

NATIONAL CENTER ON
Performance Incentives

Project On INcentives in Teaching (POINT)

Control Group Survey – Year 1 (Spring 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 to teachers in the experiment's control group in year one of the experiment. The survey collected information from teachers about their attitudes toward performance-based incentives, their school environment, and their teaching practices.

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

Definition: The term **POINT** refers to the **P**roject **O**n **I**ncentives in **T**eaching, 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 randomly assigned to the POINT **control group** (i.e., you are not eligible to earn a bonus payment). Otherwise, please complete the treatment group survey.

SECTION A: PERFORMANCE-BASED INCENTIVES

1. 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 more incentive to work beyond the requirements of my job.	1	2	3	4

2. 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

[Question 2, continued] To what extent do you agree or disagree with the following statements about the POINT performance-based pay experiment?

(Circle One Response in Each Row)

	Strongly Disagree	Disagree	Agree	Strongly Agree
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 was disappointed that I was not assigned to the POINT treatment group.	1	2	3	4
h. The POINT experiment ignores important aspects of my performance that are not measured by test scores.	1	2	3	4

3. To answer these questions, imagine that you had been assigned to the POINT **treatment group**. To what extent do you agree or disagree with the following statements?

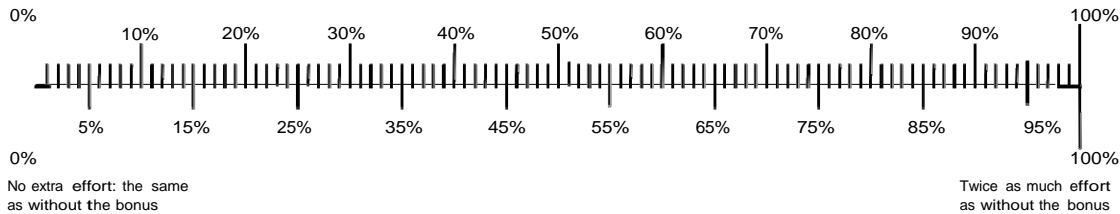
(Circle One Response in Each Row)

<i>If I had been assigned to the POINT treatment group...</i>	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would really hate to be one of the treatment teachers who did not earn a bonus.	1	2	3	4
b. It would be relatively difficult for me to earn a bonus this year because many of my students are not easy to teach.	1	2	3	4
c. I would have altered my instructional practices as a result of the opportunity to earn a large financial bonus.	1	2	3	4
d. The size of the top bonus award would be large enough to motivate me to put in extra effort.	1	2	3	4
e. I would have a strong desire to earn a POINT bonus.	1	2	3	4
f. It would not affect my work, because I was already working as effectively as I could before the implementation of POINT.	1	2	3	4

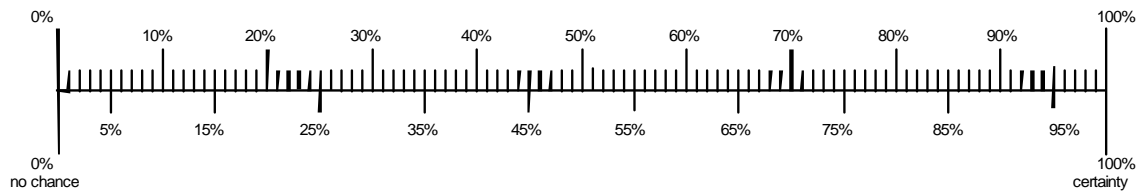
4. For the following two questions, imagine that you were assigned to the treatment group and were eligible for a bonus.

a. How much extra effort would you put in to earn the bonus?

(Place a mark on the line to show the extra effort you would put in if you were in the treatment group. Zero (0%) means the same amount of effort you would have made without the chance of earning a bonus; 100% means twice as much effort as you would have made without the chance of a bonus.)



b. If you put in the extra effort indicated in (a), what are the chances you would receive a bonus?
(Place a mark on the line at the point corresponding to your estimated chances.)



SECTION B: PROFESSIONAL DEVELOPMENT

5. During the current school year (2006-07, including summer 2006), about how many hours of professional development did you receive in each of the following areas? We understand that you might not teach all of the subjects mentioned below, but please fill in each row with the appropriate number.

(Circle One Response in Each Row)

	None	1-5 hours	6-24 hours	25-40 hours	More than 40 hours
a. Strategies for teaching reading/language arts	1	2	3	4	5
b. In-depth study of topics in reading/language arts	1	2	3	4	5
c. Strategies for teaching mathematics	1	2	3	4	5
d. In-depth study of topics in mathematics	1	2	3	4	5
e. Teaching strategies <u>or</u> in-depth study of other subjects (e.g., science, social studies, foreign language)	1	2	3	4	5

[Question 5, continued]. During the current school year (2006-07, including summer 2006), about how many hours of professional development did you receive in each of the following areas? We understand that you might not teach all of the subjects mentioned below, but please fill in each row with the appropriate number.

(Circle One Response in Each Row)

	None	1-5 hours	6-24 hours	25-40 hours	More than 40 hours
f. Strategies for teaching limited English proficient students and students learning English as a Second Language	1	2	3	4	5
g. Strategies for teaching students with individualized education programs (IEPs)	1	2	3	4	5
h. Preparing students to take the TCAP assessments	1	2	3	4	5
i. Analyzing and interpreting student achievement data	1	2	3	4	5
j. Classroom and behavior management	1	2	3	4	5
k. Use of technology to improve classroom instruction	1	2	3	4	5
l. Use of appropriate accommodations in testing	1	2	3	4	5

6. Overall, approximately how many hours did you spend in professional development workshops during the current school year (2006-07, including summer 2006)?

(Write in the number of hours on each line.)

a. Total professional development workshop hours? _____ hours

b. How many hours were focused on mathematics or mathematics instruction? _____ hours

7. During the current school year (2006-07), how frequently have you engaged in the following professional development activities related specifically to the teaching and learning of mathematics?

(Circle One Response in Each Row)

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost Daily
a. Analyzed student work with other teachers at my school	1	2	3	4	5	6
b. Met with other teachers at my school to discuss instructional planning	1	2	3	4	5	6
c. Observed lessons taught by another teacher at my school	1	2	3	4	5	6
d. Had my lesson observed by another teacher at my school	1	2	3	4	5	6
d. Acted as a coach or mentor to other teachers or staff at my school	1	2	3	4	5	6
e. Received coaching or mentoring from another teacher at my school or from a district math specialist	1	2	3	4	5	6
f. Engaged in informal self-directed learning (e.g., read a mathematics education journal, used the Internet to enrich knowledge and skills, etc)	1	2	3	4	5	6

SECTION C: SCHOOL ENVIRONMENT

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

(Circle One Response in Each Row)

The principal at my school...	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

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

(Circle One Response in Each Row)

Teachers in my school...	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's 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 D: CURRICULUM AND INSTRUCTION

10. How often do you engage in the following activities as part of your mathematics instruction?

(Circle One Response in Each Row)

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost Daily
a. I analyze students' work to identify the MNPS mathematics standards students have or have not yet mastered.	1	2	3	4	5	6
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my mathematics instructional content.	1	2	3	4	5	6
c. I design my mathematics lessons to be aligned with specific MNPS academic standards.	1	2	3	4	5	6
d. I plan different mathematics assignments or lessons for groups of students based on their performance.	1	2	3	4	5	6
e. I have students help other students learn mathematics content (e.g., peer tutoring).	1	2	3	4	5	6

11. Has the amount of mathematics instruction your students receive changed this school year (2006-07) compared to last school year (2005-06)? For each group of students listed below, please indicate how much their mathematics instruction changed from last year.

If you did not teach mathematics last year, check here and skip to question 14 → []

(Circle One Response in Each Row)

	Decrease d by more than 15 minutes per day	Decrease d by 1-15 minutes per day	Stayed the same	Increased by 1-15 minutes per day	Increased by more than 15 minutes per day
a. All my mathematics students	1	2	3	4	5
b. My low-performing mathematics students	1	2	3	4	5
c. Students in particular mathematics courses (e.g., Geometry)	1	2	3	4	5

12. How have you changed your mathematics teaching practices this year (2006-07) compared to last year (2005-06)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time or less time this year than you did last year.

If you did not teach mathematics last year, check here and skip to question 14 → []

(Circle One Response in Each Row)

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my mathematics instruction with the MNPS standards	1	2	3	4	5
b. Reinforcing basic mathematics skills	1	2	3	4	5
c. Focusing on the mathematics content covered by TCAP	1	2	3	4	5
d. Administering mathematics tests or quizzes	1	2	3	4	5
e. Re-teaching topics or skills based on students' performance on classroom tests	1	2	3	4	5
f. Reviewing test results with students	1	2	3	4	5

[Question 12, continued] How have you changed your mathematics teaching practices this year (2006-07) compared to last year (2005-06)?

(Circle One Response in Each Row)

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
g. Reviewing student test results with other teachers	1	2	3	4	5
h. Seeking help from other teachers informally	1	2	3	4	5
i. Attending district- or school-sponsored professional development workshops	1	2	3	4	5
j. Engaging in informal self-directed learning (e.g., reading a mathematics education journal, using the Internet to enrich knowledge and skills)	1	2	3	4	5
k. Communicating with parents orally or in writing	1	2	3	4	5
l. Tutoring individuals or small groups of students outside of class time	1	2	3	4	5
m. Preparing lessons	1	2	3	4	5

13. How much change has there been in the time your mathematics students spend on the following activities this year (2006-07) compared to last year (2005-06)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

If you did not teach mathematics last year, check here and skip to question 14 → []

(Circle One Response in Each Row)

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids)	1	2	3	4	5
b. Working in groups	1	2	3	4	5
c. Completing assignments at home (i.e., homework)	1	2	3	4	5
d. Practicing computation	1	2	3	4	5

14. To what extent do you agree or disagree with the following statements about your work with students?

(Circle One Response in Each Row)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I can get through to the most difficult students.	1	2	3	4
b. When students do not remember information from a previous lesson, I know how to increase their retention in the next lesson.	1	2	3	4
c. A teacher is very limited in what s/he can achieve to help a student learn because a student's home environment has a large influence on his/her achievement.	1	2	3	4

15. Teachers sometimes focus their efforts on improving the performance of specific groups of students. How regularly do you focus extra effort on students at different performance levels in mathematics?

(Circle One Response in Each Row)

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at all performance levels in mathematics: advanced, proficient and below proficient.	1	2	3	4
b. I focus more effort on students at the advanced level in mathematics.	1	2	3	4
c. I focus more effort on students at the proficient level in mathematics.	1	2	3	4
d. I focus more effort on students who are not quite proficient in mathematics, but close.	1	2	3	4
e. I focus more effort on students who are far below proficient in mathematics.	1	2	3	4

Section E: Assessment and Use of Assessment Results

16. How much importance do you place on each of these strategies in preparing students for the Tennessee Comprehensive Assessment Program (TCAP) in mathematics?

(Circle One Response in Each Row)

	No Importance	Minor Importance	Moderate Importance	Major Importance
a. Practicing test-taking skills	1	2	3	4
b. Increasing instruction targeted to state or district standards that are known to be assessed by the TCAP	1	2	3	4
c. Having students answer items similar to those on the TCAP (e.g., released items from prior TCAP administrations)	1	2	3	4
d. Using other TCAP-specific preparation materials	1	2	3	4

17. How important was each of these types of information for guiding your mathematics instruction during the current school year (2006-07)?

(Circle One Response in Each Row)

	Not important	Minimally important	Moderately important	Very important	I did not receive information from this source
a. School results on last year's TCAP mathematics test	1	2	3	4	9
b. Student results on district mathematics tests (e.g., 3-6 Mathematics Problem Solving Assessment, District Pre-Algebra Assessment, District Geometry Assessment, Gateway Algebra I)	1	2	3	4	9
c. Tennessee Value Added Assessment System (TVAAS) reports	1	2	3	4	9
d. Results from "interim" or "benchmark" tests given periodically to measure student progress (e.g., ThinkLink)	1	2	3	4	9
e. Student performance on other tests I administer in my classroom	1	2	3	4	9
f. Student performance on homework and class work	1	2	3	4	9

18. To what extent do you use student test score data for each of the following purposes?

(Circle One Response in Each Row)

	Not Used in This Way	Used Minimally	Used Moderately	Used Extensively
a. Identify individual students who need remedial assistance	1	2	3	4
b. Set learning goals for individual students	1	2	3	4
c. Tailor instruction to individual students' needs	1	2	3	4
d. Develop recommendations for tutoring or other educational services for students	1	2	3	4
e. Assign or reassign students to groups	1	2	3	4
f. Identify and correct gaps in the curriculum for all students	1	2	3	4
g. Encourage parent involvement in student learning	1	2	3	4
h. Identify areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4
i. Determine areas where I need professional development	1	2	3	4

Section F: Other Efforts

19. During a typical week, approximately how many hours did you spend working on school-work outside of formal school hours (e.g., in the evenings, before the school day, and on weekends)?

			hours
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20. What portion of the school-work you did outside of school hours consisted of following kinds of activities?

(Circle One Response in Each Row)

	None	A small portion	A moderate portion	A major portion
a. Preparing lessons	1	2	3	4
b. Grading papers	1	2	3	4
c. Working with individuals or small groups of students	1	2	3	4
d. My own professional learning (self-directed study, courses, etc.)	1	2	3	4
e. Other (Describe _____)	1	2	3	4

Section G: Parent Engagement

21. How often do the following kinds of contact occur between you and the parents of your students?

(Circle One Response in Each Row)

	Never	Rarely	Sometimes	Often
a. I require students to have their parents sign off on homework.	1	2	3	4
b. I assign homework that requires direct parent involvement or participation.	1	2	3	4
c. I send home examples of excellent student work to serve as models.	1	2	3	4
d. For those students who are having academic problems, I try to make direct contact with their parents.	1	2	3	4
e. For those students whose academic performance improves, I send messages home to parents.	1	2	3	4