

NATIONAL CENTER ON
Performance Incentives

Project On INcentives in Teaching (POINT)

Non-Participant Survey – Year 2 (Fall 2007)

The U.S. Department of Education funded a consortium of universities and organizations, including Vanderbilt University and the RAND Corporation, to conduct the POINT experiment in Metropolitan Nashville Public Schools. This survey was administered during the second year of the experiment to teachers who were employed in the district, but not participating in the experiment. The survey helped us learn about these teachers' perceptions and experiences related to pay for performance, and why they did not participate in the experiment.

Completion of the survey was voluntary, and the information provided was kept strictly confidential.

Definition: The term **POINT** refers to the **Project On INcentives in Teaching**, the experiment in which Metropolitan Nashville Public School (MNPS) teachers assigned to the treatment group can earn bonus payments based on growth in the achievement of their students. Teachers assigned to the POINT control group receive a stipend but are not eligible for bonus payments.

Please complete this survey if you were a middle school mathematics teacher who was eligible to participate in the POINT experiment, but did not sign up last year. Otherwise, please contact the National Center on Performance Incentives for the correct survey form.

SECTION A: PERCEPTIONS AND ATTITUDES ABOUT THE POINT EXPERIMENT

1. During fall 2006, the National Center on Performance Incentives invited you to participate in a three-year study of MNPS middle school mathematics teachers and their students and schools. The study examines the effects on student outcomes of paying eligible teachers bonuses of up to \$15,000 per year on the basis of student test-score gains on the Tennessee Comprehensive Assessment Program (TCAP) exams.

You are currently not enrolled in the experiment. How important were each of the following factors in your decision not to participate in the POINT experiment?

(Circle One Response in Each Row)

	Not Important	Low Importance	Moderate Importance	High Importance
a. I am opposed to pay for performance policies for teachers.	1	2	3	4
b. I did not think I had a good chance of earning a bonus.	1	2	3	4
c. I did not want to complete the surveys and interviews required of participants.	1	2	3	4
d. I did not want to be randomly assigned to a treatment or control group in the experiment.	1	2	3	4
e. I did not think I would be teaching in Nashville next year.	1	2	3	4
f. I was worried what other teachers in my school would think of me if I chose to participate.	1	2	3	4
g. I thought POINT would cause me to focus too much attention on student test scores and not enough attention on other important goals.	1	2	3	4
h. I did not have time to participate in the experiment.	1	2	3	4
i. I did not really understand the program.	1	2	3	4

2. I was never asked to participate in the POINT experiment. If I was asked to participate during the fall semester, I would have signed up for the experiment. **(Circle One)**

1	Yes
2	No
3	Don't Know
4	Not Applicable

3. I forgot to sign up for the POINT experiment. If I had remembered to sign up during the fall semester, I would have signed up for the experiment. **(Circle One)**

1	Yes
2	No
3	Don't Know
4	Not Applicable

4. To what extent do you agree or disagree with the following statements about the POINT Index?

Definition: The term **POINT Index** refers to the class average difference in TCAP scores that is calculated to determine whether treatment teachers earn a bonus.

(Circle One Response in Each Row)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have a clear understanding of what the POINT Index measures.	1	2	3	4
b. I can conceptually (but not necessarily mathematically) explain how the POINT Index is calculated.	1	2	3	4

5. To what extent do you agree or disagree with the following statements about the **POINT experiment** on performance-based pay for teachers?

(Circle One Response in Each Row)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The prospect that teachers in the POINT treatment group can earn a bonus discourages staff in the school from working together.	1	2	3	4
b. The POINT experiment will do a good job of distinguishing effective from ineffective teachers in the treatment group.	1	2	3	4
c. I have noticed increased resentment among teachers since the start of the POINT experiment.	1	2	3	4
d. The POINT method for awarding bonuses (based on growth in TCAP scores) is fair to all teachers in the treatment group.	1	2	3	4
e. The POINT method for awarding bonuses to treatment group teachers is consistent with my principal's approach for evaluating teachers.	1	2	3	4
f. I have experienced increased stress as a result of the POINT experiment.	1	2	3	4
g. I would really hate to be one of the POINT treatment teachers who did not earn a bonus.	1	2	3	4
h. If I were a teacher assigned to the treatment group, the size of the top bonus award would be large enough to motivate me to put in extra effort.	1	2	3	4
i. The POINT experiment ignores important aspects of teacher performance that are not measured by test scores.	1	2	3	4

6. Do you think it would be easier for Teacher A or Teacher B to earn a POINT bonus or is there no difference?

(Circle One Response in Each Row)

Teacher A	Strong Advantage for Teacher A	Moderate Advantage for Teacher A	No Advantage	Moderate Advantage for Teacher B	Strong Advantage for Teacher B	Teacher B
Teaching mostly average students	1	2	3	4	5	Teaching mostly low-achieving students
Teaching mostly average students	1	2	3	4	5	Teaching mostly high-achieving students
Teaching mostly advanced math	1	2	3	4	5	Teaching mostly regular math
Teaching mostly 5 th and 6 th grade students	1	2	3	4	5	Teaching mostly 7 th and 8 th grade students
Teaching primarily mathematics	1	2	3	4	5	Teaching a balance of math and other TCAP-tested subjects
Teaching primarily mathematics	1	2	3	4	5	Teaching a balance of math and other subjects not tested in TCAP
Teaching in a self-contained classroom	1	2	3	4	5	Teaching several classes in mathematics
Teaching a small number of special education students	1	2	3	4	5	Teaching a large number of special education students

7. Are you aware of any teachers in the district that received a POINT bonus? **(Circle One)**

1	Yes
2	No

8. Are you aware of any teachers in your school that received a POINT bonus? **(Circle One)**

1	Yes
2	No

SECTION B. GENERAL ATTITUDES TOWARD INCENTIVE PAY

9. We would like to better understand your personal beliefs about different concepts and ideas related to teacher performance pay, in general.

To what extent do you agree or disagree with the following statements about performance-based pay for teachers, in general?

(Circle One Response in Each Row)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers should receive additional compensation for demonstrating outstanding <u>teaching skills</u> .	1	2	3	4
b. Teachers should receive additional compensation if their students show outstanding <u>achievement gains</u> .	1	2	3	4
c. Rewarding individual teachers based on test score gains is problematic because it is hard to relate gains in student achievement to the work done by an individual teacher.	1	2	3	4
d. Linking bonuses with student performance would give me an incentive to work beyond the requirements of my job.	1	2	3	4
e. Rewarding teachers based on performance destroys the collaborative culture of teaching.	1	2	3	4
f. District and state officials should be more concerned about increasing base pay rather than devising teacher incentive pay programs.	1	2	3	4

SECTION C. WHAT SHOULD BE REWARDED WITH INCENTIVE PAY?

10. The salary schedule is based on years of experience and education. In select districts and states around the country, several additional factors have been suggested for compensating *individual teachers*. Please rate the importance of each factor below.

(Circle One Response in Each Row)

	Not Important	Low Importance	Moderate Importance	High Importance
a. Earning an advanced degree	1	2	3	4
b. Time spent in professional development	1	2	3	4
c. High test scores by students on a standardized test	1	2	3	4
d. Student gains (improvement/growth) on TCAP	1	2	3	4
e. Student gains (improvement/growth) on a standardized test other than TCAP	1	2	3	4
f. Performance evaluation by supervisors	1	2	3	4
g. Performance evaluation by other teachers	1	2	3	4
h. Independent evaluation of portfolios (e.g. students' and/or teachers' work)	1	2	3	4
i. Student evaluations of teaching performance	1	2	3	4
j. Collaboration with other faculty and staff	1	2	3	4
k. Working with students outside of class time	1	2	3	4
l. Efforts to involve parents in students' education	1	2	3	4
m. Serving as a master or mentor teacher	1	2	3	4
n. National Board for Professional Teaching Standards (NBPTS) certification	1	2	3	4
o. Parent satisfaction with teacher	1	2	3	4
p. Teaching in hard-to-staff fields (i.e. subjects that are difficult to find and retain qualified and effective teachers)	1	2	3	4
q. Teaching in hard-to-staff schools (i.e. schools that have difficulty finding and retaining qualified and effective teachers)	1	2	3	4

SECTION D. SCHOOL ENVIRONMENT

11. To what extent do you agree or disagree with the following statements about your school principal?

(Circle One Response in Each Row)

<i>The principal at my school...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Works to create a sense of community in this school.	1	2	3	4
b. Sets high standards for teaching.	1	2	3	4
c. Ensures that teachers have sufficient time for professional development.	1	2	3	4
d. Provides support to improve mathematics instruction in the school.	1	2	3	4

12. To what extent do you agree or disagree with the following statements about teachers in your school?

(Circle One Response in Each Row)

<i>Teachers in my school...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.	1	2	3	4
b. Do not really trust each other.	1	2	3	4
c. Feel responsible to help each other do their best.	1	2	3	4
d. Expect students to complete every assignment.	1	2	3	4
e. Encourage students to keep trying even when the work is challenging.	1	2	3	4
f. Think it is important that all of their students do well in class.	1	2	3	4
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.	1	2	3	4

SECTION E. TELL US ABOUT YOURSELF

13. Please check the box that best describes you for each item below.

(Circle One Response in Each Row)

	Disagree Strongly	Disagree a Little or Moderately	Neither Agree or Disagree	Agree a Little or Moderately	Agree Strongly
a. I believe I am extroverted, enthusiastic	1	2	3	4	5
b. I believe I am critical, quarrelsome	1	2	3	4	5
c. I believe I am dependable, self-disciplined	1	2	3	4	5
d. I believe I am anxious, easily upset	1	2	3	4	5
e. I believe I am open to new experiences, complex	1	2	3	4	5
f. I believe I am reserved, quiet	1	2	3	4	5
g. I believe I am sympathetic, warm	1	2	3	4	5
h. I believe I am disorganized, careless	1	2	3	4	5
i. I believe I am calm, emotionally stable	1	2	3	4	5
j. I believe I am conventional, unwelcome	1	2	3	4	5

14. To what extent do you agree or disagree with each of the following statements?

(Circle One Response in Each Row)

	Disagree Strongly	Disagree Moderately	Disagree Slightly more than Agree	Agree Slightly more than Disagree	Agree Moderately	Agree Strongly
a. The amount a student can learn is primarily related to family background.	1	2	3	4	5	6
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	1	2	3	4	5	6
c. When I really try, I can get through to the most difficult student.	1	2	3	4	5	6
d. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1	2	3	4	5	6
e. If parents would do more for their children, I could do more.	1	2	3	4	5	6
f. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1	2	3	4	5	6
g. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1	2	3	4	5	6
h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	1	2	3	4	5	6
i. If I really try hard, I can get through to even the most difficult or unmotivated students.	1	2	3	4	5	6
j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	1	2	3	4	5	6

15. The following questions ask you to choose between getting a regular payment of money and taking a coin flip, where your payment depends on whether the coin lands on heads or tails. Read each choice carefully and circle the option that you prefer. For each choice, make sure to circle either the option in the left or right column. Please note that this is NOT a test. There are no right or wrong answers.

(Circle One Response in Each Row)

	<u>Regular Payment</u> If you choose this option, you will receive the amount of money listed in the box below.	<u>Coin Flip</u> If you choose this option, you will receive either \$10 or \$30, depending on whether the coin lands on heads or tails.
a.	For sure \$30	Heads \$10 Tails \$30
b.	For sure \$28	Heads \$10 Tails \$30
c.	For sure \$26	Heads \$10 Tails \$30
d.	For sure \$24	Heads \$10 Tails \$30
e.	For sure \$22	Heads \$10 Tails \$30
f.	For sure \$20	Heads \$10 Tails \$30
g.	For sure \$18	Heads \$10 Tails \$30
h.	For sure \$16	Heads \$10 Tails \$30
i.	For sure \$14	Heads \$10 Tails \$30
j.	For sure \$12	Heads \$10 Tails \$30
k.	For sure \$10	Heads \$10 Tails \$30

16. For each of the next 10 choices, please indicate which reward you would prefer: the smaller reward today, or the larger reward in the specified number of days. Please note that this is NOT a test. There are no right or wrong answers.

(Circle One Response in Each Row)

a. Would you prefer	\$20 right now	or	\$20.25 in one week
b. Would you prefer	\$20 right now	or	\$20.50 in one week
c. Would you prefer	\$20 right now	or	\$21.00 in one week
d. Would you prefer	\$20 right now	or	\$22.00 in one week
e. Would you prefer	\$20 right now	or	\$23.00 in one week
f. Would you prefer	\$20 right now	or	\$24.00 in one week
g. Would you prefer	\$20 right now	or	\$25.00 in one week
h. Would you prefer	\$20 right now	or	\$26.00 in one week
i. Would you prefer	\$20 right now	or	\$28.00 in one week
j. Would you prefer	\$20 right now	or	\$30.00 in one week

SECTION F. BACKGROUND INFORMATION

17. Are you currently tenured in Metropolitan Nashville Public Schools (MNPS)?

- Yes → If yes, in what year were you awarded tenure? _____
- No → If no, in what year do you expect to gain tenure? _____

18. Are you a member of the Metropolitan Nashville Education Association (MNEA) or Tennessee Education Association (TEA)?

- Yes
- No

19. Are you of Hispanic or Latino origin? **(Check One)**

- Yes
- No

20. What is your race? **(Check All That Apply)**

- White
- Black or African-American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native

21. Including this year, how many years have you taught on a full-time basis?

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 years

22. Including this year, how many years have you taught on a full-time basis at this school?

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 years

23. Are you currently enrolled in a Master's program?

- Yes → If yes, at which degree-granting institution? _____
- No

24. Are you currently enrolled in a doctoral program (Ed.D., Ph.D.)?

Yes → If yes, at which degree-granting institution? _____

No

25. Please list the subject, granting institution, and year of all Master's degrees you hold:

Subject	Institution	Graduation Year
_____	_____	_____
_____	_____	_____
_____	_____	_____

Thank you very much for your time and participation in this survey. Please return your completed survey to the National Center on Performance Incentives using the self-addressed and stamped envelope provided with this survey form.

If you have any questions about the survey, please contact:

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