pilot school's implementation plan.
- The teacher/educational specialist will not be rated on the survey results. Rather, the information gathered will be used to help the teacher/educational specialist and evaluator identify areas of strength and areas for professional improvement.
- The Superintendent must approve the specific surveys to be administered and must approve the procedures for the administration of surveys. Survey procedures for teachers/educational specialists must ensure the privacy and confidentiality of student responses and the results of the survey shall remain confidential as part of the teacher/educational specialist's employee record.

### B. Requirements for principal/school or district surveys.

- Stakeholder surveys are now widely used in principal and other district administrator evaluation. Three basic types include:
  - **Leadership surveys** that provide feedback on principal/administrator performance and its impact on stakeholders.

- **School practice surveys** which capture feedback related to key strategies, actions, and events at school. They are often used to assess specific initiative.
  - **School climate surveys** that look for stakeholder perceptions of a school or district's prevailing attitudes, standards, and conditions.
- The model policy for principals and other school/district administrators specifies that at least once during the summative evaluation cycle, the evaluator shall arrange for the sampling of stakeholder perception via a stakeholder survey. The type of survey and the size and composition of the survey sample shall be determined by the evaluator after consultation with the principal or school/district administrator. For the 2013-14 pilot year, stakeholder survey data should be gathered for all principals participating in the summative evaluation year.
  - Principals or school/district administrators will not be rated on survey results, but the results will provide data to assist the evaluator and principal or school/district administrator in identifying areas of strength and areas of professional growth as well as feedback for planning and other leadership activities. Stakeholder perception data may serve as important parts of both the Action Plan and professional development components of the evaluation model.
  - The Superintendent must approve the specific survey or other instruments to be administered and the procedures for administration. Survey procedures must ensure the privacy and confidentiality of stakeholders, but since stakeholder surveys are broader assessments of school and leadership performance, some results may become public information or information to be shared with staff and other stakeholders. Each district should develop a policy for the administration of stakeholder surveys and the use of such survey results.

## II. Policy Considerations for Student/Stakeholder Surveys

Both commercial and quasi-commercial surveys are available for student and stakeholder data. The Resource section below describes some of these. In addition, districts can develop their own local surveys or other means of gathering perception data. Locally-developed instruments must be of high quality if used in the evaluation process.

Districts should develop a local Board policy and set of procedures for using both student and stakeholder surveys. Some policy considerations are discussed below.

- A. Police considerations for student surveys for teacher/specialists.
  - The use of student survey data in the evaluation of teachers/educational specialists can be controversial. The involvement of teacher representatives in the development of survey policies and procedures is recommended.
  - The use of high-quality surveys is important in the model evaluation process. If locally-developed surveys are used, efforts should be made to ensure that results will be valid and reliable.

- Typically, surveys of teachers begin about Grade 3 and continue through Grade 12. Some surveys are available for Grades K-2. For younger groups of students (Pre-K-2) some means of gathering perception data from parents or through non-survey means should be considered.
- Direct student surveys may not be appropriate for some educational specialists. For example, the work of instructional coaches who work primarily with teachers would not lend itself to student survey results. In such cases, stakeholder surveys are a more appropriate tool and still meet the intent of the evaluation model.
- It is important in developing survey procedures that the confidentiality of respondents be protected. Careful attention to developing appropriate survey procedures is required. For example, the state of Georgia suggests that student surveys be administered by a third party so that the teachers being surveyed about are not at all involved in the administration of the surveys.
- Perception data relating to the performance of teachers and educational specialists should be treated as confidential evaluation data. Some exceptions to this may be necessary for stakeholder perception data gathered on some types of educational specialists. For example, perception data from teachers regarding instructional coaches may need to be shared with stakeholders to some degree. Local district policy should clearly define confidentiality requirements.
- In administering student surveys, accommodations for students with limited-English proficiency or with disabilities need to be made.
- Local policy should clearly state that the purpose of gathering student perception data is to inform teacher evaluation and professional improvement, not to rate teachers.

B. Policy considerations for stakeholder surveys for principals/district administrators

- Stakeholder perception typically surveys have broader purposes than evaluation, including use for planning, assessment of initiatives, assessment of school climate, etc. Accordingly, district policies regarding stakeholder surveys should account for these wider purposes.
- Several stakeholder groups might be surveyed at various times and for various purposes. These include students, teachers, non-certificated staff, parents, and community members. Some surveys, like school climate surveys, might be quite general in nature. Others, such as surveys focusing on a specific initiative, may be quite detailed. Evaluators and principals/school or district administrators need to collaborate on which surveys will be used as part of the evaluation process and for what purpose in the evaluation process. For example, a parent survey regarding a specific Action Plan initiative may have a much different role in a principal's evaluation than an annual school climate survey.
- The use of high-quality surveys is important in the model evaluation process. If locally-developed surveys are used, efforts should be made to ensure that results will be valid and reliable.

- It is important in developing survey procedures that the confidentiality of respondents be protected. Careful attention to developing appropriate survey procedures is required.
- Confidentiality of results for stakeholder surveys is a much more complicated process. In some cases, specific stakeholder results regarding a principal's (or other administrator's) performance may qualify as confidential evaluation data. In other cases, perception data gathered as part of the assessment of administrative initiatives, analyses of school climate, etc., are more clearly public information or information that should be shared with stakeholder groups. Local policy should set the "ground rules" for different types of surveys and principals/school or district administrators, should be aware before a survey is conducted as to its purpose and the degree to which results will be confidential or public.
- As with teachers, stakeholder perception data is not to be used to rate the principal or school/district administrator, but to provide information for evaluation of leadership practices and professional development. Local policy should make that clear.

### III. Resources

In addition to the specific resources listed below, a web search can yield many sources of information and assistance. Many free resources are available.

- A. Student Surveys:
  1. Commercial Student Surveys.
    - (a) Tripod Survey (Cambridge Education; [www.tripodproject.org](http://www.tripodproject.org))
    - (b) Gallup Student Poll ([www.gallupstudentpoll.com](http://www.gallupstudentpoll.com))
    - (c) Gallup/Battelle for Kids, Student Experience ([thestudentexperience.org](http://thestudentexperience.org))
    - (d) Youth Truth ([www.youthtruthsurvey.org](http://www.youthtruthsurvey.org))
    - (e) My Student Survey ([www.mystudentsurvey.com](http://www.mystudentsurvey.com))
    - (f) iKnowMyClass ([www.iKnowMyClass.com](http://www.iKnowMyClass.com))
  2. Other sources of student surveys.
    - (a) Marzano Research Laboratory  
<http://www.marzanoresearch.com/products/catalog.aspx?keywords=student%20surveys>.
    - (b) AdvancEd (accreditation surveys can be modified)
    - (c) Numerous websites

- B. Stakeholder Surveys
1. General Source:
    - (a) West Ed, *An Overview of Commercially Available Principal Evaluation Resources*.
    - (b) Numerous websites.
  2. Leadership Practice Surveys:
    - (a) Vanderbilt Assessment of Leadership in Education (Val-Ed) (Discovery Education: [DiscoveryEducation.com/Assessment](http://DiscoveryEducation.com/Assessment)).
    - (b) Gallup Q12 ([www.gallup.com](http://www.gallup.com))
    - (c) NASSP Leadership Skills Assessment  
<http://www.principals.org/professional-development/nassp-leadership-skills-assessment->
  3. School Practice Surveys:
    1. McREL Balanced Leadership Profile (<http://blp.changetheodds.org/>)
    2. Teaching, Empowering, Leading and Learning (TELL)  
([www.newteachercenter.org/tlcsurvey/index.php](http://www.newteachercenter.org/tlcsurvey/index.php))
  4. School Climate Surveys:
    - (a) NEA School Climate Surveys ([www.ask.com/Climate+Survey+Questions](http://www.ask.com/Climate+Survey+Questions))
    - (b) The School Culture Triage Survey (<http://www.schoolculture.net/program2.html>)

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