Year-two Treatment School Teacher Survey

Consent Form

You are invited to participate in an important three year study being conducted by the Center for Education Policy Research at the Harvard Graduate School of Education. This study investigates the impact of Achievement Network's model of using interim assessment data to modify instruction on improving student achievement. In order to participate in the project, we need your consent.

What it Means to Participate
Participation in this study asks you to complete the following survey. The survey takes approximately 25-30 minutes to complete. The purpose of the survey is to gather information that will inform our evaluation of The Achievement Network model on improving student outcomes. Questions on the survey may address your educational background, your professional experience, school culture, and/or your school's use of assessment data.

It is the expectation of the research team and your participating district that you not use school time or resources to complete this survey. This survey should be completed after school hours.

Compensation
For your time in completing our survey, we have included a $10 Amazon gift card (this can be found in the same email as your survey link). You will receive an additional $25 Amazon gift card upon completion of this survey. The $25 gift card will be emailed to you within two weeks of submitting the survey.

Voluntary Participation
Your decision to participate in the study is voluntary. You may withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled. However, the value of the research depends upon your completion of all survey questions.

Risks
We foresee no risks to you from your participation in this study. All survey information will be reported anonymously.

Benefits
This is an opportunity for you to tell your story about your experiences concerning ANet.

Confidentiality
The information that we collect from the survey will be reported without personal identifying information. Responses will be used for research and educational purposes only.

For questions or more information about the research, or if you would like to withdraw from the study, please contact:

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Harvard Graduate School of Education
617-496-4803 1-855-389-3370 (toll free)
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Whom to contact about your rights in this research, for questions, concerns, suggestions, or complaints that are not being addressed by the researcher, or research-related harm:

Harvard University Committee on the Use of Human Subjects in Research
1414 Massachusetts Avenue, Second Floor
Cambridge, MA 02138
617-496-2847
cuhs@fas.harvard.edu

1. **Please indicate your agreement with the conditions outlined above:**
   - ☐ I agree with the conditions outlined in the text above. The nature and purpose of this research have been sufficiently explained and I agree to participate in this study. I understand that I am free to withdraw at any time without incurring any penalty.
   - ☐ I do not agree with the conditions outlined above and will not participate in the study.

2. **Please enter your name, today's date and your email address in the spaces provided below. This will serve as your signature on this consent form. Please note that the email address entered here will be the email address used to send your $25 gift card.**
   - ☐ Name_____
   - ☐ Today's Date_____
   - ☐ Email Address_____

3. Over the course of this school year how often have you had conversations with colleagues in your school about:	Never	Once or Twice a Year	Monthly	Weekly	More than Once a Week
a. What helps students learn the best?	1	2	3	4	5
b. Development of new lesson plans?	1	2	3	4	5
c. The academic goals of the school?	1	2	3	4	5
d. Managing classroom behavior?	1	2	3	4	5
e. Student progress in literacy and/or mathematics?	1	2	3	4	5
f. Student achievement data?	1	2	3	4	5
g. The scope or sequence of the curriculum?	1	2	3	4	5
h. The alignment of the curriculum and student assessments?	1	2	3	4	5

4. How often have you discussed instructional strategies with other teachers this year…	Never	Once or Twice a Year	Monthly	Weekly	More than Once a Week
a. In your school?	1	2	3	4	5
b. In other schools in your district?	1	2	3	4	5
c. Outside of your district?	1	2	3	4	5

5. **Over the course of this school year how often have you had common planning time to collaborate with other teachers in your grade, cluster of grades, and/or subject area within your school?**
   - ☐ Never
   - ☐ Once or twice a year
   - ☐ Once or twice a month
   - ☐ 1 hour or less a week
   - ☐ 2-3 hours a week
   - ☐ 4-5 hours a week
   - ☐ More than 5 hours a week

6. During common planning time this year, how often have teachers discussed…	Never	Rarely	Sometimes	Often	Almost Always
a. The school's goal or vision for improving student achievement?	1	2	3	4	5
b. Preparation for the state test?	1	2	3	4	5
c. Student test results?	1	2	3	4	5
d. Other student work?	1	2	3	4	5
e. Developing grading rubrics?	1	2	3	4	5
f. Developing class tests?	1	2	3	4	5
g. Developing lesson plans?	1	2	3	4	5
h. Instructional methods/pedagogy?	1	2	3	4	5
i. Students who are not meeting grade level expectations?	1	2	3	4	5
j. Student behavior?	1	2	3	4	5
k. Observations of teachers' classrooms?	1	2	3	4	5
l. Logistical or other non-academic issues?	1	2	3	4	5

7. Thinking about the use of common planning time in your school this year, please indicate the extent to which you agree or disagree with the following statements:	N/A	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Our meetings have an agenda which we do our best to follow.	0	1	2	3	4	5
b. We revisit and revise our thinking about effective instructional practices.	0	1	2	3	4	5
c. We use student data to inform our thinking about effective instructional practices.	0	1	2	3	4	5
d. Our discussions influence my classroom practices.	0	1	2	3	4	5
e. When we make a decision, all teachers on the team take responsibility for following through.	0	1	2	3	4	5
f. All teachers contribute to the group's work.	0	1	2	3	4	5

8. Thinking about your state's content standards in English Language Arts, please rate…	Very Poor	Poor	Fair	Good	Excellent
a. Your knowledge of your state's standards.	1	2	3	4	5
b. The quality of your state's standards.	1	2	3	4	5

9. Thinking about your state's content standards in Mathematics, please rate…	Very Poor	Poor	Fair	Good	Excellent
a. Your knowledge of your state's standards.	1	2	3	4	5
b. The quality of your state's standards.	1	2	3	4	5

10. Teachers use a variety of strategies to address students' different learning needs. In your own practice, how often do you do each of the following?	Never	Rarely	Sometimes	Often	Almost Always
a. Teach or re-teach content to the whole class.	1	2	3	4	5
b. Teach or re-teach content to small groups of students.	1	2	3	4	5
c. Teach or re-teach content to individual students.	1	2	3	4	5
d. Provide additional homework or worksheets to individual students or groups of students.	1	2	3	4	5
e. Provide time for students to work with computer software or other technology learning aids.	1	2	3	4	5

11. When planning instruction, how often do you…	Never	Rarely	Sometimes	Often	Almost Always
a. Begin by identifying the skill or goal you hope students will master?	1	2	3	4	5
b. Begin by identifying the state standard you hope students will master?	1	2	3	4	5
c. Create differentiated instruction plans to meet student's individualized learning needs?	1	2	3	4	5
d. Use a curriculum scope and sequence to design lesson or unit plans?	1	2	3	4	5
e. Schedule re-teaching time into your lesson or unit plans?	1	2	3	4	5
f. Schedule re-teaching time outside of regular class time?	1	2	3	4	5
g. Use the content of upcoming interim assessments to design lesson or unit plans?	1	2	3	4	5

12. How confident are you in *your own* ability to…	Not at all Confident	Somewhat Confident	Confident	Highly Confident
a. Plan and modify instruction to meet students' learning needs?	1	2	3	4
b. Create differentiated instruction plans to meet student's learning needs?				
c. Motivate students who show little interest in school work?	1	2	3	4
d. Provide appropriate challenges for very capable students?	1	2	3	4
e. Gauge individual students' mastery of specific standards?	1	2	3	4
f. Reteach content that students did not master the first time?	1	2	3	4
g. Use a curriculum scope and sequence to design lesson or unit plans?	1	2	3	4
h. Use the content of upcoming interim assessments to design lesson or unit plans?	1	2	3	4
i. Fit re-teaching time into the existing curricular scope and sequence?	1	2	3	4

13. How satisfied are you with the resources you have at your current school to:	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
a. Meet students' individual needs?	1	2	3	4	5
b. Track individual student progress?	1	2	3	4	5

14. Over the course of the SCHOOL YEAR, approximately how many HOURS of classroom time do your students spend taking standardized tests of any kind (for example, diagnostic, benchmark, interim tests)? When answering this question, please EXCLUDE state mandated end of year tests (e.g. MCAS, LEAP, iLEAP, ISAT). _____HOURS

15. Over the course of the SCHOOL YEAR, approximately how many HOURS of classroom time do your students spend learning and practicing test-taking skills? _____ HOURS

16. How important to you is your students' performance on the state test?	Not at all Important	Somewhat Important	Important	Extremely Important
	1	2	3	4

17. Did you set goals this year for student performance on this year's state test (e.g. MCAS, LEAP, iLEAP, ISAT)?
- ☐ Yes
- ☐ No

18. At what level(s) have YOU set goals for performance on this year's state test? (Please select all that apply)
- a. by grade
- b. by class
- c. by student

19. Please indicate the extent to which you agree or disagree with the following statements about teachers in your school:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Teachers in this school respect colleagues who are expert in their craft.	1	2	3	4	5
b. Teachers in this school trust each other.	1	2	3	4	5
c. Teachers in this school really care about each other.	1	2	3	4	5
d. Teachers respect other teachers who take the lead in school improvement efforts.	1	2	3	4	5
e. Many teachers openly express their professional views at faculty meetings.	1	2	3	4	5
f. Teachers in this school are willing to question one another's views on issues of teaching and learning.	1	2	3	4	5
g. We do a good job of talking through views, opinions, and values.	1	2	3	4	5
h. Teachers in this school feel responsible for helping each other do their best.	1	2	3	4	5

20. Thinking about this school year and what the teachers in your school say and do, how many teachers would you say:	Very Few	Less Than Half	About Half	More than Half	Nearly All
a. Are invested in improving their teaching?	1	2	3	4	5
b. Have a good grasp of the subject matter they teach?	1	2	3	4	5
c. Feel responsible when students in this school fail?	1	2	3	4	5
d. Believe that all students can learn?	1	2	3	4	5
e. Have high expectations for students' academic work?	1	2	3	4	5
f. Re-teach content to students who aren't successful the first time?	1	2	3	4	5
g. Use another instructional approach when students aren't successful the first time?	1	2	3	4	5
h. Use student assessment data to identify students in need of instructional support?	1	2	3	4	5
i. Use student assessment data to identify which standards students have not mastered?	1	2	3	4	5
j. Provide instruction to meet individual student learning needs?	1	2	3	4	5
k. Motivate students to learn?	1	2	3	4	5
l. Encourage students to set and meet academic goals	1	2	3	4	5

21. Thinking about your school's instructional leader(s), how would you rate their ability to do each of the following activities?	Very Poor	Poor	Fair	Good	Excellent
a. Communicate a clear vision for teaching and learning for this school.	1	2	3	4	5
b. Set grade or classroom level instructional goals.	1	2	3	4	5
c. Track students' academic progress toward school goals.	1	2	3	4	5
d. Monitor the quality of teaching at this school.	1	2	3	4	5
e. Set high standards for student learning.	1	2	3	4	5
f. Support teachers in implementing what they have learned in professional development.	1	2	3	4	5
g. Participate in instructional planning with teachers.	1	2	3	4	5
h. Institute concrete practices and procedures that encourage the use of student test data by teachers to improve student learning.	1	2	3	4	5
i. Provide actionable feedback on classroom instructional plans.	1	2	3	4	5

Interim assessments are periodic standardized tests common across all students in a grade. Sometimes interim assessments are referred to as benchmark assessments. Thinking about interim assessments in this way, please respond to the next set of questions.

22. **In what subject(s) did you administer interim assessments this year? (Yes/No)**
    a. Reading/ELA
    b. Math
    c. Science
    d. Social Studies/History
    e. Other

23. **In what other subjects did you administer interim assessments this year? _____**

24. **Who is responsible for leading the work of analyzing the interim assessment data at your school? (Yes/No)**
    a. Principal
    b. Assistant/Vice Principal
    c. Instructional coach
    d. Department Head
    e. Other

25. **On the previous question you selected "other." Who else is responsible for leading the work of analyzing interim assessment data at your school? _____**

26. Thinking about the student interim assessment data you receive, please rate how satisfied you are with each of the following:	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
a. The time it takes to receive students' interim assessments scores	1	2	3	4	5
b. The clarity of the data you receive	1	2	3	4	5

27. Over this past school year, how often have you reviewed interim assessment data	Never	Once or Twice a Year	Once or Twice a Month	Weekly	More than Once a Week
a. Independently?	1	2	3	4	5
b. With other teachers in your grade or subject area?	1	2	3	4	5
c. With ALL teachers in your school?	1	2	3	4	5
d. With your principal, coach or other instructional leader?	1	2	3	4	5

28. Over this school year, how often have you used interim assessment data to:	Never	Once or Twice a Year	Monthly	Weekly	More than Once a Week
a. Set learning goals for individual students?	1	2	3	4	5
b. Determine which students have not mastered specific standards or skills?	1	2	3	4	5
c. Measure student progress toward learning goals?	1	2	3	4	5
d. Adjust your teaching plans to better meet students' learning needs based on the data?	1	2	3	4	5
e. Understand if a skill should be taught or re-taught to the whole class, in small groups or with individual students?	1	2	3	4	5
f. Identify and target instruction to students who are scoring just below a performance category cut point?	1	2	3	4	5
g. Reflect on the success of past instruction?	1	2	3	4	5
h. Identify gaps in the school's core curriculum?	1	2	3	4	5

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29. When working with INTERIM ASSESSMENT DATA, how confident are you in your own ability to…?	I don't know how to do this.	Not at all Confident	Somewhat Confident	Confident	Highly Confident
a. Use data to set learning goals for individual students?	1	2	3	4	5
b. Identify the skills students need to answer an assessment item correctly?	1	2	3	4	5
c. Determine which students have not mastered specific standards or skills?	1	2	3	4	5
d. Use data to measure student progress toward learning goals?	1	2	3	4	5
e. Adjust your teaching plans to better meet students' learning needs based on the data?	1	2	3	4	5
f. Understand if a skill should be taught or re-taught to the whole class, in small groups or with individual students?	1	2	3	4	5
g. Use data to identify gaps in the school's core curriculum?	1	2	3	4	5
h. Use data to identify and target instruction to students who are scoring just below a performance category cut point?	1	2	3	4	5
i. Use data to reflect on the success of past instruction?	1	2	3	4	5
j. Identify new materials to address gaps in the school's core curriculum?	1	2	3	4	5

Interim assessments are periodic standardized tests common across all students in a grade. Sometimes interim assessments are referred to as benchmark assessments. Thinking about interim assessments in this way, please respond to the next set of questions.

30. We are interested in your opinions about interim assessments, their administration, and student results. Please respond to the following items.	Not at All	Very Little	Somewhat	Very Much
a. How accountable do you feel to other teachers in your school for your students' progress on interim assessments?	1	2	3	4
b. How accountable do you feel to your school leader(s) for your students' progress on interim assessments?	1	2	3	4
c. How much does the administration of interim assessments take needed time away from classroom instruction?	1	2	3	4
d. How useful are interim assessments as an instructional tool?	1	2	3	4
e. How consistent are interim assessment results with your own observations of student learning?	1	2	3	4
f. How predictive are interim assessment results of students' performance on end-of-year state tests?	1	2	3	4

31. **What factors, if any, hinder you from using interim assessment data to plan or modify your instruction? (Yes/No)**
    a. Test data is unclear or difficult to understand
    b. Test data does not clearly identify which students are struggling with specific English language arts or math skills
    c. Test data does not identify which questions individual students answered incorrectly.
    d. Comparison data, showing how my class performed compared with other students at my school, district or state, is not provided.
    e. Test data is not aligned with state standards.
    f. Test data is not aligned with the curriculum that I teach.
    g. Test materials are inappropriate for the specific students I teach
    h. Tests are given at the wrong time of year to be useful
    i. Test data is received too late to be useful
    j. School or district policies do not allow me the flexibility to adjust my instruction based on student test data.
    k. My students do not always try their best when taking the assessments.

32. **Are there other factors that hinder you from using interim assessment data to plan or modify your instruction?** _____

In the next set of questions, we'd like to learn more about your experience with The Achievement Network (ANet) interim assessment program this year.

33. **Which ANet interim assessment did you administer to your students? Please select all that apply. (Yes/No)**
    a. English language arts
    b. Mathematics

34. **On average, how long does it take for your students to complete one ANet ELA interim assessment?**
    - ☐ 30 minutes or less
    - ☐ 30 minutes - 1 hour
    - ☐ 1 hour - 1 hour 30 minutes
    - ☐ 1 hour 30 minutes - 2 hours
    - ☐ 2 hours - 3 hours
    - ☐ 3hours - 4 hours
    - ☐ More than 4 hours

35. **On average, how long does it take for your students to complete one ANet MATH interim assessment?**
    - ☐ 30 minutes or less
    - ☐ 30 minutes - 1 hour
    - ☐ 1 hour - 1 hour 30 minutes
    - ☐ 1 hour 30 minutes - 2 hours
    - ☐ 2 hours - 3 hours
    - ☐ 3hours - 4 hours
    - ☐ More than 4 hours

36. Thinking about the ANet ELA interim assessments you administered this year, please rate their ALIGNMENT with:	Very Poor	Poor	Fair	Good	Excellent
a. Your state's ELA standards.	1	2	3	4	5
b. Your state's end-of-year ELA assessment.	1	2	3	4	5
c. Your school or district's ELA curriculum.	1	2	3	4	5
d. Your school or district's curricular scope and sequence for ELA.	1	2	3	4	5

37. Thinking about the ANet ELA interim assessments you administered this year, please rate the LEVEL OF RIGOR of test items compared to:	ANet tests are Much Less Rigorous	Less Rigorous	About the same level of rigor	More Rigorous	ANet tests are Much More Rigorous
a. Your state's ELA standards.	1	2	3	4	5
b. Your state's end-of-year ELA assessment.	1	2	3	4	5
c. Your school or district's ELA curriculum.	1	2	3	4	5

38. Thinking about the ANet MATH interim assessments you administered this year, please rate their ALIGNMENT with:	Very Poor	Poor	Fair	Good	Excellent
a. Your state's MATH standards.	1	2	3	4	5
b. Your state's end-of-year MATH assessment.	1	2	3	4	5
c. Your school or district's MATH curriculum.	1	2	3	4	5
d. Your school or district's curricular scope and sequence for MATH.	1	2	3	4	5

39. Thinking about the ANet Math interim assessments you administered this year, please rate the LEVEL OF RIGOR of test items compared to:	ANet tests are Much Less Rigorous	Less Rigorous	About the same level of rigor	More Rigorous	ANet tests are Much More Rigorous
a. Your state's MATH standards.	1	2	3	4	5
b. Your state's end-of-year MATH assessment.	1	2	3	4	5
c. Your school or district's MATH curriculum.	1	2	3	4	5

In the next set of questions, we'd like to learn more about your experience with The Achievement Network (ANet) interim assessment program this year.

40. Are the ANet interim assessment scores of students in each classroom made public within your school?
- ☐ Yes
- ☐ No

41. Are you aware of ANet's online tools, "MyANet"?
- ☐ Yes
- ☐ No (*if no, continue to question 44*)

42. How often have you used the following online tools on MyANet?	**Never**	**Once or Twice a Year**	**Once or Twice a Month**	**Weekly**	**More than Once a Week**
a. Quiz generator	1	2	3	4	5
b. Better Lesson - sample lesson plans organized by standards	1	2	3	4	5
c. Tools for reviewing my students' scores on interim assessments	1	2	3	4	5
d. Tools for comparing my students' scores with other classes at my school	1	2	3	4	5
e. Tools for comparing my students' scores with other schools in my network	1	2	3	4	5
f. List of state ELA or math standards	1	2	3	4	5
g. Interim assessment materials (test instructions, assessment booklet, writing prompts, answer sheets, etc.)	1	2	3	4	5

If participants responded never to any of the above items, they would not be asked to respond to the corresponding items in question 43.

43. **How useful do you find the following MyANet online tools?**	**Not at all Useful**	**Somewhat Useful**	**Very Useful**
a. Quiz generator	**1**	**2**	**3**
b. Better Lesson - sample lesson plans organized by standards	1	2	3
c. Tools for reviewing my students' scores on interim assessments	**1**	**2**	**3**
d. Tools for comparing my students' scores with other classes at my school	1	2	3
e. Tools for comparing my students' scores with other schools in my network	**1**	**2**	**3**
f. List of state ELA or math standards	1	2	3
g. Interim assessment materials (test instructions, assessment booklet, writing prompts, answer sheets, etc.)	**1**	**2**	**3**

In the next set of questions, we'd like to learn more about your experience with The Achievement Network (ANet) interim assessment program this year.

44. **How many data meetings have you attended this year?** _____

45. **We understand that your school participated in ANet data meetings this year. Thinking about those data meetings, please rate how useful it was to do each of the following:**	**This was not part of a typical data meeting at my school.**	**Not at all Useful**	**Somewhat Useful**	**Very Useful**
a. Review your class' results from the ANet ELA or math interim assessment.	**1**	**2**	**3**	**4**
b. Review individual student responses from the ANet ELA or math interim assessment.	1	2	3	4
c. Identify a priority skill/standard	**1**	**2**	**3**	**4**
d. Develop a lesson plan to re-teach a specific skill/standard.	1	2	3	4
e. Discuss instructional strategies or resources for re-teaching a specific skill/standard with teachers in your grade or content area.	**1**	**2**	**3**	**4**
f. Share re-teaching ideas or resources with teachers from other grade levels or content areas.	1	2	3	4

46. Please rate the level of support you received in the use of interim assessment data from the following sources:	Not nearly enough support	Would have liked a little more support	The amount of support was adequate	More support than I needed
a. Your ANet coach	1	2	3	4
b. Your school or district	1	2	3	4

47. How satisfied are you with the overall quality of the support you receive from your ANet Coach in the following:	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
a. Analysis of assessment data	1	2	3	4	5
b. Setting student performance goals	1	2	3	4	5
c. Timeliness of response to questions	1	2	3	4	5
d. Improving instructional practices to meet students' needs	1	2	3	4	5

We'd like to know more about your experience working with ANet this year.

48. **Would you say that working with ANet has impacted your teaching practice this year? (Yes/No)**
49. **Please describe how working with ANet has impacted your teaching practice, in any way, this year.**

50. **Have you observed any changes in your school's use of data that you would attribute to working with ANet this year? (Yes/No)**
51. **Please describe any changes you observed in your school's use of data, that you attribute to working with ANet this year.**

52. **Have you observed any changes in your students that you attribute to your school's work with ANet this year? (Yes/No)**
53. **Please describe any changes you observed in your students that you attribute to your school's work with ANet this year.**

54. **Is there anything more you would like the researchers to know about your experience working with ANet this year?**

55. What is the name of the school where you currently teach?

_____

56. What grade(s) do you teach this year? (Please select ALL that apply.)
- ☐ 3rd
- ☐ 4th
- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ Other _____

57. What subject do you PRIMARILY teach this year? (Please select the subject that BEST describes the content you teach.)
- ☐ English language arts or reading
- ☐ Mathematics
- ☐ Elementary/ General Education
- ☐ Special Education
- ☐ English as a Second Language/ English Language Development
- ☐ Other _____

58. During a TYPICAL SCHOOL WEEK, approximately how many HOURS of classroom time do YOU spend teaching each of the following subjects at THIS school? (please record 0 if you don't TYPICALLY teach English language arts or mathematics)
- d. English language arts _____
- e. Mathematics _____

59. How many years have you been a full time teacher _at this or another school_? (Please enter 1 if this is your first year teaching.) _____

60. How many years have you been a full time teacher _in your current district_? (Please enter 1 if this is your first year teaching in your current district.)_____

61. How many years have you been a full time teacher _in your current school_? (Please enter 1 if this is your first year teaching in your current school.) _____

62. How many years have you been a full time teacher *in your current grade level/ subject area***? (Please enter 1 if this is your first year teaching in your current grade level and/or subject area).**_____

63. Gender:
- ☐ Male
- ☐ Female

64. Race/ Ethnicity:
- ☐ American Indian or Alaskan Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic or Latino
- ☐ Pacific Islander
- ☐ White
- ☐ Other _____

65. What is your highest level of education? (Please select one from the list below.)
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Doctorate

66. Did you enter the teaching profession through an alternative certification program or other non-traditional route?
- ☐ Yes
- ☐ No

During the course of survey development, items and item sets were borrowed (with permission, as necessary) or adapted from several existing survey measures or scales.

References

Brown, G. T. L. (2004). *Teachers' conceptions of assessment-III (full version)* [survey]. Auckland, NZ: University of Auckland.

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