Seed Grant Opportunity for Colorado School Districts in Implementing Colorado's Student Perception Survey

Application Release Date: December 18, 2013

Proposals Due: January 20, 2014 by 5:00 p.m.

For more information please contact:
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**Seed Grant Opportunity for Colorado School Districts in
Implementing Colorado's Student Perception Survey**

Background

The Colorado Legacy Foundation (CLF) provides support to Colorado school districts in implementing and integrating new educator evaluation systems, academic content standards, and new assessments. This seed grant opportunity is focused on supporting Colorado school districts that are interested in administering Colorado's Student Perception Survey.

Problem Statement

The Great Teachers and Leaders Act (S.B. 10-191) strongly encourages the use of student perception data as a component of a comprehensive view of teacher effectiveness, although the particular method of student engagement is left unspecified:

> *"Districts are strongly encouraged to gather student perceptions of their learning experience in order to provide teachers with feedback on their performance. Where appropriate, districts are encouraged to use student perception data as part of the multiple measures used to evaluate teacher professional practice."* (Source: 1 CCR 301-87, 7.04)

To address this need, CLF has engaged key stakeholders from across the state to develop and pilot a Student Perception Survey. While CLF has taken the lead in creating a fair, valid, and reliable survey instrument, we know that implementing a Student Perception Survey is logistically challenging for many districts.

Purpose of Funds

The purpose of this grant is to incentivize Colorado school districts to utilize Colorado's Student Perception Survey and develop sustainable processes and structures for survey administration and use of results.

Grant Specifics

CLF will grant seed awards to school districts or educational entities (e.g., charter networks, IHEs, BOCES) to contract with a vendor(s) to administer the Student Perception Survey[1] and/or engage in professional development with survey results. Grantees will be selected using a competitive process. The grant timeline spans the 2013-14 school year, and grants will be awarded up to $10,000, based on the student population, as outlined below:

- Up to $2000 for districts/entities with fewer than 1,000 students
- Up to $5000 for districts/ entities with between 1,000 and 10,000 students
- Up to $10,000 for districts/entities with more than 10,000 students

Eligibility

A school district or educational entity may apply for this grant if the following requirements are met:

1. The district/agency agrees to use Colorado's Student Perception Survey, and agrees to adhere to best practices for survey administration whenever possible (see Appendix A for Student Perception Survey resources);
2. The school district engages teachers and principals in survey planning and decision-making; and

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[1] CLF will contract directly with service providers, who will, in turn, coordinate services with individual districts. CLF has existing relationships with several survey vendors and is happy to provide additional details upon request.

3. The district/agency enters into an MOU[2] outlining the relationship with CLF and expectations of the grant, including (See Appendix B for a sample MOU):
   o The district/agency will share strategies, lessons, and successes of support model(s) with CLF, as appropriate;
   o The district/agency collaborates with the local association, if one exists; and
   o The district/agency will share de-identified student-level survey data with CLF for research purposes (in most cases, the survey vendor can provide this to CLF directly).

Competitive Preference

Preference will be given to applications that support the following.

- **Readiness:** Application indicates readiness to administer the Student Perception Survey and engage meaningfully with results. This includes readiness to provide student data to the survey vendor at least four weeks before the planned administration date (see our website for a sample data list).
- **Integration:** Application demonstrates how Student Perception Survey results will be incorporated into existing district structures and processes (e.g., professional learning communities, school climate goals, etc.) and how it will be used to inform and improve teachers' professional practice.
- **Collaboration:** Application outlines a planning and communication structure that includes district and building administrators, teachers, and district data staff member(s) (see Appendix C for a sample communications plan).
- **Leverage Resources:** Application identifies how this grant supports the educational goals and priorities of the school district.
- **Sustainability:** Application addresses the sustainability of survey administration and use of results post-grant.

Submission Process and Deadline

An electronic copy should be sent to ssatterlee@colegacy.org and must be received by 5:00 p.m. on January 20, 2014. The electronic version should include all required pieces of the proposal as one document. Faxes will not be accepted. Only complete proposals received by the deadline will be considered.

Districts will be notified of funding decisions by February 1, 2014, to allow for survey implementation as early as March 1, 2013.

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[2] Districts will not enter into a contract directly with vendors; CLF will handle all contract negotiation and payment for services. Vendors may ask districts to sign a schedule outlining timing and provision of services.

Seed Grant Opportunity for Colorado School Districts in Implementing Colorado's Student Perception Survey

Part 1: Cover Page

Name of School District/Educational Entity:	
Contact Person for the Proposal:	
Title:	
Mailing Address:	
Telephone:	Fax:
Email:	

Part 1a: Education Provider Signatures

The following school district/educational entity representative hereby certifies that the information provided in this application is true and correct to the best of my knowledge, information, and belief, and that the required assurances have been given.

School District/Agency Representative Name:	Signature:
Title:	Date:

Plan Requirements to be included in the submission.

All applications will be evaluated using the selection criteria rubric in Appendix D.

I. Preliminary survey administration planning (complete attached overview document in Appendix E)

II. Application narrative (not to exceed 2 pages)
   a. How the plan meets the eligibility and competitive preference requirements of the grant:
      i. Eligibility – A school district/educational entity may apply for this grant if the following requirements are met:
         - The district/agency agrees to use Colorado's Student Perception Survey, and agrees to adhere to best practices for survey administration whenever possible (see Appendix A for Student Perception Survey resources);
         - The school district engages teachers and principals in survey planning and decision-making; and
         - The district/agency enters into an MOU outlining the relationship with CLF and expectations of the grant, including (see Appendix B a sample MOU):
            o The district/agency will share strategies, lessons, and successes of support model(s) with CLF, as appropriate;
            o The district/agency collaborates with the local association, if one exists; and
            o The district/agency will share de-identified student-level survey data with CLF for research purposes (in most cases, the survey vendor can provide this to CLF directly).

      ii. Competitive Preference – Preference will be given to applications that support

the following:

- Readiness: Application indicates readiness to administer the Student Perception Survey and engage meaningfully with results. This includes readiness to provide student data to the survey vendor at least four weeks before the planned administration date (see our website for a sample data list).
- Integration: Application demonstrates how Student Perception Survey results will be incorporated into existing district structures and processes (e.g., professional learning communities, school climate goals, etc.) and how it will be used to inform and improve teachers' professional practice.
- Collaboration: Application outlines a planning and communication structure that includes district and building administrators, teachers, and district data staff member(s) (see Appendix C for a sample communications plan).
- Leverage Resources: Application identifies how this grant supports the educational goals and priorities of the school district.
- Sustainability: Application addresses the sustainability of survey administration and use of results post-grant.

c. Contact information concerning the key personnel who will be responsible for the activities described in the plan, including their roles and responsibilities relevant to this project; projected expenditures; and general timelines for when the activities will be carried out.

d. The measurable outcomes the school district plans to achieve as a result of the activities described in the plan.

Links to Resources for Colorado's Student Perception Survey

- Student Perception Survey planning guide
  - This document is a comprehensive overview of the entire planning, administration, and results processes. Throughout the planning guide other materials are referenced, such as editable templates, checklists, protocols, and PowerPoint presentations; those resources can be found on the corresponding Planning, Administration, and Results & Reflection pages highlighted below.
- Research homepage
  - Here you will find:
    - The full technical report
    - An analysis of open-ended responses from the survey pilot
- Planning homepage
  - Here you will find:
    - Data checklists
    - Communication materials
    - Sample presentations
- Administration homepage
  - Here you will find:
    - Paper/pencil versions of the survey
    - Sample proctor guides
    - Sample building coordinator guides
- Results and Reflection Homepage
  - Here you will find:
    - Sample reports
    - Communication materials
    - Guidance for using results
    - Norming Data
- Additional Resources for Teachers
  - Here you will find:
    - The survey instruments
    - Guidance for using results
    - Teacher reflections on the survey
    - Additional research on student surveys

Additional Resources

- Why Kids Should Grade Teachers – An article in *The Atlantic* on the national trend to implement student perception surveys.
- The Measures of Effective (MET) Teaching Project - The largest and most recent inquiry into the use of student feedback in assessing teacher practice.

- o [Asking Students About Teaching](#) – A report from the MET Project to help practitioners and policymakers understand student surveys as potential tools for teacher evaluation and feedback.
- [Student survey videos from Pittsburgh Public Schools](#) – Several videos that showcase teachers talking about their experience with student perception surveys.
- [Other state and district examples](#) – An overview of how student perception surveys are being used across the country.
- The Colorado Legacy Foundation's [Transforming School Climate Toolkit](#)
- The Colorado Department of Education's [State Model Evaluation System](#)

DRAFT

Appendix B: *Sample MOU*

MEMORANDUM OF UNDERSTANDING

Seed Grant Opportunity for

Colorado School Districts in Implementing

Colorado's Student Perception Survey

This Memorandum of Understanding is made and entered into as of **[DATE]** (the "Effective Date") by and between the **Colorado Legacy Foundation ("CLF"),** a Colorado nonprofit corporation, and **[district/educational entity]** (the "Grantee"), in consideration of the following conditions:

Name of Project. Seed Grant Opportunity for Colorado School Districts in Implementing Colorado's Student Perception Survey

Research Period. The agreements set forth herein shall have effect for the period beginning as of the Effective Date through June 30, 2014.

Purpose of Project.   The Colorado Legacy Foundation (CLF) will issue a seed grant to the Grantee to contract with a vendor to utilize Colorado's Student Perception Survey and develop sustainable processes and structures for survey administration and use of results.

Project Description

S.B. 10-191The Great Teachers and Leaders Act (S.B. 10-191) strongly encourages the use of student perception data as a component of a comprehensive view of teacher effectiveness, although the particular method of student engagement is left unspecified:

> "*Districts are strongly encouraged to gather student perceptions of their learning experience in order to provide teachers with feedback on their performance. Where appropriate, districts are encouraged to use student perception data as part of the multiple measures used to evaluate teacher professional practice.*" (Source: 1 CCR 301-87, 7.04)

To address this need, CLF has engaged key stakeholders from across the state to develop and pilot a Student Perception Survey. While CLF has taken the lead in creating a fair, valid, and reliable survey instrument, we know that implementing a Student Perception Survey is logistically challenging for many districts.

The purpose of this seed grant is to incentivize Colorado school districts to utilize Colorado's Student Perception Survey and develop sustainable processes and structures for survey administration and use of results.

Grantee Commitments and Responsibilities

The Grantee agrees to:

1. Use Colorado's Student Perception Survey;

2. Adhere to best practices for survey administration whenever possible (e.g., those outlined in CLF's Student Perception Survey planning guide);

3. Engages teachers and principals in survey planning and decision-making;

4. Collaborates with the local association , if one exists;

5. Share strategies, lessons and successes of support model(s) with CLF, as appropriate; and

6. Share de-identified student-level survey data with CLF for research purposes.

CLF Commitments and Responsibilities

CLF will:

1. Contract directly with the survey vendor and manage all contractual agreements and payments due;

2. Provide technical guidance for survey planning and administration;

3. Share lessons learned and provide guidance on professional development for educators around the use of survey results, upon request;

Announcements. The Grantee has been selected to participate in this Project at CLF's discretion. The Grantee may not make any statement or otherwise imply to donors, investors, the media, or the general public that the Grantee is a direct grantee of the Gates Foundation.

Communication. CLF and the Grantee will mutually review and agree to any communication about the Project.

Termination. The Gates Foundation has the right at its discretion to terminate or suspend its grant to CLF or withhold payment if (a) CLF and the Grantee has not made the agreed upon commitments to support the successful implementation of the Project; (b) the Gates Foundation is not reasonably satisfied with CLF's progress on the Project; or (c) significant leadership or other changes occur at CLF. In addition, CLF has the right at its discretion to terminate or suspend the Project if CLF is not reasonably satisfied with the Grantee's progress on the Project, significant leadership changes occur at the Grantee, or the Grantee breaches the terms of this Memorandum of Understanding. If the Gates Foundation terminates its grant agreement with CLF, this Memorandum of Understanding will also be terminated automatically as of the same date. The Grantee has the right to terminate this Memorandum of Understanding if in its discretion it determines there exists a conflict as to the interpretation of this Memorandum of Agreement that cannot be resolved despite the good faith efforts of both CLF and the Grantee.

Relationship of Parties. The Grantee and CLF each expressly agree that the relationship among them under this Memorandum of Understanding is that of independent contractors and nothing is intended to or should be construed to create an employment or agency relationship, partnership, or joint venture. No party is authorized to make any representations, contracts or commitment on behalf of another party.

Limitation of Liability. The parties to this Memorandum of Understanding each agree that they will be solely liable for their own acts or omissions and the acts or omissions of their employees. Notwithstanding anything to the contrary contained in this Memorandum of Understanding, in no event shall CLF, under any circumstances, be liable or obligated in any manner for any special, incidental, consequential or exemplary damages arising out of or related to this Project, even if CLF is informed in advance of the possibility of such damages occurring. This limitation is separate and independent of any other remedy limitations and shall not fail if such other limitations on remedy fail.

Compliance with Laws. The Grantee will comply with all applicable federal, state and local laws in the conduct of the Project, including without limitation the Federal Educational Rights and Privacy Act (FERPA), applicable laws pertaining to collective bargaining, and state privacy laws.

Research and Evaluation. The Grantee agrees to inform CLF of any research or evaluation the Grantee conducts or commissions regarding the Project and to provide CLF a copy of any report or findings from such research or evaluation.

Global Access. The Project and the technologies and information arising from the Project will be conducted and managed consistent with the Gates Foundation's charitable purpose of ensuring "Global Access." Global Access requires that (a) the knowledge gained during the Project be promptly and broadly disseminated and (b) the intended product(s) be made

available and accessible at reasonable cost to support education, including state educational agencies, school districts, other public and private school systems, post-secondary institutions and public libraries. CLF and the Grantee will work to provide Global Access to the results of the Project.

Grant Announcements, Public Reports and Use of Names and Logos. The Grantee agrees to obtain advance approval from CLF for any use of the name or logo of CLF and to obtain advance approval from the Gates Foundation for any use of the name or logo of the Gates Foundation. The Grantee will provide CLF an opportunity to review and comment on any press releases or reports that are directly related to the Project or the grant.

Data Share Agreement. Upon request, the Grantee will (i) provide de-identified student-level survey data, linked to de-identified teachers if available, with CLF for research purposes and (ii) permit CLF to disseminate non-identifiable research results and aggregate findings.

Confidentiality. The Grantee agrees to allow CLF to conduct a bona fide research project regarding educator effectiveness using data from the Grantee, and acknowledges that the transmission of data to CLF for this purpose should ***not*** include records that contain confidential personally identifiable student information protected by the Family Education Rights and Privacy Act ("FERPA"), 20 USC 1232(g), as well as the Colorado Open Records Act ("Act"), C.R.S. 24-72-101 *et. seq*.. All parties also agree to comply with the requirements of federal and state law in the transmission of this data. Furthermore, the parties agree that data provided to CLF on individual teachers is classified under state law as confidential in nature pursuant to section 22-2-111(3), C.R.S., and section 24-72-204(2)(a)(III), C.R.S.

CLF has the right, consistent with scientific standards, to publish, present, or use the study results it has gained in the course of the Project under this Agreement but only if the publication, presentation, or use does not permit personal identification of individuals. Further, CLF agrees that once the Grantee releases this data to CLF, it becomes the sole responsibility of CLF to ensure that any distribution of this data to contracted researchers or federal government organizations in conjunction with CLF's research complies with the requirements of 34 CFR section 99.31(a)(1)(i)(B), and results in no breach of confidentiality or loss of privacy for the district's students and employees. CLF agrees to be responsible for ensuring the confidentiality of these records so long as they are held by CLF, contracted researchers, or federal government organizations.

Counterparts; Original. This Memorandum of Understanding, including any amendments, may be executed in counterparts which, when taken together, will constitute one Memorandum of Understanding. Copies of this Memorandum of Understanding will be equally binding as originals and faxed or scanned and emailed counterpart signatures will be sufficient to evidence execution.

Assignment. This Memorandum of Understanding and any of the rights and obligations of the parties under this Memorandum of Understanding will not be assigned without CLF's prior written consent.

Entire Agreement, Severability and Amendment. This Memorandum of Understanding is the parties' entire agreement and supersedes any prior oral or written agreements or communications between the parties regarding its subject matter. The provisions of this Memorandum of Understanding are severable so that if any provision is found to be invalid, illegal, or unenforceable, such finding shall not affect the validity, construction, or enforceability of any remaining provision. This Memorandum of Understanding may be amended only by a mutual written agreement of the parties.

IN WITNESS WHEREOF, the parties hereto have entered into this Memorandum of Understanding as of the Effective Date first above written. Agreed to and by the following authorities on [date].

FOR Colorado Legacy Foundation   **FOR The Grantee**

_____   _____

Helayne Jones Ed. D   [Contact]

President and Chief Executive Officer   [Title]

Colorado Legacy Foundation   [Entity]

Appendix C: *Sample Communications Plan*

Key Information

Target Audience			
Principals	**Teachers**	**Students**	**Community Members**
- When will survey administration happen? - Who will participate? - How will students be assigned to teachers? - How will surveys be administered? - Paper/pencil or online - Administration schedule - Plans for students who need accommodations - Who will proctor surveys? - When will results be distributed? - How will results be used?	- When will survey administration happen? - Who will participate? - How will students be assigned to teachers? - How will surveys be administered? - Paper/pencil or online - Administration schedule - Plans for students who need accommodations - Who will proctor surveys? - When will results be distributed? - How will results be used?	- When will survey administration happen? - Who will participate? - How will surveys be administered? - Paper/pencil or online - Administration schedule - Who will proctor surveys?	- When will survey administration happen? - How will results be used?

Guiding Questions

Target Audience			
Principals	**Teachers**	**Students**	**Community Members**
Why should they care about survey administration?	Why should they care about survey administration?	Why should they care about survey administration?	Why should they care about survey administration?
Who will be the most important spokesperson/people for this audience?	Who will be the most important spokesperson/people for this audience?	Who will be the most important spokesperson/people for this audience?	Who will be the most important spokesperson/people for this audience?
What channels of communications will you employ?	What channels of communications will you employ?	What channels of communications will you employ?	What channels of communications will you employ?
What materials do you need and/or plan to use? See the SPS toolkit for communication templates and tools	What materials do you need and/or plan to use? See the SPS toolkit for communication templates and tools	What materials do you need and/or plan to use? See the SPS toolkit for communication templates and tools	What materials do you need and/or plan to use? See the SPS toolkit for communication templates and tools
What opportunities to communicate can be anticipated well in advance? • How will you plan to take advantage of them?	What opportunities to communicate can be anticipated well in advance? • How will you plan to take advantage of them?	What opportunities to communicate can be anticipated well in advance? • How will you plan to take advantage of them?	What opportunities to communicate can be anticipated well in advance? • How will you plan to take advantage of them?
When will communication happen?	When will communication happen?	When will communication happen?	When will communication happen?

Appendix D: *Selection Criteria Rubric*

Student Perception Survey Seed Grant RFP Scoring Rubric: Selection Criteria

The Colorado Legacy Foundation believes that increased student achievement for all Colorado students requires effective leaders in every school, effective educators in every classroom, and healthy and engaging environments that ignite a passion for learning in every student.

CLF is an independent nonprofit working in partnership with the Colorado Department of Education (CDE) and public education stakeholders to accelerate bold improvements in student achievement through innovation, collaboration, communication and capacity building.

CLF supports applications and ideas that most strongly align with our goal to accelerate bold improvements in student achievement through innovation, collaboration, communication and capacity building. This is primarily a capacity building award. Applicants will be awarded points based on the following:

- Readiness: 20 out of 110 points
- Integration: 40 out of 110 points
- Collaboration: 30 out of 110 points
- Leveraging Resources: 10 out of 110 points
- Sustainability: 10 out of 110 points

Student Perception Survey Seed Grant

SCORING RUBRIC

Name of School District or Educational Entity: _____

Name of Reviewer: _____

Date: _____

COMPONENTS	Possible	Actual
1. **Readiness:** Application clearly articulates readiness to administer the Student Perception Survey and engage meaningfully with results.	20	
2. **Integration**: Application demonstrates how Student Perception Survey results will be incorporated into existing district structures and processes (e.g., professional learning communities, school climate goals, etc.).	20	
3. **Integration**: Application demonstrates how Student Perception Survey results will be used to inform and improve teachers' professional practice.	20	
4. **Collaboration**: Application outlines a planning and communication structure that includes district and building administrators, teachers (including representatives from the teachers association), and district data staff member(s) (e.g., a member of the IT and/or assessment/data office).	30	
5. **Leverage Resources**: Application identifies how this grant supports the educational goals and priorities of the school district.	10	
6. **Sustainability:** Application addresses the sustainability of survey administration and use of results post-grant.	10	
TOTAL POINTS FROM ALL CATEGORIES	110	

Notes:

Student Perception Survey Seed Grant

1. **Readiness: Application clearly articulates readiness to administer the Student Perception Survey and engage meaningfully with results.**

Outstanding	Very Good	Good	Fair	Poor	Did not address
20	15	10 - 5		0	
Application includes a clear survey administration plan and timeline that demonstrates thoughtful consideration of all of the following key decisions: • Online or paper/pencil survey administration • When surveys will be administered • How students and teachers will be sampled • Whether or not to include an open-ended question on the survey • How survey results will be used The district demonstrates readiness to provide needed student data to the survey vendor four weeks before target administration date.	Application includes a clear survey administration plan and timeline that demonstrates thoughtful consideration of four of the following key decisions: • Online or paper/pencil survey administration • When surveys will be administered • How students and teachers will be sampled • Whether or not to include an open-ended question on the survey • How survey results will be used The district demonstrates readiness to provide needed student data to the survey vendor four weeks before target administration date.	Application includes a survey administration plan that demonstrates consideration of three or fewer of the following key decisions: • Online or paper/pencil survey administration • When surveys will be administered • How students and teachers will be sampled • Whether or not to include an open-ended question on the survey • How survey results will be used The district demonstrates readiness to provide needed student data to the survey vendor.		Component is minimally addressed or application does not include a survey administration plan.	
Additional Reviewer Comments to Applicant:					

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2. <u>Integration:</u> **Application demonstrates how Student Perception Survey results will be incorporated into existing district structures and processes (e.g., professional learning communities, school climate goals, etc.).**

Outstanding	Very Good	Good	Fair	Poor	Did not address
20	15	10 - 5		0	
Application includes a detailed description of how results will be incorporated into existing structures at the district- *and* school-level.	Application includes a detailed description of how results will be incorporated into existing structures at the district- *or* school-level.	Application includes a description of how results will be incorporated into existing structures at the district- *or* school-level.		Component is minimally addressed or application does not include a plan for incorporating results.	
Additional Reviewer Comments to Applicant:					

3. <u>Integration:</u> **Application demonstrates how Student Perception Survey results will be used to inform and improve teachers' professional practice.**

Outstanding	Very Good	Good	Fair	Poor	Did not address
20	15	10 - 5		0	
Application includes a detailed description of multiple ways that results will be used to inform and improve teachers' professional practice.	Application includes a description of multiple ways that results will be used to inform and improve teachers' professional practice.	Application includes a general description of how results will be used to inform and improve teachers' professional practice.		Component is minimally addressed or application does not include a plan for using results to inform and improve teachers' professional practice.	
Additional Reviewer Comments to Applicant:					

4. <u>Collaboration:</u> **Application outlines a planning and communication structure that includes district and building administrators, teachers (including representatives from the teachers association), and district data staff member(s) (e.g., a member of the IT and/or assessment/data office).**

Outstanding	Very Good	Good	Fair	Poor	Did not address
30	20	10 - 5		0	
Application includes a detailed communications plan that outlines differentiated strategies for different audiences *and* a clear timeline.	Application includes a detailed communications plan that outlines differentiated strategies for different audiences *or* a clear timeline.	Application includes a communications plan that disseminates key administration information.		Component is minimally addressed or application does not include a communications plan.	
Additional Reviewer Comments to Applicant:					

5. <u>Sustainability:</u> **Application identifies how this grant supports the educational goals and priorities of the school district.**

Outstanding	Very Good	Good	Fair	Poor	Did not address
10 - 8		5 - 2		0	
Application provides a detailed description of specific and measurable ways in which this grant will impact the educational priorities of the district/entity.		Application identifies how this grant supports the educational goals and priorities of the district/entity.		Component is minimally addressed or application does not include a description of how this grant supports the educational goals and priorities of the district/entity.	
Additional Reviewer Comments to Applicant:					

6. **Application addresses the sustainability of survey administration and use of results post-grant.**

Outstanding	Very Good	Good	Fair	Poor	Did not address
10 - 8		5 - 2		0	
Application demonstrates how the one-time grant funds will be used to develop lasting impact even in absence of additional funds.		Application includes fund development strategy to continue to support work.		Component is minimally addressed or information provided merely repeats the component definition.	
Additional Reviewer Comments to Applicant:					

Appendix E: *Preliminary Survey Administration Planning Overview*

This document is intended to provide preliminary, tentative information about your administration plans. If your district or educational entity is selected you will work directly with the survey vendor to customize the process for your district within the parameters of the amount you are awarded.

Please answer the questions outlined below (explanations not to exceed one page).

- Will you administer the survey online, in a paper/pencil format, or some combination of both?
- How many schools will participate in survey administration?
  - o Possibilities include an administering across the entire districts (if funds allow), a small district pilot, allowing schools to opt-in, etc.
- How many teachers will participate in your district?
  - o Possibilities include allowing teachers to opt-in, only having core teachers participate, only having teachers in untested grades and subjects participate, etc.
- Given the choices outlined above, how many students do you anticipate participating in survey administration?
  - o How many surveys will each student complete?
    - ▪ We recommend having each student complete two surveys; homeroom teacher and one specialist at the elementary level and a random sample of students at the secondary level. If your district structure necessitates a different sampling methodology please outline it here.