

Use of Student Perception Surveys in Teacher Evaluation

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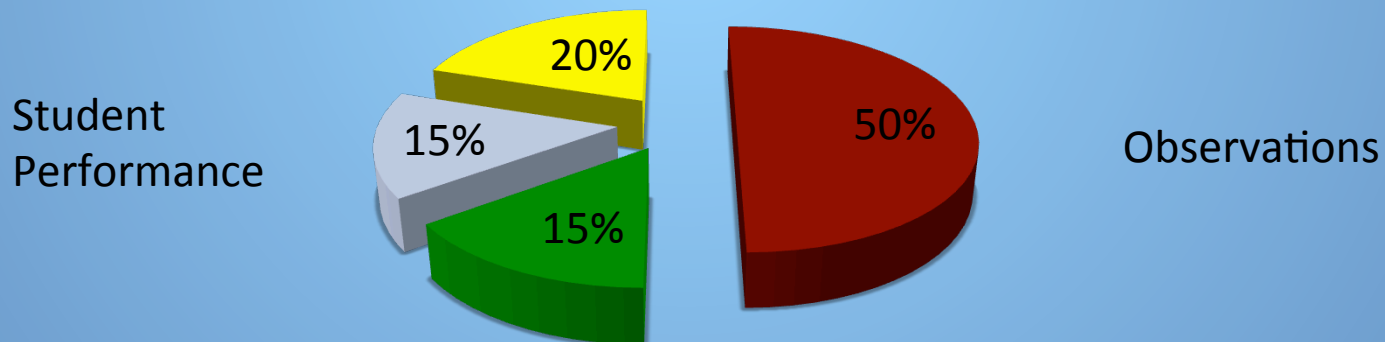
Pittsburgh Public Schools (PPS) Use of the Tripod Student Perception Survey

- 2009-10 approx. 250 PPS classroom as part of the Measures of Effective Teaching (MET) Study.
- 2010-11 approx. 50 ninth grade teachers volunteered to have their students surveyed.
- 2011-12 two (fall and spring) district-wide administrations of the Tripod survey.
- 2012-13 two (fall and spring) district-wide administrations of the Tripod survey.
- 2013-14 *proposed* first inclusion of student perception survey data in individual teacher summative ratings.

Pennsylvania Rating Contributions

Pennsylvania Act 82 Weights For Classroom Teachers starting in 2013-14

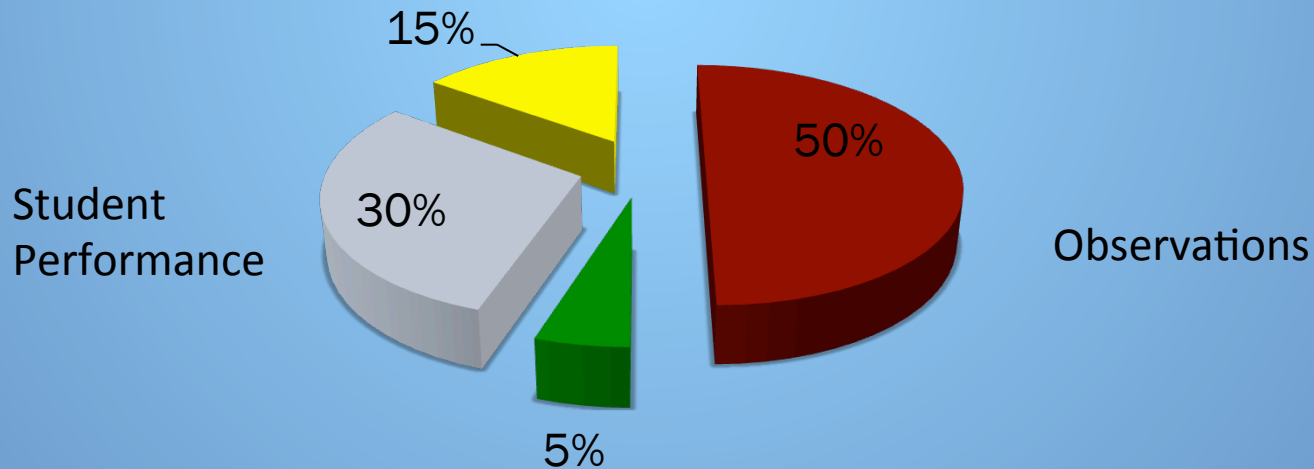
- Classroom Observations 50%
- Building Level Data 15%
- Teacher-Specific Data 15%
- Elective Data of Student Achievement 20%



Proposed PPS Rating Contributions

Adjusted Act 82 Weights

- Classroom Observations 50%
- Building Level Data 5%
- Teacher-Specific Data 30%
- Elective Data of Student Achievement 15%



PPS Proposed Approach

Measure	Weight	Teachers with VAM	Teachers without VAM
Professional Practice (observation)	50%	RISE ¹	RISE ¹
Building Level Data	5%	PPS School VAM	PPS School VAM
Teacher Level Data	30%	PPS Teacher VAM	RISE 3f / SLOs ²
Elective Data	15%	Tripod ³	Tripod ³

- 1 RISE is Pittsburgh's teacher professional growth and evaluation system based on the Charlotte Danielson Framework for Teaching.
- 2 SLOs: Student Learning Objectives
- 3 Tripod is the student perception survey created by Cambridge Education.

PPS proposed use of local metrics and weights for the various "Measures" above have not been approved by PDE.

Use of Tripod in Teacher Evaluation

- Pittsburgh Federation of Teachers leadership
 - Agreed to inclusion of Tripod in Career Ladder evaluations
 - Opposed use of Tripod in summative evaluations (ratings)
 - Acknowledged that Tripod results would more likely treat teachers fairly than would Act 82's attainment data menu for "elective data"
 - Worked with the District to establish rules for the inclusion of Tripod data in summative ratings

Cambridge Education's position on the use of Tripod data:

Effectiveness Measures based on Student Perceptions

Assuming that student perceptions are among *multiple measures* administered *multiple times*

Tripod Student Survey Domains	Purpose to inform:	
	Accountability Decisions	Professional Development and other School Improvement Decisions
Student Perceptions of Seven C's at the classroom level*	Yes	Yes
Student Academic Engagement at the classroom level	Maybe	Yes
Student Social Engagement at the classroom level	Probably Not	Yes
Some Combination of the Above	Maybe	Yes
School Aggregate Measures, including school climate items, whole school level	Probably Not	Yes

*only the Seven C's data are proposed to be used in PPS evaluation of teachers.

- Teacher concerns about the survey:
 - Fall Tripod administration data were not available until the end of the year (combined with spring)
 - Students shouldn't be evaluators; teachers should be evaluated by professional educators
 - Students use the survey to “get” the teacher
 - K-2 and 3-5 surveys are confusing and too long
 - 6-12 survey is too long
 - Students stop reading and pick random answers
 - Students complained about certain demographic-related questions (e.g., “How many books are there in your home?”)

- Teacher concerns about the survey administration:
 - Some students took the survey three or more times in the same day
 - Teachers don't know what is on the survey
 - Training (for administering the survey) reached very few teachers

Recommendations

- Teachers need to know:
 - what is on the survey and why
 - more than the 7C's; details about the student engagement, school climate, and demographic items
 - the purpose of the demographic items
 - how the data can be used before their classes are surveyed
 - why multiple administrations over time (multiple school years) are important
 - how Cambridge Education handles meaningless data (when students really do select random answers)

Recommendations (cont.)

- Survey administration
 - Wide administration window (3-4 weeks) to avoid the same students taking the survey for more than one teacher during the same day
 - Thorough roster verification before survey administration
 - Commitment to training school-based survey coordinators
 - Accessible district-level manager to solve problems/answer questions

Recommendations (cont.)

- Survey purpose
 - Emphasis on professional growth and school improvement over accountability
 - Emphasis on student experience over correlation to VAM
 - Balance between student engagement, school climate improvement, and individual professional growth

Contact information

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