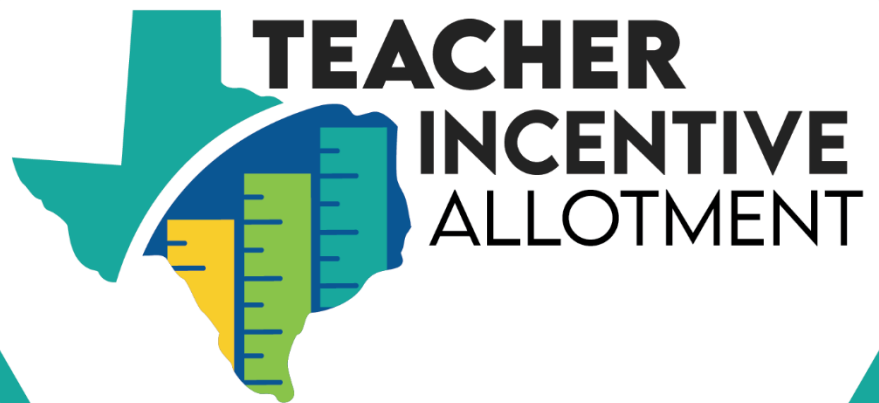


CANUTILLO ISD



**TIA ANNUAL EVALUATION
SURVEY REPORT
Summer 2026**

For questions about the analysis and results,
contact TIA@ttu.edu.

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Executive Summary

This report contains results from analyses of responses by school system personnel (teachers, principals, and human resources [HR] representatives) to the Teacher Incentive Allotment (TIA) Annual Evaluation Survey administered to school systems with validated local designation systems.

Report Outline

The report is organized into nine main sections and two appendices. Each main section focuses on a different theme from the survey and helps districts understand their results in context.

To support meaningful interpretation and action, results are presented using multiple comparison lenses. Sections 1-3 compare district results with similar districts across the state and region, providing context for stakeholder perceptions and helping to identify system-level strengths and opportunities for growth. Sections 4-7 break down perceptions by instructional level (elementary, middle, and high school), enabling districts to understand how the local designation system is experienced across campuses and to target supports where they are most needed.

Comparison structure by section:

- Sections 1-3:
 1. Understanding of TIA
 2. Perceived Benefits
 3. Support for TIA

District results are compared with:

- The state overall
- Districts with the same urban or rural classification
- Districts in the same region

- Sections 4-7:
 4. Communication Quality
 5. Fairness of the System
 6. Accuracy of Designation
 7. Quality of Classroom Observations

Results are compared with:

- The state overall
- Instructional level within the district, based on whether survey respondents primarily reported teaching at the elementary, middle, or high school level

- Section 8: Future Plans
This section summarizes the respondents' intentions to remain in or leave their school, district, or the profession, as well as concerns related to designations.
- Section 9: Next Steps and Resources
This section includes suggestions for using the results and provides contact information for additional support.
- Appendices:
 1. Appendix A (Section 10) includes historical data
 2. Appendix B (Section 11) includes the complete set of survey questions

Survey Administration

The survey was administered online. First, a list of potential participant names and email addresses was submitted by CANUTILLO ISD to Texas Tech University (TTU) by April 24, 2026. TTU then sent a link to the online survey (operated by Qualtrics®) to teachers, principals, and HR personnel. Participation was voluntary, and participants gave their consent before beginning the survey. Results are masked to maintain confidentiality when samples or subsamples have fewer than 10 respondents.

TTU provided weekly aggregate updates to the school system, including the current percentages of respondents, to encourage a representative sample from each of the three groups. On average, participants completed the survey in less than 15 minutes.

Response Rates

A total of 257 CANUTILLO ISD personnel participated in this survey (250 teachers, 7 principals, 0 HR). This number represents a 66% response rate to the district survey, compared with an overall state response rate of 52% (see Table 1).

Table 1. Survey response rates for the CANUTILLO ISD and for the State

	Teacher	Principal	HR
District	67%	78%	0%
State	53%	40%	42%

Response rates of 70% or higher are sufficient to interpret results with confidence. For rates between 40% and 70%, and when sample sizes are small, results should be interpreted with caution. Rates below 40% should serve as a warning to district leaders to make efforts to improve participation in future surveys. At the lowest end, districts may need to gather more of their own data to determine their personnel's true beliefs about the local designation system.

Section 1

Understanding of TIA

Results

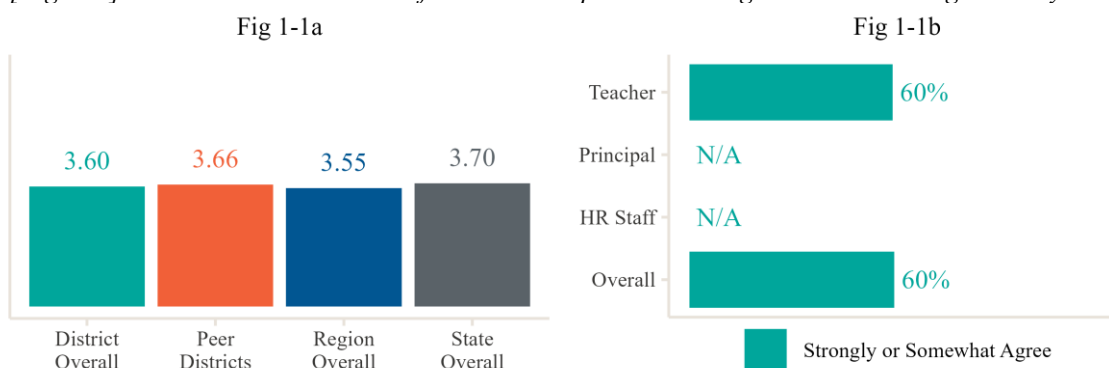
Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale, comparing the district overall with peer districts, the region, and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by respondent role.

Level of Overall Understanding: TIA Fund Use, Local Designation System, and its Effects

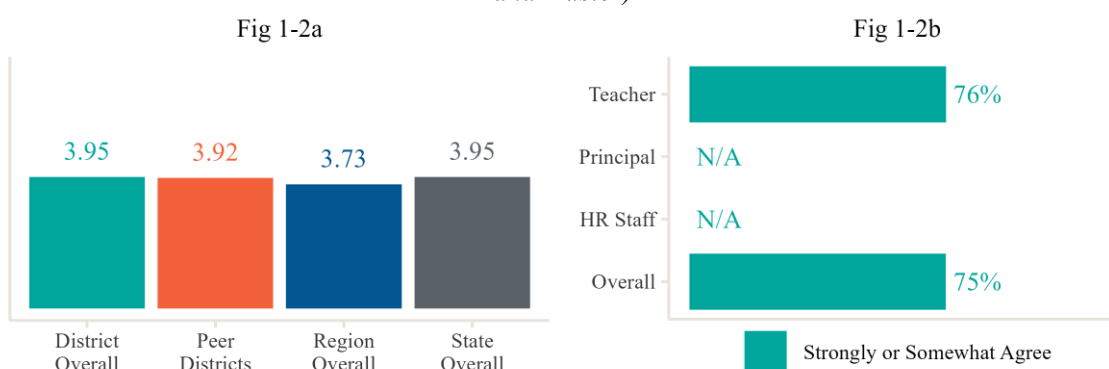
Figure 1 presents district responses to survey items related to the overall understanding of the TIA. Lower scores suggest areas where additional clarification or communication may be needed. Higher scores indicate a stronger understanding. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 1.

[Fig. 1-1] I understand how the TIA funds will be spent according to our local designation system



[Fig. 1-2] I understand how my district's TIA local designation system designates teachers (Recognized, Exemplary, and Master)



[Fig. 1-3] I understand how my district's TIA local designation system will affect me

Fig 1-3a

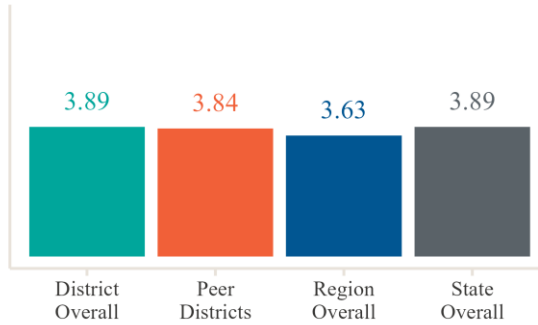
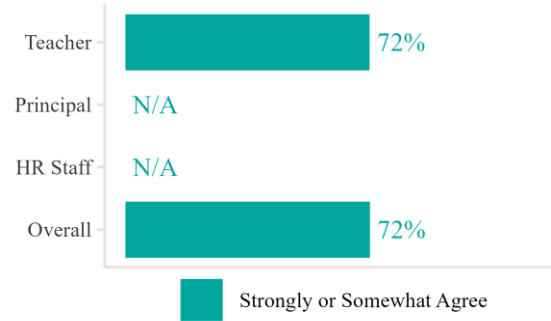


Fig 1-3b



Section 2

Perceived Benefits

Results

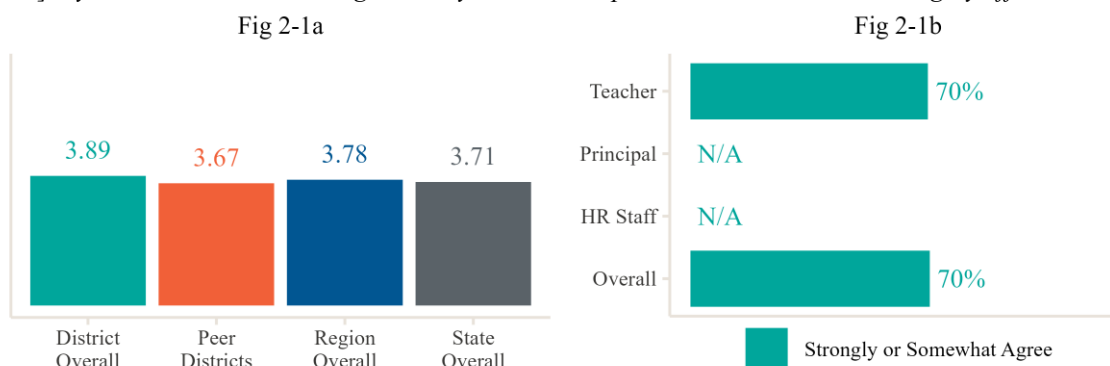
Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale, comparing the district overall with peer districts, the region, and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by respondent role.

Whether TIA Helps with Recruitment and Retention and Provides Professional Benefits

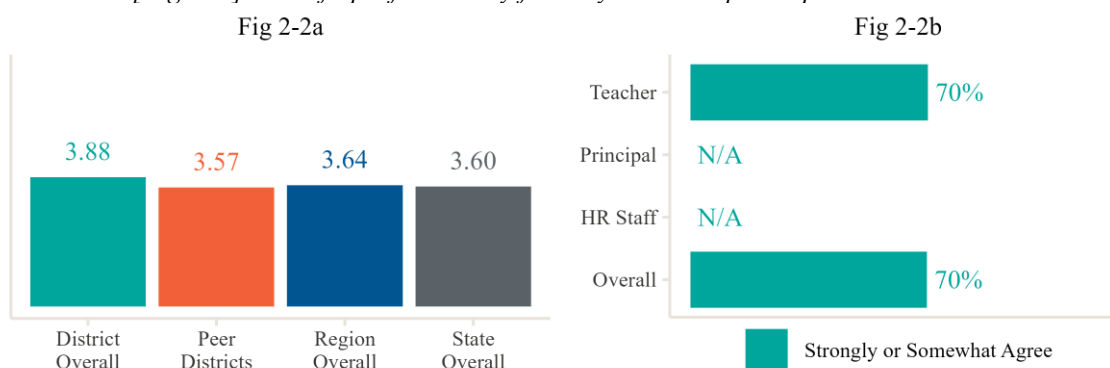
Figure 2 presents district responses to survey items on the perceived benefits of TIA, both to the school system and personally. Lower scores suggest that the district may need to devote more effort to demonstrating the potential benefits of the TIA program or to improving aspects of its designation system. Higher scores indicate that educators are well aware of the TIA program's benefits for recruitment, retention, and professional development. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 2.

[Fig. 2-1] My district's TIA local designation system will help us recruit and/or retain highly effective teachers



[Fig. 2-2] I benefit professionally from my district's participation in the TIA



Section 3

Support for TIA

Results

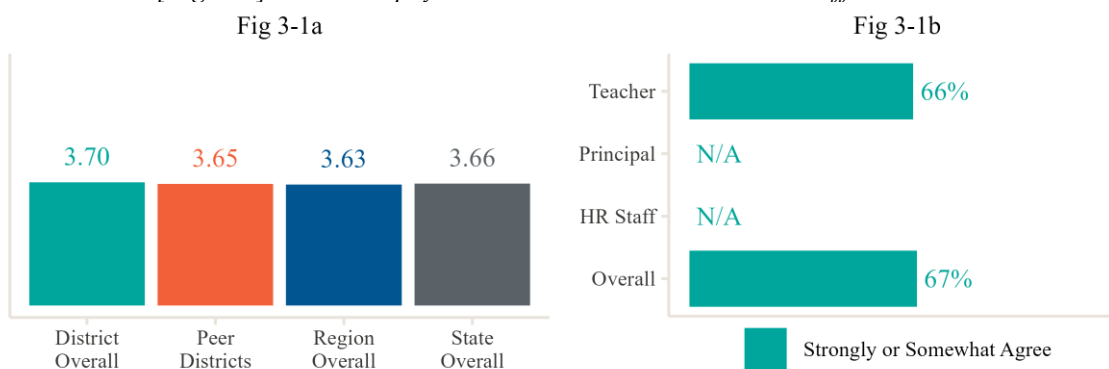
Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale, comparing the district overall with peer districts, the region, and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by respondent role.

Level of Support for Linking Pay to Effectiveness and Student Growth

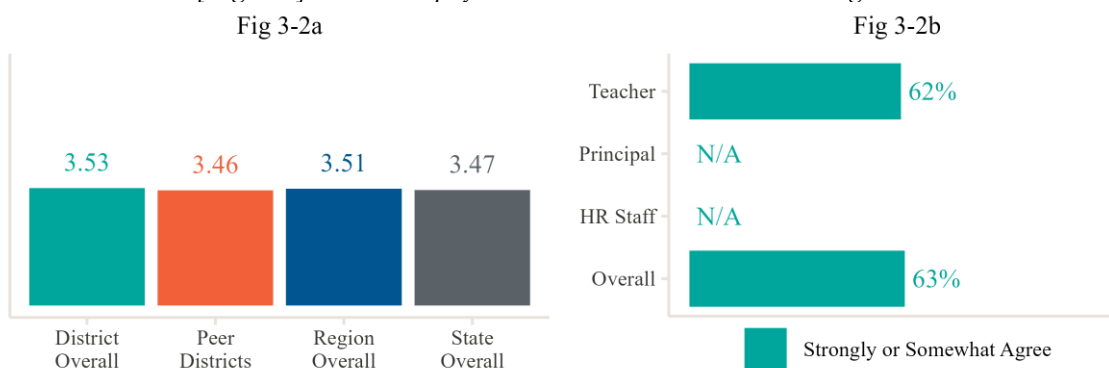
Figure 3 presents district responses to survey items related to the TIA plan. Lower scores suggest that the district may need to devote effort towards demonstrating the potential benefits of the TIA plan to its educators. Higher scores reflect satisfaction with the notion that pay should be linked to performance. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 3.

[Fig. 3-1] Teachers' pay should be tied to their classroom effectiveness



[Fig. 3-2] Teachers' pay should be tied to their students' growth



Section 4

Communication Quality

Results

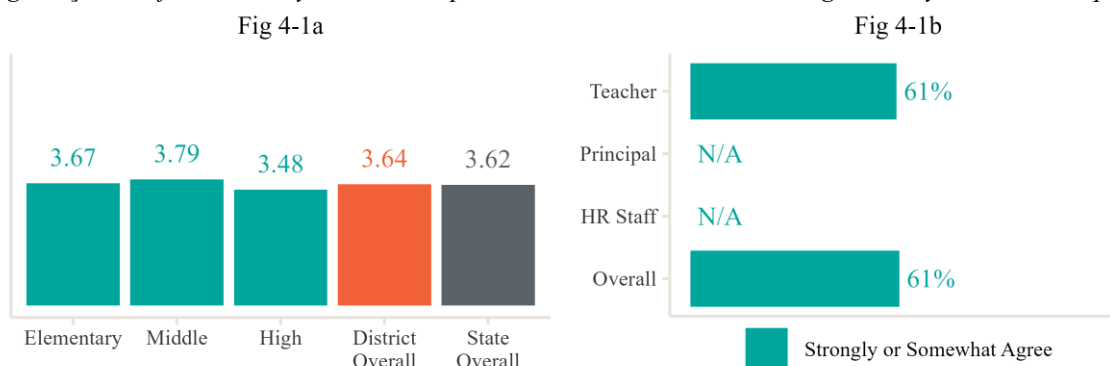
Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale, comparing district-wide scores with those from the three major teaching levels for both the district and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by respondent role.

Level of District Communication Quality and Opportunities for Stakeholder Feedback

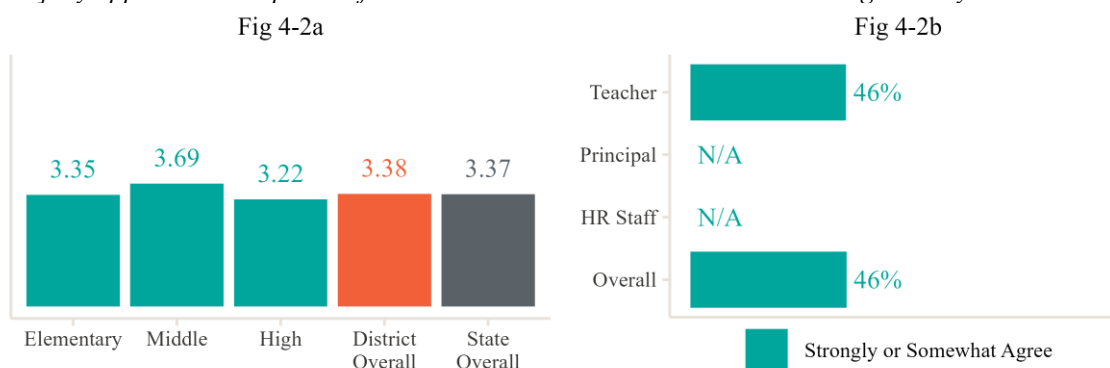
Figure 4 presents district responses to survey items related to district communication and feedback. Lower scores suggest that more effort should be devoted to disseminating information about the district's local designation system and the TIA program. Higher scores reflect satisfaction with the district's efforts to communicate about the local designation system. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 4.

[Fig. 4-1] The information my district has provided about its TIA local designation system was adequate



[Fig. 4-2] My opportunities to provide feedback to the district about its TIA local designation system were adequate



Section 5

Fairness of the System

Results

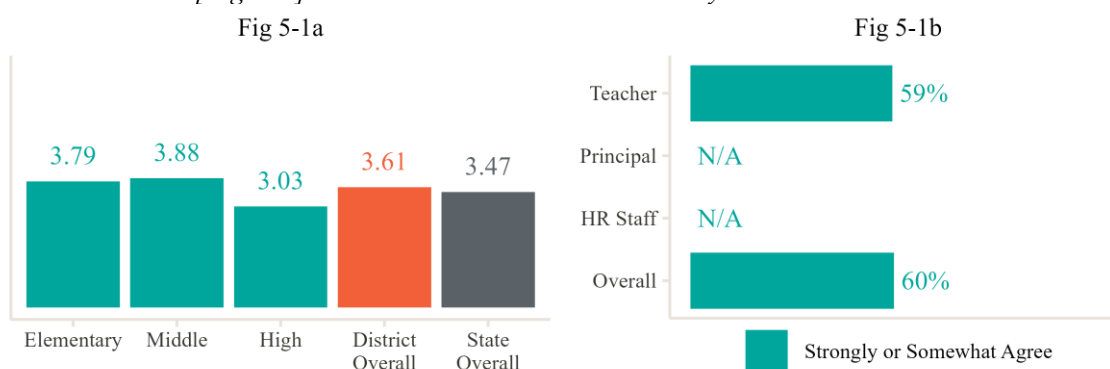
Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale, comparing district-wide scores with those from the three teaching levels for both the district and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by respondent role.

Level of Perceptions of Fairness and Consistency of Evaluation

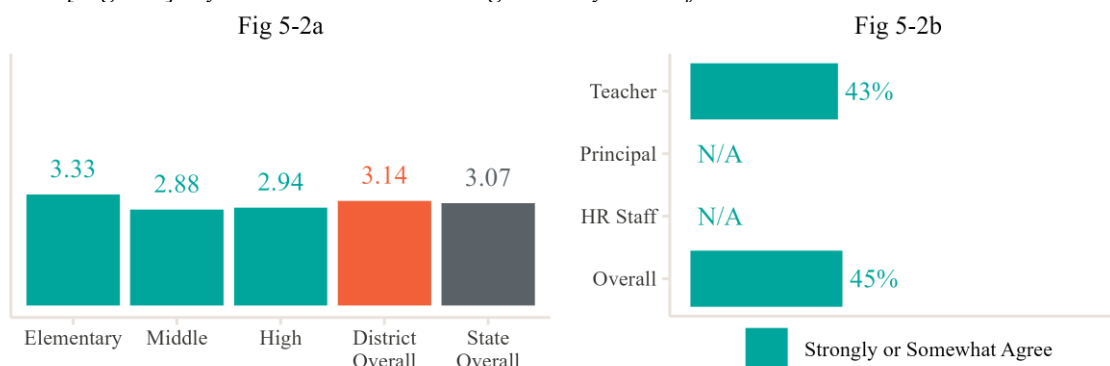
Figure 5 presents district responses to survey items measuring perceptions of fairness across roles. Lower scores suggest respondents lack confidence in the district's measure of teaching performance. Higher scores reflect satisfaction with the district's evaluation system. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 5.

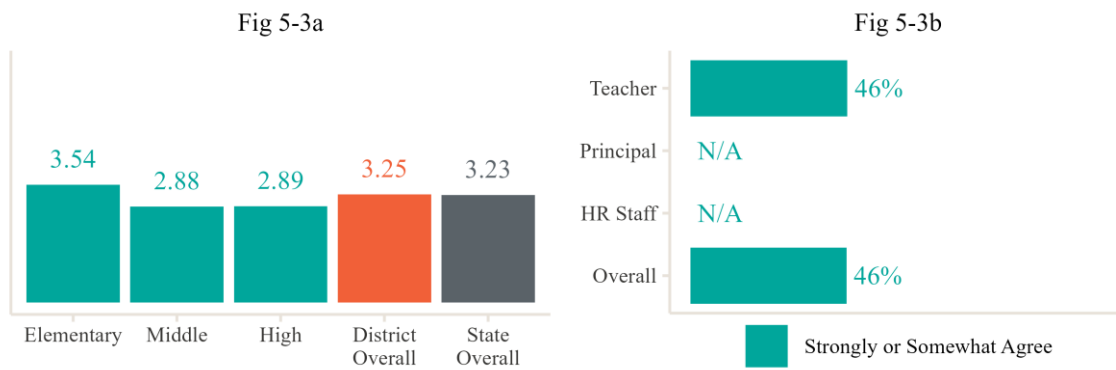
[Fig. 5-1] Teachers are evaluated consistently across the district



[Fig. 5-2] My district's TIA local designation system is fair to all teachers in the district



[Fig. 5-3] Teachers are able to earn a designation regardless of their campus, subject, or grade level



Section 6

Accuracy of Designation

Section 6 has four questions. The first three questions use a 5-point scale (Strongly Agree = 5 to Strongly Disagree = 1). The fourth question has Yes/No responses.

Results

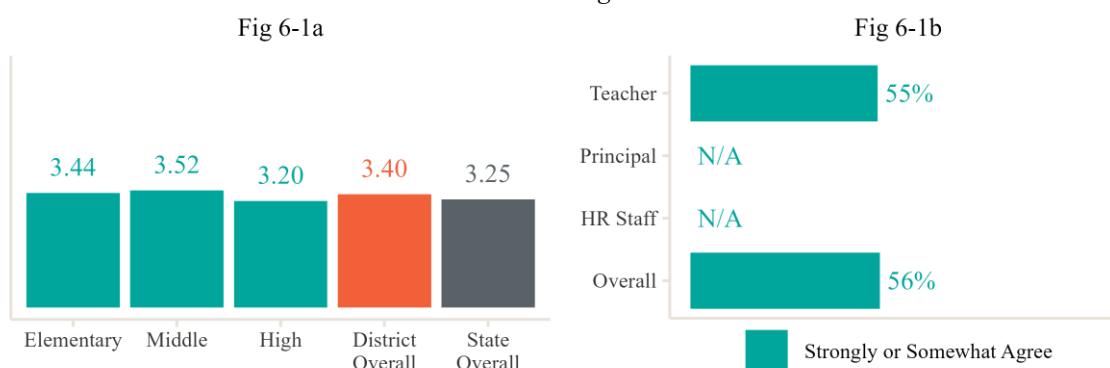
Each survey item is displayed using two coordinated graphs to provide both comparison and context. For each item, the first graph (a) shows average agreement scores on the 1-5 response scale, comparing district-wide scores with those from the three major teaching levels for both the district and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by respondent role.

Level of Accuracy of District Growth Calculations, and of Teaching Performance and Student Growth Measures

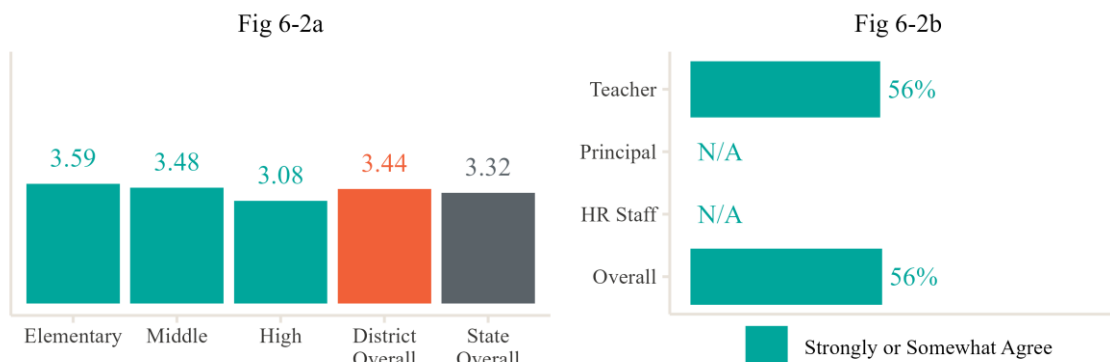
Figure 6 presents district responses to survey items related to the reliability and validity of the district's observation and student growth measures. Lower scores suggest that respondents lack confidence in the methods and calculations used to estimate either teaching performance or student growth. Higher scores reflect satisfaction with the teaching performance and student growth measures, as well as with how they are calculated. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 6.

[Fig. 6-1] The district's method of calculating student growth is accurate for measuring teaching effectiveness across all assignments



[Fig. 6-2] The designations for teachers are based on an accurate measure of classroom teaching performance



[Fig. 6-3] The designations for teachers are based on an accurate measure of student growth

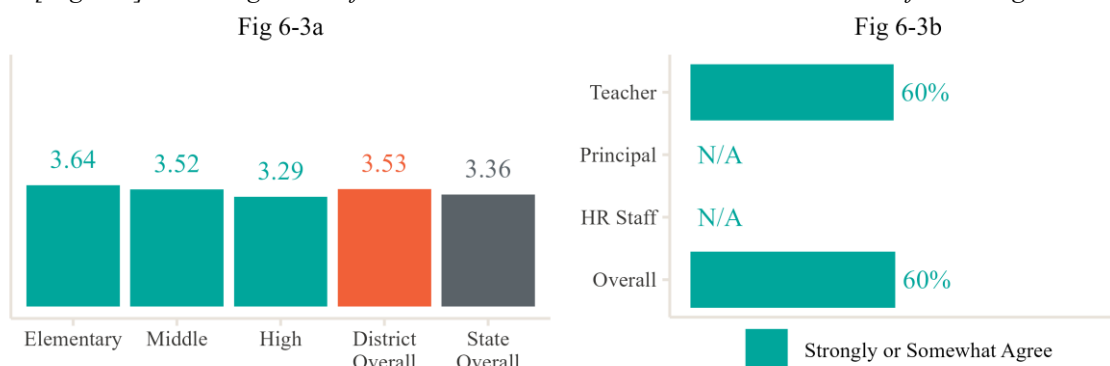
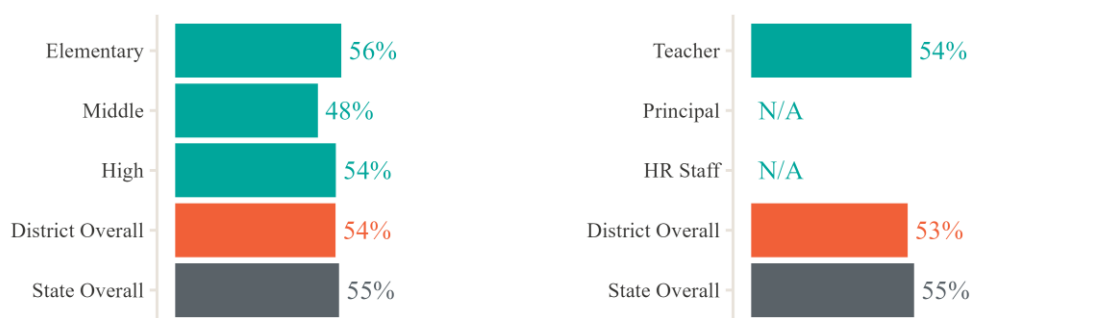


Figure 7 displays the percentage of respondents who know of at least one colleague who received an inaccurate designation. The first graph (a) breaks these responses down by teaching level for both the district and the state. The second graph (b) compares responses across district roles for both the district and the state. Higher scores might be a red flag for districts to examine their procedures for teacher designation. Lower scores suggest that designations are considered accurate.

Figure 7.

I know at least one teacher whose designation, or lack of one, did not align with their effectiveness



Section 7

Quality of Classroom Observations

Section 7 has eight questions. The first question asks whether the rubric is accurate. The second asks for an estimate of the approximate frequency with which appraisals were impartial. The third and fifth questions ask about the number of classroom observations conducted from the perspectives of administrators and teachers. The fourth and sixth questions ask whether the most recent observation was for a typical lesson performance. Question seven asks about the accuracy of the scores for the most recent observation. The final question asks about the quality of feedback.

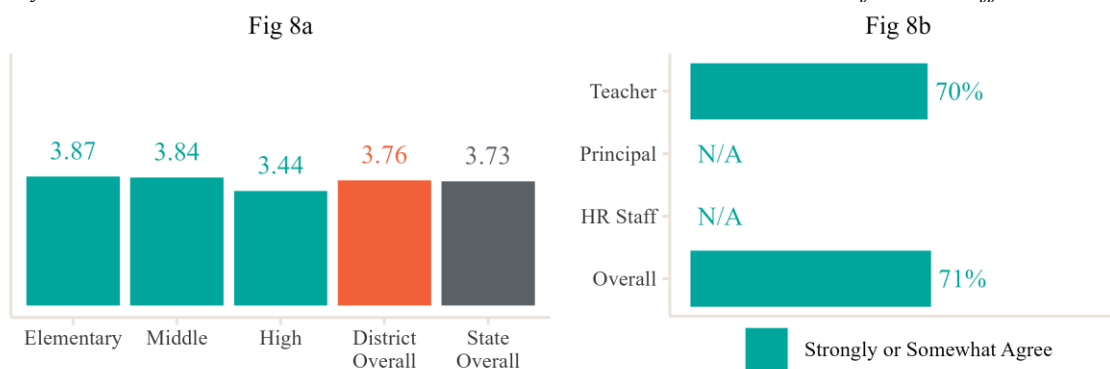
Results

Accuracy of the Observation Rubric

Figure 8 presents district responses to the survey question on the accuracy of the district's observation rubric. There are two coordinated graphs to provide both comparison and context. The first graph (a) shows average agreement scores on the 1-5 response scale comparing district-wide scores with those from the three major teaching levels for both the district and the state. The second graph (b) shows the percentage of respondents within the district who strongly or somewhat agreed with the statement. Lower scores may suggest that respondents lack confidence in the district's measure of teaching performance. Higher scores reflect positive opinions of the district's observation rubric. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 8.

My district uses a teacher observation rubric that is an accurate measure of teacher effectiveness

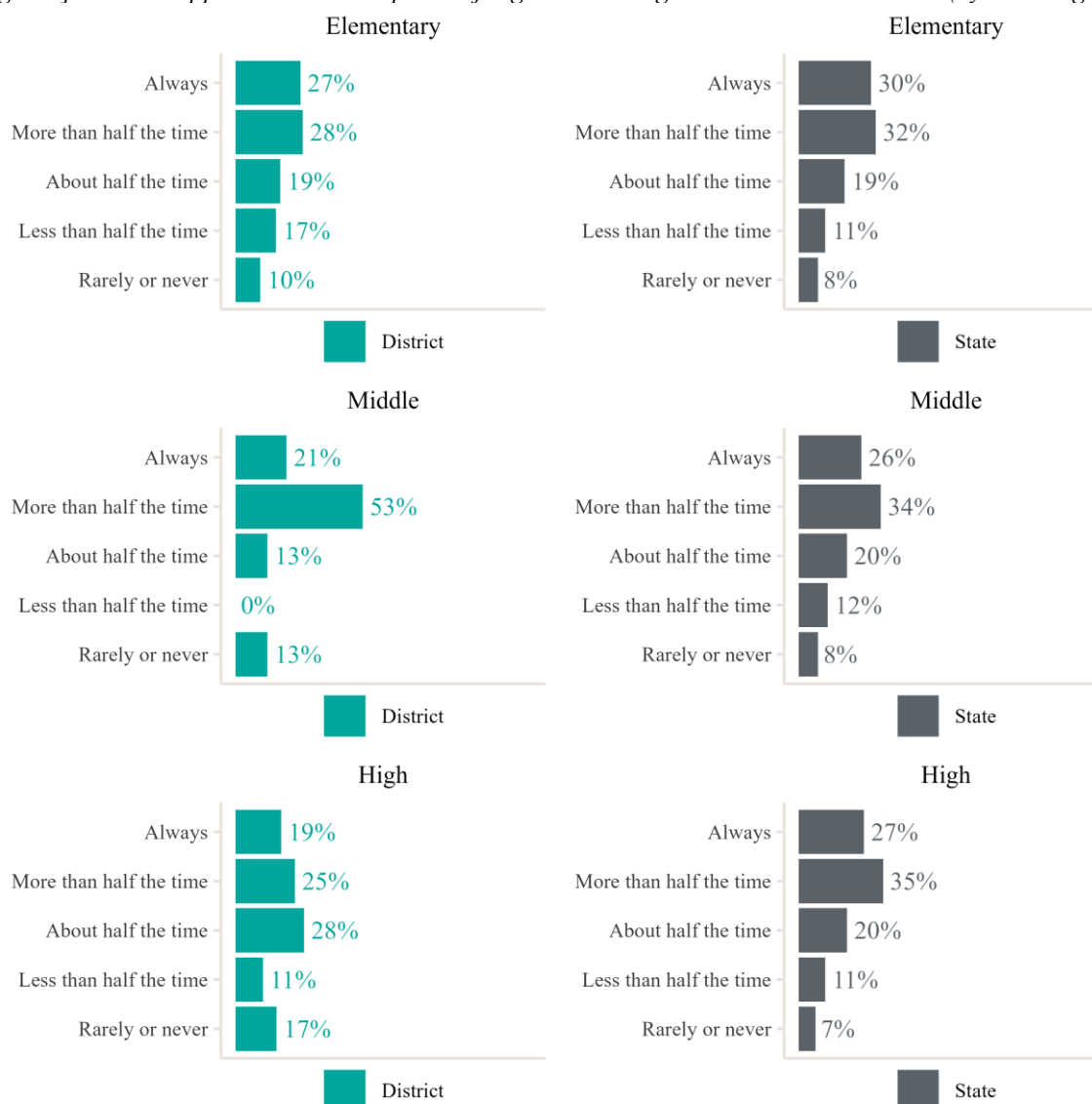


Impartiality

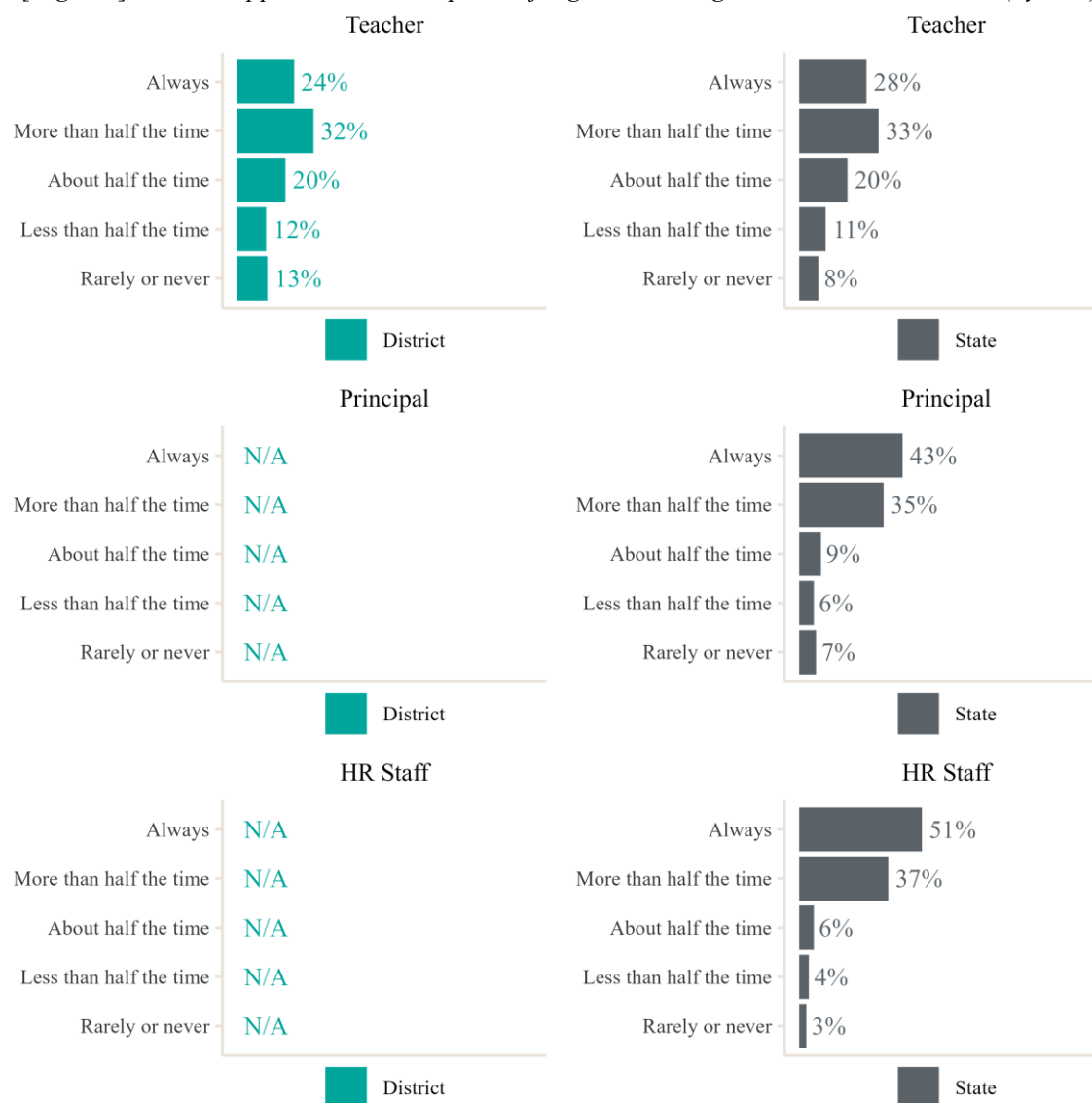
Figure 9 presents district responses to the survey question on appraisers' impartiality. The first set of graphs (9-1) shows the frequency breakdown by teaching level for both the district and the state. The second set of graphs (9-2) shows the frequency breakdown by role for the district and the state. From these displays, districts can see clearly the extent to which respondents trust appraisers' impartiality. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 9

[Fig. 9-1] Teacher appraisers make impartial judgments during classroom observations (by teaching level)



[Fig. 9-2] Teacher appraisers make impartial judgments during classroom observations (by role)

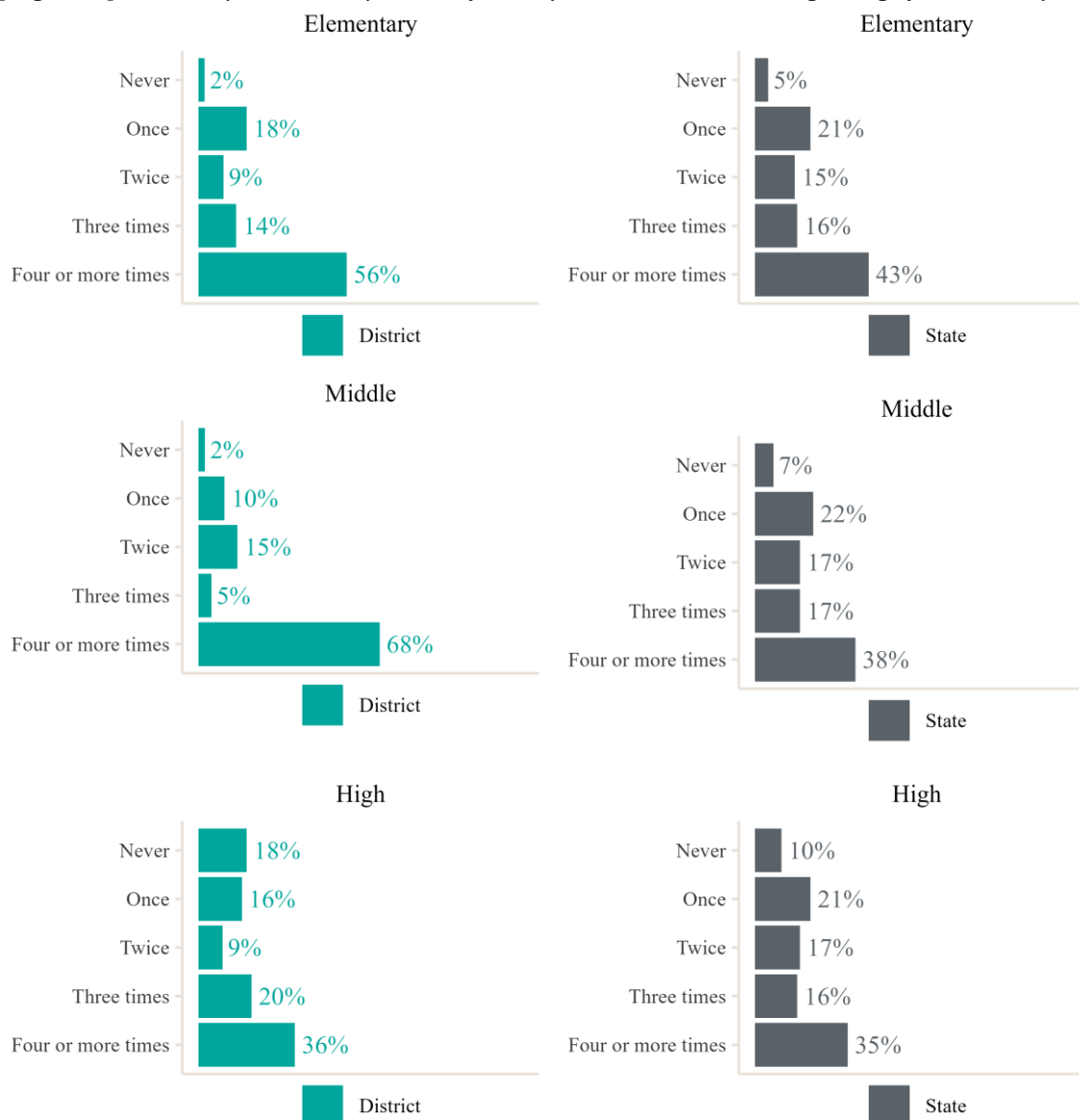


Frequency and Quality of Classroom Observations

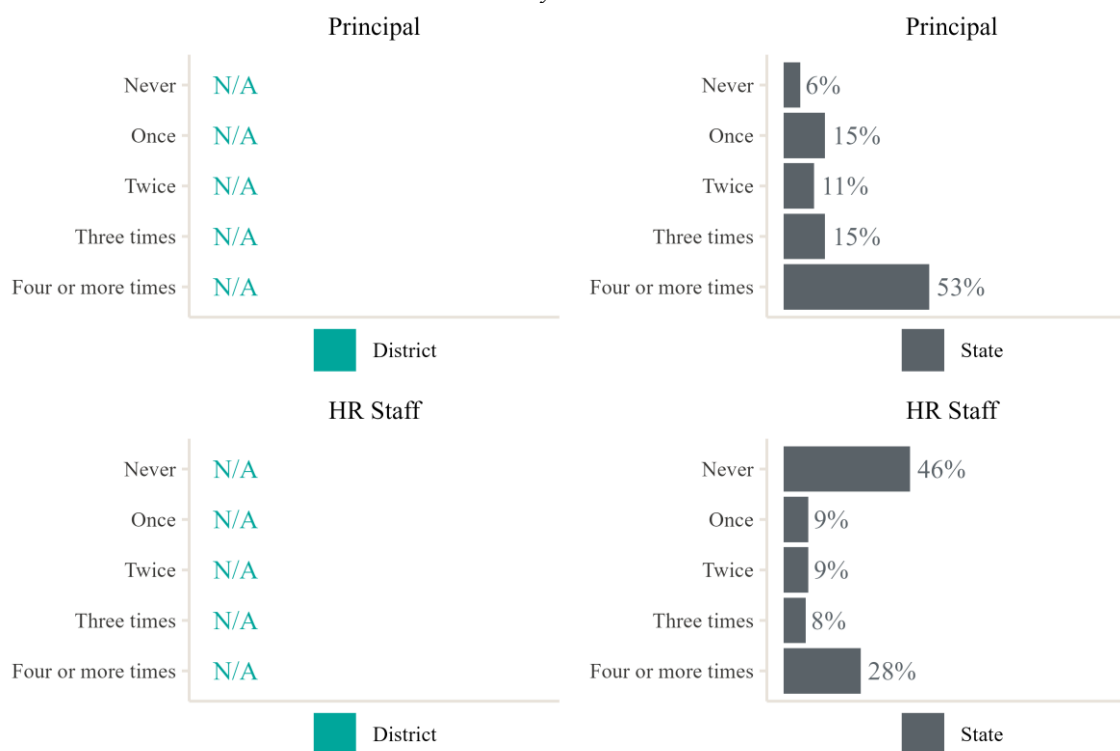
Figure 10 presents district responses to the survey question on how often teachers were typically observed for evaluation. The first set of graphs (10-1) shows the frequency breakdown of teacher responses by teaching level for both the district and the state. The second set of graphs (10-2) shows the frequency breakdown by role for district and state from the evaluators' perspectives. These responses will help districts determine whether their teacher observation system is being implemented as planned. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 10.

[Fig. 10-1] How many times have you been formally observed since the beginning of the school year?



[Fig. 10-2] Typically, how many times have you formally observed a given teacher since the beginning of the school year?

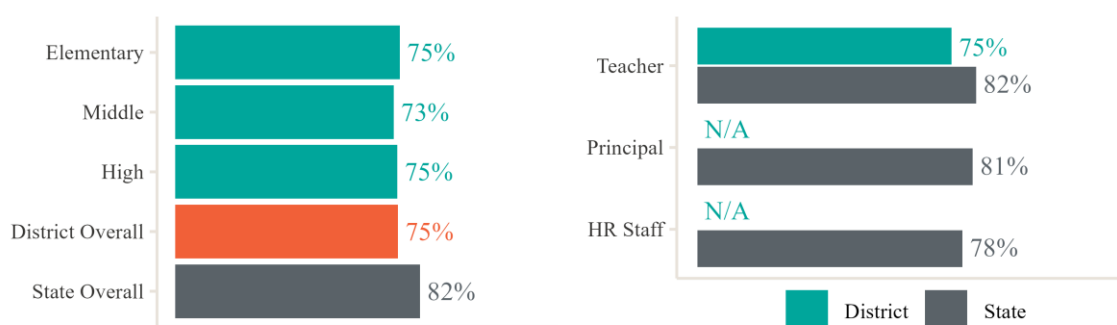


Perceptions of the Typicality of Observed Lessons

Figure 11 presents district responses to the survey question on whether respondents believed that the most recent observation was typical of that teacher's performance (i.e., neither above nor below their expected classroom teaching behavior). The first graph (a) shows the percentage of teacher responses from the district and the state, broken down by teaching level. The second graph (b) shows the percentage of responses broken down by role for both district and state. High percentages responding 'yes' would suggest that the evaluations were more likely to be fair, while a large percentage of 'no' responses indicates that a greater number of observations might be called for to ensure that evaluations capture a teacher's typical performance. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 11.

[Teacher] Thinking about your last observation, was the performance typical for you?
[Principal & HR] Thinking about your last observation, was the performance typical for the teacher you observed?

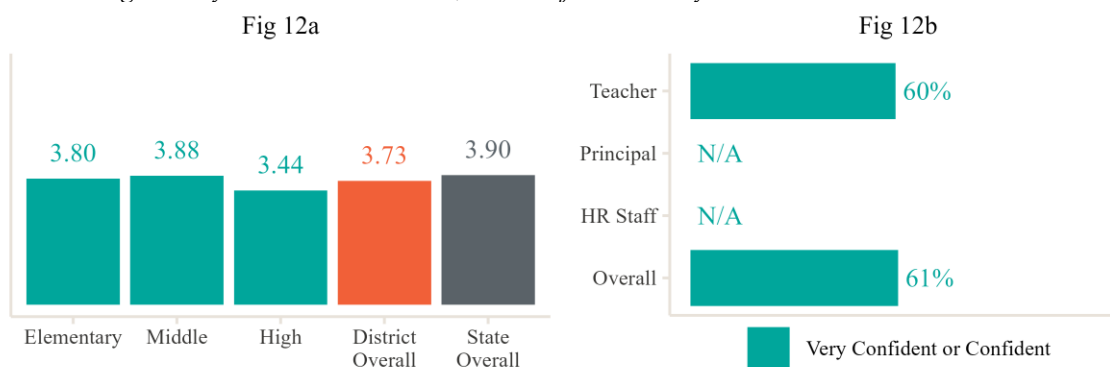


Confidence in Scoring Accuracy

Figure 12 presents district responses to the survey question on respondents' beliefs about the accuracy of the scores from the most recent observation for a given teacher's performance. The first graph (a) shows average agreement scores on the 1-5 response scale, broken down by teaching level for both the district and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by respondent role. Confidence in the accuracy of observation scores reflects respondents' opinions about the system or rubric being used as well as of the person conducting the observation. Lower scores reflect some doubt about the validity of the observation system. Higher scores suggest that participants are comfortable with the district's system for measuring teaching performance.

Figure 12.

Thinking about your last observation, how confident were you that the scores were accurate?

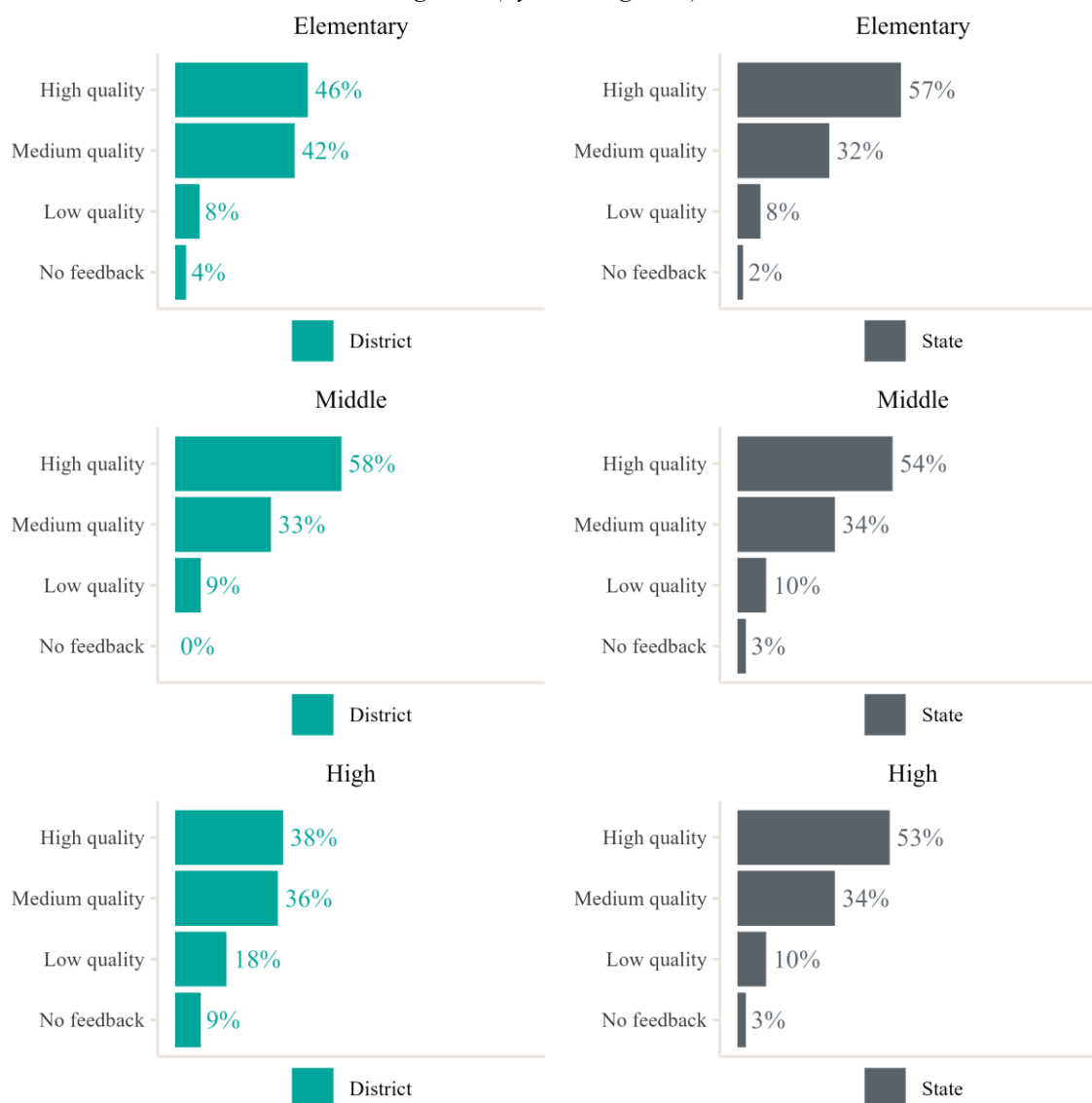


Feedback Quality

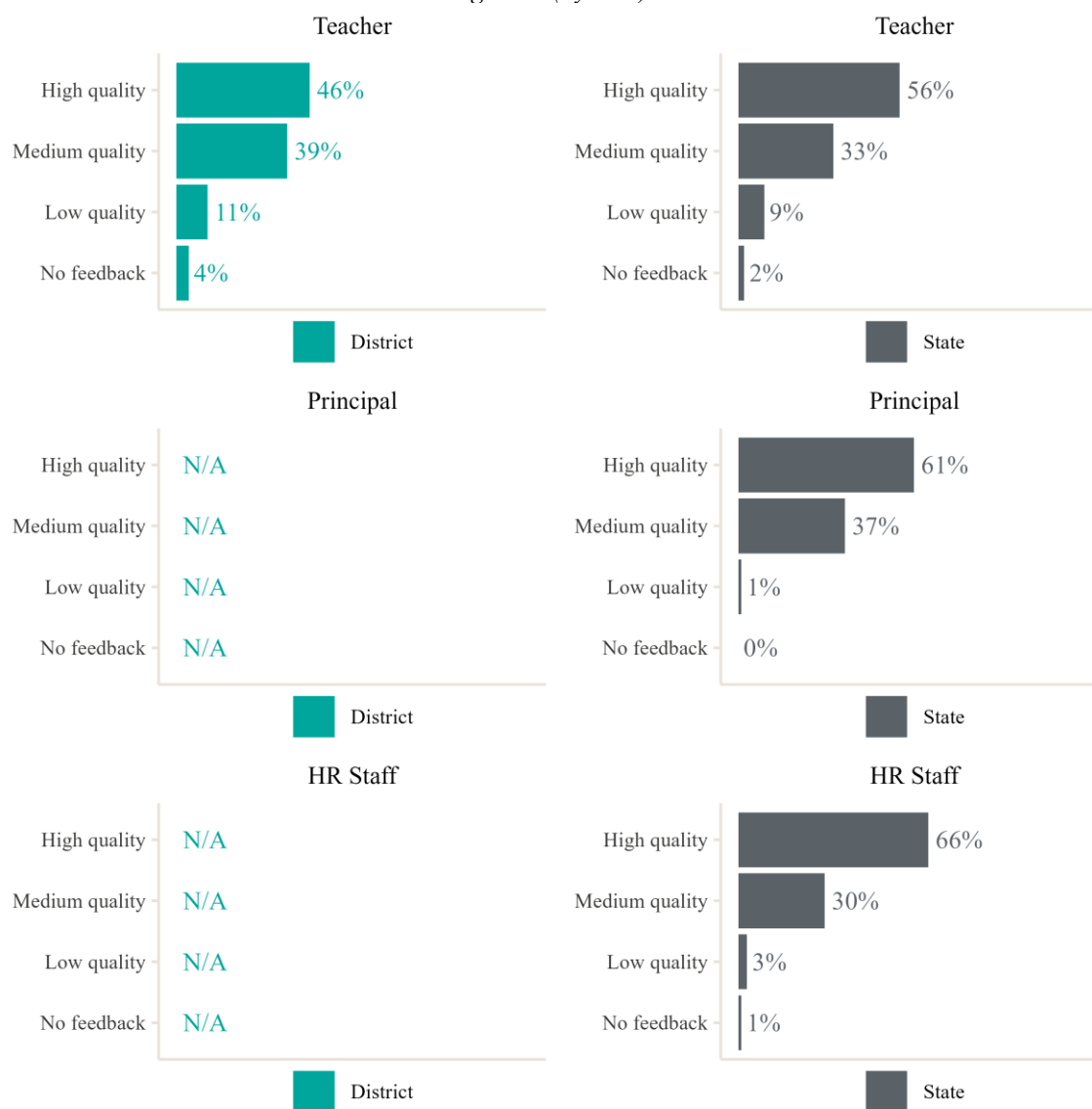
Figure 13 presents district responses to the survey question on the perceived quality of observation feedback. The first set of graphs (13-1) shows the percentage responses on a 4-option scale, broken down by teaching level, for both the district and the state. The second set of graphs (13-2) shows responses by role for both the district and the state. These responses will help districts determine whether improvement in the feedback process is needed. Together, these graphs allow districts to understand both how they compare with other districts and how perceptions vary within their own district.

Figure 13.

[Fig. 13-1] Thinking about your last observation, how would you describe the quality of the feedback that was given? (by teaching level)



[Fig. 13-2] Thinking about your last observation, how would you describe the quality of the feedback that was given? (by role)



Section 8

Future Plans

Section 8 has three questions about how long the respondents plan to remain in their current roles and school districts. There are four options, ranging from a year or less to 11 years or more. In addition, teachers were asked whether they believed they were likely to earn a TIA designation in the next year. Participants responded to this question using a 5-point scale (Strongly Agree = 5; Strongly Disagree = 1).

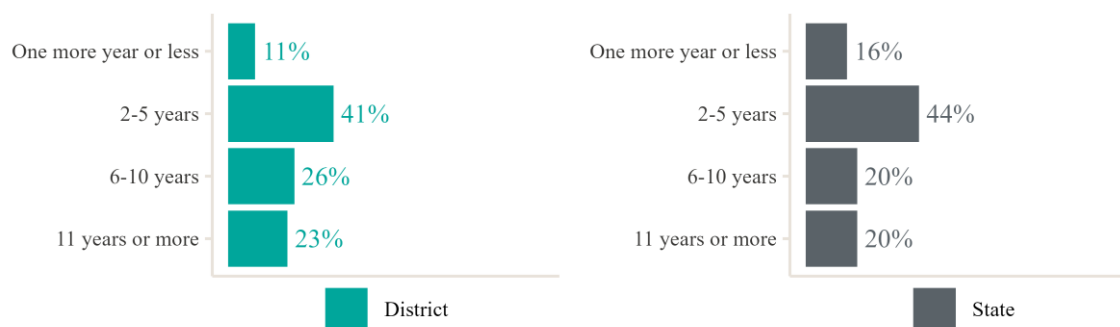
Results

Plans for Remaining in Current Role and School District

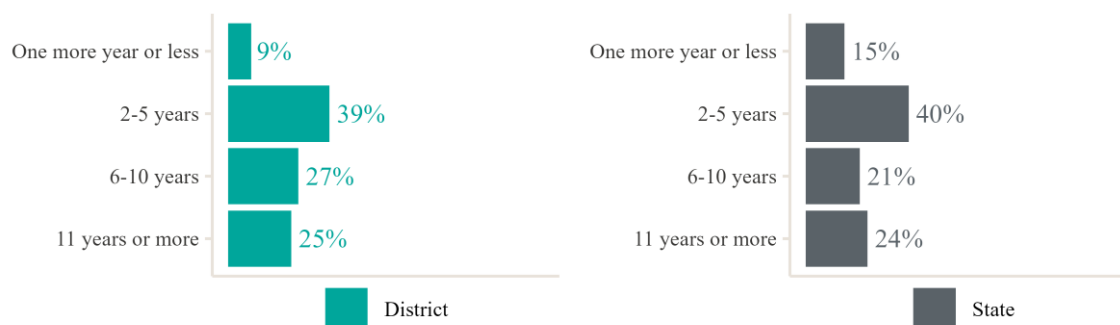
Figure 14 presents district responses to the survey question on how long respondents plan to remain in their current roles and school districts. The first graph (14-1) shows percentage responses on a 4-option scale regarding current role, comparing district and state responses. The second graph (14-2) shows percentage responses on a 4-option scale regarding current school district, comparing district and state responses. Together, these graphs allow districts to understand both how they compare with other districts and how intentions vary within their own district.

Figure 14.

[Fig. 14-1] Number of years I plan to remain in my current role



[Fig. 14-2] Number of years I plan to remain in my current school district



Concerns Related to Designations

Figure 15 presents district responses to the survey question on how many survey participants earned designations. The percentages of “yes,” “no,” and “not sure” responses are displayed both for the district and the state.

Figure 15.

Under my district's TIA local designation system, I earned a new or higher designation this year

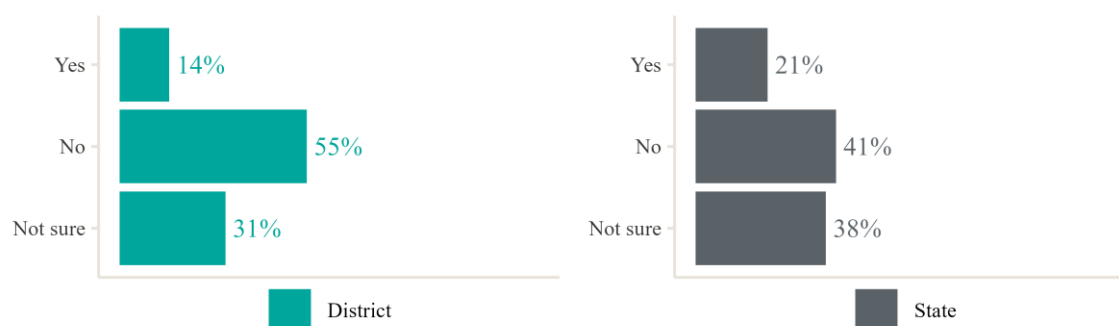


Figure 16 presents district responses to the survey question on the reasons teachers gave for not receiving a designation. Five choices are offered, and percentages are displayed for both the district and the state. This question allows districts to consider the relative importance of observation and growth in determining designations.

Figure 16.

Reasons for not earning a designation

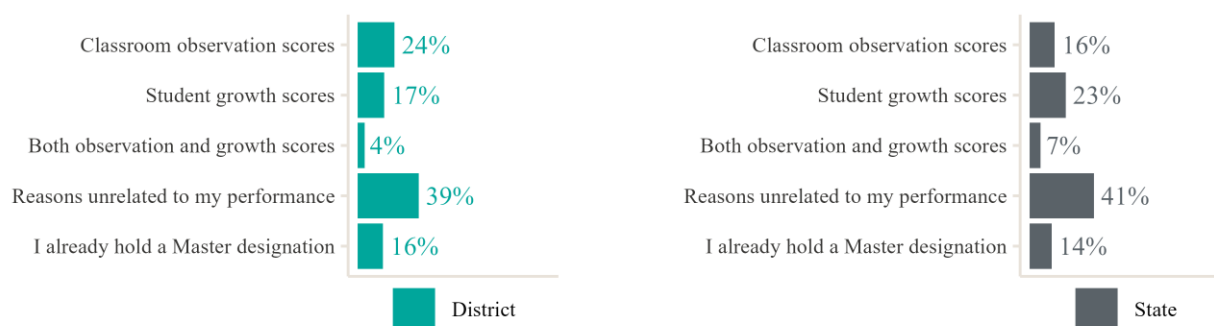
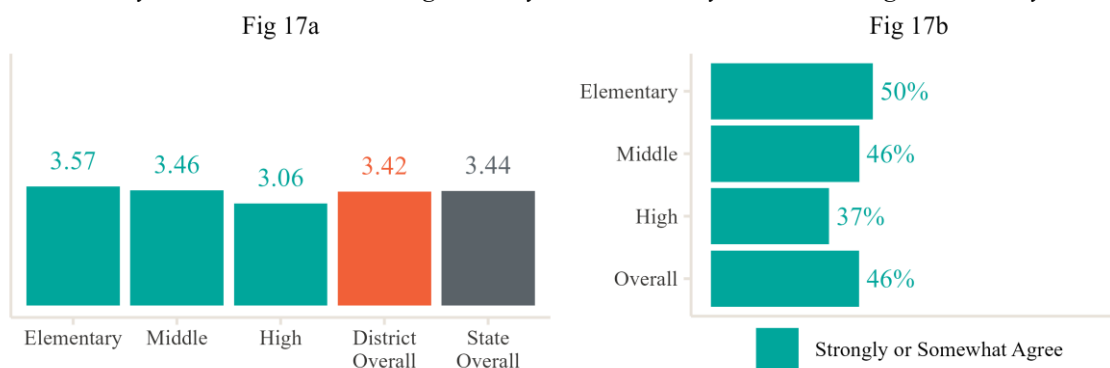


Figure 17 presents district responses to the survey question on whether teachers thought they were likely to earn a TIA designation the following year. The survey item is displayed using two coordinated graphs to provide both comparison and context. The first graph (a) shows average agreement scores on the 1-5 response scale, broken down by teaching level for both the district and the state. The second graph (b) shows the percentage of respondents in the district who strongly or somewhat agreed with the statement, displayed overall and by respondent teaching level. This information may shed light on some of the earlier responses regarding beliefs, support, and fairness of the local designation system.

Figure 17.

Under my district's TIA local designation system, I am likely to earn a designation next year



Section 9

Next Steps and Resources

Next Steps: Guidance in Using the Report for Improvement

District leaders are encouraged to compare their results with those of other participating districts to gauge where their district falls on the continuum. Results within the top half are a reason for encouragement that the district implementation of the TIA program is on target. Results falling at the lower end may raise red flags for improvement. Also, comparisons between teachers and administrators, or between teachers and HR personnel, may reveal inconsistencies in implementation across the district. Further breakdowns in some sections will help districts compare their responses with those of other districts matched for rurality, region, or size. Other sections highlight differences by designation and teaching level.

The TIA Annual Program Submission encourages district leaders to consider the views of teachers, principals, and HR representatives regarding the local designation system and identify focus areas for the coming school year. Doing so sets the stage for the next steps in continuous improvement and increases the likelihood that TIA will positively affect the recruitment and retention of effective teachers. It may be useful to situate your district's results within the responses from all other TIA participants across the state and in similar contexts to identify specific areas for improvement.

Potential areas for improvement include:

- Improve calibration practices for teacher observations, including reconsidering the usefulness of the district observation rubric. Calibration training is available on the TEA website.
- Judge whether improvements are necessary in the observation process regarding the number and selection of lessons to observe, as well as the feedback to be provided post observations.
- Improve district methods and support for measuring student growth.
- Improve communication with teachers about the implementation of the local designation system.
- Improve support for principals in implementing the local system.
- Design strategic organization, staffing, and compensation structures around sustaining and scaling TIA systems
- Develop strategic communication pathways around the districts' TIA system, as well as the districts' plans for expansion

If you have questions about the process of administering the survey, please contact TTU at tia.surveys@ttu.edu. If you have questions about the purpose of the survey, please contact the Texas Education Agency (TEA) at tia@tea.texas.gov.

Section 10

Appendix A: Historical Data Highlights

Trend over Time: Teacher Perception

In this section, districts can see how their survey responses compare over time for certain of the more consequential questions asked in multiple years. Because districts determine which staff groups receive the survey each year, the composition of respondents may vary over time and should be considered when interpreting trends.

Figure App. 1.

Fig. App. 1-1. I understand how my district's TIA local designation system will affect me

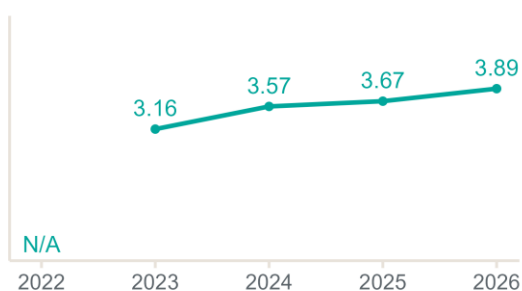


Fig. App. 1-2. Teachers' pay should be tied to their classroom effectiveness

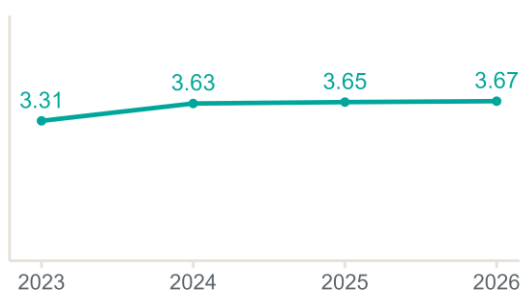


Fig. App. 1-3. Teachers' pay should be tied to their students' growth

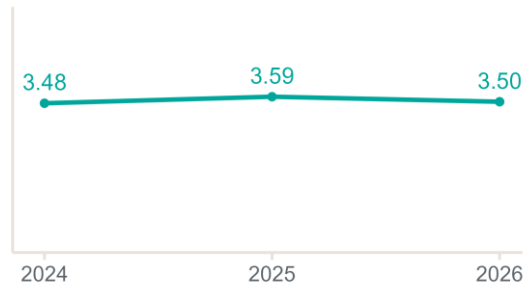


Fig. App. 1-4. The information my district has provided about its TIA local designation system was adequate

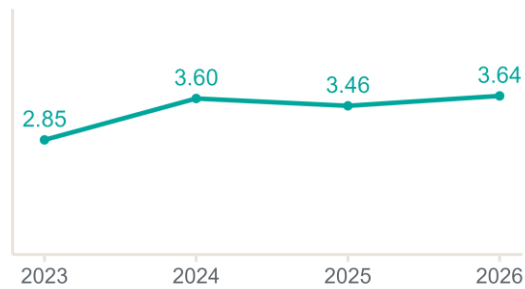


Fig. App. 1-5. The designations for teachers are based on an accurate measure of classroom teaching performance

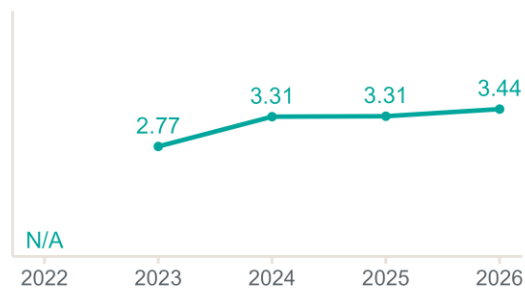


Fig. App. 1-6. The designations for teachers are based on an accurate measure of student growth

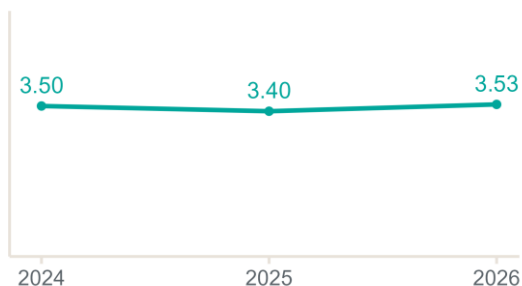
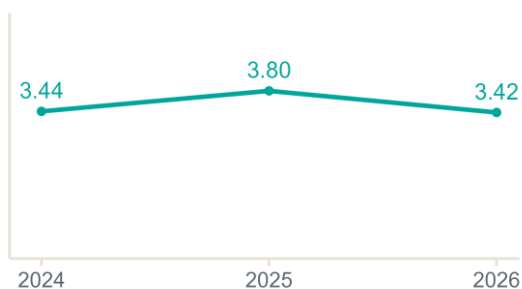


Fig. App. 1-7. In general, teacher appraisers make impartial judgments during classroom observations



Trend over Time: Teacher Retention

In this section, districts can see how teachers' intentions to remain in their current roles and in their school districts changed over time. Figures display the percentages of teachers who plan to remain for 6 or more years, overall and disaggregated by teaching level and subject type (STAAR-tested vs. non-STAAR-tested).

Figure App. 2.

Fig. App. 2-1. Percent of teachers who plan to remain in their current role for six or more years

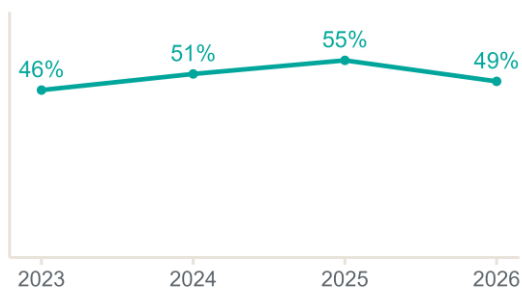


Fig. App. 2-2. Percent of teachers who plan to remain in their current role for six or more years, by teaching level

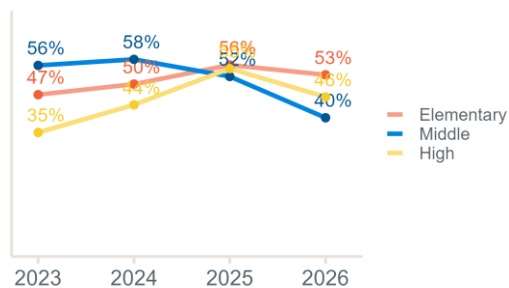


Fig. App. 2-3. Percent of teachers who plan to remain in their current role for six or more years, by subject type

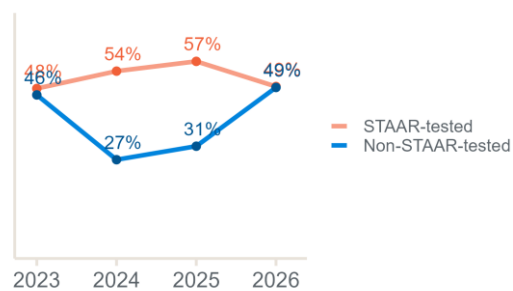


Figure App. 3.

Fig. App. 3-1. Percent of teachers who plan to remain in their current school district for six or more years

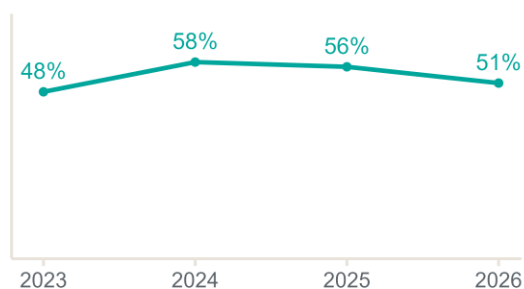


Fig. App. 3-2. Percent of teachers who plan to remain in their current school district for six or more years, by teaching level

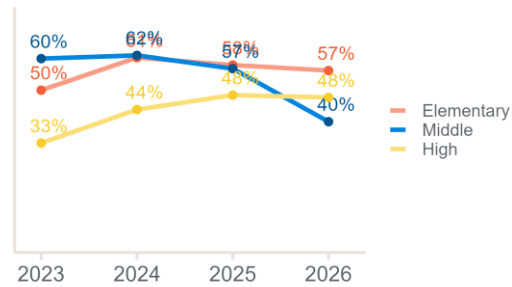
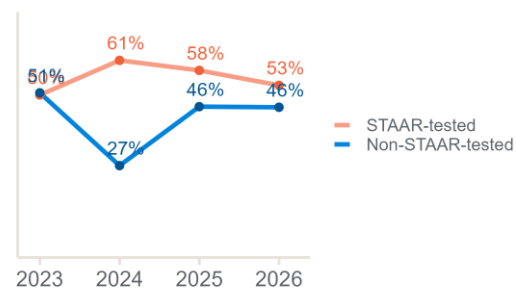


Fig. App. 3-3. Percent of teachers who plan to remain in their current school district for six or more years, by subject type



Section 11

Appendix 2: Copy of the Survey

Annual Evaluation Survey [2026]

Start of Block: CONSENT

Q1 Welcome! You are receiving this survey because your district has implemented a designation system through the *Teacher Incentive Allotment* (TIA). The **Annual Evaluation Survey** is designed to give your district information on different stakeholders' perception and understanding of the district's local designation system. As such, this survey will ask you questions to help the district evaluate the fairness and accuracy of the designation process, as well as rate the level of support for the TIA designation system in your district. All of your responses to this survey will remain anonymous. It should take you less than 10 minutes to complete the survey! Please submit your responses by May 29, 2026. If you require technical assistance, or have any further questions regarding specific questions in the survey, please contact TIA.SURVEYS@ttu.edu. If you have any questions about your local designation system, or why you were chosen to take the **Annual Evaluation Survey**, please contact your district representatives. **By clicking the Next button, you are giving your consent to participate in this survey.**

☐ End of Block: CONSENT

Start of Block: BACKGROUND INFORMATION



Q2 For which school district are you completing this survey?



Page Break



Q3 In what role are you responding to this survey?

- ☐ Teacher (any individual who is in a teaching role for the 2025-2026 school year) (1)
- ☐ Principal (any campus administrator including but not limited to: Principal, Assistant Principal, Counselor, etc.) (2)
- ☐ Human Resources Representative (a district level administrator who is responsible for recruitment, retention, etc.) (3)

Display this question:

If Q3 = 1



Q4 Primarily, which level do you teach in the school district associated with this survey?

- ☐ Elementary School (1)
- ☐ Middle School (2)
- ☐ High School (3)

Display this question:

If Q3 = 1



Q5 Select the type of courses you are teaching.

- ☐ Core Curriculum (i.e., ELAR, Math, Science, Social Studies) (1)
- ☐ Non-Core Curriculum (2)
- ☐ Both Core and Non-Core Curriculum (3)

Display this question:

If Q3 = 1



Q6 Select the type of subject(s) you are teaching.

- ☐ STAAR-tested Subject(s) (1)
- ☐ Non-STAAR-tested Subject(s) (2)
- ☐ Both STAAR-tested and Non-STAAR-tested Subjects (3)

Display this question:

If Q3 = 1



Q7 Do you currently have National Board Certification?

- ☐ Yes (1)
- ☐ No (2)

☐ End of Block: BACKGROUND INFORMATION

Start of Block: UNDERSTANDING



Q8 I understand how the TIA funds will be spent according to our local designation system.

- ☐ Strongly agree (1)
 - ☐ Somewhat agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Somewhat disagree (4)
 - ☐ Strongly disagree (5)
-



Q9 I understand how my district's TIA local designation system designates teachers (Recognized, Exemplary, and Master).

- ☐ Strongly agree (1)
 - ☐ Somewhat agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Somewhat disagree (4)
 - ☐ Strongly disagree (5)
-



Q10 I understand how my district's TIA local designation system will affect me.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

☐ End of Block: UNDERSTANDING

Start of Block: POSITIVE EFFECT



Q11 My district's TIA local designation system will help us recruit and/or retain highly effective teachers.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)



Q12 I benefit professionally from my district's participation in the TIA.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

☐ End of Block: POSITIVE EFFECT

Start of Block: SUPPORT



Q13 Teachers' pay should be tied to their classroom effectiveness.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)



Q14 Teachers' pay should be tied to their students' growth.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

☐ End of Block: SUPPORT

Start of Block: DISTRICT COMMUNICATION



Q15 The information my district has provided about its TIA local designation system was adequate.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

Page Break



Q16 My opportunities to provide feedback to the district about its TIA local designation system were adequate.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

☐ End of Block: DISTRICT COMMUNICATION

Start of Block: FAIRNESS



Q17 Teachers are evaluated consistently across the district.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)



Q18 My district's TIA local designation system is fair to all teachers in the district.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)



Q19 Teachers are able to earn a designation regardless of their campus, subject, or grade level.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

☐ End of Block: FAIRNESS

Start of Block: ACCURACY OF DESIGNATION



Q20 The district's method of calculating student growth is accurate for measuring teaching effectiveness across all assignments. (Teachers, please answer as it applies to you)

- ☐ Strongly agree (1)
 - ☐ Somewhat agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Somewhat disagree (4)
 - ☐ Strongly disagree (5)
 - ☐ I don't know which student growth measure my district uses (6)
-



Q21 The designations for teachers are based on an accurate measure of classroom teaching performance.

- ☐ Strongly agree (1)
 - ☐ Somewhat agree (2)
 - ☐ Neither agree nor disagree (3)
 - ☐ Somewhat disagree (4)
 - ☐ Strongly disagree (5)
-



Q22 The designations for teachers are based on an accurate measure of student growth.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)



Q23 I know at least one teacher whose designation or lack of one did not align with their effectiveness.

- ☐ Yes (1)
- ☐ No (2)

☐ End of Block: ACCURACY OF DESIGNATION

Start of Block: QUALITY OF CLASSROOM OBSERVATIONS



Q24 ALMOST DONE! Please answer the last few questions, and thank you for completing the survey! My district uses a teacher observation rubric that is an accurate measure of teacher effectiveness.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)
- ☐ I don't know which observation rubric my district uses (6)



Q25 In general, teacher appraisers make impartial judgements during classroom observations.

- ☐ Always (1)
- ☐ More than half the time (2)
- ☐ About half the time (3)
- ☐ Less than half the time (4)
- ☐ Rarely or never (5)
- ☐ I don't know (6)

Display this question:

If Q3 = 2

Or Q3 = 3



Q26 Typically, how many times have you formally observed a given teacher since the beginning of the school year for TIA purposes?

- ☐ Never (1)
- ☐ Once (2)
- ☐ Twice (3)
- ☐ Three times (4)
- ☐ Four or more times (5)
- ☐ I don't know (6)
- ☐ Not applicable (7)

Display this question:

If Q3 = 2

Or Q3 = 3



Q27 Thinking about your last observation, was the performance typical for the teacher you observed?

- ☐ Performance was typical (1)
- ☐ Performance was above or below average (2)
- ☐ Not able to determine, or not applicable (3)

Display this question:

If Q3 = 1



Q28 How many times have you been formally observed since the beginning of the school year for TIA purposes?

- ☐ Never (1)
- ☐ Once (2)
- ☐ Twice (3)
- ☐ Three times (4)
- ☐ Four or more times (5)
- ☐ I don't know (6)

Display this question:

If Q3 = 1



Q29 Thinking about your last observation, was the performance typical for you?

- ☐ Performance was typical (1)
- ☐ Performance was above or below average (2)
- ☐ Not able to determine (3)



Q30 Thinking about your last observation, how confident were you that the scores were accurate?

- ☐ Very confident (1)
- ☐ More confident than not (2)
- ☐ Neutral (3)
- ☐ Doubtful (4)
- ☐ Very doubtful (5)
- ☐ Not applicable (6)



Q31 Thinking about your last observation, how would you describe the quality of the feedback that was given?

- ☐ High quality (1)
- ☐ Medium quality (2)
- ☐ Low quality (3)
- ☐ No feedback was given (4)
- ☐ I don't remember (5)
- ☐ Not applicable (6)

☐ End of Block: QUALITY OF CLASSROOM OBSERVATIONS

Start of Block: FUTURE PLANS



Q32 I plan to remain in my current role for

- ☐ One more year or less (1)
 - ☐ 2-5 years (2)
 - ☐ 6-10 years (3)
 - ☐ 11 years or more (4)
-



Q33 I plan to remain in my school district for

- ☐ One more year or less (1)
 - ☐ 2-5 years (2)
 - ☐ 6-10 years (3)
 - ☐ 11 years or more (4)
-

Display this question:

If Q3 = 1



Q34 Under my district's TIA local designation system, I earned a new or higher designation this year.

- ☐ Yes (1)
- ☐ No, because of classroom observation scores (2)
- ☐ No, because of student growth scores (3)
- ☐ No, because of both classroom observation and student growth scores (4)
- ☐ No, because I did not qualify for reasons unrelated to my performance (5)
- ☐ No, because I already hold a Master designation (6)
- ☐ I'm not sure (7)

Display this question:

If Q3 = 1



Q35 Under my district's TIA local designation system, I am likely to earn a designation next year.

- ☐ Strongly agree (1)
- ☐ Somewhat agree (2)
- ☐ Neither agree nor disagree (3)
- ☐ Somewhat disagree (4)
- ☐ Strongly disagree (5)

☐ End of Block: FUTURE PLANS
