

# Preparing to Launch the 2020 *Believe and Prepare* Mentor Teacher, Principal, and Teacher Resident Surveys: Louisiana Department of Education

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1. Review **survey administration best practices**.
2. Begin to develop a **survey administration plan** for April 2020.
3. Review and update survey **research questions**.
4. Begin survey data **analysis plan**.

# Unit Response Rates

# Unit response rates

- Why are they important?
- Trends in unit response rates.
- What can you do to improve unit response rates?

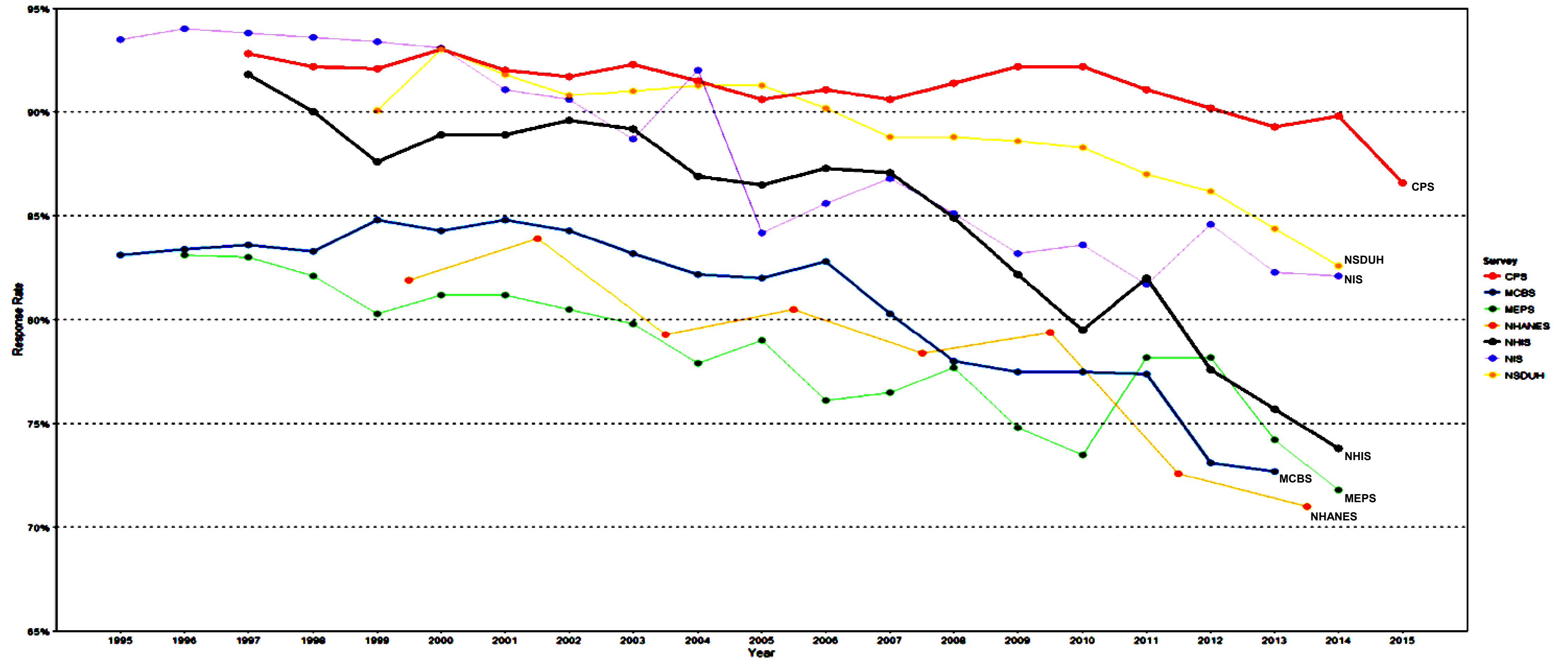


# Response rates

The response rate is one way to gauge whether survey results represent the target population:

- A high response rate maximizes the chance that the results are representative of the target population.
- A low response rate leads to a high risk of producing biased results, which cannot be generalized to the target population.
- It's important to monitor response rates during a data collection.

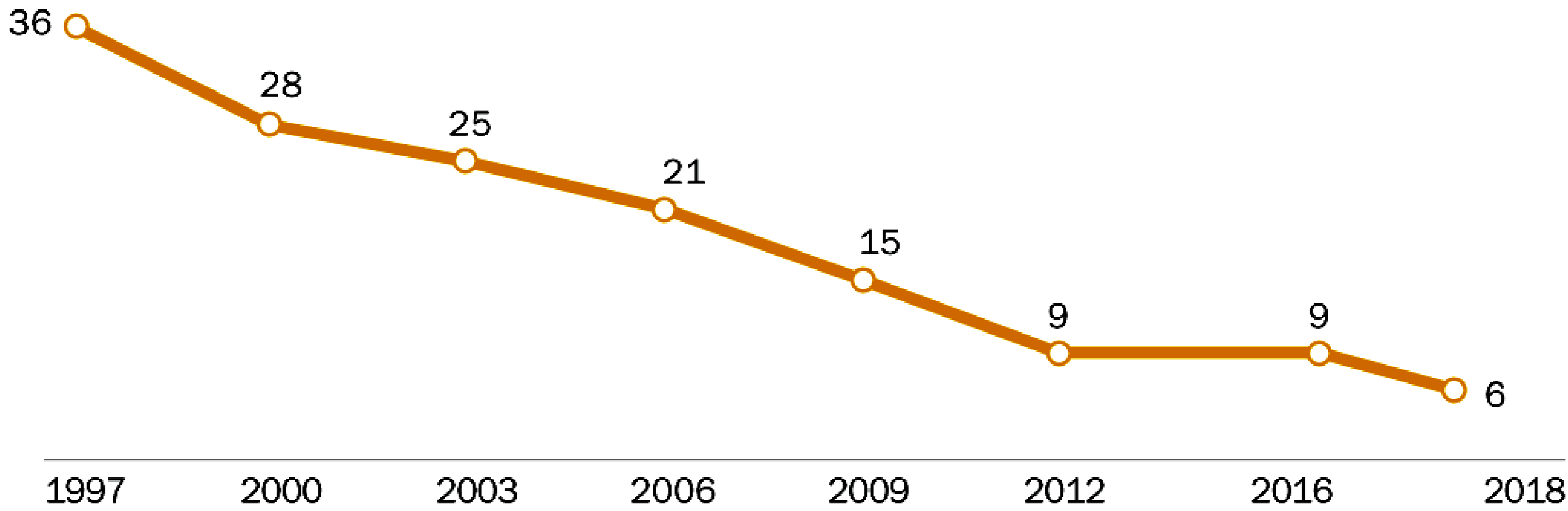




Source: J.Czajka and A. Beyler. 2016. Declining Response Rates in Federal Surveys: Trends and Implications.

# After brief plateau, telephone response rates have dropped

Response rate by year (%)



Source: Pew Research Center telephone surveys conducted 1997-2018.



# 2019 Believe and Prepare Survey Response Rates

## Response rates for the 2019 *Believe and Prepare* Surveys

Mentor teacher	41 %
Principal	31 %
Teacher resident	NA

Of the 1,371 mentor teachers to whom the survey was e-mailed, 559 mentor teachers (41 percent) responded.

Of the 672 principals to whom the survey was e-mailed, 205 principals (31 percent) responded.

No response rate for the teacher resident survey because it's unknown how many participants received the survey.







# What Can be Done to Increase Response Rates?

# Response rates

What can you do *before* the 2020 data collection to increase response rates?



# Things to do before the 2020 data collection

1. Generate awareness about the survey.
2. Review the content of the 2019 prenotices, invitations, and nonresponse follow-up emails.
3. Review the length of the surveys.
4. Identify 2019 participants who didn't reply to the survey and reach out to them with a special message.
5. Link participants to schools in which they are employed and upload school characteristics to the online survey platform.
6. Email invitations with a link directly to participants.
7. Incentivize participants to respond.
8. Draft a detailed schedule that includes dates for all actions before and during the data collection.

# Before the 2020 data collection

Generate awareness about the survey.



# Before the 2020 data collection

Review the content of the 2019 prenotices, invitations, and nonresponse follow-up emails.



# Before the 2020 data collection

Review the length of the surveys.





## Before the 2020 data collection

Identify the 2019 participants who didn't reply to the survey and reach out to them with a special message.



## Before the 2020 data collection

Link participants to schools in which they are employed and upload school characteristics to the online survey platform.



## Before the 2020 data collection

Email invitations with a link to the survey directly to participants.



# Before the 2020 data collection

Encourage participants to respond to the survey using monetary and/or nonmonetary incentives



# TEACHER QUESTIONNAIRE SCHOOLS AND STAFFING SURVEY 2011-12 SCHOOL YEAR

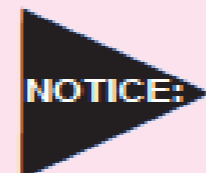


Blank area for a return address with a small rectangular box in the top right corner.

*(Please note all name and address changes on page 3.)*

### THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Association of Teachers of German
- American Federation of Teachers
- Computer Science Teachers Association
- International Reading Association
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Council of Teachers of Mathematics
- National Middle School Association
- The National Association for Music Education

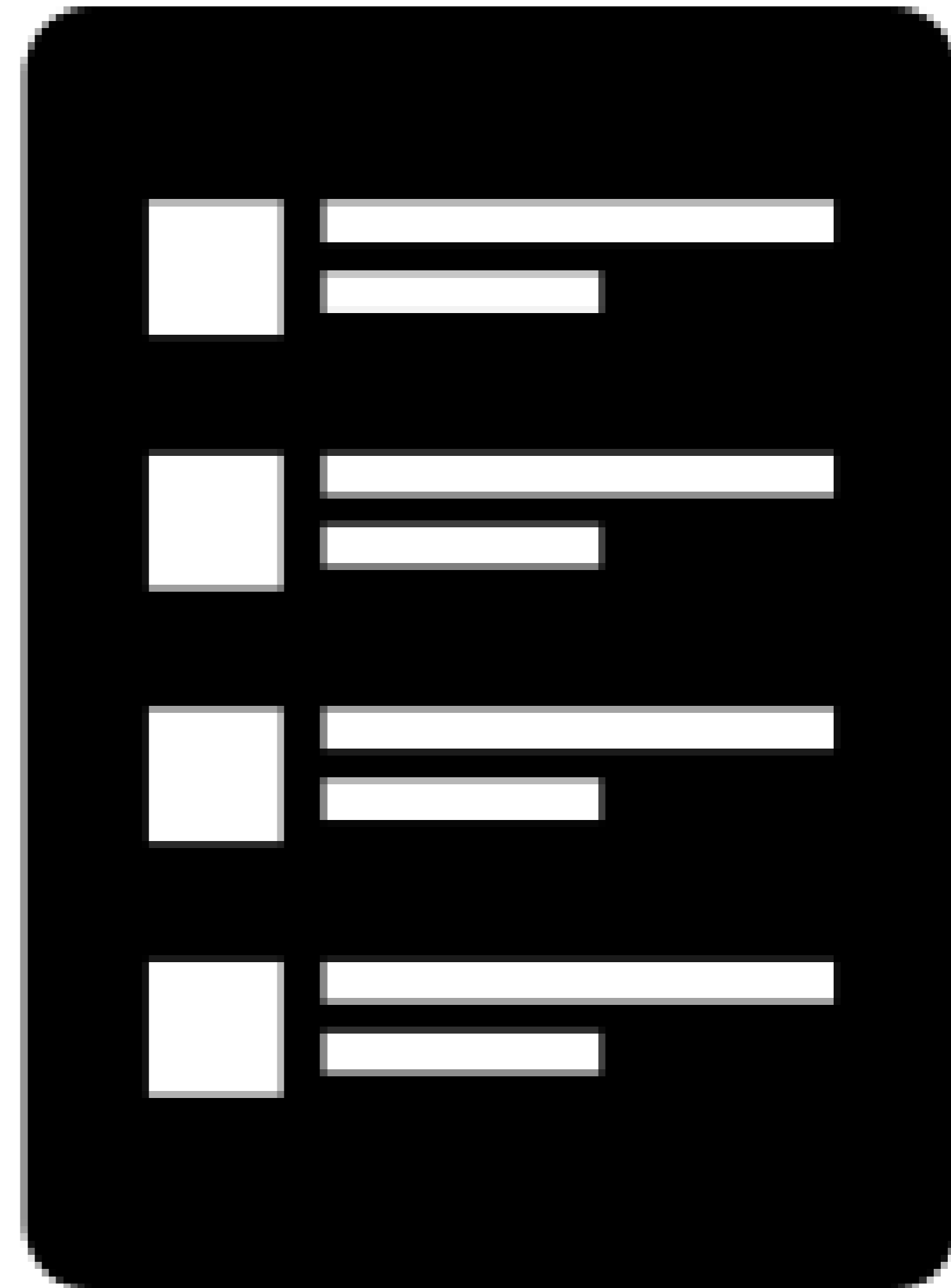


**This survey is authorized by the Education Sciences Reform Act of 2002, 20 U.S. Code §9541(b) and §9543(a). The results will only be produced as statistical summaries.**



# Before the 2020 data collection

Draft a detailed schedule that includes dates for all actions during the data collection.



# Response rates

What can you do *during* the 2020 data collection to increase response rates?



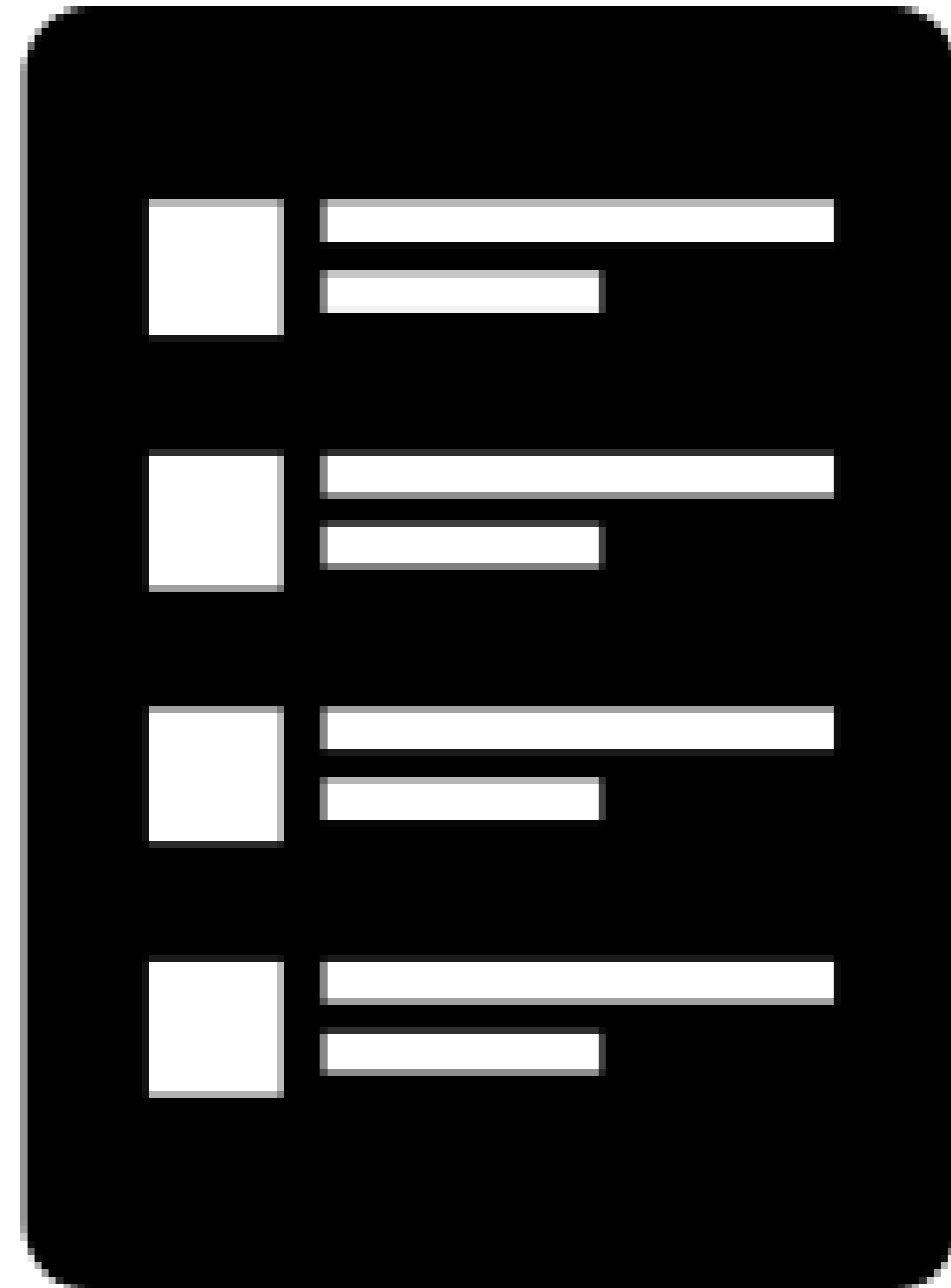
# Things to do during the 2020 data collection

1. Follow the detailed schedule that includes dates for all actions during the data collection.
2. Monitor response rates by subgroups frequently and adjust data collection strategies if needed.
3. Send unique non-response follow-up messages.
4. Consider whether it's necessary to extent the data collection period.
5. Send and post a thank-you to respondents.



# During the 2020 data collection

Follow the detailed schedule that includes dates for all actions during the data collection.



# During the 2020 data collection

Monitor response rates by subgroups frequently and adjust data collection strategies if needed.



# During the 2020 data collection

Send unique non-response follow-up messages.



# During the 2020 data collection

Consider whether it's necessary to extent the data collection period.



During the 2020 data collection

Send a thank-you to survey respondents.



# Teacher Resident Survey

- Obtain e-mail addresses for all teacher resident program participants.
- Review past process of obtaining e-mail addresses.
- What else could be done?
  - Reach out to whom/which organizations?
  - Which events/meetings can attend to make the case?
  - Who will reach out? When?
  - REL Southwest coordinator can assist



# Review Research Questions

# Review Survey Research Questions

- Mentor teacher survey
- Principal survey
- Teacher resident survey





# Mentor Teacher Research Questions

**What are mentor teachers' perceptions of the *Believe and Prepare* teacher residency program?**

1. What types of training did mentor teachers participate in?
2. How useful did mentor teachers perceive the training to be?
3. Do mentor teachers feel they received enough preparation and support to provide mentoring to Believe-and-Prepare teachers?
4. To what extent do mentor teachers interact with their mentees?
5. In what types of activities do mentor teachers engage with their mentees?
6. Are mentor teachers making progress toward obtaining their Ancillary Certificate?

# Principal Research Questions

## **What are principals' perceptions of the *Believe and Prepare* teacher residency program?**

1. What types of support do principals and school leadership staff provide mentor teachers in their schools?
2. What are principals' perceptions of the impact that mentors are having on the performance of teacher residents?
3. What challenges do principals experience in supporting mentor teachers in their schools?
4. What are principals' perceptions of the roles and performance of content leaders in their schools?

# Teacher Resident Research Questions

**What are teacher residents' perceptions of the *Believe and Prepare* teacher residency program?**

1. Do teacher residents feel they received enough support from their mentor teachers?
2. In what types of activities do teacher residents engage with their mentor teachers? How often do teacher residents engage in these activities?
3. To what extent do teacher residents believe their mentor teachers have influenced their knowledge of instructional content and strategies?
4. What challenges have teacher residents experienced in fulfilling their roles?
5. Do teacher residents feel prepared to teach in their own classroom?

# Survey Data Analysis

# Survey Data Analysis

- Data quality review
- Psychometrics
  
- Survey response rates
- Non-response bias analysis
- Nonresponse weighting
  
- Descriptive analyses
- Subgroup analyses



# Data Quality Review & Psychometrics

Focus of workshop #2

- Individual item analysis
- Scaling (Rasch modeling)



# Nonresponse Bias

- Survey response rates
- Non-response bias analysis
- Survey weights



# How Are Unit Response Rates Calculated?

$$\text{Response rate} = \frac{\text{Number of completed surveys}}{\text{Number of eligible participants}} \times 100$$

**For example:** If you send out surveys to 200 individuals and 125 surveys are completed, your response rate is 62.5 percent.

$$\text{Response rate} = \frac{125}{200} \times 100 = 62.5\%$$



# Non-response Bias Analysis

- Institute of Education Sciences requires a nonresponse bias analysis for overall survey response rates **less than 85 percent**.
- To conduct a nonresponse bias analysis, **background variables** must be available and values of these variables for all members being surveyed must be known.
- By comparing the **observed frequency distribution** of a background variable with its **population distribution**, one can establish whether the sample of survey respondents is representative with respect to this variable.

# Non-response Bias Analysis

Characteristic	Universe (n = 1,960)	Respondents (unweighted) (n = 940)	Standard error	Estimated bias (percentage points)	Percent relative bias
Locale					
Rural	47.30	49.57	1.04	2.27*	4.8
Nonrural	52.70	50.43	1.02	-2.27*	-4.3
School level					
Elementary	59.11	58.94	0.71	-0.17	-0.3
Middle	17.71	17.45	1.20	-0.26	-1.5
High	22.81	23.19	1.21	0.38	1.7
Combined	0.37	0.43	0.99	0.06	15.3
Enrollment					
Fewer than 100	9.70	8.72	0.92	-0.98	-10.1
100–199	17.03	16.91	1.00	-0.12	-0.7
200–499	46.36	48.83	0.74	2.47**	5.3
500–749	18.46	18.09	1.01	-0.37	-2.0
750–999	4.72	4.57	0.83	-0.15	-3.2
1,000 or more	3.73	2.87	0.81	-0.86	-23.0

# Non-response Bias Analysis

Characteristic	Universe	Respondents (weighted)	Standard error	Estimated bias (percentage points)	Percent relative bias
Locale					
Rural	47.30	47.40	1.16	0.10	0.2
Nonrural	52.70	52.60	1.04	-0.10	-0.2
School level					
Elementary	59.11	59.41	0.75	0.31	0.5
Middle	17.71	17.42	1.28	-0.30	-1.7
High	22.81	22.78	1.30	-0.03	-0.2
Combined	0.37	0.39	1.06	0.02	5.5
Enrollment					
Fewer than 100	9.70	9.78	0.97	0.09	0.9
100–199	17.03	17.44	1.01	0.41	2.4
200–499	46.36	45.80	0.77	-0.57	-1.2
500–749	18.46	18.44	1.01	-0.02	-0.1
750–999	4.72	4.84	0.83	0.12	2.5
1,000 or more	3.73	3.71	0.87	-0.02	-0.6

# Non-response Bias Analysis



- Share the nonresponse bias analysis worksheet
- The nonresponse bias worksheet includes embedded formulas that can be used to carry out basic analysis.

# Descriptive Statistics and Subgroup Analyses

# Descriptive Statistics and Subgroup Analyses

- Frequencies
- Means and standard deviations
- Crosstabulations



# Develop Timeline for Pre-Survey Administration Work



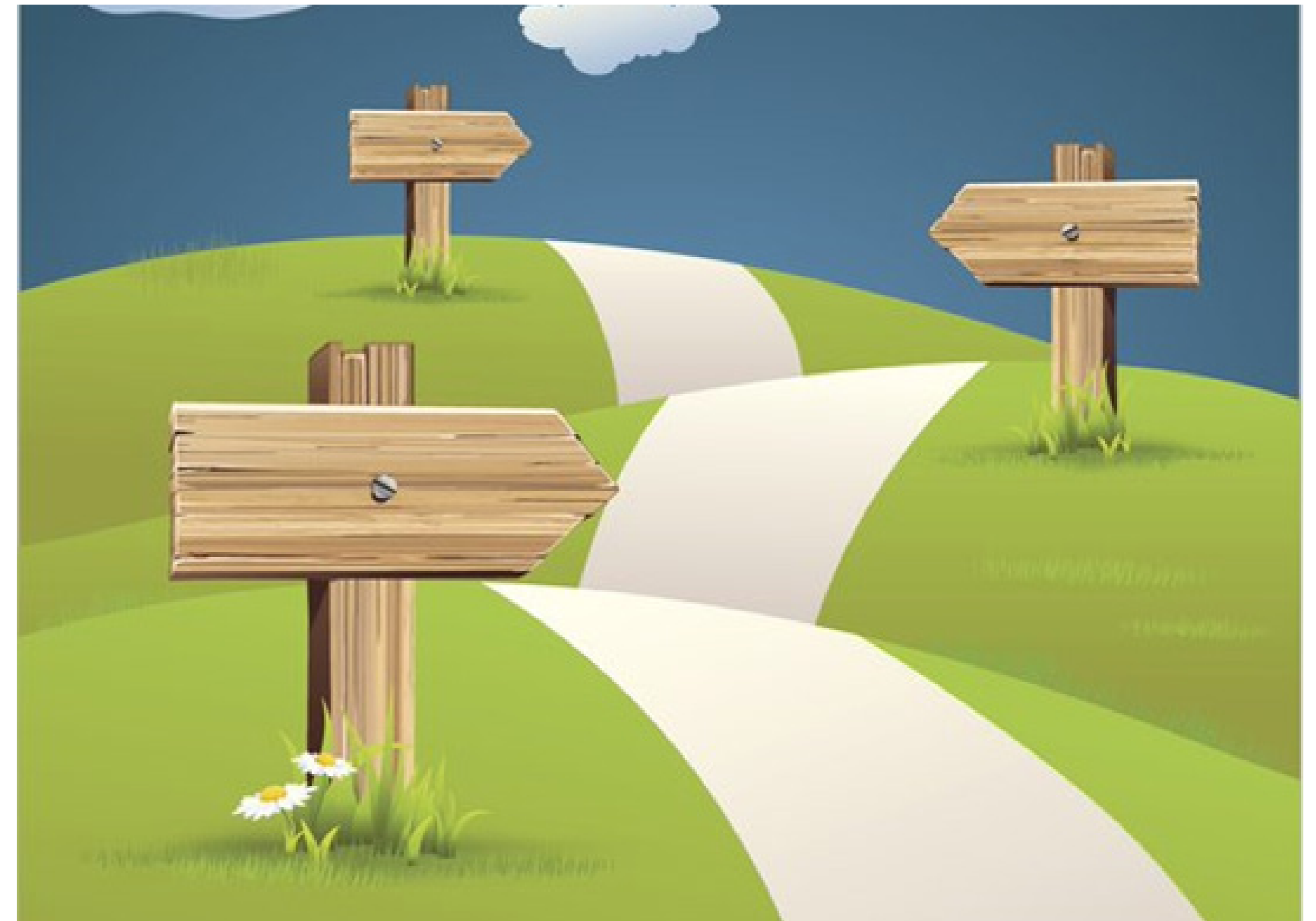
# Develop Survey Administration Timeline





# Next Steps

- Survey Workshop 2: March 19, 2020 in Baton Rouge
- Continue work on data collection and analysis plans
- Draft survey communications



# Thank you!

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