

Appendix 5. Stakeholder Pre-Meeting Questionnaire

1. How would you define a “highly effective” teacher?

2. Based on your involvement with public education, to what extent do you think that low-income or minority students have less access to highly effective teachers than do high-income, non-minority students?

- Low-income/minority students have significantly less access
- Low-income/minority students have somewhat less access
- Low-income/minority students have the same access
- Low-income/minority students have somewhat more access
- Low-income/minority students have significantly more access
- Other

3. Of all of the factors impacting academic performance of low-income, minority students, how significant do you believe that unequal access to highly effective teachers is for low-income, minority students’ performance?

- The most significant factor
- One of several equally significant factors
- One of many factors, but not significantly more serious than any other factors
- Not a very significant factor
- Not a factor

4. What factors do you think influence the level of access that students have to highly effective teachers?

5. What does your experience with public education suggest are the major reasons (or root causes) for an inequitable access to highly effective teachers?

6. What strategies or policies already exist or could be proposed to address the root causes of inequitable access to highly effective teachers?

7. What role do you think the state should have in addressing the issue of student access to highly effective teachers?

8. Organization *

9. Educator Equity Contact at Your Organization *

10. Person Completing Questionnaire *