



# Training to develop Believe and Prepare teacher and mentor surveys: Louisiana Department of Education

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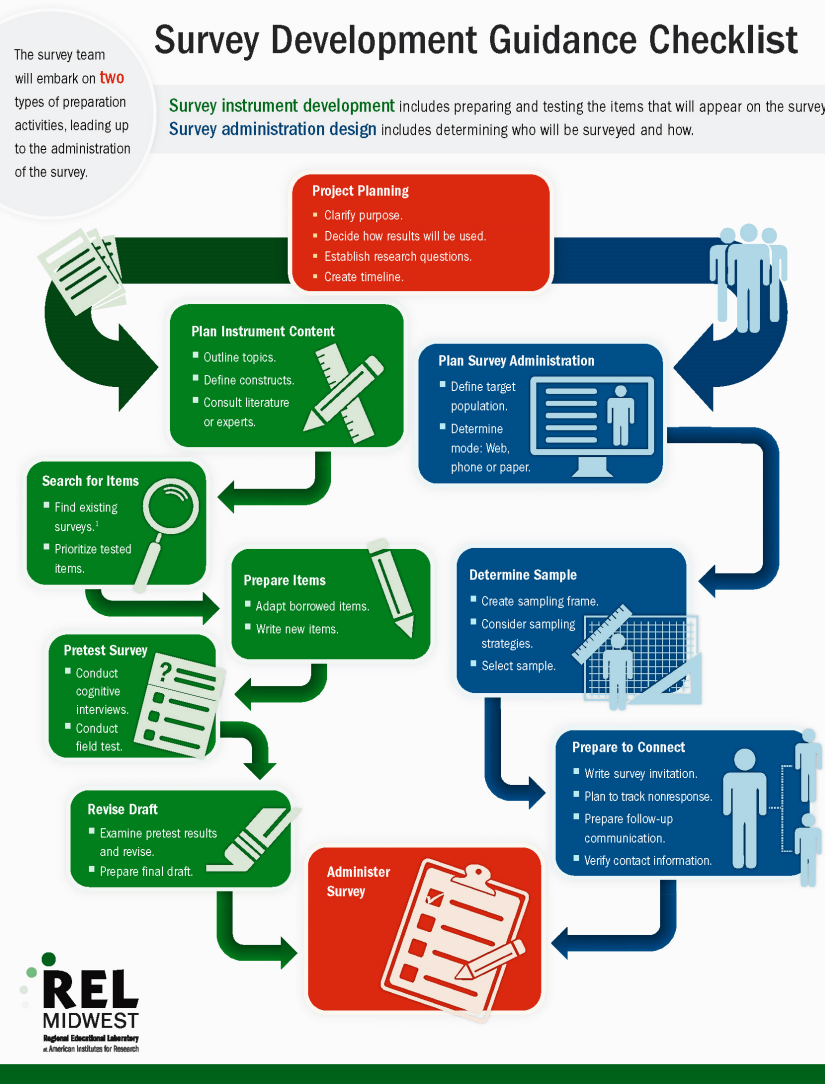




## Session 2 goals

- Learn about best practices for survey content development.
- Review existing survey items.
- Draft new survey items.
- Plan for next steps and timeline.

# Plan instrument content.



# Review survey constructs.

- Training and support.
- Teacher preparedness.
- Feedback on program components.
- Interactions with teachers or mentors.

# Effective survey items take time to develop.



**Explore existing surveys.**



# Surveys from National Center for Education Statistics

Surveys designed for the following:

- Teachers (at various stages of the career).
- Schools administrators.
- Parents.
- Students.

<https://nces.ed.gov/surveys/SurveyGroups.asp?Group=1>

# Surveys from National Center for Education Statistics

## SURVEYS & PROGRAMS

### [Beginning Teacher Longitudinal Study - BTLS](#) | [Staff](#) [All Products](#) [Last 90 Days](#)



The Beginning Teacher Longitudinal Study (BTLS) is a new study of a cohort of beginning public school teachers initially interviewed as part of the 2007-08 Schools and Staffing Survey. The study will create an unfolding "story" by following this cohort of first-year teachers for a decade.

[Visit the Beginning Teacher Longitudinal Study Homepage](#)

### [Career/Technical Education Statistics - CTE Statistics](#) | [Staff](#) [All Products](#) [Last 90 Days](#)



The 2006 Carl D. Perkins Career and Technical Education Improvement Act mandates that "as a regular part of its assessments, the National Center for Education Statistics shall collect and report information on career and technical education for a nationally representative sample of students." To meet this requirement, NCES uses the Career/Technical Education Statistics (CTES) system. The CTES system relies on existing and special-purpose NCES surveys to provide data on career/technical education from students, faculty, and schools at the secondary and postsecondary levels, as well as on adults seeking work-related education and training.

[Visit the Career/Technical Education Statistics Homepage](#)

### [Common Core of Data - CCD](#) | [Staff](#) [All Products](#) [Last 90 Days](#)



CCD is a comprehensive, annual, national statistical database of information concerning all approximately 100,000 public elementary and secondary schools and approximately 18,000 public school districts (including supervisory unions and regional education service agencies), which contains data that are designed to be comparable across all states. The CCD consists of five surveys completed annually by state education departments from their administrative records. Information included are: a general description of schools and school districts, including name, address, and phone number; data on students and staff, including demographics; and fiscal data, including revenues and current expenditures.

[Visit the Common Core of Data Homepage](#)

### [Crime and Safety Surveys - CSS](#) | [Staff](#) [All Products](#) [Last 90 Days](#)



NCES carries out a variety of activities to collect data on crime, violence and safety in U.S. elementary and secondary schools. This is achieved through the Crime and Safety Surveys program which oversees student surveys, school principal surveys and other surveys; such as the School Survey on Crime and Safety, the School Crime Supplement to the National Crime Victimization Survey and a facilities supplement to the Education Longitudinal Study of 2002. Topics in these surveys include: gangs, bullying, student victimization, drug availability, fear and avoidance behaviors, disciplinary actions, prevention activities, school safety programs and policies, use of school security, and school facilities measures.

[Visit the Crime and Safety Surveys Homepage](#)

### [Current Population Survey, October - CPS](#) | [Staff](#) [All Products](#) [Last 90 Days](#)

The CPS is a monthly survey designed to collect data on labor force participation of the civilian noninstitutional population. (It excludes



# Existing surveys

- Teacher Follow-up Survey (TFS) for current teachers (used in the Beginning Teacher Longitudinal Study [BTLS])
- National Teacher and Principal Survey (NTPS)

# Teacher Follow-up Survey

9. Last school year (2007–08), how frequently did your assigned master or mentor teacher work with you in the following areas? To what extent did your work with your mentor in this area improve your teaching?

**a. Last school year (2007–08), how frequently did your assigned master or mentor teacher work with you in the following areas?**

☛ Mark (X) one box on each line.

☛ If you mark "Never" in this column, leave column (b) blank.

(a)

**b. To what extent did your work with your mentor in this area improve your teaching?**

☛ Mark (X) one box on each line.

(b)

**(1) Teaching your subject matter or grade level**

Never      A few times a year      Once or twice a month      At least once a week

MFSBJ  
1       2       3       4   
↓

**(2) Classroom management and discipline**

MFDIS  
1       2       3       4   
↓

**(3) Using or incorporating a variety of instruction methods**

MFINS  
1       2       3       4   
↓

**(4) Using technology in your classroom**

MFTEC  
1       2       3       4   
↓

**(5) Assessing students and interpreting assessment data**

MFSTA  
1       2       3       4

Not at all      To a small extent      To a moderate extent      To a great extent

MISBJ  
1       2       3       4

MIDIS  
1       2       3       4

MIINS  
1       2       3       4

MITEC  
1       2       3       4

MISTA  
1       2       3       4

# National Teacher and Principal Survey

**5-4.** In your FIRST year of teaching, how well prepared were you to —  
 🍌 *If you are in your first year of teaching, please answer for THIS school year.*

		🍌 <i>Mark (X) one box on each line.</i>			
		Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a.	Handle a range of classroom management or discipline situations? 1505	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b.	Use a variety of instructional methods? 1506	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c.	Teach your subject matter? 1507	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d.	Use computers in classroom instruction? 1508	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e.	Assess students? 1509	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f.	Differentiate instruction in the classroom? 1510	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g.	Use data from student assessments to inform instruction? 1511	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h.	Teach to state content standards? 1512	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i.	Teach students who are limited-English proficient [LEP] or English-language learners [ELLs]? 1513	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j.	Teach students with special needs? 1514	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**5-5.** In your FIRST year of teaching, did you participate in a formal schoolwide or districtwide program for beginning teachers aimed to enhance teachers' effectiveness by providing systematic support (sometimes called a teacher induction program)?

# Guidelines for writing effective items



1. Be specific.
2. Use clear directions.
3. Avoid double-barreled items.
4. Use appropriate rating scale.
5. Make responses mutually exclusive.
6. Make responses collectively exhaustive.

## Be specific.

- Not specific: Do you work full time?
- Specific: Currently, about how many total hours per week do you typically work for pay, counting all jobs?

## Use clear directions where necessary.

- Select all that apply.
- Select only one response.
- Round to the nearest whole number.
- Do not include or consider volunteer work in your total.

# Avoid double-barreled items.

To what extent are your measures of progress quantitative and objective?

```
graph TD; A["To what extent are your measures of progress quantitative and objective?"] --> B["To what extent are your measures of progress quantitative?"]; A --> C["To what extent are your measures of progress objective?"];
```

To what extent are your measures of progress quantitative?

To what extent are your measures of progress objective?

**Each item should represent a unidimensional concept.**

# Use appropriate rating scales.

- Agreement.
- Interest.
- Importance.
- Frequency.
- Degree or extent.
- Similarity (*like me to not like me*).



# Typically, four to seven response categories are used for rating scales.

My teacher grades fairly.

- *Strongly disagree*
- *Disagree*
- *Agree*
- *Strongly agree*

# Make responses mutually exclusive.

## What is wrong with this item?

How many years have you been teaching?

- 0–5 years
- 5–10 years
- 10+ years

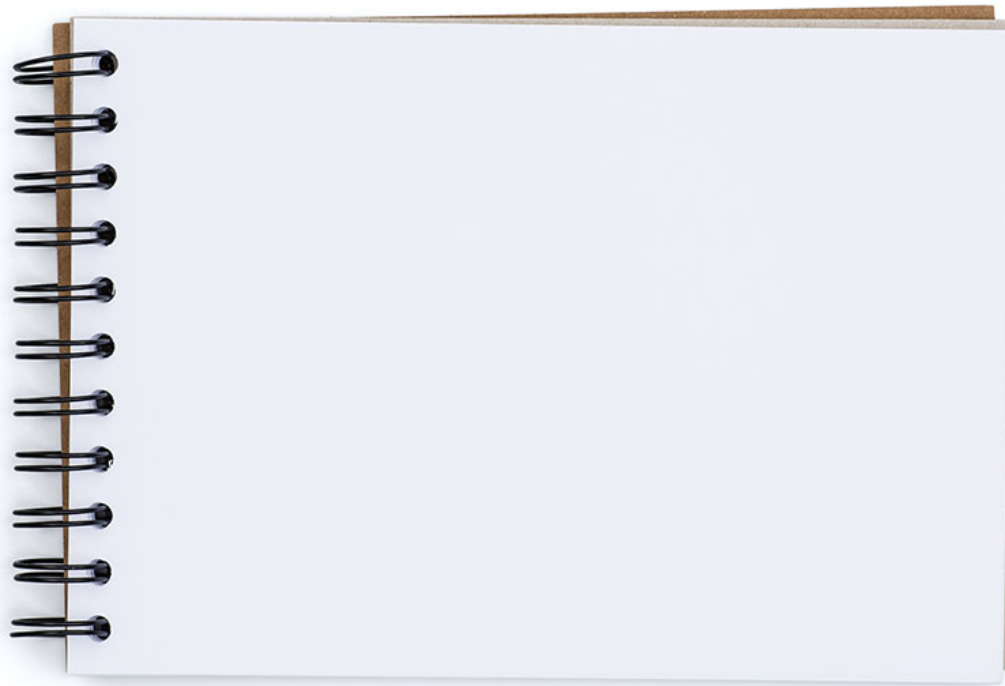
# Make responses collectively exhaustive.

**What is wrong with this item?**

How often do you assign homework?

- Monthly
- Weekly
- Daily

# Open-ended items



# Overview of existing surveys

# Working session: Using, adapting, and/or creating new survey items

*Handout 2:* Overview of existing surveys

*Handout 3:* Item bank (spreadsheet with relevant items from existing surveys)

# Reviewer considerations

- Given the purpose of the survey, rate the overall importance of each item.
- Suggest revisions to improve clarity or relevance.
- Will the items and response options make sense for all potential respondents?
- Will the response options capture meaningful variation for each item?
- Are there important concepts not covered?

**Next steps**



# Remaining coaching sessions

Session 3: Cognitive interviews

Session 4: Preparing for administration

# References

Hanushek, E. A., & Haycock, K. (2010). An effective teacher in every classroom: A lofty goal, but how to do it? *Education Next*, 10(3), 47–52.