

MEMORANDUM

March 29, 2016

TO: Board Members

FROM: Kenneth Huewitt
Interim Superintendent of Schools

SUBJECT: **ANNUAL EFFECTIVE TEACHERS INITIATIVE (ETI) SURVEY ANALYSIS 2014–2015**

CONTACT: Carla Stevens, 713-556-6700

Early in the Effective Teachers Initiative (ETI), HISD prioritized the design and implementation of a Teacher Appraisal and Development System (TADS) that gives teachers, principals, and district officials the information they need to improve instructional practice. This report discusses teacher results as compared to appraiser results on the Annual ETI Survey from 2014–2015, and also goes on to examine teacher perceptions according to subgroups such as Instructional Practice (IP) rating, years of experience, school level, and school accountability rating.

Key findings include:

- Teachers and appraisers strongly agreed that administrators are committed to improving instructional practice. Teachers and appraisers also agreed that the TADS Instructional Practice (IP) rubric is aligned to effective teaching practices. However, teachers agreed less strongly that an appraisal is an accurate reflection of their instructional practice.
- New teachers agreed strongly that face-to-face supports like mentors and Teacher Development Specialists (TDS) were a good use of their time and that other teachers in their building were most helpful in developing their instructional practice.
- When asked to reflect about their plans for the future, the highest percentage of teachers (44%) reported that they plan to stay in HISD more than five additional years. Effective and highly effective teachers reported the largest percentages with plans to stay in HISD.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at 713-556-6700.


_____ KH

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
Andrew Houlihan



RESEARCH

Educational Program Report

**ANNUAL EFFECTIVE TEACHERS
INITIATIVE (ETI) SURVEY ANALYSIS
2014-2015**



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Annual Effective Teachers Initiative (ETI) Survey Analysis 2014–2015

Executive Summary

Early in the Effective Teachers Initiative (ETI), HISD prioritized the design and implementation of a Teacher Appraisal and Development System (TADS) that gives teachers, principals, and district officials the information they need to improve instructional practice and make staffing decisions that ensure that every student in the district is learning from an effective teacher. The new appraisal system was implemented in 2011–2012. As an integral part of the system, each teacher is paired with an appraiser who coaches him/her to become more effective through observations, walkthroughs, curriculum planning, professional development, and assigning student outcome measures to assure overall effective teaching. This report analyzes results from the End of the Year ETI annual survey for 2014–2015. The survey was distributed to teachers and appraisers and addresses topics such as appraisal legitimacy, appraisal implementation, feedback delivery, and teacher support.

Highlights

- In total, 2,855 teachers (29% of 9,841) and 236 appraisers (24% of 980) completed the 2014–2015 End of Year ETI Survey.
- Teachers and appraisers strongly agreed that administrators are committed to improving instructional practice and that teachers share a common vision of effective teaching in the classroom. Teachers and appraisers also agreed that the TADS Instructional Practice (IP) rubric is aligned to effective teaching practices. However, teachers agreed less strongly that an appraisal is an accurate reflection of their instructional practice.
- “Another teacher at my school” was selected by teachers as an especially helpful person on campus almost four times more frequently than other people at the school such as Instructional Coordinator, Magnet Coordinator, AP/Dean, and Principal.
- New teachers agreed strongly that face-to-face supports like mentors and Teacher Development Specialists (TDS) were a good use of their time and, along with their more experienced colleagues, agreed that other teachers in their building were most helpful in developing their instructional practice.
- When asked to reflect about their plans for the future, the highest percentage of teachers (44%) reported that they plan to stay in HISD more than five additional years. Effective and highly effective teachers reported the largest percentages with plans to stay in HISD (45% and 47%, respectively).

Recommendations

- In order for TADS to be seen as a tool for improving instructional practice in the classroom, HISD officials should continue their work developing TADS as a useful tool for feedback and identifying instructional areas in need of support. Teachers must strongly agree that TADS accurately reflects their instructional practices for it to be considered a legitimate tool for developing teachers.
- While the district’s ultimate goal for TADS is to use it as a way to develop teachers into effective educators, it is also an evaluative tool. As such, a certain level of discomfort may always exist for teachers when being appraised. However, HISD can take specific actions to address teacher concerns about fairness. HISD should: 1) continue to train and calibrate appraisers so that appraisals are as objective as possible; 2) develop messaging about student performance for HISD teachers in a way that shows them its value for improving student outcomes; and 3) research further the effect of classroom differences and overcoming challenges on teacher appraisals (Meyer et. al, 2016).
- Because teachers who disagreed that TADS is fair were also the teachers who planned to leave HISD within three years at the highest rates, taking steps to increase the perception of fairness may encourage more teachers to stay in the district. Similarly, teachers who agreed that HISD has a culture for joint

decision-making were also teachers who planned to stay in the district the longest. Therefore, in an effort to retain more teachers, the district should formulate strategies that school leadership can use to foster a culture of joint decision-making at their campus, in order to strengthen a sense of inclusiveness and empowerment for their teachers that would encourage them to stay.

- Continue using face-to-face supports for new teachers. Over a third of new teachers reported that they plan to leave HISD within the next three years. If HISD wants to retain more new teachers it should continue to support them in the way they identified as being most helpful.

Administrative Response

- At the beginning of the 2015–2016 school year, the Six-Steps to Effective Observation and Feedback Protocol training was included in HISD's Schools Office's work with all elementary campus principals and leadership teams. The training included practice sessions that focused on coaching conversations as well.
- Effective Observation and Feedback Open Labs have been held throughout the 2015–2016 year to ensure all campuses have more than one opportunity to receive training and practice executing the components of the six-steps to effective feedback. Open Labs were focused on providing effective feedback on instructional observations based on the TADS criteria.
- School Support Officers (SSOs) received training regarding the use of the Coaching Tool used within the TADS Tool. Each SSO had to provide evidence of how the tool was being used by campus leaders to support coaching at their campuses. Random reports were pulled from the tool and used to discuss effective use of the coaching pages in the tool.
- The Office of School Leadership has been addressing appraisal accuracy concerns by emphasizing and training appraisers on the three appraisal components: Instructional Practice, Professional Expectations, and Student Performance. Analyzing and considering information gathered in all three areas provides a more holistic evaluation of teacher effectiveness. In addition, the Office of School Leadership is providing increased guidance, training, and campus-based support on the use of student performance measures with appraisers in an effort to support teachers in making the connection between IP criteria and student outcomes.
- Much effort is underway to address technical difficulties within the Tool, including weekly meetings between members of the Research Department, members of the Office of School Leadership and members of Technology have identified and corrected many of the technology problems. The process of correcting and upgrading the technology tool will continue until appraiser usage is effective and efficient.
- The Office of School Leadership supports using face-to-face conferences to develop new teachers and will continue to work toward increasing the implementation of required face-to-face conferences following observations and walkthroughs. Face-to-face conferences support collaboration, relationship-building, and trust among teachers and appraisers. Training and campus-based support will continue to promote this practice as a key element of the teacher/appraiser relationship.
- Since the inception of TADS, it has been viewed and felt strictly as an appraisal instrument. The Office of School Leadership has worked and will continue to work on changing that mindset that TADS is a coaching, development, and growth tool for appraisers and teachers, thus increasing student achievement. In 2015–2016, an informal coaching/development form was created and placed in the TADS Tool. This form allows appraisers to give teachers specific feedback and action steps to improve classroom instruction without assigning a rating. In many instances, the informal walkthrough tool is truly serving the function of reshaping teachers' and appraisers' beliefs about coaching and development. Usage of the coaching/development tool has increased exponentially this year and appraiser recertification training will concentrate on techniques required to continue use of this form to develop and coach teachers.

Introduction

Early in the Effective Teachers Initiative (ETI), HISD prioritized the design and implementation of a Teacher Appraisal and Development System (TADS) that gives teachers, principals, and district officials the information they need to improve instructional practice and make staffing decisions that ensure that every student in the district is learning from an effective teacher. The new appraisal system was implemented in 2011–2012 (Martinez & Stevens, 2015). Each teacher is paired with an appraiser who coaches him/her to become more effective through observations, walkthroughs, curriculum planning, professional development, and assigning student outcome measures to assure overall effective teaching.

TADS is designed to allow evaluation of the teaching practices of a diverse group of teachers (see **Table 1**, page 29, in **Appendix A** for a summary of the demographic and school level characteristics of HISD's teacher population in 2014–2015). Effective teaching is determined by three appraisal components – Instructional Practice (IP), Professional Expectations (PE), and starting in 2012–2013, Student Performance (SP). Throughout the school year, teachers are rated on a scale of one to four along each of these criteria. See **Appendix B** (page 50) for the TADS IP and PE criteria. IP and PE ratings are determined by a teacher's appraiser. Appraisers at a minimum must conduct two 10-minute formal walkthroughs and two 30-minute formal observations. At the teacher's End-of-Year Conference, an appraiser will assign ratings based on 13 IP components and nine PE components to determine the teacher's final IP and PE rating.

SP ratings are not determined by an appraiser, but rather are calculated based on five possible metrics: 1) value-added growth; 2) comparative growth on district-wide assessments; 3) students' progress on district-wide, pre-approved, or appraiser-approved assessments; 4) students' progress on district-wide, pre-approved, or appraiser-approved performance tasks or products; and 5) student attainment on district-wide or appraiser-approved assessments. These ratings are then calculated according to contingencies that determine an overall Summative Rating on the same four-point scale: 1 being ineffective, 2 as needs improvement, 3 as effective, and 4 as highly effective (see **Appendix C**, on page 51, for ratings calculations).

The End of Year ETI Survey was administered to garner teacher and appraiser perceptions about TADS implementation. The survey was distributed at the end of the 2014–2015 school year via email to both teachers and appraisers. The goal of this report is to describe the survey results of the End of the Year Effective Teacher Initiative Survey. The report discusses teacher results as compared to appraiser results, and also goes on to examine teacher perceptions according to subgroups such as IP rating, years of experience, and school level.

Methods

- This report analyzes responses collected from the 2014–2015 EOY ETI Survey of Teachers and Appraisers. The report also uses Human Resources roster data to identify teachers' years of experience and school location, and the TADS Feedback and Development Tool to identify teachers' IP and PE ratings for the 2014–2015 school year.
- Teachers and appraisers received an email at the end of the 2014–2015 school year requesting their participation in the survey. The online survey was open between May 5, 2015 and June 3, 2015, at the Survey Monkey link: <https://www.surveymonkey.com/r/VTSHHFX>
- Teachers were defined using the PeopleSoft definition which includes two considerations: 1) job function of TCH, TEL, TPK, or TSC and 2) salary plan of RT, VT, RO1 or RO5. This excludes hourly teachers.
- Teacher responses included identifying information such as ID numbers, and ratings information was pulled from the TADS Tool and matched to teacher responses. Teacher years of experience information was pulled from the HISD Human Resources Information System and attached to responses as well.

Appraiser surveys were anonymous and did not include identifying information.

- A survey raking method was applied to the teacher survey data so that the sample matched HISD's known population of teachers. Raking improves the relationship between the sample and the population by adjusting the sampling weights of the cases in the sample so that the marginal totals of the adjusted weights derived from control variables agree with the totals of the observed teacher population. See **Table 1** (page 29) to compare the demographic proportions of the sample to the population proportions of HISD teachers, and **Appendix D** (page 52) for a more detailed description of survey raking.
- Open-ended survey questions have been analyzed and are included in **Appendix E** (page 53). Appraiser and teacher survey questions and descriptive statistics of each response have been included in a codebook in **Appendix F** (page 57).

Limitations

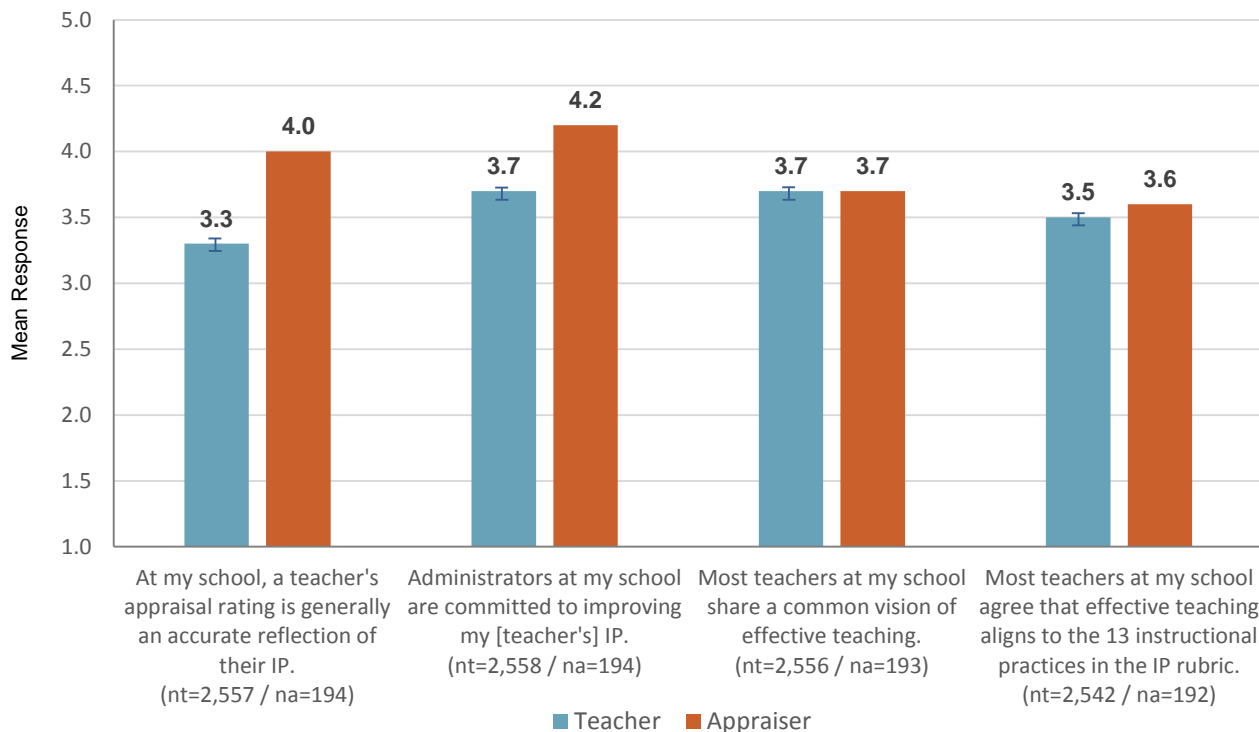
- The PeopleSoft definition of teacher captures certain teacher groups not evaluated under the TADS rubric. These teachers include: certain Special Education teachers, Deaf and Vision Program teachers, Central Office Curriculum teachers, and those teachers on temporary assignment through Employee Relations. To ensure that survey results only reflect teachers appraised in TADS, those categories of teachers are excluded from the analysis. This resulted in 44 teachers' responses being dropped from the dataset.
- The appraiser survey allowed respondents to remain anonymous. As a result, appraiser demographic data such as years of experience as an appraiser are self-reported.

Results

What were teachers' and appraisers' perceptions regarding appraisal legitimacy?

- In total, 2,855 teachers (29% of 9,841) and 236 appraisers (24% of 980) completed the 2014–2015 End of Year Effective Teacher Initiative Survey.
- Teachers and appraisers answered questions about how well the appraisal system aligned with and assessed effective teaching practices. See **Figure 1** and **Table 2** (page 30) for full prompts and mean responses from teachers and appraisers.

Figure 1. Weighted mean responses from teachers and sample means from appraisers on questions of appraisal legitimacy, 2014–2015



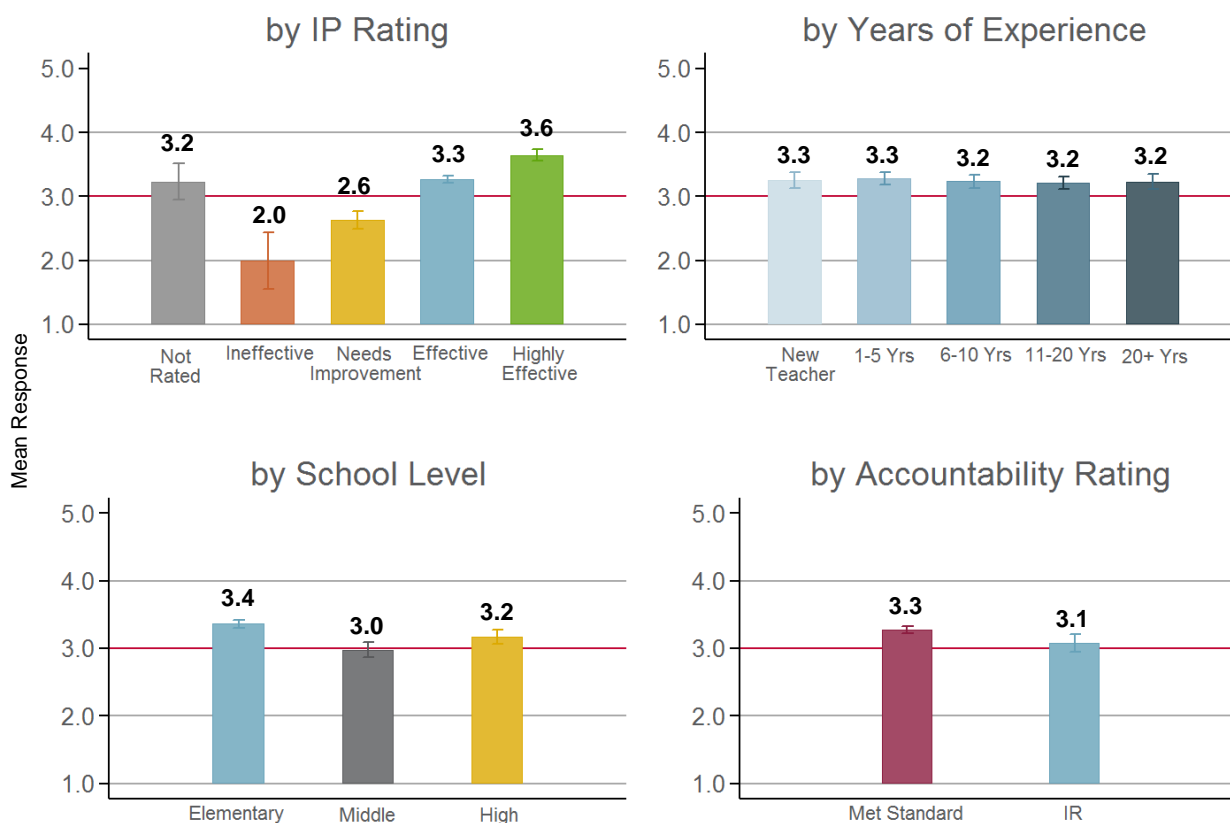
Scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," midpoint is 3.0

Note: nt is the number of teacher responses, na is the number of appraiser responses

Source: Annual ETI Survey Data 2014–2015

- While teachers agreed that an appraisal rating is generally an accurate reflection of their instructional practice, their level of agreement was weak with a weighted mean of 3.3 (scale midpoint is 3.0, or "Neither"). Appraisers agreed more strongly with a sample mean of 4.0, as seen in Figure 1 and Table 2 (page 30).
- The other questions pertaining to effective teaching received higher levels of agreement from teachers, as seen in Figure 1 and Table 2 (page 31). Teachers reported being in agreement that administrators were committed to improving their instructional practices (mean of 3.7), that they shared a common vision of what is effective teaching (mean of 3.7), and that the 13 instructional practices in the TADS rubric aligned to that common vision (mean of 3.5). Appraisers agreed as well, and most strongly agreed that administrators are committed to improving instructional practices of teachers at their school (mean of 4.2).

Figure 2. Weighted mean teacher responses to prompt: “At my school, a teacher’s appraisal is generally an accurate reflection of their IP” by subgroup



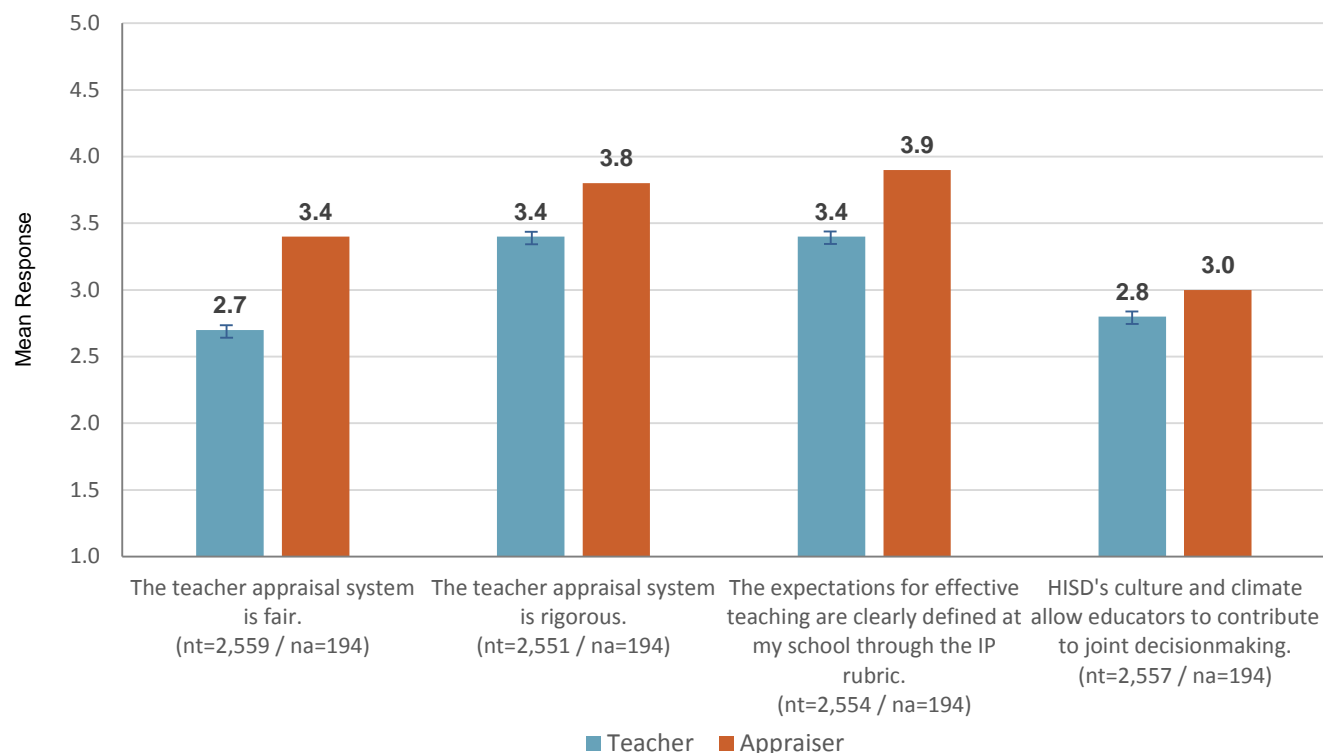
Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0
Source: Annual ETI Survey Data 2014–2015

- Teachers rated as “Ineffective” and “Needs Improvement” disagreed that appraisals were accurate, as seen in **Figure 2** and **Table 3** (page 31). This low level of agreement among low-rated teachers may be a result of teacher dissatisfaction, or a difference in these teachers and their appraisers’ definitions of effective teaching in the classroom. The strongest agreement came from those teachers rated as “Highly Effective,” who agreed at 3.6.
- In the same figure, teachers across all levels of experience reported very similar levels of agreement, slightly above the midpoint line of 3.0.
- Middle school teachers neither agreed nor disagreed that a teacher’s appraisal is an accurate reflection of their instructional practice, with a mean of 3.0, or “Neither.” Elementary school teachers showed the highest level of agreement (mean 3.4), while high school teachers slightly agreed (mean 3.2).
- Teachers at Met Standard schools agreed at a slightly higher level (mean 3.3) than teachers at IR schools (mean 3.1) that appraisals were accurate.

Did appraisers and teachers perceive TADS as fair, rigorous, and with clearly defined expectations?

- Teachers and appraisers were asked to reflect on certain aspects of TADS itself, such as fairness and level of rigor. In addition, teachers and appraisers were asked to reflect about HISD's culture for joint decision-making. See full prompts and means in **Figure 3** and **Table 4** (page 32).

Figure 3. Weighted mean responses from teachers and sample means from appraisers on questions of perceptions of TADS as fair, clear, rigorous, 2014–2015



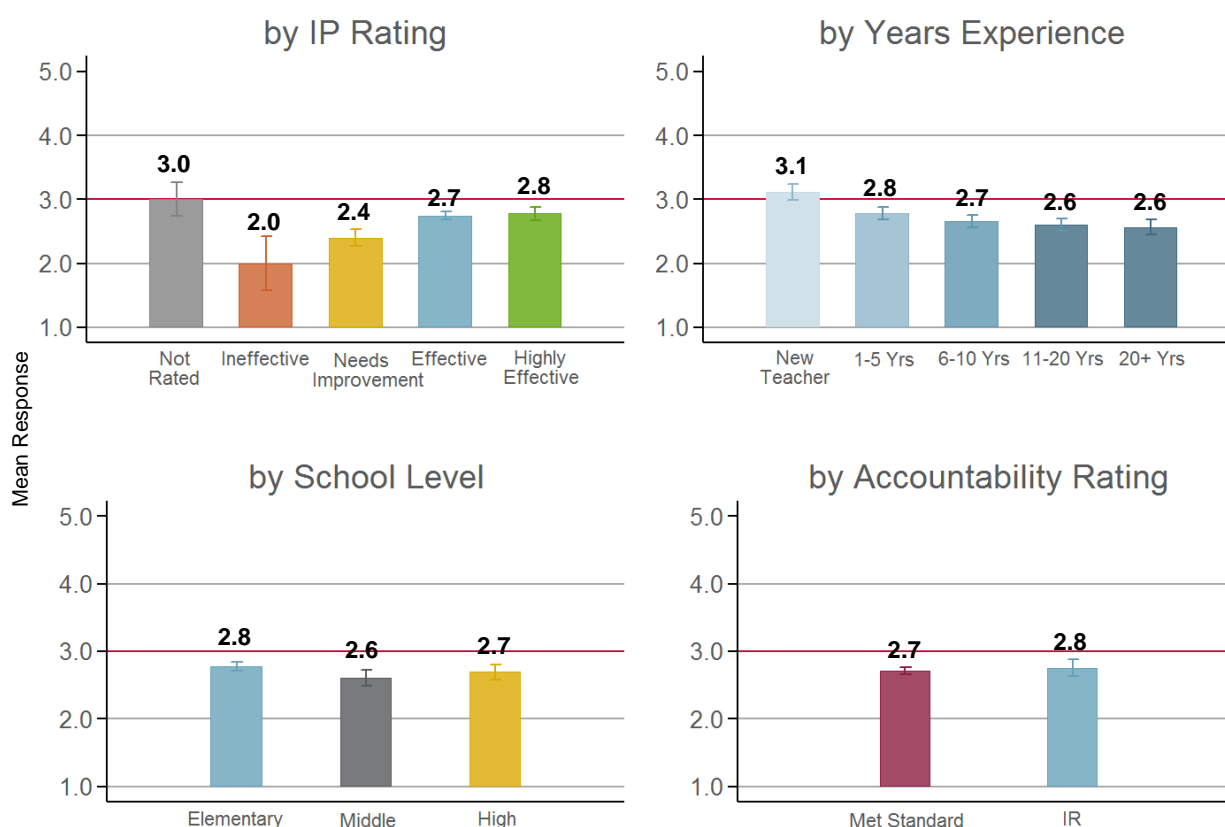
Scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," midpoint is 3.0

Note: nt is the number of teacher responses, na is the number of appraiser responses

Source: Annual ETI Survey Data 2014–2015

- Both teachers and appraisers agreed that the appraisal system was rigorous (with reported means of 3.4 and 3.8, respectively) and that expectations for effective teaching were clearly defined through the IP rubric (means 3.4 and 3.9 respectively). See Figure 3 and Table 4 (page 32).
- However, teachers overall disagreed that the appraisal system was fair (mean of 2.7), and that HISD's culture and climate allowed educators to contribute to joint decision-making (mean 2.8).
- Appraisers agreed that the appraisal system was fair (mean 3.4), but neither agreed nor disagreed that HISD's culture allowed for joint decision-making (mean of 3.0, or "Neither").

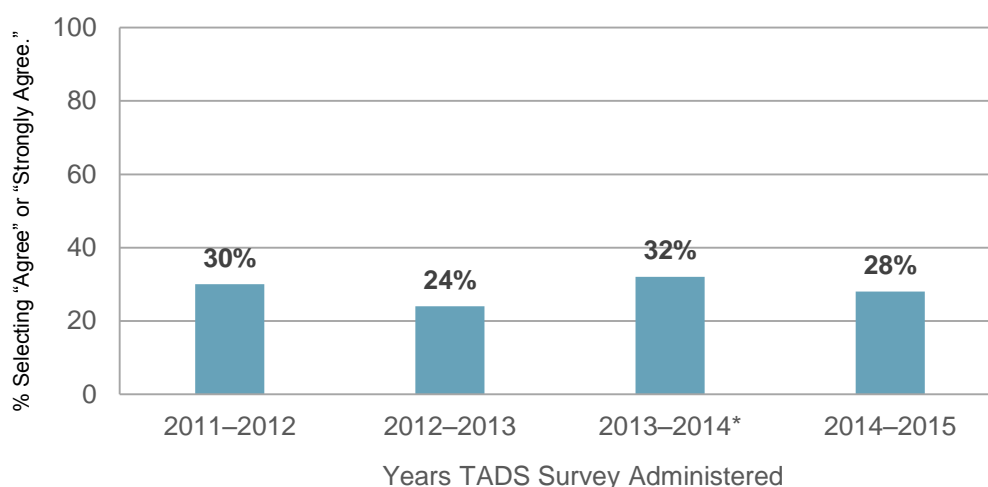
Figure 4. Weighted mean teacher responses to prompt: “TADS is fair” by subgroup



Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0
Source: Annual ETI Survey Data 2014–2015

- Unlike patterns observed previously in which teachers rated ineffective or needs improvement were the sole subgroups in disagreement, with one exception the prompt “TADS is fair” elicited disagreement from all teachers, see **Figure 4** and **Table 5** (page 33). The exception was unrated teachers, who, with a mean of 3.0, neither agreed nor disagreed.
- Except for new teachers who weakly agreed that TADS was fair (mean 3.1), teachers with all other levels of experience disagreed that TADS was fair. See **Figure 4** and **Table 5** (page 33). Teachers at all school levels disagreed that TADS was fair. Additionally, both teachers at Met Standard schools and teachers at IR schools disagreed at similar levels that TADS was fair.
- In the 2014–2015 school year, 28 percent of respondents agreed that the appraisal system was fair by selecting “Agree” or “Strongly Agree.” See **Figure 5** (page 9).

Figure 5. Percent Agreement that TADS is Fair, 2011–2012 through 2014–2015



*2013–2014: Prompt read differently: "On a scale of 1 to 5, where 1 is 'Not at all fair' and 5 is 'Very fair,' please rate the current teacher appraisal system in the Houston Independent School District."

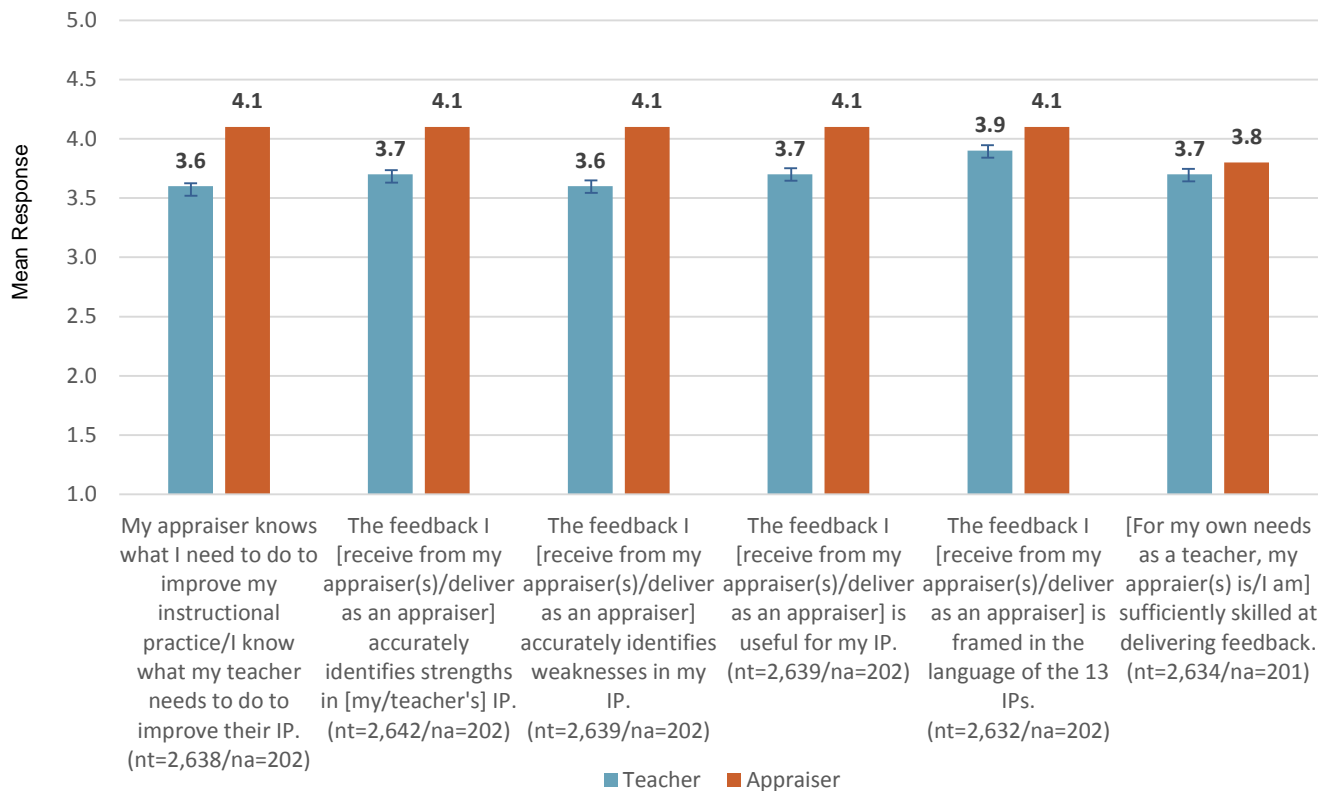
Source: Annual ETI Survey Data, 2011–2012, 2012–2013, 2013–2014, and 2014–2015

- Agreement among teachers that the appraisal system is fair has been historically low, see **Figure 5**, ranging from 32 percent of respondents in the 2013–2014 school year to 24 percent in 2012–2013. While to a certain extent this can be explained as an effect stemming from an expected level of discomfort teachers experience at being appraised, it is unclear from this question alone what specific aspects teachers do not agree are fair. Qualitative evidence from an open-ended question on the 2014–2015 survey was designed to offer insight (Prompt: *"Is there anything that you particularly dislike about HISD's teacher appraisal and development system?"* Total respondents = 1,177):
- The largest percentage of respondents to this prompt, 17 percent (n=198), indicated that either they liked TADS, were satisfied with the system, or there was not anything that they particularly disliked.
- Fourteen percent (n=163) indicated that the system was too subjective and evaluation ratings were too dependent on appraiser opinion.
- Ten percent (n=119) referenced student performance, saying student achievement and test scores should not be tied to evaluation ratings.
- Six percent (n=73) mentioned that the system does not account for differences in teachers' classrooms, such as subject area taught, school environment, and student population.
- See **Appendix E** (page 53) for more detail on this open response as well as other open-ended responses included in the survey.

What were teachers' and appraisers' perceptions about the quality of feedback delivery?

- Both teachers and appraisers were asked to identify their level of agreement with statements pertaining to the quality of feedback delivery. While both teachers and appraisers agreed overall with each prompt, there was some divergence of agreement between teachers and appraisers. Teachers generally agreed less strongly than appraisers, see **Figure 6** (page 10) and **Table 6** (page 34).

Figure 6. Weighted mean responses from teachers and sample means from appraisers on questions about feedback delivery, 2014–2015



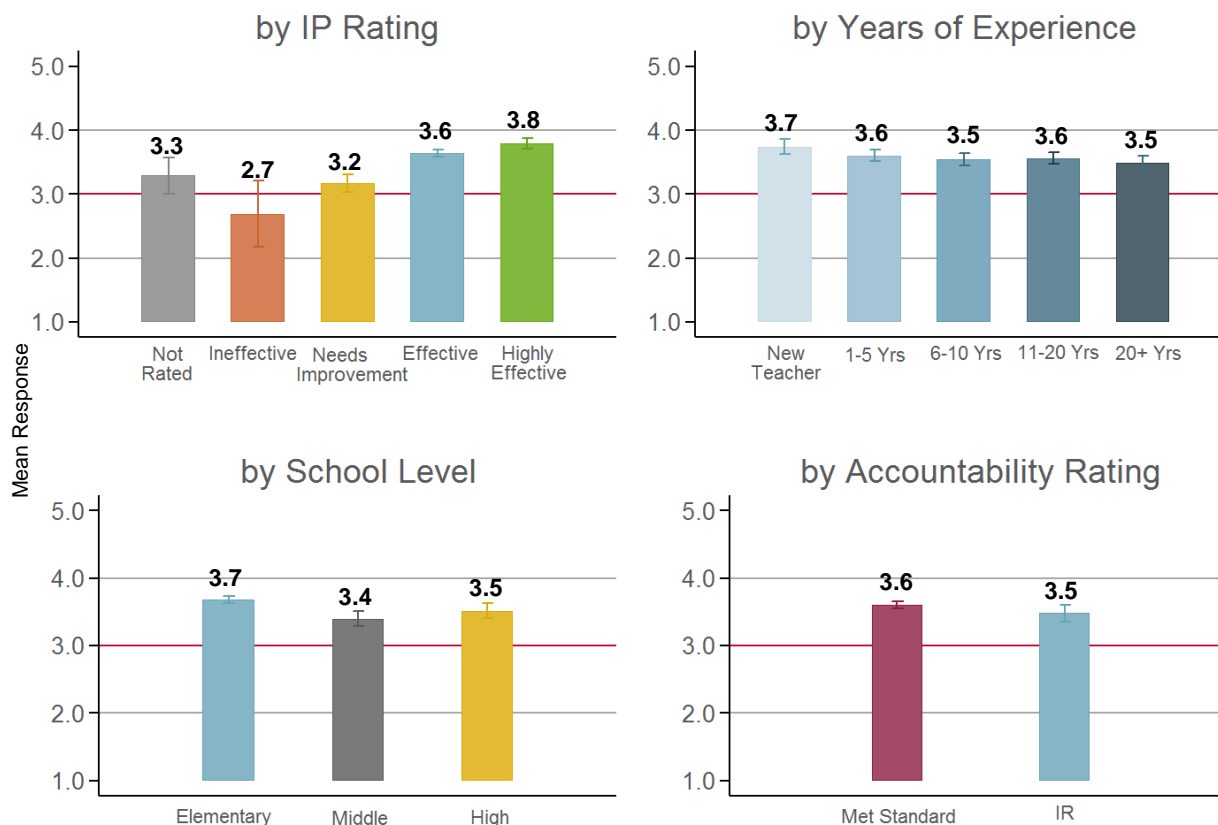
Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0

Note: nt is the number of teacher responses, na is the number of appraiser responses

Source: Annual ETI Survey Data 2014–2015

- Teachers most strongly agreed that the feedback they received from their appraisers was framed in the language of the 13 IP criteria from the TADS rubric (mean 3.9). Appraisers also agreed with a mean of 4.1. See **Figure 6** and **Table 6** (page 34).
- Teachers agreed that their appraiser(s) knew what the teacher needed to improve instructional practice (mean 3.6). This prompt and the prompt that asked teachers if feedback accurately identified weaknesses in instructional practice (mean 3.6) received the lowest level of agreement from teachers for questions about delivery of feedback after observations. Appraisers strongly agreed with these questions with a mean of 4.1 for both.
- Appraisers’ lowest level of agreement was in regard to their own skill in delivering feedback to teachers. Appraisers agreed (mean 3.8) that they were sufficiently skilled at delivering feedback, while teachers agreed as well, with a mean of 3.7. This level of agreement from appraisers was slightly lower than the other prompts regarding feedback delivery, all of which were 4.1. This could indicate that appraisers felt a lower level of confidence when actually delivering feedback to their teachers.

Figure 7. Weighted mean teacher responses to prompt: “The feedback I receive from my appraiser(s) accurately identifies weaknesses in my IP” by subgroup



Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0

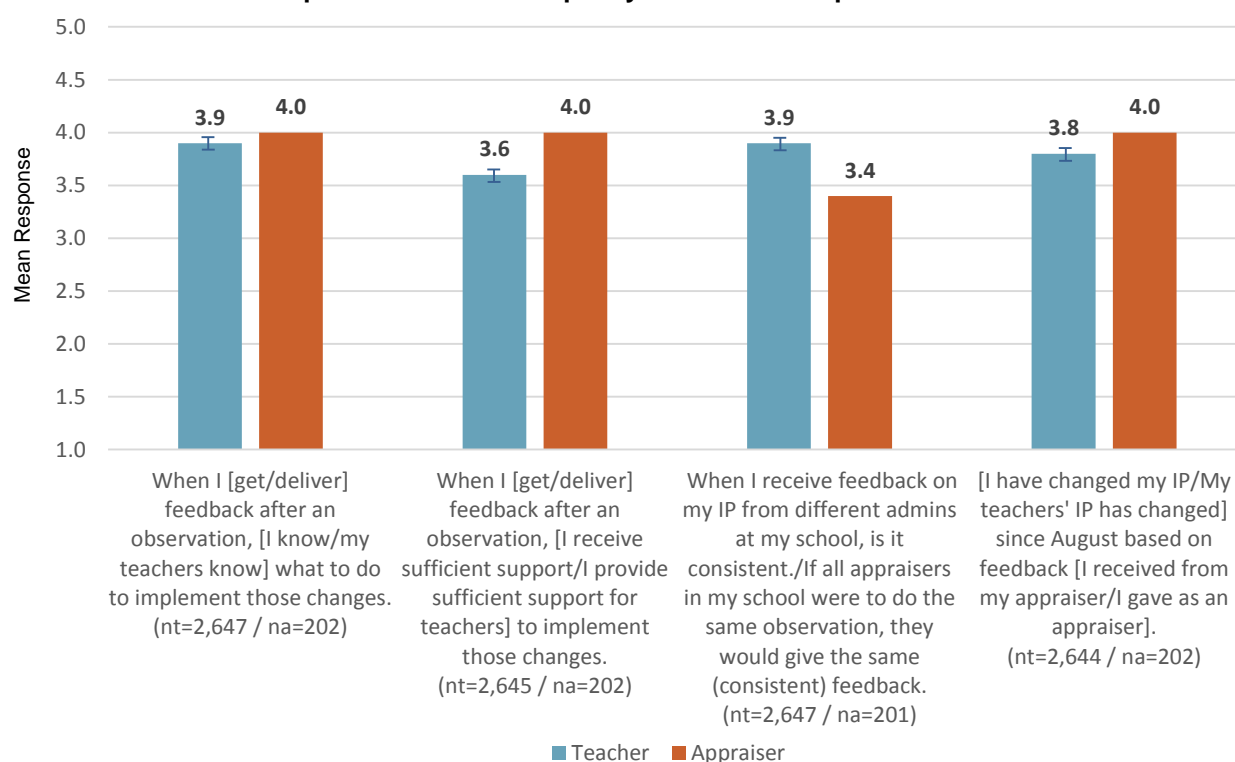
Source: Annual ETI Survey Data 2014–2015

- For the prompt, “the feedback I receive from my appraiser(s) accurately identifies weaknesses in my IP,” teachers rated as “Ineffective” and “Needs Improvement” reported the lowest levels of agreement of 2.7 and 3.2 respectively. See **Figure 7** and **Table 7** (page 35).
- Other subgroups of teachers, based on years of experience, school level, and accountability rating, reported means similar to the overall mean of 3.6. See **Figure 7** and **Table 7** (page 36). Middle school teachers reported the lowest level of agreement after ineffective and needs improvement teachers, with a mean of 3.4.

What were teachers' and appraisers' perceptions about the quality of feedback implementation?

- Teachers and appraisers were asked to reflect about feedback implementation and support received to improve instruction after feedback was delivered. Overall, teachers and appraisers agreed with all statements pertaining to feedback implementation. See **Figure 8** and **Table 8** (page 36).
- Teachers reported a stronger level of agreement than appraisers did on just one question regarding feedback implementation: "When I receive feedback on my IP from different administrators at my school this year, the feedback is consistent between administrators. / If all the appraisers in my school were to do the same classroom observation, they would give that teacher the same (consistent) feedback." Teachers agreed with a weighted mean of 3.9, while appraisers agreed with a sample mean of 3.4, see Figure 8 and Table 8 (page 36).

Figure 8. Weighted mean responses from teachers and sample means from appraisers on questions about the quality of feedback implementation

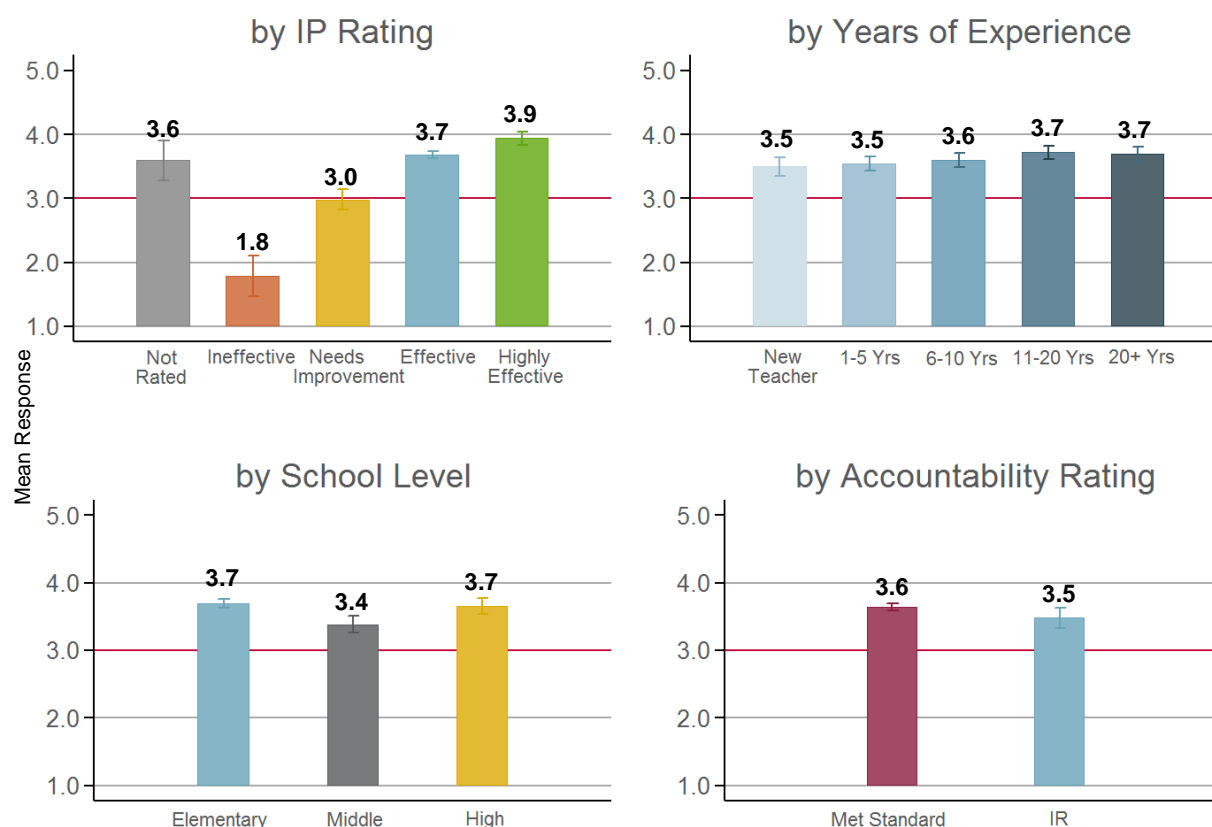


Scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," midpoint is 3.0

Note: nt is the number of teacher responses, na is the number of appraiser responses

Source: Annual ETI Survey Data 2014–2015

Figure 9. Weighted mean teacher responses to prompt: “When I get feedback after an observation, I receive sufficient support to implement changes” by subgroup



Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0
Source: Annual ETI Survey Data 2014–2015

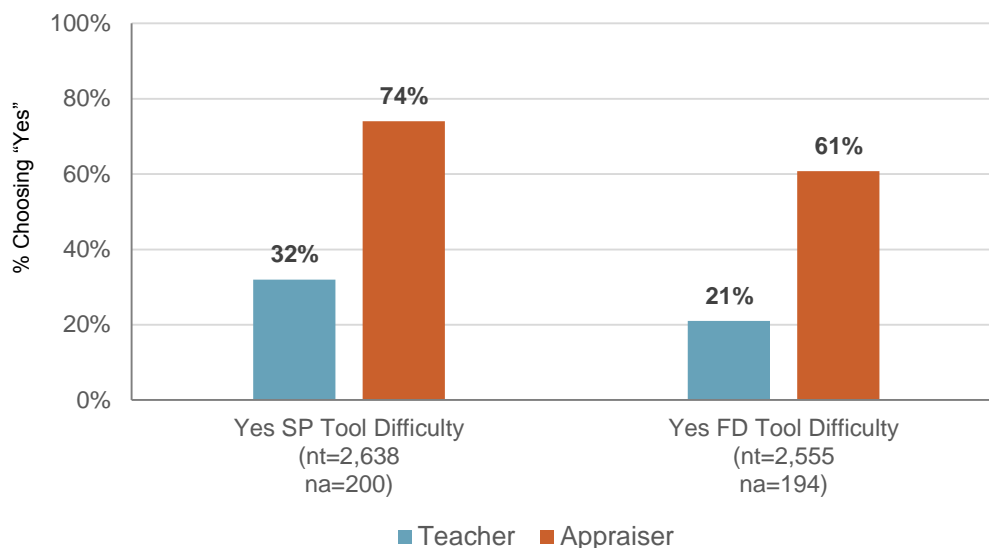
- With one exception, every subgroup of teachers agreed that they received sufficient support to implement their TADS feedback. Little variation (from 0.0 to 0.3 average rating points) was observed across years of experience, school level, and accountability rating, see **Figure 9** and **Table 9** (page 37). Only ineffective-rated teachers reported disagreement, with a subgroup mean of 1.8.

How was the technical implementation of the TADS Student Performance (SP) and Feedback and Development (FD) Tools perceived by teachers and appraisers?

- A higher percentage of appraisers experienced difficulty using the TADS Tool than did teachers. Differing rates of difficulties were experienced by both groups when working in the SP Tool and the FD Tool. See **Figure 10** (page 14) and **Table 10** (page 38).
- Thirty-two percent of teachers reported having difficulty with the SP Tool, while 74 percent of appraisers experienced difficulty with the SP Tool.
- When working with the FD Tool, 21 percent of teachers had difficulty while 61 percent of appraisers reported difficulty.
- When teachers or appraisers submitted tickets to the Help Desk, a majority of their problems were resolved in a timely manner. The lowest rate of problem resolution by the Help Desk was when dealing

with appraisers' problems with the SP Tool, where the reported rate of problem resolution was 51 percent. See **Table 10** (page 38) for additional information.

Figure 10. Percent of teachers and appraisers reporting TADS Tool difficulty, 2014–2015



Scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," midpoint is 3.0

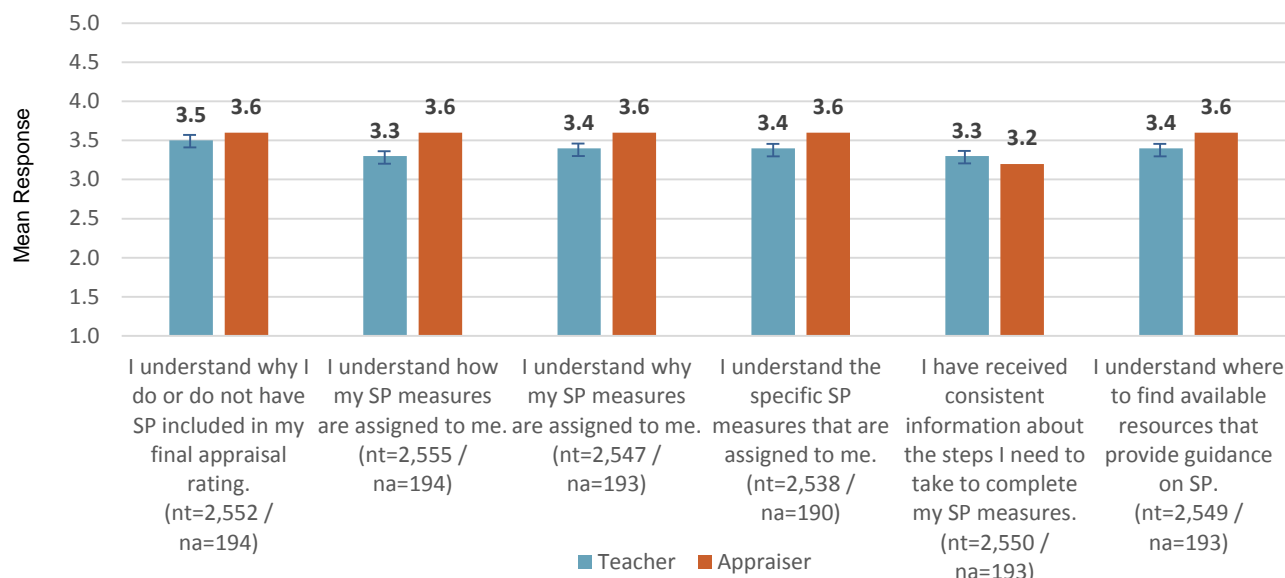
Note: nt is the number of teacher responses, na is the number of appraiser responses

Source: Annual ETI Survey Data 2014–2015

Did teachers and appraisers perceive that they understood Student Performance (SP) measures?

- Student Performance (SP) Measures are used to evaluate teacher effectiveness and, if included in a teacher's rating, account for 30 percent of the final rating. Each prompt and overall responses from teachers and appraisers can be referenced in **Figure 11** (page 15) and **Table 11** (page 39).
- Teachers agreed overall that they understood why SP was or was not included in their final appraisal ratings (mean 3.5). Appraisers also agreed that they understood why SP was or was not included, with a sample mean of 3.6.
- The lowest level of agreement about understanding SP from teachers (3.3) was in understanding how SP measures were assigned to an individual teacher and whether they had received consistent information about how to complete their measures. *Note: At the time this survey was distributed to teachers, in May and June 2015, teachers had not yet received specific training or information about completing their measures. This training occurred for teachers in the late summer and early fall of 2015 during the SP measure close-out period.*
- The lowest level of agreement from appraisers was about whether they had received consistent information about the steps they needed to complete the SP measures. Appraisers weakly agreed with a mean of 3.2.

Figure 11. Weighted mean responses from teachers and sample means from appraisers on questions about understanding Student Performance, 2014–2015



Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0

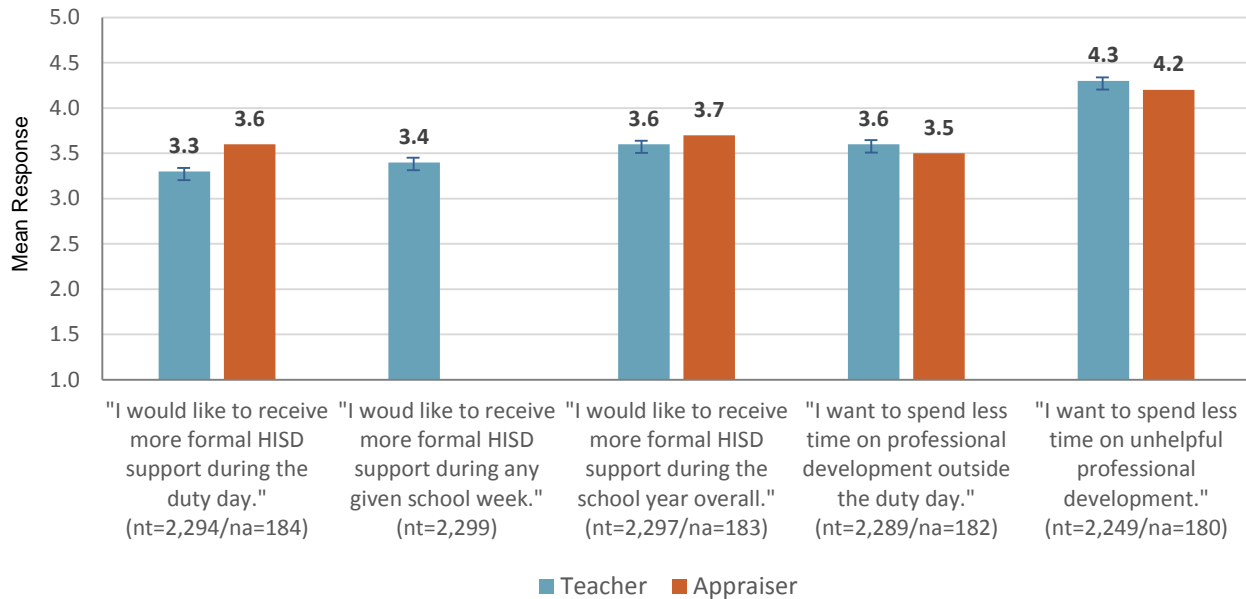
Note: nt is the number of teacher responses, na is the number of appraiser responses

Source: Annual ETI Survey Data 2014–2015

What were teachers’ and appraisers’ opinions about HISD professional development?

- Both teachers and appraisers had opportunities provided by HISD for professional development throughout the school year and during the summer as well. Out of all of the questions pertaining to professional development, teachers and appraisers had the highest agreement rates for needing less time for unhelpful professional development (means 4.3 and 4.2, respectively), see **Figure 12** (page 16) and **Table 12** (page 40). Overall, teachers and appraisers agreed that they would like more formal support, particularly during duty hours.
- Teachers agreed (mean 3.6) that they would like to receive more formal HISD support during the school year overall and that they would like to spend less time on professional development outside the duty day (mean 3.6). Appraisers agreed (mean 3.7) that they would like to receive more formal support during the school year and that they would like to receive that support during the duty day (mean 3.6).
- Teachers and appraisers were mildly in agreement that they have sufficient professional development in their content area, see **Figure 13** (page 16).
- Some differences were observed within subgroups of teachers. Teachers rated ineffective neither agreed nor disagreed that they had sufficient support in their content area (mean 3.0), see **Table 13** (page 41). Needs improvement teachers reported weak agreement, with a mean of 3.1. By years of experience, new teachers reported the weakest level of agreement that they had sufficient support in their content area (mean 3.1), with the highest level of agreement from teachers with 11 or more years of experience (mean 3.4).
- Figure 14** (page 17) and **Table 13** (page 41) shows that middle school teachers weakly agreed that they had enough formal supports targeted specifically to their content area as compared to teachers at other school levels (mean 3.1 for middle school teachers, compared to elementary school teachers, mean 3.4, and high school teachers, mean 3.3).

Figure 12. Weighted mean responses from teachers and sample means from appraisers on questions of professional development timing, 2014–2015

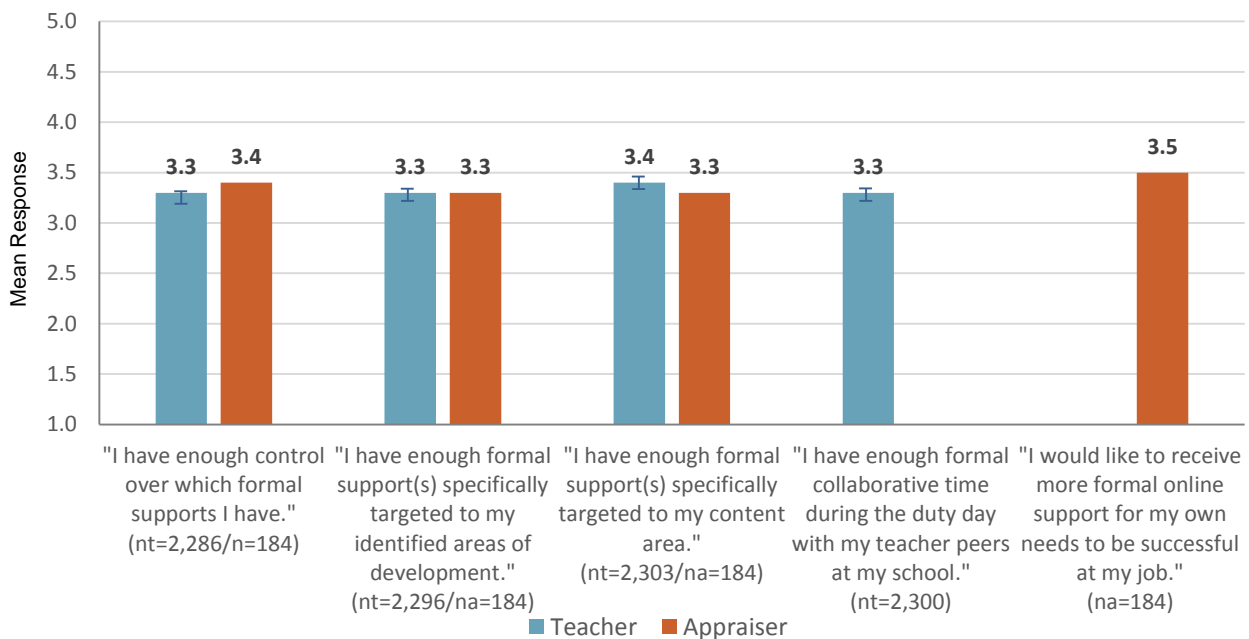


Scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," midpoint is 3.0

Note: nt is the number of teacher responses, na is the number of appraiser responses; missing bars mean prompts not included on appraiser survey

Source: Annual ETI Survey Data 2014–2015

Figure 13. Weighted mean responses from teachers and sample means from appraisers on questions of professional development content, 2014–2015

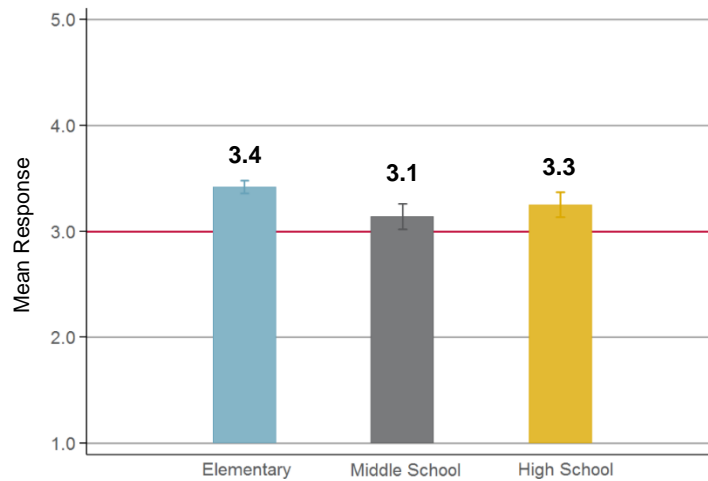


Scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," midpoint is 3.0

Note: nt is the number of teacher responses, na is the number of appraiser responses; missing bars mean prompts not included on appraiser and teacher survey

Source: Annual ETI Survey Data 2014–2015

Figure 14. Weighted mean responses from teacher subgroups on questions of professional development content, 2014–2015

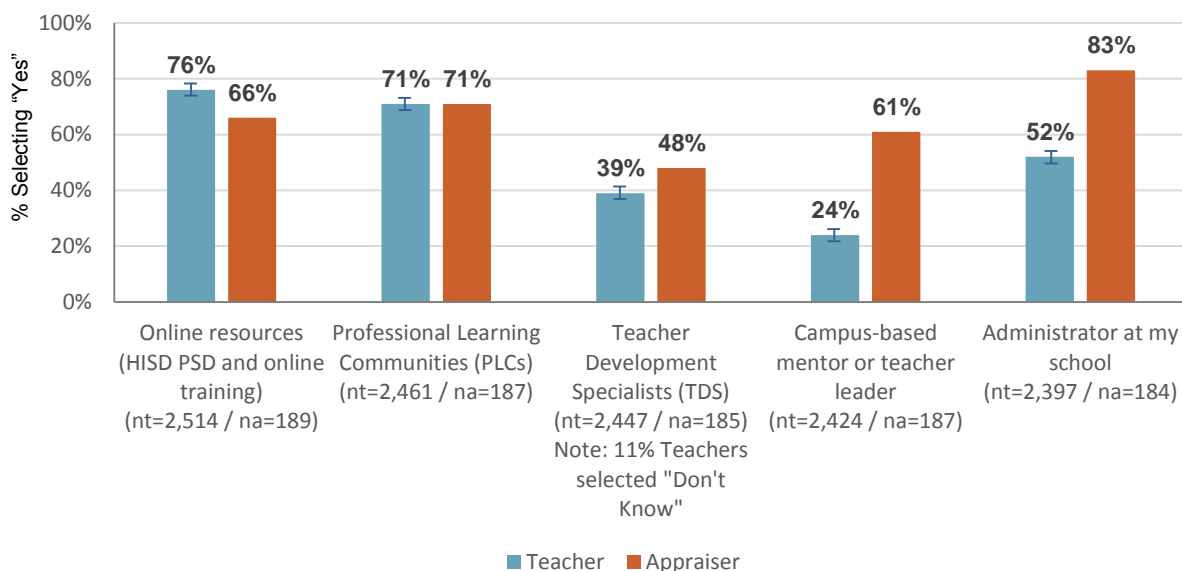


Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0
Source: Annual ETI Survey Data 2014–2015

What were teachers’ opinions about given formal supports offered by HISD?

- Teachers and appraisers rated various supports offered by the district to develop instructional practice. Teachers reported accessing these supports at different rates than appraisers reported recommending them, seen in **Figure 15** and **Table 14** (page 42), except for Professional Learning Communities (PLCs), from which 71 percent of teachers reported that they received support and 71 percent of appraisers reported that they recommended that support.

Figure 15. Percent of teachers and appraisers selecting yes to prompt: “Did you receive (recommend) any formal support through the following supports during the 2014–2015 school year?”



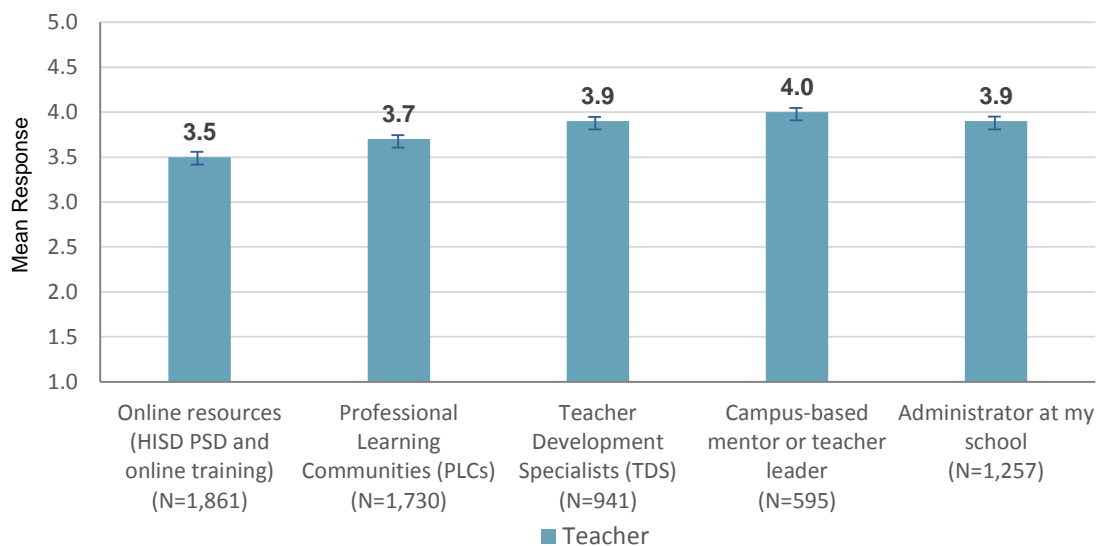
Source: Annual ETI Survey Data 2014–2015

Note: nt is the number of teacher responses, na is the number of appraiser responses

Note: Results represent weighted proportions.

- Teachers reported accessing online resources such as online training at the highest rate, while appraisers reported recommending support through an administrator at their school at the highest rate. Two supports, the Teacher Development Specialists (TDS) and campus-based mentors or teacher leaders were only accessible to teachers at qualifying campuses, which may explain their low rates of access by teachers overall.
- The teachers who accessed a certain type of support also rated whether or not the support was a good use of their time on a scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree.” On average, teachers reported finding each of the supports to be of value, shown in **Figure 16** below.

Figure 16. Weighted means of teachers’ perceptions of supports as good use of their time, 2014–2015



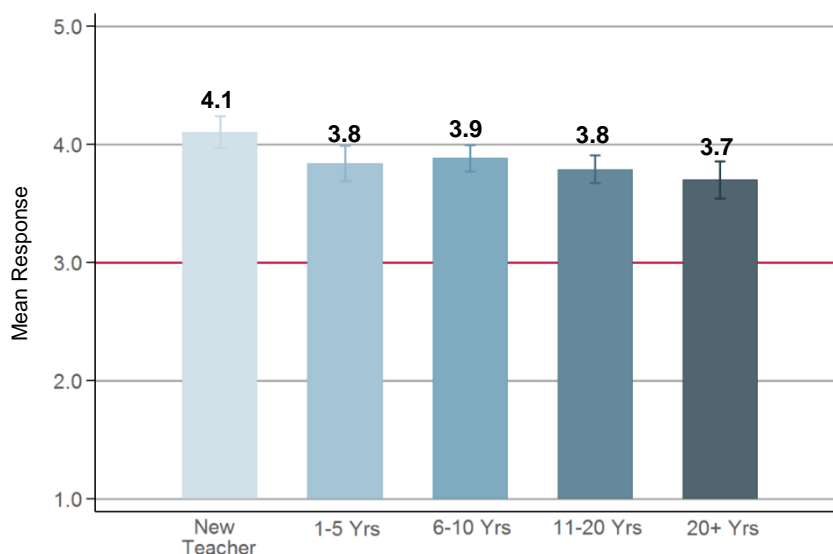
Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0
Source: Annual ETI Survey Data 2014–2015

- Teachers accessed online trainings through eLearn, and could select specific courses based on their interests and instructional needs. Of the weighted sample, 76 percent of teachers reported that they accessed/obtained this support.
- Teachers overall agreed online support was a good use of their time with a weighted mean of 3.5. Subgroups of teachers reported similar levels of agreement, and are listed in **Table 15** (page 43). The lowest level of agreement (3.2) was from teachers who were rated as “Ineffective,” while the highest level of agreement was from teachers who were not rated and teachers located at IR schools (mean 3.7 for both).
- Professional Learning Communities (PLCs) are groups of teachers, administrators, and support staff who collaborate together to achieve higher student success. Of the weighted sample, 71 percent of teachers reported that they accessed/obtained this support in 2014–2015. PLCs can be vertical planning vehicles, i.e., for planning math instruction strategies from first to second grade, or for wider purposes such as grade-level planning or school-wide planning.
- Teachers overall agreed that PLC support was a good use of their time with a weighted mean of 3.7. Similar levels of agreement were observed from subgroups of teachers as well, showing no meaningful

differences between the groups with one exception. Ineffective teachers slightly disagreed that PLCs were a good use of their time, however, the weighted mean of 2.9 also had a large standard error of 0.32 due to the very low sample size of this subgroup for this prompt (n = 14). See **Table 16** (page 44).

- A Teacher Development Specialist (TDS) provides teachers in select schools with on-the-job instructional coaching aligned to the IP rubric. Of the weighted sample, 39 percent of teachers reported that they accessed/obtained this support in 2014–2015.

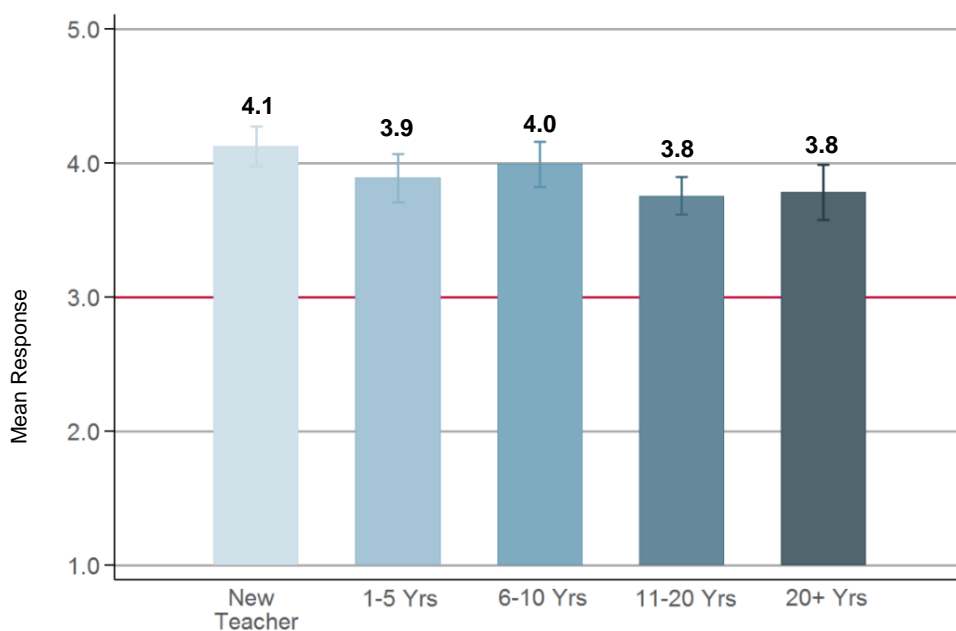
Figure 17. Weighted mean response of teachers to prompt: “TDS support was a good use of my time,” by years of experience



Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0
Source: Annual ETI Survey Data 2014–2015

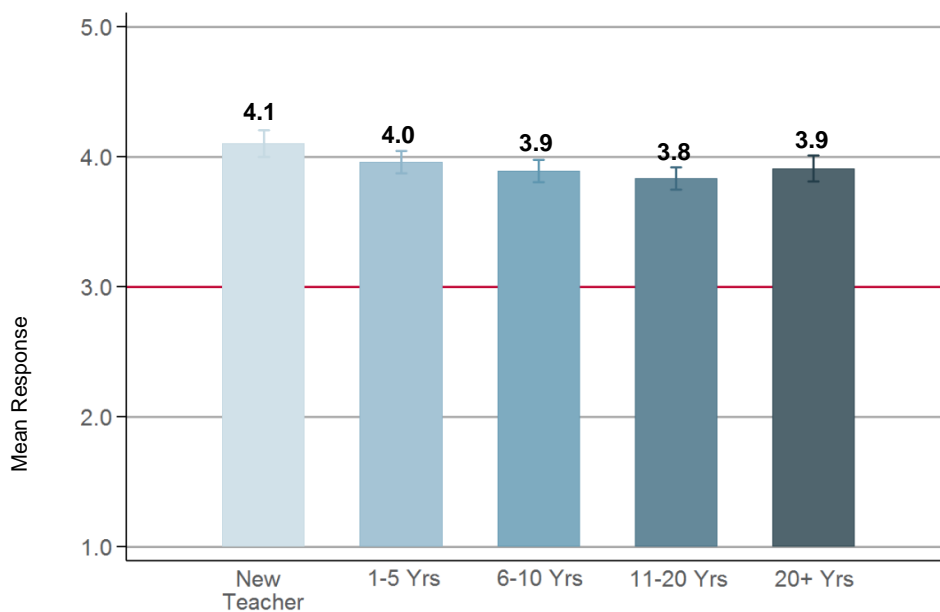
- Teachers with access to a TDS agreed with an overall weighted mean of 3.9 that TDS support was a good use of their time. New teachers agreed with a subgroup mean of 4.1, reporting a higher level of agreement than any other subgroup of experience. Ineffective-rated teachers and teachers located at IR schools also reported high levels of agreement (mean 4.0 for both). See **Figure 17** and **Table 17** (page 45).
- HISD employs multiple programs that set up mentorship relationships between two teachers. Of the weighted sample, 24 percent of teachers reported that they accessed/obtained this support in 2014–2015.
- Teachers overall agreed that mentor support was a good use of their time with a weighted mean of 4.0. New teachers reported the highest level of agreement with a subgroup mean of 4.1. Teachers at Met Standard schools agreed more strongly than teachers located at IR schools (means 4.0 and 3.7, respectively). See **Figure 18** (page 20) and **Table 18** (page 46).
- School administrators such as principals, vice principals, magnet coordinators, and teacher specialists offer support to their teaching staff as well. Of the weighted sample, 52 percent of teachers accessed/obtained this support in 2014–2015. Teachers agreed it was a good use of their time with an overall mean of 3.9.
- Aligning with trends seen with other face-to-face supports, new teachers most strongly agreed that administrator support was a good use of their time, mean 4.1. In general, the level of agreement slightly decreased as experience increased, except for teachers with over 20 years of experience. See **Figure 19** (page 20) and **Table 19** (page 47).

Figure 18. Weighted mean response of teachers to prompt: “Mentor support was a good use of my time,” by years of experience



Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0
 Source: Annual ETI Survey Data 2014–2015

Figure 19. Weighted mean response of teachers to prompt: “Administrator support was a good use of my time,” by years of experience

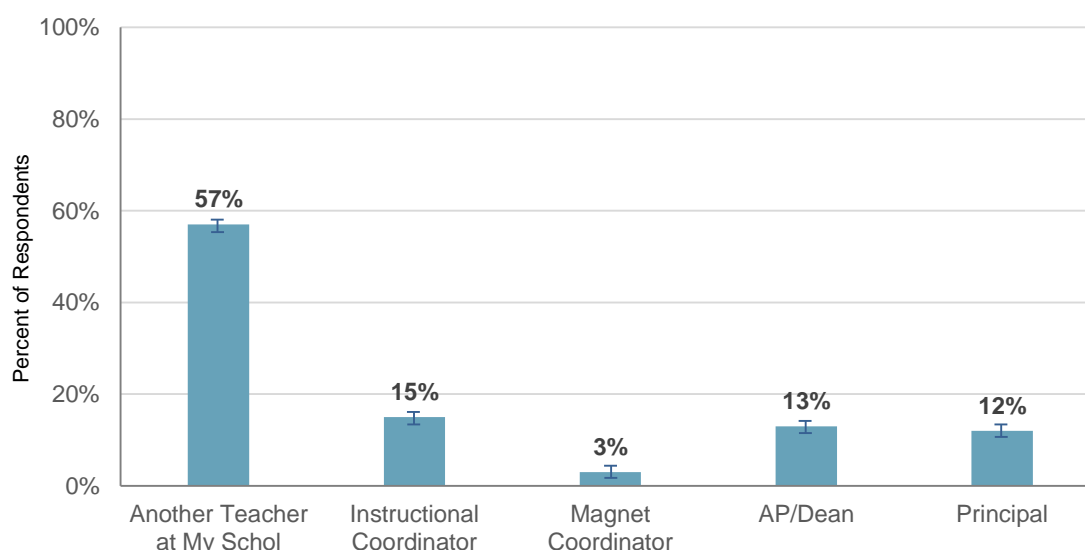


Scale of 1 to 5, where 1 is “Strongly Disagree” and 5 is “Strongly Agree,” midpoint is 3.0
 Source: Annual ETI Survey Data 2014–2015

What were teachers' perceptions of the informal supports at their campuses?

- Teachers also looked to colleagues at their campuses for informal support. Overall, teachers were more likely to respond that other teachers were most helpful over other in-person supports. Of the weighted sample, 57 percent reported that another teacher at the school was especially helpful, see **Figure 20** and **Table 20** (page 48).
- “Another Teacher at My School” was selected by teachers as an especially helpful person on campus almost four times more frequently than other people at their school (57% versus the next highest person indicated, Instructional Coordinator, at 15%). See Figure 20 and Table 20 (page 48).

Figure 20. Weighted percentage of teachers selecting certain support for prompt: “Think about an adult on your campus who is especially helpful in supporting your instructional practice. What is this person’s role in the school?”

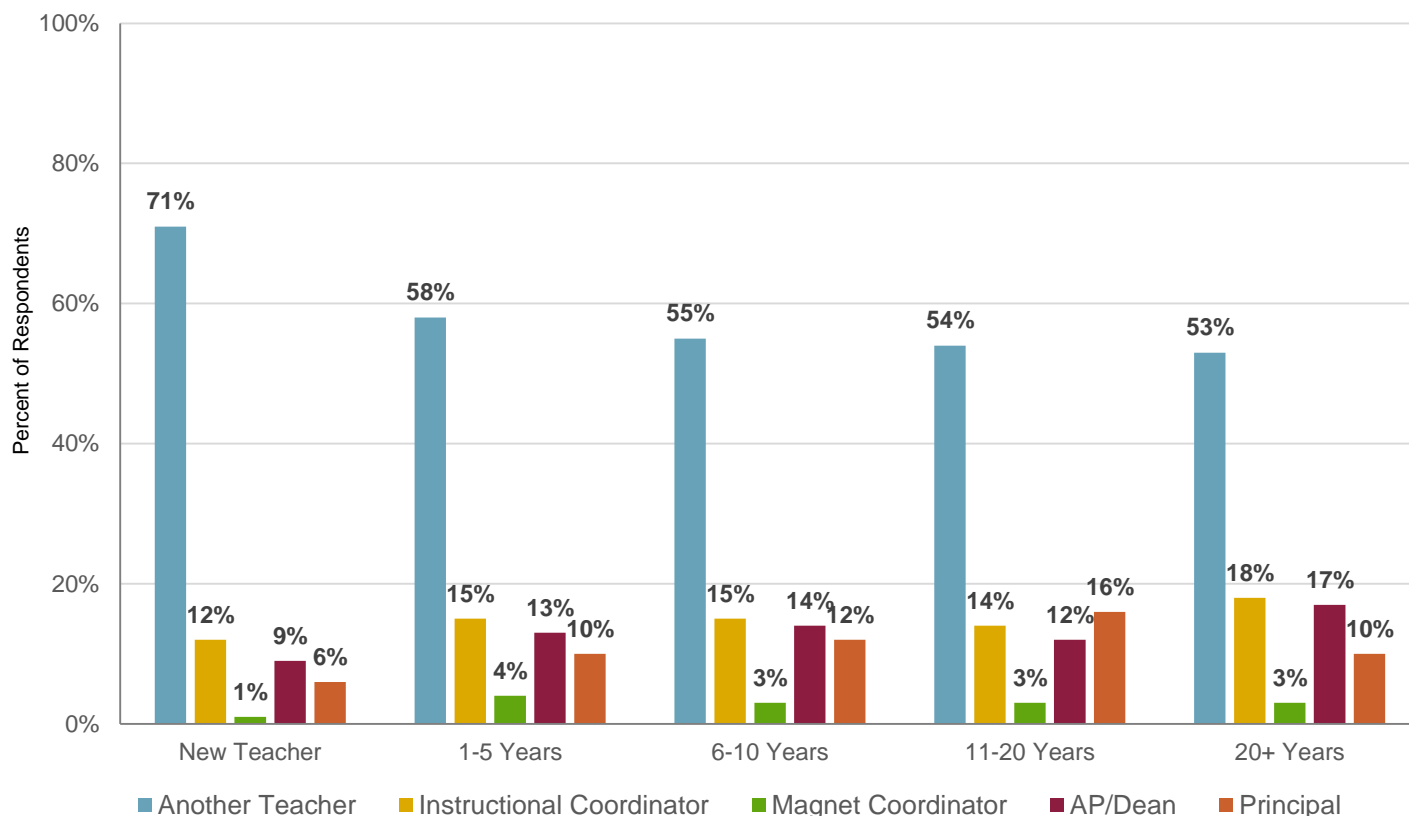


Source: Annual ETI Survey 2014-2015

Note: Percentages may not total 100 due to rounding. Results represent weighted proportions.

- Teacher peers were identified as being especially helpful in supporting teacher instructional practice across all years of experience, from 53 percent for teachers with more than 20 years of experience to 71 percent for new teachers. See **Figure 21** (page 22) and Table 20 (page 48).
- Although all teachers, regardless of years of experience, most frequently reported that another teacher was especially helpful for support, new teachers reported their perception of helpfulness at a higher rate than their more experienced colleagues. Seventy-one percent of new teachers said that another teacher was especially helpful in supporting their instructional practice, compared with an average 55 percent of their more experienced colleagues. See Figure 21 (page 22) and Table 20 (page 48).
- Instructional Coordinators were second most reported as helpful across each group except for the 11-20 year range, when Principal was selected second-most frequently. Principal influence increased consistently with more years of experience (six percent for new teachers to 16% for 11-20 years), but dropped off for teachers with more than 20 years of experience (10%).

Figure 21. Weighted percentage of teachers selecting certain support for prompt: “Think about an adult on your campus who is especially helpful in supporting your instructional practice. What is this person’s role in the school?” by years of experience



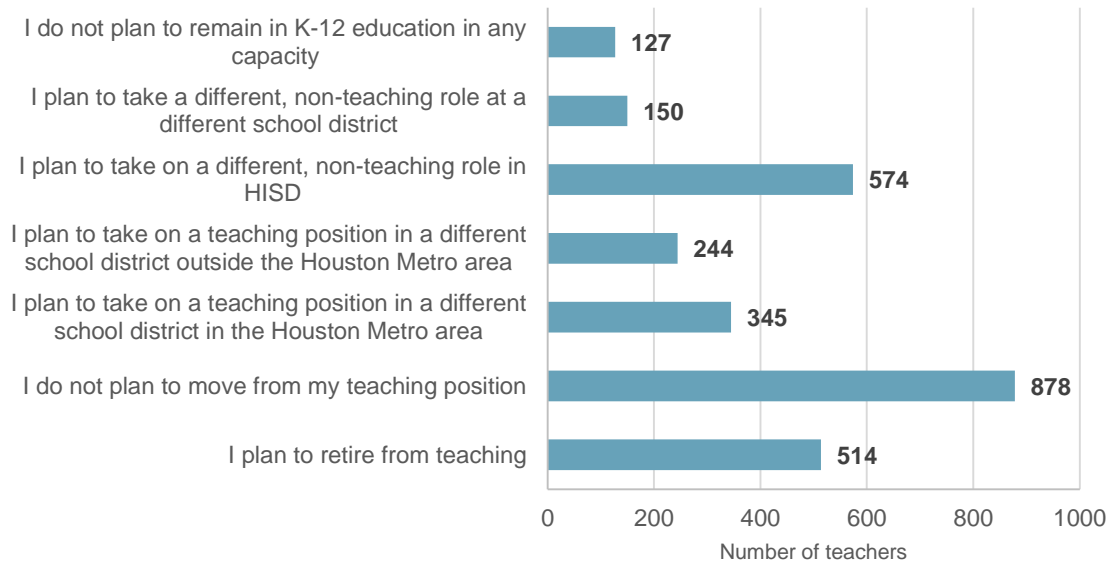
Source: Annual ETI Survey 2014-2015

Note: Percentages may not total 100 due to rounding. Results represent weighted proportions.

What were teachers’ future career plans and how did their IP rating, years of experience, perceptions of TADS, and perceptions of HISD align with those plans?

- The highest number of responding teachers overall (878), do not plan to move from their current position in HISD. See **Figure 22** (page 23).
- The next highest number of teachers (574), reported that they plan to take on a different, non-teaching role within HISD. Note that this reflects teachers’ reported plans and not actually what occurred during the 2015–2016 school year. See Figure 22 (page 23).
- Five hundred fourteen teachers reported that they planned to retire from teaching, while 345 teachers reported that they planned to take a teaching role in a different school district within the Houston metropolitan area.
- Of responding teachers, 244 reported planning to take a teaching role in another district outside the Houston metropolitan area, while 150 planned to take a non-teaching role in another district. Lastly, 127 teachers reported that they did not plan to stay in K-12 education in any capacity.

Figure 22. Number of responding teachers selecting options below for prompt: “Please select any reason(s) below that reflect your thought process about your future...”

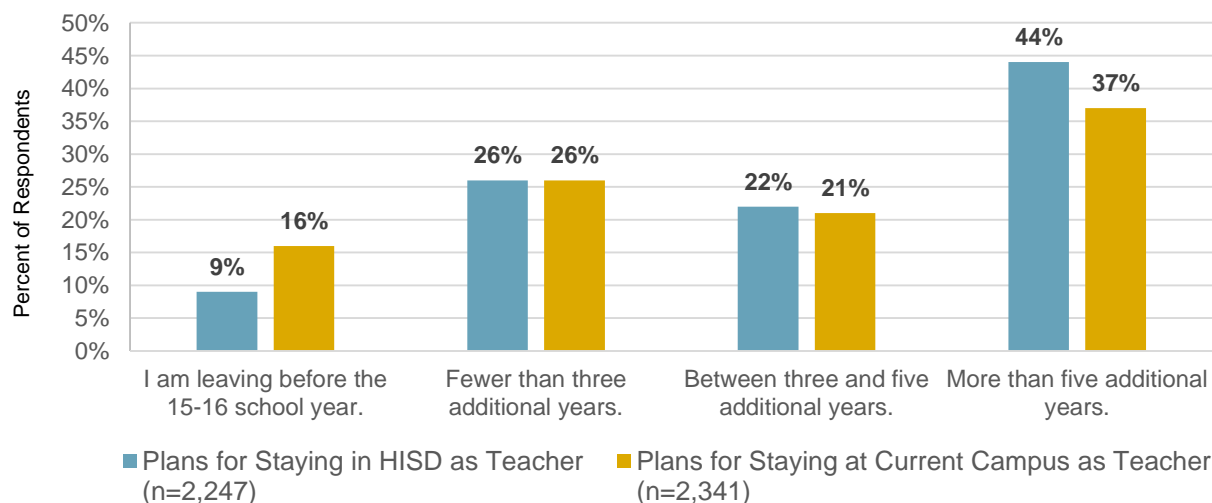


Source: Annual ETI Survey 2014-2015

Note: these selections were not mutually exclusive, as respondents were able to select more than one option.

- Teachers were also asked to think about their future plans in terms of the number of years they planned to stay in a certain capacity. The largest percentage of teachers, 44 percent overall, responded that they were planning to stay in HISD as a teacher but not at their schools for “probably more than five years” (blue bars in **Figure 23**). An additional 22 percent planned to stay between three and five years, 26 percent planned to stay for “probably fewer than three additional years,” and nine percent reported that they were leaving HISD before the 2015–2016 school year.
- At the campus level (yellow bars in Figure 23), 37 percent of teachers planned to stay more than five additional years at their current campus as a teacher. More teachers (16%) responded that they were leaving their current campus before the 2015–2016 school year than teachers who responded that they were leaving HISD (9%).

Figure 23. Teachers’ future plans for staying in HISD and staying at current campus

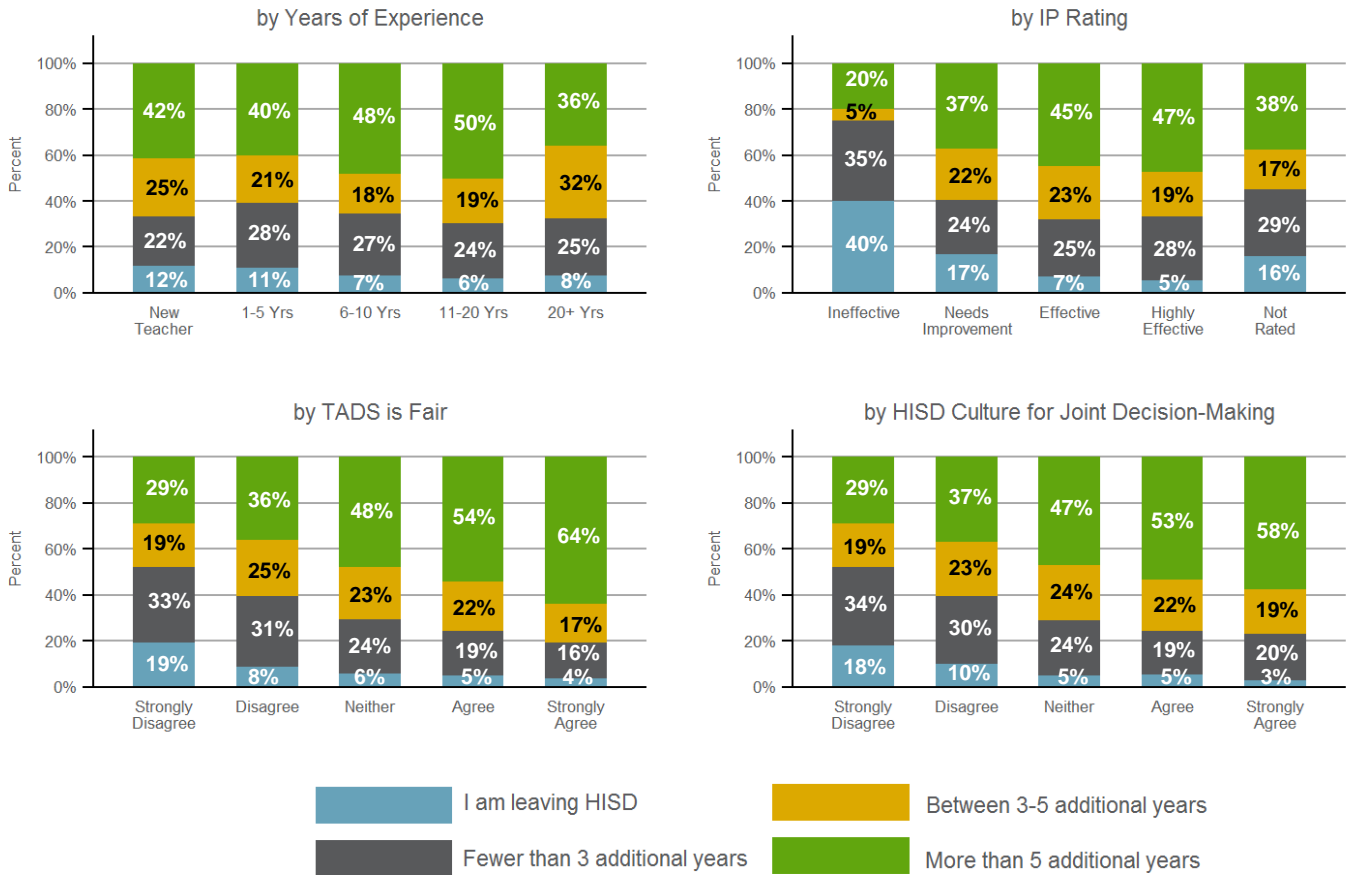


Source: Annual ETI Survey 2014-2015

Note: Percentages may not total 100 due to rounding. Results represent weighted proportions.

- **Figure 24** (page 25) and **Table 21** (page 49) provide a closer look at teachers' future plans according to various subgroups of teachers, including years of experience, IP rating, perception of TADS as fair, and perception of HISD's culture for joint decision-making.
- New teachers and teachers with 1–5 years of experience reported that they were planning to leave HISD at a higher rate than their more experience colleagues (12% and 11% compared to an average of 7% for other experience groups). Complementing this finding, teachers with 6–10 and 11–20 years of experience reported that they planned to stay in HISD more than five years at the highest rates (48% and 50%).
- Teachers' future plans according to their IP rating seem to change relative to how well they were rated. That is, teachers with lower ratings reported planning to leave HISD at higher rates than higher-rated teachers. Forty percent of ineffective-rated teachers reported that they planned to leave HISD before the 2015–2016 school year, compared to five percent of highly-effective teachers.
- Effective and highly-effective rated teachers reported that they plan to stay in HISD as a teacher more than five additional years at higher rates than lower-rated teachers (45% and 47% compared to 20% and 37%, respectively).
- Perceptions of TADS fairness also seemed to be correlated with teachers' reported future plans. As perceptions of TADS as fair increased, so did teachers' reported plans to stay more than five additional years as a teacher in HISD. Twenty-nine percent of teachers who strongly disagreed that TADS was fair were planning to stay in HISD more than five years, compared to 64 percent of teachers who strongly agreed that TADS is fair.
- A similar pattern was observed for the HISD culture for joint decision-making subgroups. As perceptions of HISD's culture for joint decision-making increased, so did teachers' reported plans to stay in HISD as a teacher. Twenty-nine percent of teachers who strongly disagreed that HISD had a culture for joint decision-making reported that they planned to stay in HISD for more than five years, compared to 58 percent of teachers who strongly agreed.

Figure 24. “What is the best estimate for how long you plan to remain as a teacher in HISD but not at your current school?” by various teacher subgroups



Source: Annual ETI Survey 2014-2015

Note: Percentages may not total 100 due to rounding. Results represent weighted proportions.

Discussion

The Houston Independent School District (HISD) launched the Effective Teachers Initiative in 2010 in order to grow and develop its teachers and ultimately provide every student in HISD excellent instruction. As part of this initiative, HISD implemented the Teacher Appraisal and Development System (TADS) in the 2011–2012 school year to provide teachers, principals, and district officials the information they need to improve instructional practice, to inform staffing decisions, and to ensure every student receives effective teaching.

This report analyzed results from the End of the Year Effective Teacher Initiative's annual survey for 2014–2015. The survey was distributed to teachers and appraisers and addressed topics such as appraisal legitimacy, appraisal implementation, feedback delivery, teacher support, and teachers' future plans. While HISD is making strides towards implementing an evaluation system that also serves as a tool for teacher growth and support, there remain areas for improvement according to HISD teachers and appraisers. Their responses on the survey can guide HISD decision-makers toward achieving this goal.

Teachers and appraisers strongly agreed that administrators are committed to improving instructional practice and that teachers share a common vision of effective teaching in the classroom. Teachers and appraisers also agreed that the TADS IP rubric was aligned to effective teaching practices. However, by examining other responses from teachers, it was not clear that this agreement coincided with TADS in implementation. While teachers moderately agreed (mean 3.5) that effective teaching aligned to the 13 instructional practices in the IP rubric, they agreed less so that their appraisal rating accurately reflected the quality of their own instructional practice in the classroom (mean 3.3). This difference is rather small (0.2 points). Nonetheless, this finding could suggest that teachers find the IP rubric valid, but when executed in appraisal, teachers do not feel their IP is accurately rated.

Not coincidentally, the prompt that asked appraisers if they agreed that they are sufficiently skilled in delivering feedback elicited the lowest level of agreement from appraisers when compared to other questions about feedback delivery (mean 3.8 compared to 4.1 on the five other questions). Appraisers also agreed less strongly that if all the appraisers at their school were to do the same classroom observation they would all give the teacher the same rating. Appraisers agreed (mean 3.4) at the lowest level on this question when compared to all other feedback implementation questions, which all garnered a mean of 4.0.

While teachers agreed that the TADS rubric was aligned to effective teaching practices, teachers disagreed that TADS was fair. To an extent, this disagreement might be explained as a level of discomfort teachers may have experienced while being appraised. Qualitative responses from teachers revealed certain themes that may provide insight into other reasons teachers may feel TADS was not fair. Some teachers felt the system was too subjective and allowed appraisers too much control, that student performance on tests should not be included in an appraisal rating, and that the system did not account for differences in teachers' classrooms such as subjects taught, student demographics, and school environments.

A majority of appraisers reported that they experienced difficulty using the TADS F&D Tool as well as the SP Tool. The enhancements currently being implemented to both the F&D Tool and the SP Tool could make the sites more user-friendly and alleviate some of the difficulty appraisers experienced.

Teachers received support from HISD and on-campus in a number of ways. With one exception, every subgroup of teachers agreed that they received sufficient support to implement their TADS feedback. Little variation (from 0.0 to 0.3 average rating points) was observed across years of experience or school level. Only ineffective-rated teachers reported disagreement, with a subgroup mean of 1.8. The finding has a specific limitation – namely, that every teacher will define “sufficient support” somewhat differently. Without linking

each teacher's specific response to information on the formal and informal supports that they received in the last year, it is not possible to tell exactly what "sufficient support" looks like.

The experience of Ineffective-rated teachers could indicate several things. First, it is possible that ineffective-rated teachers did not receive the same supports as their higher-rated colleagues, and their disagreement reflects an actual difference in support received. Second, ineffective teachers may be in need of a larger volume of support compared to other teachers and did not feel that they received sufficient support to meet that higher need. Third, it is possible that ineffective-rated teachers had an unusually negative experience that does not reflect the overall process of observation and feedback at their schools.

"Another Teacher at My School" was selected by teachers as an especially helpful person on campus almost four times more frequently than other people at the school level (57% versus the next highest person indicated, Instructional Coordinator, at 15%). Typically these other roles serve as teachers' appraisers, and therefore teachers may be more apprehensive to seek help if they are struggling with some aspect of instructional practice.

New teachers agreed strongly that face-to-face supports like mentors and Teacher Development Specialists (TDS) were a good use of their time and that other teachers in their building were most helpful in developing their instructional practice. Their level of agreement was consistently higher for these kinds of supports than other teacher subgroups of experience. New teachers also reported at higher rates than their more experienced colleagues that they planned to leave HISD within three years. Supporting new teachers in the ways that they identify as most helpful may encourage more to stay in teaching.

Teachers were asked to reflect on their future plans and responded to questions about different scenarios. As HISD seeks to retain and develop its current roster of developing and effective teachers as well as attract new recruits to the district, these survey questions aimed to look more closely at current HISD teachers' plans for their future and gain some insight as to who is deciding to do what. The highest percentage of teachers (44%) reported that they plan to stay in HISD more than five additional years. Effective and highly effective teachers reported the largest percentages with plans to stay in HISD (45% and 47%, respectively). Forty percent of ineffective-rated teachers reported that they planned to leave HISD before the 2015–2016 school year.

Perceptions of TADS fairness also seemed to be related to teachers' reported future plans. As perceptions of TADS as fair increased, so did teachers' reported plans to stay more than five additional years as a teacher in HISD. Twenty-nine percent of teachers who strongly disagreed that TADS was fair were planning to stay in HISD more than five years, compared to 64 percent of teachers who strongly agreed that TADS is fair. This is not to say that the perception of TADS is the only factor influencing a teacher's future plans, though, nor that a low perception of TADS as fair causes a teacher to leave HISD. The trend may be influenced by many other factors not reported here.

While HISD is making strides towards implementing an evaluation system that also serves as a tool for teacher growth and support, there remain areas for improvement according to HISD teachers and appraisers. Responses on this survey can guide HISD decision-makers toward achieving this goal, and HISD should continue to seek feedback from its teachers and appraisers to understand which aspects of the system need improvement and to understand which areas are working well.

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APPENDIX A: Tables

Table 1. Demographic Characteristics of Teachers: Population, Original Sample, and Weighted Sample, ETI Survey 2014–2015

	Percent (%)		
	Population Characteristics	Original Sample	Weighted Sample
Total (N)	11,517	2,855	2,811
Gender			
Male	25.0	20.3	25.0
Female	75.0	79.6	75.0
IP Rating 14-15			
Not Rated	6.7	3.6	6.7
Ineffective	1.4	0.8	1.4
Needs Improvement	11.9	12.9	11.9
Effective	60.0	62.1	60.0
Highly Effective	20.1	20.5	20.1
School Site			
Elementary School	55.1	59.7	55.1
Middle School	16.9	17.2	16.9
High School	21.8	17.4	21.8
Combined Grades 6-12 School	1.7	3.4	1.7
Combined Grades K-8 School	4.5	2.3	4.5
Years of Experience in HISD			
New Teacher	11.6	13.1	11.6
One to Five Years	27.7	24.8	27.7
Six to Ten Years	20.4	21.1	20.4
Eleven to Twenty Years	24.7	25.0	24.7
Over Twenty Years	15.6	15.9	15.6

Source: Annual ETI Survey Data 2014–2015

Note: Demographic data identified using HR People Soft Data, 2014–2015

Table 2. Effective Teaching prompts: Weighted Means and Standard Errors from Teachers and Sample Means from Appraisers, ETI Survey 2014–2015		
	<i>Teachers</i>	<i>Appraisers</i>
At my school, a teacher's appraisal rating is generally an accurate reflection of their instructional practice (IP).		
Mean	3.3 (0.02)	4.0
Number of responses	2,557	194
Administrators at my school are committed to improving my [teacher's] instructional practice (IP).		
Mean	3.7 (0.02)	4.2
Number of responses	2,558	194
Most teachers at my school share a common vision of effective teaching.		
Mean	3.7 (0.02)	3.7
Number of responses	2,556	193
Most teachers at my school agree that effective teaching aligns to the 13 instructional practices in the IP (instructional practice) rubric.		
Mean	3.5 (0.02)	3.6
Number of responses	2,542	192

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

Teachers: Weighted means (with standard errors). Appraisers: Sample means (anonymity of appraiser survey did not allow for survey weighting, therefore no weighted means or standard errors were calculated).

Source: Annual ETI Survey 2014–2015

Table 3. TADS Accuracy by Teacher Subgroups, Weighted Means and Standard Errors from Teachers, ETI Survey 2014–2015

“At my school, a teacher's appraisal rating is generally an accurate reflection of their instructional practice (IP).”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	2,519	3.2 (0.02)
By Teacher IP Rating		
Not Rated	76	3.2 (0.14)
Ineffective	22	2.0 (0.23)
Needs Improvement	324	2.6 (0.07)
Effective	1,579	3.3 (0.03)
Highly Effective	518	3.6 (0.05)
By Years of Experience		
New Teacher	326	3.3 (0.07)
1-5 Years	628	3.3 (0.05)
6-10 Years	519	3.2 (0.05)
11-20 Years	641	3.2 (0.05)
20+ Years	405	3.2 (0.06)
By School Level*		
Elementary	1,514	3.4 (0.03)
Middle	425	3.0 (0.06)
High	435	3.2 (0.06)
By Accountability Rating**		
Met Standard	2,160	3.3 (0.03)
IR	350	3.1 (0.07)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 145 responses from campuses identified as K-8 or 6-12

**Not including 9 responses from campuses with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 4. Appraisal and Development System Perceptions: Weighted Means and Standard Errors from Teachers and Sample Means from Appraisers, ETI Survey 2014–2015		
	<i>Teachers</i>	<i>Appraisers</i>
The teacher appraisal system is fair.		
Mean	2.7 (0.02)	3.4
(n)	2,559	194
The teacher appraisal system is rigorous.		
Mean	3.4 (0.02)	3.8
(n)	2,551	194
The expectations for effective teaching are clearly defined at my school through the IP (instructional practice) rubric.		
Mean	3.4 (0.02)	3.9
(n)	2,554	194
HISD's culture and climate allow educators to contribute to joint decision-making.		
Mean	2.8 (0.03)	3.0
(n)	2,557	194

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

Teachers: Weighted means (with standard errors). Appraisers: Sample means (anonymity of appraiser survey did not allow for survey weighting, therefore no weighted means or standard errors were calculated).

Source: Annual ETI Survey 2014–2015

Table 5. Perceptions of TADS as Fair by Teacher Subgroups, Weighted Means, ETI Survey 2014–2015		
“The teacher appraisal system is fair.”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	2,521	2.7 (0.02)
By Teacher IP Rating		
Not Rated	76	3.0 (0.14)
Ineffective	22	2.0 (0.21)
Needs Improvement	326	2.4 (0.07)
Effective	1,579	2.7 (0.03)
Highly Effective	518	2.8 (0.05)
By Years of Experience		
New Teacher	326	3.1 (0.06)
1-5 Years	630	2.8 (0.05)
6-10 Years	520	2.7 (0.05)
11-20 Years	641	2.6 (0.05)
20+ Years	404	2.6 (0.06)
By School Level*		
Elementary	1,517	2.8 (0.03)
Middle	422	2.6 (0.06)
High	435	2.7 (0.06)
By Accountability Rating**		
Met Standard	2,161	2.7 (0.02)
IR	351	2.8 (0.06)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 147 responses from campuses identified as K-8 or 6-12

**Not including 9 responses from campuses with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 6. Feedback Delivery Prompts: Weighted Means and Standard Errors from Teachers and Sample Means from Appraisers, ETI Survey 2014–2015		
	<i>Teachers</i>	<i>Appraisers</i>
[My appraiser knows what I need /I know what my teachers need] to do to improve my instructional practice.		
Mean	3.6 (0.02)	4.1
(n)	2,638	202
The feedback I [receive from my appraiser(s)/deliver as an appraiser] accurately identifies strengths in [my/teacher's] IP.		
Mean	3.7 (0.02)	4.1
(n)	2,642	202
The feedback I [receive from my appraiser(s)/deliver as an appraiser] accurately identifies weaknesses in my IP.		
Mean	3.6 (0.02)	4.1
(n)	2,639	202
The feedback I [receive from my appraiser(s)/deliver as an appraiser] is useful for my IP.		
Mean	3.7 (0.02)	4.1
(n)	2,639	202
The feedback I [receive from my appraiser(s)/deliver as an appraiser] is framed in the language of the 13 IPs.		
Mean	3.9 (0.02)	4.1
(n)	2,632	202
[For my own needs as a teacher, my appraiser(s) is/I am] sufficiently skilled at delivering feedback.		
Mean	3.7 (0.02)	3.8
(n)	2,634	201

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

Teachers: Weighted means (with standard errors). Appraisers: Sample means (anonymity of appraiser survey did not allow for survey weighting, therefore no weighted means or standard errors were calculated).

Source: Annual ETI Survey 2014–2015

Table 7. Feedback Identifies Weaknesses by Teacher Subgroups, Weighted Means and Standard Errors, ETI Survey 2014–2015

“The feedback I receive from my appraiser(s) accurately identifies weaknesses in my IP.”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	2,598	3.6 (0.02)
By Teacher IP Rating		
Not Rated	82	3.3 (0.14)
Ineffective	25	2.7 (0.27)
Needs Improvement	336	3.2 (0.07)
Effective	1,618	3.6 (0.03)
Highly Effective	537	3.8 (0.04)
By Years of Experience		
New Teacher	338	3.7 (0.06)
1-5 Years	648	3.6 (0.05)
6-10 Years	546	3.5 (0.05)
11-20 Years	658	3.6 (0.05)
20+ Years	408	3.5 (0.06)
By School Level*		
Elementary	1,558	3.7 (0.03)
Middle	445	3.4 (0.06)
High	446	3.5 (0.05)
By Accountability Rating**		
Met Standard	2,222	3.6 (0.03)
IR	367	3.5 (0.06)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 149 responses from campuses identified as K-8 or 6-12

**Not including nine responses from campuses with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 8. Feedback Implementation Prompts: Weighted Means and Standard Errors from Teachers and Sample Means from Appraisers, ETI Survey 2014–2015		
	<i>Teachers</i>	<i>Appraisers</i>
When I [get/deliver] feedback after an observation, [I know/my teachers know] what to do to implement those changes.		
Mean	3.9 (0.02)	4.0
(n)	2,647	202
When I [get/deliver] feedback after an observation, [I receive sufficient support/I provide sufficient support for teachers] to implement those changes.		
Mean	3.6 (0.03)	4.0
(n)	2,645	202
When I receive feedback on my IP from different administrators at my school this year, the feedback is consistent between administrators. / If all the appraisers in my school were to do the same classroom observation, they would give that teacher the same (consistent) feedback.		
Mean	3.9 (0.03)	3.4
(n)	2,647	201
[I have changed my IP/My teachers' IP has changed] since August based on feedback [I received from my appraiser/I gave as an appraiser].		
Mean	3.8 (0.02)	4.0
(n)	2,644	202

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

Teachers: Weighted means (with standard errors). Appraisers: Sample means (anonymity of appraiser survey did not allow for survey weighting, therefore no weighted means or standard errors were calculated).

Source: Annual ETI Survey 2014–2015

Table 9. Feedback Implementation and Support after Observation by Teacher Subgroups, Weighed Means and Standard Errors, ETI Survey 2014–2015

“When I get feedback after an observation, I receive sufficient support to implement those changes.”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	2,604	3.6 (0.03)
By Teacher IP Rating		
Not Rated	80	3.6 (0.16)
Ineffective	25	1.8 (0.16)
Needs Improvement	336	3.0 (0.08)
Effective	1,626	3.7 (0.03)
Highly Effective	537	3.9 (0.05)
By Years of Experience		
New Teacher	339	3.5 (0.07)
1-5 Years	646	3.5 (0.05)
6-10 Years	548	3.6 (0.06)
11-20 Years	655	3.7 (0.05)
20+ Years	416	3.7 (0.06)
By School Level*		
Elementary	1,566	3.7 (0.03)
Middle	447	3.4 (0.07)
High	442	3.7 (0.06)
By Accountability Rating**		
Met Standard	2,228	3.6 (0.03)
IR	367	3.5 (0.08)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 149 responses from campuses identified as K-8 or 6-12

**Not including nine responses from campuses with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 10. TADS Tool Issues: Weighted Percentages from Teachers and Sample Percentages from Appraisers, ETI Survey 2014–2015						
	Teachers			Appraisers		
In this academic year (2014—2015), have you experienced technical difficulties using the TADS Feedback and Development (F&D) tool?						
Percent	Yes – 21%		No – 79%	Yes – 61%		No – 39%
(n)	2,555			194		
In this academic year (2014—2015), have you experienced technical difficulties using the TADS Student Performance (SP) tool?						
Percent	Yes – 32%		No – 68%	Yes – 74%		No – 26%
(n)	2,638			200		
Think about your most recent technical difficulty with the TADS F&D tool. On a scale of 1 to 4, where 1 is "Not at all a problem", 2 is "Minor problem", 3 is "Moderate problem" and 4 is "Serious problem," please indicate how serious the problem was to you.						
Mean	2.5			3.0		
(n)	588			122		
Think about your most recent technical difficulty with the TADS SP tool. On a scale of 1 to 4, where 1 is "Not at all a problem", 2 is "Minor problem", 3 is "Moderate problem" and 4 is "Serious problem," please indicate how serious the problem was to you.						
Mean	2.7			3.1		
(n)	848			151		
Did you submit a helpdesk ticket for the TADS F&D tool?						
Percent	Yes – 14%	No – 63%	Don't Know – 23%	Yes – 36%	No – 46%	Don't Know – 18%
(n)	594			122		
Was it resolved in a timely manner (F&D)?						
Percent	Yes – 70%		No – 30%	Yes – 68%		No – 32%
(n)	215			65		
Did you submit a helpdesk ticket for the TADS SP tool?						
Percent	Yes – 17%	No – 59%	Don't Know – 24%	Yes – 39%	No – 38%	Don't Know – 23%
(n)	843			151		
Was it resolved in a timely manner (SP)?						
Percent	Yes – 66%		No – 34%	Yes – 51%		No – 49%
(n)	346			94		

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

Source: Annual ETI Survey 2014–2015

Table 11. Understanding Student Performance (SP): Weighted Means and Standard Errors from Teachers and Sample Means from Appraisers, ETI Survey 2014–2015		
	Teachers	Appraisers
I understand why I do or do not have SP (student performance) included in my final appraisal rating.		
Mean	3.5 (0.02)	3.6
(n)	2,552	194
I understand how my SP measures are assigned to me.		
Mean	3.3 (0.02)	3.6
(n)	2,555	194
I understand why my SP measures are assigned to me.		
Mean	3.4 (0.02)	3.6
(n)	2,547	193
I understand the specific SP measures that are assigned to me.		
Mean	3.4 (0.02)	3.6
(n)	2,538	190
I have received consistent information about the steps I need to take to complete my SP (student performance) measures.		
Mean	3.3 (0.02)	3.2
(n)	2,550	193
I understand where to find available resources that provide guidance on SP.		
Mean	3.4 (0.02)	3.6
(n)	2,549	193

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

Teachers: Weighted means (with standard errors). Appraisers: Sample means (anonymity of appraiser survey did not allow for survey weighting, therefore no weighted means or standard errors were calculated).

Source: Annual ETI Survey 2014-2015

Table 12. Professional Development Prompts: Weighted Means and Standard Errors from Teachers and Sample Means from Appraisers, ETI Survey 2014–2015		
	Teachers	Appraisers
"I would like to receive more formal HISD support during the duty day."		
Mean	3.3 (0.03)	3.6
(n)	2,294	184
"I would like to receive more formal HISD support during any given school week."		
Mean	3.4 (0.03)	-
(n)	2,299	-
"I would like to receive more formal HISD support during the school year overall."		
Mean	3.6 (0.02)	3.7
(n)	2,297	183
"I want to spend less time on professional development outside the duty day."		
Mean	3.6 (0.02)	3.5
(n)	2,289	183
"I want to spend less time on unhelpful professional development."		
Mean	4.3 (0.02)	4.2
(n)	2,249	180
"I have enough control over which formal supports I have."		
Mean	3.3 (0.03)	3.4
(n)	2,286	184
"I have enough formal support(s) specifically targeted to my identified areas of development."		
Mean	3.3 (0.02)	3.3
(n)	2,296	184
"I have enough formal support(s) specifically targeted to my content area."		
Mean	3.4 (0.03)	3.3
(n)	2,303	184
"I have enough formal collaborative time during the duty day with my teacher peers at my school."		
Mean	3.3 (0.03)	-
(n)	2,300	-
"I would like to receive more formal online support for my own needs to be successful at my job."		
Mean	-	3.5
(n)	-	184

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

-Some prompts not included on teacher survey or appraiser survey, depending on relevance to group
 Teachers: Weighted means (with standard errors). Appraisers: Sample means (anonymity of appraiser survey did not allow for survey weighting, therefore no weighted means or standard errors were calculated).

Source: Annual ETI Survey 2014–2015

Table 13. Professional Development Content by Teacher Subgroups, Weighed Means and Standard Errors, ETI Survey 2014–2015

"I have enough formal support(s) specifically targeted to my content area."		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	2,349	3.3 (0.03)
By Teacher IP Rating		
Not Rated	70	3.5 (0.14)
Ineffective	19	3.0 (0.26)
Needs Improvement	303	3.1 (0.07)
Effective	1,473	3.4 (0.03)
Highly Effective	484	3.4 (0.06)
By Years of Experience		
New Teacher	307	3.1 (0.07)
1-5 Years	587	3.3 (0.05)
6-10 Years	483	3.3 (0.05)
11-20 Years	599	3.4 (0.05)
20+ Years	373	3.4 (0.06)
By School Level*		
Elementary	1,420	3.4 (0.03)
Middle	385	3.1 (0.06)
High	405	3.3 (0.06)
By Accountability Rating**		
Met Standard	2,027	3.3 (0.03)
IR	314	3.4 (0.07)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 139 responses from campuses identified as K-8 or 6-12

**Not including eight responses from campuses with no State Accountability rating
Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 14. Formal Supports: Weighted Percentages and Means from Teachers and Sample Percentages and Means from Appraisers, ETI Survey 2104–2015

"Did you receive/recommend any formal support ... during the 2014–2015 school year?"		
	<i>n</i>	<i>Percent yes (%)</i> <i>± Standard Error</i>
...through online resources such as houtsonisdpsd.org or online training such as eLearn...		
Teacher	2,514	76 (±1)
Appraiser	189	66
...through Professional Learning Communities (PLCs)...		
Teacher	2,461	71 (±1)
Appraiser	187	71
...working with a Teacher Development Specialist (TDS) on your own campus...		
Teacher	2,447	39 (±1) Note: 11% selected Don't Know
Appraiser	185	48
...working with a campus-based mentor or campus-based Teacher Leader, such as a Career Pathways participant...		
Teacher	2,424	24 (±1)
Appraiser	187	61
...working with an administrator at your school on your own instructional practice...		
Teacher	2,397	52 (±1)
Appraiser	184	83
This type of support was a good use of my time. (Teachers only)		
	<i>n</i>	<i>Mean (SE)</i>
Online resources	1,830	3.5 (0.02)
PLCs	1,705	3.7 (0.02)
TDS	926	3.9 (0.03)
Mentor or teacher leader	590	4.0 (0.04)
Administrator	1,238	3.9 (0.02)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 139 responses from campuses identified as K-8 or 6-12

Teachers: Weighted means (with standard errors) and percentages. Appraisers: Sample means and percentages (anonymity of appraiser survey did not allow for survey weighting, therefore no weighted means or standard errors were calculated).

Source: Annual ETI Survey 2014–2015

Table 15. Online Support: Weighted Means from Teacher Subgroups, ETI Survey 2014–2015

“Online support was a good use of my time.”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	1,830	3.5 (0.02)
By Teacher IP Rating		
Not Rated	55	3.7 (0.10)
Ineffective	15	3.2 (0.28)
Needs Improvement	233	3.6 (0.06)
Effective	1,160	3.6 (0.03)
Highly Effective	367	3.4 (0.05)
By Years of Experience		
New Teacher	261	3.6 (0.06)
1-5 Years	438	3.5 (0.05)
6-10 Years	371	3.5 (0.05)
11-20 Years	466	3.5 (0.04)
20+ Years	294	3.5 (0.05)
By School Level*		
Elementary	1,129	3.6 (0.03)
Middle	305	3.5 (0.05)
High	283	3.4 (0.04)
By Accountability Rating**		
Met Standard	1,561	3.5 (0.02)
IR	262	3.7 (0.05)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 113 responses from campuses identified as K-8 or 6-12

**Not including seven responses from campuses with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 16. PLC Support: Weighted Means from Teacher Subgroups, ETI Survey 2014–2015

“PLC support was a good use of my time.”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	1,705	3.7 (0.02)
By Teacher IP Rating		
Not Rated	50	3.8 (0.09)
Ineffective	14	2.9 (0.32)
Needs Improvement	211	3.5 (0.08)
Effective	1,068	3.7 (0.03)
Highly Effective	362	3.7 (0.06)
By Years of Experience		
New Teacher	238	3.8 (0.06)
1-5 Years	440	3.7 (0.05)
6-10 Years	335	3.7 (0.05)
11-20 Years	421	3.6 (0.05)
20+ Years	271	3.6 (0.06)
By School Level*		
Elementary	1,060	3.7 (0.03)
Middle	280	3.6 (0.07)
High	256	3.7 (0.06)
By Accountability Rating**		
Met Standard	1,453	3.7 (0.03)
IR	246	3.7 (0.06)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 109 responses from campuses identified as K-8 or 6-12

**Not including six responses from campuses with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 17. TDS Support: Weighted Means from Teacher Subgroups, ETI Survey 2014–2015		
“TDS support was a good use of my time.”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	926	3.9 (0.03)
By Teacher IP Rating		
Not Rated	30	3.8 (0.18)
Ineffective	10	4.0 (0.23)
Needs Improvement	169	3.8 (0.08)
Effective	576	3.9 (0.04)
Highly Effective	141	3.8 (0.08)
By Years of Experience		
New Teacher	163	4.1 (0.07)
1-5 Years	229	3.8 (0.07)
6-10 Years	177	3.9 (0.06)
11-20 Years	208	3.8 (0.06)
20+ Years	149	3.7 (0.08)
By School Level*		
Elementary	594	3.9 (0.04)
Middle	138	3.9 (0.08)
High	142	3.8 (0.07)
By Accountability Rating**		
Met Standard	731	3.8 (0.04)
IR	193	4.0 (0.06)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 52 responses from campuses identified as K-8 or 6-12

**Not including two responses from campuses with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 18. Mentor Support: Weighted Means from Teacher Subgroups, ETI Survey 2014–2015

“Mentor support was a good use of my time.”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	590	4.0 (0.04)
By Teacher IP Rating		
Not Rated	20	3.8 (0.15)
Ineffective	6	3.2 (0.55)
Needs Improvement	110	3.9 (0.11)
Effective	352	4.0 (0.04)
Highly Effective	102	3.8 (0.10)
By Years of Experience		
New Teacher	198	4.1 (0.08)
1-5 Years	124	3.9 (0.09)
6-10 Years	90	4.0 (0.09)
11-20 Years	118	3.8 (0.07)
20+ Years	60	3.8 (0.11)
By School Level*		
Elementary	340	4.0 (0.04)
Middle	89	3.9 (0.08)
High	124	3.9 (0.11)
By Accountability Rating**		
Met Standard	502	4.0 (0.04)
IR	87	3.7 (0.10)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 37 responses from campuses identified as K-8 or 6-12

**Not including one response from a campus with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 19. Administrator Support: Weighted Means from Teacher Subgroups, ETI Survey 2014–2015

“Administrator support was a good use of my time.”		
	<i>n</i>	<i>Mean (SE)</i>
Overall		
	1,238	3.9 (0.02)
By Teacher IP Rating		
Not Rated	33	4.0 (0.09)
Ineffective	9	3.7 (0.22)
Needs Improvement	145	3.9 (0.07)
Effective	814	3.9 (0.03)
Highly Effective	237	3.9 (0.05)
By Years of Experience		
New Teacher	187	4.1 (0.05)
1-5 Years	307	4.0 (0.04)
6-10 Years	253	3.9 (0.04)
11-20 Years	311	3.8 (0.04)
20+ Years	180	3.9 (0.05)
By School Level		
Elementary	766	4.0 (0.02)
Middle	182	3.8 (0.07)
High	222	3.9 (0.05)
By Accountability Rating**		
Met Standard	1,059	3.9 (0.02)
IR	175	4.0 (0.06)

Note: Item Scale of 1 (Strongly Disagree) to 5 (Strongly Agree), with scale midpoint of 3.0.

*Not including 68 responses from campuses identified as K-8 or 6-12

**Not including four responses from campuses with no State Accountability rating

Teachers: Weighted means (with standard errors).

Source: Annual ETI Survey 2014–2015

Table 20. Informal Support: Weighted Percentages from Teacher Experience Subgroups, ETI Survey 2014–2015 (N=2,013)					
“Think about an adult on your campus who is especially helpful in supporting your instructional practice. What is this person’s role in the school?”					
	<i>n</i>			<i>Weighted Percent (%) ± Standard Error</i>	
Overall					
Another teacher at my school	1,150			57 (±1)	
Instructional Coordinator	311			15 (±1)	
Magnet Coordinator	70			3 (±0)	
AP/Dean	241			13 (±1)	
Principal	241			12 (±1)	
By Years of Experience (Weighted Percent % ± Standard Error)					
	Another Teacher	Inst. Coord.	Magnet Coord.	AP/Dean	Principal
New teacher (n=259)	71 (±2)	12 (±1)	1 (±1)	9 (±2)	6 (±2)
1-5 years (n=508)	58 (±2)	15 (±1)	4 (±1)	13 (±2)	10 (±1)
6-10 years (n=407)	55 (±2)	15 (±1)	3 (±1)	14 (±2)	12 (±2)
11-20 years (n=525)	54 (±2)	14 (±1)	3 (±1)	12 (±2)	16 (±2)
20+ years (n=314)	53 (±3)	18 (±1)	3 (±1)	17 (±2)	10 (±2)

Source: Annual ETI Survey 2014-2015

Table 21. Future Plans by Subgroups of Teachers, Weighed Percentages and Standard Errors, ETI Survey 2014–2015				
“What is the best estimate for how long you plan to remain as a teacher in HISD but not at your current school?”				
	I am leaving HISD	Fewer than 3 additional years	Between 3-5 additional years	More than 5 additional years
By Years of Experience (% , ±SE)				
New teacher (n=368)	12 (±2)	22 (±2)	25 (±3)	42 (±3)
1-5 years (n=698)	11 (±1)	28 (±2)	21 (±2)	40 (±2)
6-10 years (n=594)	7 (±1)	27 (±2)	18 (±2)	48 (±2)
11-20 years (n=704)	6 (±1)	24 (±2)	19 (±2)	50 (±2)
20+ years (n=447)	8 (±1)	25 (±2)	32 (±3)	36 (±3)
By IP Rating (% , ±SE)				
Ineffective (n=25)	40 (±11)	35 (±11)	5 (±5)	20 (±10)
Needs imp. (n=362)	17 (±2)	24 (±3)	22 (±2)	37 (±3)
Effective (n=1,747)	7 (±1)	25 (±1)	23 (±1)	45 (±1)
Highly effective (n=576)	5 (±1)	28 (±2)	19 (±2)	47 (±2)
Not rated (n=101)	16 (±5)	29 (±6)	17 (±4)	38(±6)
By TADS is Fair (% , ±SE)				
Strongly disagree (n=483)	19 (±2)	33 (±2)	19 (±2)	29 (±2)
Disagree (n=591)	8 (±1)	31 (±2)	25 (±2)	36 (±2)
Neither (n=664)	6 (±1)	24 (±2)	23 (±2)	48 (±2)
Agree (n=692)	5 (±1)	19 (±2)	22 (±2)	54 (±2)
Strongly agree (n=91)	4 (±2)	16 (±5)	17 (±4)	64 (±6)
By HISD Culture for Joint Decision-Making (% , ±SE)				
Strongly disagree (n=532)	18 (±2)	34 (±2)	18 (±2)	29 (±2)
Disagree (n=477)	10 (±1)	30 (±2)	23 (±2)	37 (±2)
Neither (n=631)	5 (±1)	24 (±2)	24 (±2)	47 (±2)
Agree (n=755)	5 (±1)	19 (±2)	22 (±2)	53 (±2)
Strongly agree (n=125)	3 (±1)	20 (±4)	19 (±3)	58 (±5)

Note: Some percentages may not add to 100 due to rounding.

Source: Annual ETI Survey 2014-2015

APPENDIX B: TADS IP and PE Criteria

HISD Teacher Appraisal and Development System Instructional Practice and Professional Expectations Rubrics

Instructional Practice Criteria			
Planning (PL)	PL-1	Develops student learning goals	pg. 2
	PL-2	Collects, tracks, and uses student data to drive instruction	pg. 3
	PL-3	Designs effective lesson plans, units, and assessments	pg. 4
Instruction (I)	I-1	Facilitates organized, student-centered, objective-driven lessons	pg. 5
	I-2	Checks for student understanding and responds to student misunderstanding	pg. 6
	I-3	Differentiates instruction for student needs by employing a variety of instructional strategies	pg. 7
	I-4	Engages students in work that develops higher-level thinking skills	pg. 8
	I-5	Maximizes instructional time	pg. 9
	I-6	Communicates content and concepts to students	pg. 10
	I-7	Promotes high academic expectations for students	pg. 11
	I-8	Students actively participating in lesson activities	pg. 12
	I-9	Sets and implements discipline management procedures	pg. 13
	I-10	Builds a positive and respectful classroom environment	pg. 14

Professional Expectations Criteria			
Professionalism (PR)	PR-1	Complies with policies and procedures at school	pg. 15
	PR-2	Treats colleagues with respect throughout all aspects of work	pg. 16
	PR-3	Complies with teacher attendance policies	pg. 17
	PR-4	Dresses professionally according to school policy	pg. 18
	PR-5	Collaborates with colleagues	pg. 19
	PR-6	Implements school rules	pg. 20
	PR-7	Communicates with parents throughout the year	pg. 21
	PR-8	Seeks feedback in order to improve performance	pg. 22
	PR-9	Participates in professional development and applies learning	pg. 23

Excerpt from the HISD Teacher Appraisal and Development System
Instruction Practice and Professional Expectations Rubric

APPENDIX C: TADS Ratings Calculation

I. The three TADS components¹ would have the following weights within teachers' Summative Appraisal Ratings².

Instructional Practice	Professional Expectations	Student Performance
50%	20%	30%

II. The various types of Student Performance measures would have different weights within the Student Performance Final rating.

	VA + CG	VA + CG + Student Progress	CG + Student Progress	CG Only	VA + Student Progress	Student Progress Only
Value -Added ³	20%	15%			20%	
Comparative Growth	10%	10%	20%	30%		
Student Progress		5%	10%		10%	30%
Student Performance Subtotal	30%	30%	30%	30%	30%	30%

III. The component weights are applied using a weighted average to derive the summative appraisal rating.

	Highly Effective	Effective	Needs Improvement	Ineffective
Score Range:	3.50 – 4.00	2.50 – 3.49	1.50 – 2.49	1.00 – 1.49

¹ The 4-point scale for each component would remain the same for all measures (1-low, 4-high) except the value-added measure, which is calculated on a five-point scale.

² For teachers without a Student Performance component, the Instructional Practice component will be 70% and the Professional Expectations component will be 30% of the Summative Appraisal Rating.

³ Since all other measures have a 4-point scale, an adjustment has been made in the weights for the 5-point value-added scale.

Adjustment to Value-Added Weights

For Student Performance measures weighted as 20% of a Summative Rating, the maximum weighted score on a 1-4 scale is 0.8

Score	0	1	2	3	4
Weight (20%)	0	x 0.2	x 0.2	x 0.2	x 0.2
Weighted Score	0	0.2	0.4	0.6	0.8

+ 0.2 + 0.2 + 0.2 + 0.2

Notice that the maximum weighted score, 0.8, is evenly divided between the 1-4 scale. Therefore, we should evenly distribute the maximum weighted score throughout a 1-5 scale:

$$0.8 \div 5 = 0.16$$

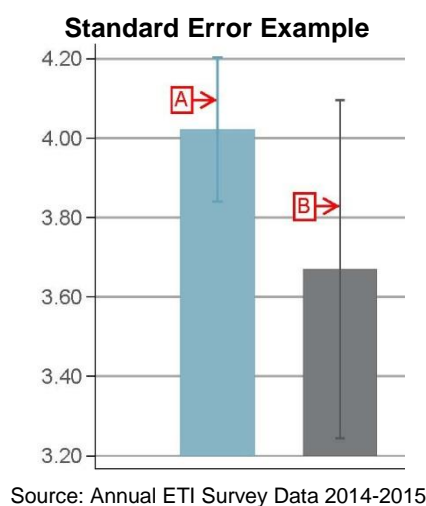
Score	0	1	2	3	4	5
Weight (16%)	0	x 0.16	x 0.16	x 0.16	x 0.16	x 0.16
Weighted Score	0	0.16	0.32	0.48	0.64	0.8

+ 0.16 + 0.16 + 0.16 + 0.16 + 0.16

For Value-Added measures weighted as 15%, the max score on a 1-4 scale is 0.6. Distributed evenly throughout a 1-5 scale, the adjusted weight would be 12% ($0.6 \div 5 = 0.12$).

APPENDIX D: Survey Raking

- While the Annual ETI Survey 2014—2015 data sample of $n = 2,855$ teachers closely matched the population proportions on certain subgroups like years of experience, some subgroups were slightly under-represented. For example, high school teachers represented 22 percent of HISD's teachers but only 17 percent of the sample. In order to scale up responses from high school teachers, survey data were “raked” to match population proportions. Using the raking method, also known as survey balancing, the sample proportions match the population proportions using gender, years of total experience, school level, and IP rating as balancing characteristics.
- Raking improves the relationship between the sample and the population by adjusting the sampling weights so that the marginal totals of the adjusted weights derived from control variables agree with the totals of the observed teacher population. Raking the sample over an iterative process, this statistical procedure applies weights to respondents until the sample proportions match the population proportion, or complete convergence is achieved. In the case of 2014—2015 survey data set, complete convergence was achieved after 38 iterations. R-package “anesrake” was used to conduct the raking procedure, (Pasek 2012).
- Standard errors are reported in both graphics and tables. Standard error around a population estimate is determined by standard deviation (how much the data varies or is spread out around an estimate) and sample size. In other words, the more “noise” there is around an estimate, the larger the standard error will be. An estimate produced from a small sample with data points that are very spread out, for example, will have a large standard error, as in bar “B” in the graphic below ($n=9$). Bar “A” has a smaller standard error and a slightly larger sample size ($n=33$).



APPENDIX E: Open Response Analysis

HISD ETI Teacher and Appraiser Program Evaluation Surveys: Open Response Analysis

June 2015

The end of year Effective Teacher Initiative (ETI) surveys were distributed to teachers and appraisers to gather feedback on how teachers are appraised and developed, and on the support teachers receive from the district to make them more successful at their jobs. In addition to the quantitative data that was gathered, there were a variety of open response questions to give teachers and appraisers an opportunity to provide more detailed insights.

Below is a summary of the most common themes that were mentioned by teachers and appraisers for each of the open response questions.

Background and Methodology

The teacher survey had 2,397 (24%) total responses and the appraiser survey had 231 total responses. In order to perform this qualitative analysis, all open responses were exported from SurveyMonkey into Excel. Then categories were created for the most commonly mentioned themes and each response was flagged with the theme(s) that were mentioned. For all questions, there was an “other” category created for responses that were very specific to a particular individual or was not a commonly mentioned theme. Please also keep in mind that an “irrelevant” category was also created for responses that did not answer the specified question and these responses are removed from the response N when calculating percentages.

Teacher and Appraiser Survey Question #15

Question: What other terms would you use to distinguish “Student Performance” and “Student Progress”?

Total number of Teacher Responses¹: 424

Total number of Appraiser Responses: 41

The largest percentage of teachers (54%², n=184) and appraisers (46%, n=18) agreed that “Student Progress” could be kept as is, or better labeled as “Student Growth”, or another similar term that indicates student gain or improvement.

However, it seemed that teachers and appraisers both do not fully understand that “Student Performance” is one of the three criteria calculated into a teacher’s summative appraisal rating. The largest percentage of teachers (54%) and appraisers (46%) believe “Student Performance” would be better labeled as “Student Achievement”, or another similar term that indicates student assessment score.

Teacher and Appraiser Survey Question #18

Question: Is there anything that you particularly like about HISD’s teacher appraisal and development system?

Total number of Teacher Responses: 1,027

Total number of Appraiser Responses: 105

The pieces of the system that teachers and appraisers like include:

- Teacher expectations are clear and specific (teachers: 13%, n=120; appraisers: 23% n=24)
- Feedback provided is specific, actionable, and includes resources (teachers: 9%, n=88; appraisers: 11%, n=11)
- Instructional Practice rubric is easy to understand, clear and includes examples for each rating category (teachers: 4%, n=38; appraisers: 17%, n=18)

“The instructional practice rubric is easy to understand and useful in improving my teaching practices. My instructional practice ratings have been fair and feedback has been constructive and encouraging.”

- Teacher Response from 2014-15 HISD ETI Program Evaluation Survey

¹ Response counts include all responses, with the exception of any “N/A” or “no comment” responses.

² Percentages are a percentage of response counts, excluding irrelevant responses

Forty-three percent (n=403) of teachers did not identify positive aspects about teacher appraisal and development system. When cut by end-of-year instructional practice ratings, teachers who did not identify any positive aspects of TADS have slightly lower average ratings (3.04) than teachers who indicated that TADS is clear and specific (3.10), feedback is specific and actionable (3.14), and that the IP rubric is easy to understand (3.08)³.

Teacher and Appraiser Survey Question #19

Question: Is there anything that you particularly dislike about HISD's teacher appraisal and development system?

Total number of Teacher Responses: 1,177

Total number of Appraiser Responses: 115

The largest percentage (19%, n=198) of teachers indicated that either they like TADS, are satisfied with the system or there isn't anything that they particularly dislike about it. However, there were trends in the areas for improvement that teachers identified:

- Subjectivity – evaluation ratings are too dependent on appraiser opinion (15%, n=163)
- Student Performance – student achievement and test scores should not be tied to evaluation ratings (11%, n=119)
- One-size-fits-all system – system needs to account for differences in subject area, school, student population, etc. (7%, n=73)

Eleven percent (n=13) of appraisers indicated that there aren't any pieces of the system that they don't like. However, the largest percentage (24%, n=28) of appraisers indicated that the teacher appraisal and develop system requires too much time. Fifteen percent (n=17) of appraisers mentioned that there were technology issues with the TADS tool that would result in lost or erased data.

"[The teacher appraisal and development system] is also very subjective and if there is not enough training for the supervisor that applies it can lead to mistakes."

- Teacher Response from 2014-15
HISD ETI Program Evaluation
Survey

Teacher Survey Question #40 and Appraiser Survey Question #30

Question: What makes you feel most valued as a teacher or leader on your campus?

Total number of Teacher Responses: 1,541

Total number of Appraiser Responses: 120

The largest percentage (31%, n=464) of teachers indicated that they feel most valued when they receive some sort of recognition or acknowledgement, whether it is from their principal/administrator, fellow teachers, students or parents. Second, teachers feel valued when they see progress and achievement in their students (28%, n=420). Appraisers feel the most valued when they are able to support the growth of their teachers (22%, n=25) and witness student progress and achievement (16%, n=19).

"Being told I'm doing a good job and seeing my students' test scores reflect the amount of work I put into preparing for class and lessons."

- Teacher Response from 2014-15
HISD ETI Program Evaluation
Survey

Teacher Survey Question #42

Question: What additional support(s) or structures, if any, do you suggest in order to improve the instructional practice of teachers like you?

Total number of Teacher Responses: 704

The supports and structures that teachers indicated would help improve their instructional practice are:

- Quality professional development that is tailored to teachers' needs (22%, n=146)
- Increased collaboration with similar teachers (20%, n=136)
- More access to TDS's and mentors for all teachers (9%, n=61)
- Additional planning time (8%, n=55)

³ Please note that a statistical significance test has not been performed between these rating averages, because there is overlap between each of the groups and it is not possible to perform a statistical test on groups that are not discretely different (ex. a teacher could indicate that both feedback is specific and actionable, as well as the IP rubric is easy to understand).

Appraiser Survey Question #32

Question: What additional support(s) or structures, if any, do you suggest in order to improve the success of school leaders like you?

Total number of Teacher Responses: 58

The supports and structures that appraisers indicated would improve their success are:

- Higher quality professional development (20%, n=11)
- TADS implementation help, including appraiser calibration and technology support (17%, n=9)
- Support team to help with administrative tasks, as well as TDS's to help with coaching (17%, n=9)

Teacher Survey Question #44 and Appraiser Survey Question #33

Question: What is it that makes this person's (an adult at your campus) support so valuable to you?

Total number of Teacher Responses: 1,577

Total number of Appraiser Responses: 129

Teachers indicate the reasons the support they receive is so valuable are:

- The person is knowledgeable enough to provide new ideas, suggestions and advice (19%, n=304)
- The person is positive, supportive and encouraging (13%, n=198)
- The person provides constant, often daily, support and help (11%, n=174)
- The person collaborates on lesson plans, materials, etc. (11%, n=165)

Appraisers indicate the reasons the support they receive is so valuable are:

- The person is knowledgeable and could provide resources (27%, n=35)
- The person is accessible and available whenever needed (15%, n=19)
- The person is non-judgmental, open and trusting (14%, n=18)

Teacher Survey Question #49

Question: Please describe what, if anything, could get you to remain at your school in a teaching role for more than three years.

Total number of Teacher Responses: 935

Top reasons that could get teachers to remain at their school:

- Change in school leadership/administration (22%, n=189)
- Increase in pay (17%, n=152)
- More support (14%, n=123)
- More help and consistent policies around student discipline (8%, n=71)

Nine percent of teachers (n=82) indicated that there is nothing that can be done to get the teacher to stay at their school.

“Better administrators and less teaching to the test. Also, better salaries for experienced teachers. I can't afford to work at this salary, since I have three children.”

- Teacher Response from 2014-15 HISD ETI Program Evaluation Survey

Teacher Survey Question #50

Question: We would like to know more about your reasons for considering other opportunities.

Please describe the major reasons contributing to your potential plans.

Total number of Teacher Responses: 846

Top reasons contributing to teachers' plans:

- Dissatisfaction with school leadership/administration (13%, n=97)
- Dissatisfaction with financial compensation (11%, n=84)
- Desire to pursue non-teaching roles still related to education, i.e. instructional specialist, counselor, etc. (11%, n=80)
- Workload and stress is too high (10%, n=73)
- Not feeling valued/respected (9%, n=72)
- Desire to move into a leadership or administrative role (9%, n=66)

Table 22. Sample responses and themes from prompt: “Is there anything that you particularly dislike about HISD’s teacher appraisal and development system?” (N=1,177)

Theme: TADS is too subjective (n= 163)

“Even though the wording to define the differences between a 1, 2, 3, or 4 is more or less clearly defined, appraisers still have the liberty to interpret it however they want to for that specific teacher and it’s not a fair system. Likewise, an appraiser can walk in your classroom for 2 minutes and give you a “walkthrough” based on what they saw. But walking in someone’s classroom for 2 minutes does not give an accurate representation for what it happening in a classroom. It allows for favoritism and an unjust system.”

“So much of this process depends on your appraiser. I have had a wonderful appraiser this year, so it’s gone very smoothly. In past years, I have felt like I am on trial during every observation and meeting. It CAN be a great tool if it is used to support the teacher and foster growth. It is miserable if it is used to the letter of the law and the whole picture not considered. Teachers should be appraised. Teachers should yearn to grow each year. There should be a process for this. However, our appraisers should be trained to be encouraging and supportive and not draconian.”

“How can brief observations truly reflect the teacher’s efficiency? It cannot. Other variables should be included like attendance, submission of lesson plans, etc.”

Theme: Student performance should not be tied to evaluation ratings (n=119)

“Linking student performance to the teacher. If you are at a school with low learning and lack of discipline from admin...it is hard to be successful.”

“I do not like student measures being a part of my final rating. I do not think that something that is not transparent should be part of my final rating.”

“I have yet to find anyone who can precisely explain how the performance-based data is calculated. A third of my performance this year comes from the Iowa test, for which there was little clarification given about content. Because of its normative structure, the Iowa test randomly selects questions to test that may not have been in my curriculum. I have no control over this and yet I am being held accountable for the results.”

Theme: System does not account for differences in teachers’ classrooms, such as subject area taught, school environment, and student population (n=73)

“There is inequity in the system. I am assigned measures of growth while other teachers make their own assessments and enter those results. The amount of stress to have students perform varies greatly between subjects and grade levels taught.”

“A teacher at a high-performing school is more likely to score higher than a teacher at a low-performing school. The focus of the rubric is on student-directed learning, which I agree should be a focus. However, at a low-performing school it is so difficult for a single teacher to change the culture that earning a 4 in certain areas is extremely difficult.”

“What I dislike about HISD’s teacher appraisal and development system is it assumes that every teacher in this school district has had the same administrative support, access to materials, and parental training on how to support their child or children at home. During the 2014-2015 school year, I have been expected to be an effective teacher without proper administrative support, without proper materials, either technical or non-technical materials.”

APPENDIX F: Teacher and Appraiser Survey Data Codebook

2014–2015 ETI Appraiser Survey Codebook

FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
Please indicate whether these statements are TRUE or FALSE for your situation.	2014-2015 was my first year employed in an instructional support role	1 2	1 = "True", 2 = "False"	228	1.8	0.4	1	2
	2014-2015 was my first year employed in HISD as an appraiser	1 2	1 = "True", 2 = "False"	226	1.8	0.4	1	2
	2014-2015 was my first year as an appraiser at this specific HISD campus	1 2	1 = "True", 2 = "False"	225	1.7	0.5	1	2
new_tchr = 1 AND new_tchr_dist = 1 AND new_tchr_campus=1								
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements. <p>Personally, I think I have room for growth in identifying teachers' needs within the following areas of Instructional Practice:</p>	[PL1] Developing student learning goals	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	228	3	1.1	1	5
	[PL2] Collecting, tracking and using student data to drive instruction	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	227	2.7	1.1	1	5
	[PL3] Designing effective lesson plans, units and assessments	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	224	2.8	1.2	1	5
	[I1] Facilitating organized, student-centered, objective-driven lessons	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	227	2.7	1.2	1	5
	[I2] Checking and responding to students' misunderstandings	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	227	2.6	1.1	1	5
	[I3] Employing a variety of strategies to differentiate instruction based on individual student needs	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	227	3	1.2	1	5
	[I4] Engaging students in work that develops higher level thinking skills	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	227	3.1	1.2	1	5
	[I5] Maximizing instructional time	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	227	2.5	1.1	1	5
	[I6] Communicating content and concepts to students	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	226	2.6	1.1	1	5
	[I8] Encouraging students to participate actively in lesson activities	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	227	2.5	1.1	1	5
	[I9] Sets and implements discipline management procedures	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	226	2.5	1.2	1	5
	[I10] Builds a positive and respectful classroom environment	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	227	2.4	1.1	1	5
	I know what my teachers need to do to improve their instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	4.1	0.6	2	5
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	The feedback I deliver as an appraiser accurately identifies strengths in teachers' instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	4.1	0.6	2	5
	The feedback I deliver as an appraiser accurately identifies weaknesses in teachers' instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	4.1	0.6	2	5
	The feedback I deliver as an appraiser is useful for teachers' instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	4.1	0.6	2	5
	The feedback I deliver as an appraiser is framed in the language of the 13 instructional practices.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	4.1	0.7	2	5

2014–2015 ETI Appraiser Survey Codebook

FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
	I am sufficiently skilled at delivering feedback.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	201	3.8	0.8	1	5
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements. <p> </p> The training and support I received as an appraiser(s) this year strengthened me in identifying teachers' needs within these areas of instructional practice:</p>	[PL1] Developing student learning goals	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3	1	1	5
	[PL2] Collecting, tracking and using student data to drive instruction	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.2	1	1	5
	[PL3] Designing effective lesson plans, units and assessments	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	200	3.1	1	1	5
	[I1] Facilitating organized, student-centered, objective-driven lessons	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.2	0.9	1	5
	[I2] Checking for student understanding and responding to student misunderstanding	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.3	1	1	5
	[I3] Differentiating instruction for student needs by employing a variety of instructional strategies	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.1	0.9	1	5
	[I4] Engaging students in work that develops higher level thinking skills	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.1	1	1	5
	[I5] Maximizing instructional time	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.2	0.9	1	5
	[I6] Communicating content and concepts to students	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.2	0.9	1	5
	[I7] Promoting high academic expectations for students	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.1	0.9	1	5
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	[I8] Students actively participating in lesson activities	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.2	0.9	1	5
	[I9] Sets and implements discipline management procedures	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.2	0.9	1	5
	[I10] Builds a positive and respectful classroom environment	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	3.1	0.9	1	5
	When I deliver feedback after an observation, my teachers know what to do to implement those changes.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	4	0.7	2	5
	When I deliver feedback after an observation, I provide sufficient support for the teachers to implement those changes.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	4	0.7	2	5
	If all the appraisers in my school were to do the same classroom observation, they would each give that teacher the same (consistent) feedback.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	201	3.4	1	1	5
	My teachers' instructional practice has changed since August based on feedback I gave as an appraiser	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	202	4	0.7	1	5
In this academic year (2014-2015), have you experienced technical difficulties using the TADS Student Performance (SP) tool?		1 2	1 = "Yes", 2 = "No"	200	1.3	0.4	1	2

2014–2015 ETI Appraiser Survey Codebook

FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
Think about your most recent technical difficulty with the TADS SP tool . On a scale of 1 to 4, where 1 is "Not at all a problem", 2 is "Minor problem", 3 is "Moderate problem" and 4 is "Serious problem," please indicate how serious the problem was.		1 2 3 4	1 = "1 (No problem at all)", 2 = "2 (Minor Problem)", 3 = "3 (Moderate Problem)", 4 = "4 (Serious problem)"	151	3.1	0.8	1	4
Did you submit a helpdesk ticket for the TADS SP tool?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't remember"	151	1.8	0.8	1	3
Was it resolved in a timely manner?		1 2	1 = "Yes", 2 = "No"	94	1.5	0.5	1	2
In this academic year (2014-2015), have you experienced technical difficulties using the		1 2	1 = "Yes", 2 = "No"	194	1.4	0.5	1	2
Think about your most recent technical difficulty with the TADS F&D tool . On a scale of 1 to 4, where 1 is "Not at all a problem", 2 is "Minor problem", 3 is "Moderate problem" and 4 is "Serious problem," please indicate how serious the problem was.		1 2 3 4	1 = "1 (No problem at all)", 2 = "2 (Minor Problem)", 3 = "3 (Moderate Problem)", 4 = "4 (Serious problem)"	122	3	0.7	2	4
Did you submit a helpdesk ticket for the TADS F&D tool ?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't remember"	122	1.8	0.7	1	3
Was it resolved in a timely manner?		1 2	1 = "Yes", 2 = "No"	65	1.3	0.5	1	2
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	At my school, a teacher's appraisal is generally an accurate reflection of their instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	194	4	0.7	1	5
	Administrators at my school are committed to improving teachers' instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	194	4.2	0.7	1	5
	Most teachers at my school share a common vision of effective teaching.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	193	3.7	1	1	5
	Most teachers at my school agree that effective teaching aligns to the 13 instructional practices in the IP rubric.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	192	3.6	0.9	1	5
Do you think "Student Performance" and "Student Progress" are easy to differentiate? As a reminder, Student Performance is one of the three ratings calculated into a teacher's overall appraisal. Student Progress is one of the three types of measures that can be used to calculate a teacher's Student Performance rating. Student Progress measures include pre-approved, appraiser-approved, and district-wide measures.		1 2	1 = "Yes", 2 = "No"	190	1.3	0.5	1	2
What other terms would you use to distinguish the two concepts?								
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	I understand why specific teachers do or do not have student performance included in their final appraisal rating.	1 2 3 4 5	(Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	194	3.6	0.9	1	5
	I understand how Student Performance measures are assigned to my teachers.	1 2 3 4 5	(Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	194	3.6	0.9	1	5
	I understand why Student Performance measures are assigned to my teachers.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	193	3.6	0.8	1	5
	I understand the specific Student Performance measures that are assigned to my teachers.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	190	3.6	0.9	1	5
	I have received consistent information about the steps I need to complete for my teachers' Student Performance measures (e.g., how to use the TADS tool to select measures, set goals, input results, etc.)	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	193	3.2	1.1	1	5
	I understand where to find available resources that provide guidance on student performance (e.g., Student Performance Guidebook, ASPIRE portal with EVAAS reports).	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	193	3.6	0.9	1	5
	The teacher appraisal system is fair.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	194	3.4	1	1	5
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	The teacher appraisal system is rigorous.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	194	3.8	0.8	1	5
	The expectations for effective teaching are clearly defined at my school through the Instructional Practice rubric.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	194	3.9	0.8	1	5
	HISD's culture and climate allow educators to contribute to joint decision-making.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	194	3	1.1	1	5
	Is there anything that you particularly like about HISD's teacher appraisal and development system?							

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FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
Is there anything that you particularly <u>dislike</u> about HISD's teacher appraisal and development system?								
Did you recommend or require that a teacher you appraise receive formal support through <u>online resources</u> such as houstonisdpsd.org or online training such as eLearn during the 2014-2015 school year?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't know"	189	1.3	0.5	1	2
Did you recommend formal support through <u>online resources</u> such as houstonisdpsd.org or <u>online training</u> such as eLearn to address any of the following:	General instructional needs (e.g., assessment, planning and pacing, differentiation)	1 2	1 = "Yes", 2 = "No"	124	1.1	0.3	1	2
	Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1 2	1 = "Yes", 2 = "No"	124	1.4	0.5	1	2
	Classroom management needs (i.e., whatever you think that term means)	1 2	1 = "Yes", 2 = "No"	124	1.2	0.4	1	2
Did you recommend or require that a teacher you appraise receive formal support through <u>Professional Learning Communities (PLCs)</u> during the 2014-2015 school year?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't know"	187	1.3	0.5	1	2
Did you recommend formal support through <u>Professional Learning Communities (PLCs)</u> to address any of the following:	General instructional needs (e.g., assessment, planning and pacing, differentiation)	1 2	1 = "Yes", 2 = "No"	134	1.1	0.3	1	2
	Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1 2	1 = "Yes", 2 = "No"	134	1.1	0.4	1	2
	Classroom management needs (i.e., whatever you think that term means)	1 2	1 = "Yes", 2 = "No"	134	1.2	0.4	1	2
	General instructional needs (e.g., assessment, planning and pacing, differentiation)	1 2 3	1 = "Yes", 2 = "No", 3 = "Don't know"	185	1.5	0.5	1	2
	Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1 2	1 = "Yes", 2 = "No"	90	1	0.2	1	2
	Classroom management needs (i.e., whatever you think that term means)	1 2	1 = "Yes", 2 = "No"	90	1.1	0.3	1	2
Did you recommend formal support through <u>working with a campus-based mentor or campus-based Teacher Leader</u> , such as a Career Pathways participant to address any of the following:		1 2	1 = "Yes", 2 = "No"	114	1.1	0.2	1	2
	Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1 2	1 = "Yes", 2 = "No"	113	1.1	0.3	1	2
	Classroom management needs (i.e., whatever you think that term means)	1 2	1 = "Yes", 2 = "No"	114	1.1	0.3	1	2
		1 2	1 = "Yes", 2 = "No"	184	1.2	0.4	1	2
Did you recommend formal support through <u>working with an administrator at your school</u> (including yourself) on instructional practice to address any of the following:		1 2	1 = "Yes", 2 = "No"	153	1	0.2	1	2
	Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1 2	1 = "Yes", 2 = "No"	152	1.2	0.4	1	2
	Classroom management needs (i.e., whatever you think that term means)	1 2	1 = "Yes", 2 = "No"	153	1.1	0.3	1	2
	I would like to receive more formal HISD support for my own needs to be successful at my job during the duty day.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	184	3.6	1	1	5
	I would like to receive more formal HISD support for my own needs to be successful at my job after the duty day.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	184	3	1.2	1	6
	own needs to be successful at my job during the school year overall.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	183	3.7	1	1	5
	I would like to receive more formal HISD support for my own needs to be successful at my job ... online.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	184	3.4	1.1	1	5
	I want to spend less time on professional development outside the duty day.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	182	3.6	1.1	1	6
		1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	180	4.2	1	1	6
I have enough control over which formal supports I receive.		1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	184	3.4	1	1	6

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FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
	I have enough formal support(s) specifically targeted to my areas for development to be successful in my job.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	194	3.4	1	1	6
Think about another adult in HISD who is especially helpful in supporting your success in your work with teachers. What is it that makes this person's support so valuable to you?								

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FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
Please indicate whether these statements are TRUE or FALSE for your situation.	2014-2015 was my first year employed anywhere as a full time teacher	1 2	1 = "True", 2 = "False"	2740	1.9	0.3	1	2
	2014-2015 was my first year employed in HISD as a teacher	1 2	1 = "True", 2 = "False"	2760	1.8	0.4	1	2
	2014-2015 was my first year as a teacher at this specific HISD campus	1 2	1 = "True", 2 = "False"	2723	1.7	0.4	1	2
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements. Personally, I think I have room for growth in the following areas of Instructional Practice:	[PL1] Developing student learning goals	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2816	3.4	1.1	1	5
	[PL2] Collecting, tracking and using student data to drive instruction	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2813	3.4	1.2	1	5
	[PL3] Designing effective lesson plans, units and assessments	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2805	3.2	1.2	1	5
	[I1] Facilitating organized, student-centered, objective-driven lessons	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2808	3.2	1.2	1	5
	[I2] Checking and responding to students' misunderstandings	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2803	3.2	1.2	1	5
	[I3] Employing a variety of strategies to differentiate instruction based on individual student needs	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2811	3.4	1.2	1	5
	[I4] Engaging students in work that develops higher level thinking skills	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2809	3.3	1.2	1	5
	[I5] Maximizing instructional time	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2812	3.2	1.2	1	5
	[I6] Communicating content and concepts to students	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2813	3.1	1.2	1	5
	[I7] Promoting high academic expectations for students	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2812	3	1.3	1	5
	[I8] Encouraging students to participate actively in lesson activities	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2809	3	1.3	1	5
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	[I9] Sets and implements discipline management procedures	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2813	3	1.3	1	5
	[I10] Builds a positive and respectful classroom environment	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2813	2.8	1.4	1	5
	My appraiser knows what I need to do to improve my instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2638	3.7	1.1	1	5
	The feedback I receive from my appraiser(s) accurately identifies strengths in my instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2642	3.7	1.1	1	5
	The feedback I receive from my appraiser(s) accurately identifies weaknesses in my instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2639	3.6	1.1	1	5
	The feedback I receive from my appraiser(s) is useful for my instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2639	3.7	1.1	1	5
	The feedback I receive from my appraiser(s) is framed in the language of the 13 instructional practices.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2632	3.9	1	1	5

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FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements. <i>The feedback I received from my appraiser(s) this year strengthened me in these areas of instructional practice:</i>	For my own needs as a teacher, my appraiser(s) is sufficiently skilled at delivering feedback.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2634	3.7	1.2	1	5
	[PL1] Developing student learning goals	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2637	3.5	1.1	1	5
	[PL2] Collecting, tracking and using student data to drive instruction	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2638	3.5	1.1	1	5
	[PL3] Designing effective lesson plans, units and assessments	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2630	3.5	1.1	1	5
	[I1] Facilitating organized, student-centered, objective-driven lessons	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2631	3.5	1.1	1	5
	[I2] Checking for student understanding and responding to student misunderstanding	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2637	3.6	1.1	1	5
	[I3] Differentiating instruction for student needs by employing a variety of instructional strategies	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2635	3.5	1.1	1	5
	[I4] Engaging students in work that develops higher level thinking skills	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2639	3.5	1.1	1	5
	[I5] Maximizing instructional time	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2636	3.5	1.1	1	5
	[I6] Communicating content and concepts to students	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2638	3.5	1.1	1	5
	[I7] Promoting high academic expectations for students	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2636	3.5	1.1	1	5
	[I8] Students actively participating in lesson activities	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2628	3.5	1.1	1	5
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	[I9] Sets and implements discipline management procedures	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2636	3.4	1.2	1	5
	[I10] Builds a positive and respectful classroom environment	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2623	3.4	1.2	1	5
	When I get feedback after an observation, I know what I need to do to implement those changes.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2647	3.9	1.1	1	6
	When I get feedback after an observation, I receive sufficient support to implement those changes.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2645	3.6	1.3	1	6
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	When I received feedback on my instructional practice from different administrators at my school this year, that feedback was consistent between administrators.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2647	3.9	1.4	1	6
	I have changed my instructional practice since August based on feedback I received from my appraiser(s).	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2644	3.8	1.2	1	6
In this academic year (2014-2015), have you experienced technical difficulties using the TADS Student Performance (SP) tool?		1 2	1 = "Yes", 2 = "No"	2638	1.7	0.5	1	2
Think about your most recent technical difficulty with the TADS SP tool. On a scale of 1 to 4, where 1 is "Not at all a problem", 2 is "Minor problem", 3 is "Moderate problem" and 4 is "Serious problem," please indicate how serious the problem was to you.		1 2 3 4	1 = "1 (No problem at all)", 2 = "2 (Minor Problem)", 3 = "3 (Moderate Problem)", 4 = "4 (Serious problem)"	848	2.7	0.8	1	4
Did you submit a helpdesk ticket for the TADS SP tool?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't remember"	843	2.1	0.6	1	3
Was it resolved in a timely manner?		1 2	1 = "Yes", 2 = "No"	346	1.3	0.5	1	2
In this academic year (2014-2015), have you experienced technical difficulties using the TADS Feedback and Development (F&D) tool?		1 2	1 = "Yes", 2 = "No"	2555	1.8	0.4	1	2
Think about your most recent technical difficulty with the TADS F&D tool. On a scale of 1 to 4, where 1 is "Not at all a problem", 2 is "Minor problem", 3 is "Moderate problem" and 4 is "Serious problem," please indicate how serious the problem was to you.		1 2 3 4	1 = "1 (No problem at all)", 2 = "2 (Minor Problem)", 3 = "3 (Moderate Problem)", 4 = "4 (Serious problem)"	588	2.5	0.9	1	4
Did you submit a helpdesk ticket for the TADS F&D tool?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't remember"	594	2.1	0.6	1	3
Was it resolved in a timely manner?		1 2	1 = "Yes", 2 = "No"	215	1.3	0.5	1	2

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On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	At my school, a teacher's appraisal is generally an accurate reflection of their instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2557	3.3	1.2	1	5
	Administrators at my school are committed to improving my instructional practice.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2558	3.7	1.1	1	5
	Most teachers at my school share a common vision of effective teaching.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2556	3.7	1	1	5
	Most teachers at my school agree that effective teaching aligns to the 13 instructional practices in the IP rubric.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2542	3.6	1	1	5
Do you think "Student Performance" and "Student Progress" are easy to differentiate? As a reminder, Student Performance is one of the three ratings calculated into your overall appraisal. Student Progress is one of the three types of measures that can be used to calculate your Student Performance rating. Student Progress measures include pre-approved, appraiser-approved, and district-wide measures.		1 2	1 = "Yes", 2 = "No"	2518	1.4	0.5	1	2
What other terms would you use to distinguish the two concepts?								
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	I understand why I do or do not have student performance included in my final appraisal rating.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2552	3.5	1	1	5
	I understand <u>how</u> my Student Performance measures are assigned to me.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2555	3.3	1.1	1	5
	I understand <u>why</u> my Student Performance measures are assigned to me.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2547	3.4	1.1	1	5
	I understand the specific Student Performance measures that are assigned to me.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2538	3.4	1	1	5
	I have received consistent information about the steps I need to take to complete my Student Performance measures (e.g., how to use the TADS tool to select measures, set goals, input results, etc.)	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2550	3.3	1.1	1	5
	I understand where to find available resources that provide guidance on student performance (e.g., Student Performance Guidebook, ASPIRE portal with EVAAS reports).	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2549	3.4	1.1	1	5
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	The teacher appraisal system is fair.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2559	2.7	1.2	1	5
	The teacher appraisal system is rigorous.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2551	3.4	1.1	1	5
	The expectations for effective teaching are clearly defined at my school through the Instructional Practice rubric.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2554	3.4	1.1	1	5
	HISD's culture and climate allow educators to contribute to joint decision-making.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	2557	2.8	1.2	1	5
Is there anything that you particularly like about HISD's teacher appraisal and development?								
Is there anything that you particularly dislike about HISD's teacher appraisal and development?								
Did you receive any formal support through online resources such as houstonisdpsd.org or online training such as eLearn during the 2014-2015 school year?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't know"	2514	1.2	0.4	1	2
Did formal support through online resources such as houstonisdpsd.org or online training such as eLearn address the	General instructional needs (e.g., assessment, planning and pacing, differentiation)	1 2	1 = "Yes", 2 = "No"	1869	1.2	0.4	1	2
	Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1 2	1 = "Yes", 2 = "No"	1858	1.3	0.5	1	2
	General classroom management needs (i.e., whatever you think that term means)	1 2	1 = "Yes", 2 = "No"	1852	1.4	0.5	1	2
Based on my experience with online resources such as houstonisdpsd.org and online training, this year, I think HISD should do:		1 2 3 4 5	1 = "None of this at all for teachers like me", 2 = "Less of this support for teachers like me", 3 = "The same amount of support for teachers like me", 4 = "More of this support for teachers like me", 5 = "N/A"	1867	3.5	0.9	1	5
Think back on your experience with online	I accessed this type of support one time only.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1856	2.7	1.1	1	5
	This type of support was a good use of my time.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1861	3.5	0.9	1	5

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FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
resources such as houstonisdpsd.org and online training during the 2014-2015 school year. On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	After accessing this type of support, I am likely to do something different in the classroom.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1862	3.6	0.9	1	5
	I implemented something from this type of support over the long term.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1861	3.6	0.9	1	5
	This type of support directly helps me to meet the academic needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1856	3.5	0.9	1	5
	This type of support directly helps me to meet the social-emotional needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1862	3.3	0.9	1	5
	This type of support is tied to MY students' data (e.g., my student outcomes)	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1854	3.3	0.9	1	5
	This type of support is tied to my needs as identified in my performance appraisal.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1850	3.4	0.9	1	5
Did you receive any formal support through Professional Learning Communities (PLCs) during the 2014-2015 school year?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't know"	2461	1.3	0.5	1	2
Did formal support through Professional Learning Communities (PLCs) address the following:	General instructional needs (e.g., assessment, planning and pacing, differentiation)	1 2	1 = "Yes", 2 = "No"	1746	1.1	0.3	1	2
	Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1 2	1 = "Yes", 2 = "No"	1739	1.2	0.4	1	2
	General classroom management needs (i.e., whatever you think that term means)	1 2	1 = "Yes", 2 = "No"	1730	1.2	0.4	1	2
Based on my experience with Professional Learning Communities this year, I think HISD should do:		1 2 3 4 5	1 = "None of this at all for teachers like me", 2 = "Less of this support for teachers like me", 3 = "The same amount of support for teachers like me", 4 = "More of this support for teachers like me", 5 = "N/A"	1743	3.3	0.9	1	5
Think back on your experience with Professional Learning Communities during the 2014-2015 school year. On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements	I accessed this type of support one time only.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1736	2.4	1.1	1	5
	This type of support was a good use of my time.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1730	3.7	0.9	1	5
	After accessing this type of support, I am likely to do something different in the classroom.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1736	3.8	0.8	1	5
	I implemented something from this type of support over the long term.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1739	3.8	0.8	1	5
	This type of support directly helps me to meet the academic needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1742	3.8	0.8	1	5
	This type of support directly helps me to meet the social-emotional needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1738	3.6	0.9	1	5
	This type of support is tied to MY students' data (e.g., my student outcomes)	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1738	3.7	0.9	1	5
	This type of support is tied to my needs as identified in my performance appraisal.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1735	3.6	0.9	1	5
Did you receive any formal support working with a Teacher Development Specialist (TDS) on your own campus during the 2014-2015 school year?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't know"	2447	1.7	0.6	1	3
Did formal support working with a Teacher Development Specialist (TDS) on your own campus address the following:	General instructional needs (e.g., assessment, planning and pacing, differentiation)	1 2	1 = "Yes", 2 = "No"	942	1.1	0.3	1	2
	Subject or content specific instructional needs (e.g., teaching fractions in a math class)	1 2	1 = "Yes", 2 = "No"	938	1.1	0.3	1	2
	General classroom management needs (i.e., whatever you think that term means)	1 2	1 = "Yes", 2 = "No"	934	1.2	0.4	1	2
Based on my experience working with a Teacher Development Specialist (TDS) on my own campus this year, I think HISD should do:		1 2 3 4 5	1 = "None of this at all for teachers like me", 2 = "Less of this support for teachers like me", 3 = "The same amount of support for teachers like me", 4 = "More of this support for teachers like me", 5 = "N/A"	937	3.4	0.8	1	5

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FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
Think back on your experience <u>working with a Teacher Development Specialist (TDS) on your own campus</u> during the 2014-2015 school year. On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements	I accessed this type of support one time only.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	945	2.6	1.2	1	5
	This type of support was a good use of my time.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	941	3.9	0.9	1	5
	After accessing this type of support, I am likely to do something different in the classroom.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	945	3.9	0.9	1	5
	I implemented something from this type of support over the long term.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	943	3.9	0.9	1	5
	This type of support directly helps me to meet the academic needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	945	3.9	0.9	1	5
	This type of support directly helps me to meet the social-emotional needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	941	3.7	1	1	5
	This type of support is tied to MY students' data (e.g., my student outcomes)	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	944	3.8	1	1	5
	This type of support is tied to my needs as identified in my performance appraisal.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	943	3.7	1	1	5
Did you receive any formal support <u>working with a campus-based mentor or campus-based Teacher Leader</u> , such as a Career Pathways participant, during the 2014-2015 school year?		1 2 3	1 = "Yes", 2 = "No", 3 = "Don't know"	2424	1.8	0.4	1	2
Did formal support <u>working with a campus-based mentor or campus-based Teacher Leader</u> , such as a Career Pathways participant, address the following:		1 2	1 = "Yes", 2 = "No"	598	1.1	0.3	1	2
		1 2	1 = "Yes", 2 = "No"	596	1.2	0.4	1	2
		1 2	1 = "Yes", 2 = "No"	592	1.2	0.4	1	2
Based on my experience <u>working with a campus-based mentor or campus-based Teacher Leader</u> this year, I think HISD should do:		1 2 3 4 5	1 = "None of this at all for teachers like me", 2 = "Less of this support for teachers like me", 3 = "The same amount of support for teachers like me", 4 = "More of this support for teachers like me", 5 = "N/A"	593	3.5	0.9	1	5
Think back on your experience <u>working with a campus-based mentor or campus-based Teacher Leader</u> during the 2014-2015 school year. On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	I accessed this type of support one time only.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	598	2.5	1.2	1	5
	This type of support was a good use of my time.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	595	4	0.9	1	5
	After accessing this type of support, I am likely to do something different in the classroom.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	597	3.9	0.9	1	5
	I implemented something from this type of support over the long term.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	599	3.9	0.9	1	5
	This type of support directly helps me to meet the academic needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	598	3.9	0.9	1	5
	This type of support directly helps me to meet the social-emotional needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	598	3.8	1	1	5
	This type of support is tied to MY students' data (e.g., my student outcomes)	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	597	3.9	0.9	1	5
	This type of support is tied to my needs as identified in my performance appraisal.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	597	3.9	0.9	1	5
Did you receive any formal support <u>working with an administrator at your school on your own instructional practice</u> during the 2014-2015 school year?		1 2	1 = "Yes", 2 = "No"	2397	1.5	0.5	1	2
Did formal support <u>working with an administrator at your school on your own instructional practice</u> address the following:		1 2	1 = "Yes", 2 = "No"	1260	1.1	0.3	1	2
		1 2	1 = "Yes", 2 = "No"	1256	1.2	0.4	1	2
		1 2	1 = "Yes", 2 = "No"	1252	1.2	0.4	1	2

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FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
Based on my experience working with an administrator at my school on my own instructional practice this year, I think HISD should do:		1 2 3 4 5	1 = "None of this at all for teachers like me", 2 = "Less of this support for teachers like me", 3 = "The same amount of support for teachers like me", 4 = "More of this support for teachers like me", 5 = "N/A"	1250	3.4	0.8	1	5
Think back on your experience working with an administrator at your school on your own instructional practice during the 2014-2015 school year. On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please indicate your level of agreement with the following statements.	I accessed this type of support one time only.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1257	2.6	1.2	1	5
	This type of support was a good use of my time.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1257	3.9	0.7	1	5
	After accessing this type of support, I am likely to do something different in the classroom.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1258	3.9	0.7	1	5
	I implemented something from this type of support over the long term.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1260	4	0.7	1	5
	This type of support directly helps me to meet the academic needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1257	3.9	0.7	1	5
	This type of support directly helps me to meet the social-emotional needs of my students.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1257	3.8	0.8	1	5
	This type of support is tied to MY students' data (e.g., my student outcomes)	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1261	3.8	0.8	1	5
	This type of support is tied to my needs as identified in my performance appraisal.	1 2 3 4 5	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)"	1256	3.9	0.7	1	5
What makes you feel most valued as a teacher?								
On a scale of 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree," please rate your level of agreement with the following statements. Formal supports include: • Online resources such as houstonisdpsd.org or online trainings such as eLearn • Professional Learning Communities (PLCs) • Working with a Teacher Development Specialist (TDS) on your own campus • Working with a campus-based mentor or campus-based Teacher Leader such as a Career Pathways participant • Working with an administrator at your school on your own instructional practice	I would like to receive more formal HISD support during the duty day.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2387	3.3	1.2	1	6
	I would like to receive more formal HISD support during any given school week.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2390	3.4	1.2	1	6
	I would like to receive more formal HISD support during the school year overall.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2381	3.6	1.1	1	6
	I want to spend less time on professional development outside the duty day.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2381	3.6	1.1	1	6
	I want to spend less time on unhelpful professional development.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2384	4.3	1	1	6
	I have enough control over which formal supports I receive.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2376	3.3	1.1	1	6
	I have enough formal support(s) specifically targeted to my identified areas of development.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2384	3.4	1.1	1	6
	I have enough formal support(s) specifically targeted to my content area.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2384	3.3	1.2	1	6
	I have enough formal collaborative time during the duty day with my teacher peers at my school.	1 2 3 4 5 6	1 = "1 (Strongly Disagree)", 2 = "2 (Disagree)", 3 = "3 (Neither)", 4 = "4 (Agree)", 5 = "5 (Strongly Agree)", 6 = "N/A"	2388	3.3	1.3	1	6
	What additional support(s) or structures, if any, do you suggest in order to improve the instructional practice of teachers like you?							

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FULL Prompt the Respondent saw		Values assigned to options by SPSS	Labels of options (1=SD, etc.)	N	Mean	St. Dev.	Min	Max
Think about an adult on your campus who is especially helpful in supporting your instructional practice. <i>What is this person's role in the school?</i> Other (please specify) What is it that makes this person's support so valuable to you?		1 2 3 4 5 6 7	1 = "Another teacher at my grade level but not my subject (department)", 2 = "Another teacher in my subject but not my grade level", 3 = "Another teacher who is not my grade level or subject", 4 = "Instructional Coordinator", 5 = "Magnet Coordinator", 6 = "AP/Dean", 7 = "Principal"	2042	3.3	2.1	1	7
<i>What is the best estimate for how long you plan to remain as a teacher at your current HISD school?</i> Remember we will only be looking at your response aggregated with all other responses.		1 2 3 4	1 = "I am leaving my current campus before the 2015-16 school year", 2 = "Probably fewer than three additional years after 2014-15", 3 = "Probably between three and five additional years after 2014-15", 4 = "Probably more than five additional years after 2014-15"	2375	2.8	1.1	1	4
<i>What is the best estimate for how long you plan to remain as a teacher in HISD but not at your current school?</i> Remember we will only be looking at your response aggregated with all other responses.		1 2 3 4	1 = "I am leaving HISD before the 2015-16 school year.", 2 = "Probably fewer than three additional years after 2014-15", 3 = "Probably between three and five additional years after 2014-15", 4 = "Probably more than five additional years after 2014-15"	2278	3	1	1	4
<i>What is the best estimate for how long you plan to remain in HISD but take on a different non-teaching role?</i> Remember we will only be looking at your response aggregated with all other responses.		1 2 3 4 5	1 = "I am leaving HISD before the 2015-16 school year.", 2 = "Probably fewer than three additional years after 2014-15", 3 = "Probably between three and five additional years after 2014-15", 4 = "Probably more than five additional years after 2014-15", 5 = "I do not plan to take on a different, non-teaching role."	2350	3.7	1.4	1	5
Please select any reason(s) below that reflect your thought process about your future, as reflected in the above answers.	I plan to retire from teaching in the timeframe I described above.	1	1 = I plan to retire from teaching in the timeframe I described above.	514	1	0	1	1
	I do not plan to move from my teaching position in my current school in HISD.	1	1 = I do not plan to move from my teaching position in my current school in HISD.	878	1	0	1	1
	I plan to take on a teaching position in a different school district in the Houston metropolitan area.	1	1 = I plan to take on a teaching position in a different school district in the Houston metropolitan area.	345	1	0	1	1
	I plan to take a teaching position in a different school district outside the Houston metropolitan area.	1	1 = I plan to take on a teaching position in a different school district outside the Houston metropolitan area.	244	1	0	1	1
	I plan to take a different, non-teaching role in HISD.	1	1 = I plan to take a different, non-teaching role in HISD.	574	1	0	1	1
	I plan to take a different, non-teaching role at a different school district.	1	1 = I plan to take a different, non-teaching role at a different	150	1	0	1	1
	I do not plan to remain in K-12 education in any capacity.	1	1 = I do not plan to remain in K-12 education in any capacity.	127	1	0	1	1
Please describe what, if anything, could get you to remain at your school in a teaching role Based on your response above, we would like to know more about your reasons for considering other opportunities. Please describe the major reasons contributing to your potential plans.								